



Training Booklet for Teachers

CORE online course:
mooc.phzh.ch



Introduction

Welcome to the Training Booklet for Teachers in the CORE program!

These booklet will help you monitor the teaching and learning of your students during the CORE programme. CORE works on the Open EdX Platform, where students log themselves on and go through the course either individually or in groups guided by a teacher.

The course focuses on the development of life skills and job orientation skills for young asylum seekers and refugees. Its aim is to make visible the competences that young people have acquired in different contexts (in their families, in school, during their journey, through peers) and to develop a positive perspective for their current situation and their future. The course is offered in English, Arabic and Dari. Thereby, students not only focus on these competences but also train their first language.

The CORE course is built up in nine different topics, each consisting of three units. Here you can see an overview of all topics and units:

Topic 1 – This is me

Unit 1: My person
Unit 2: My star
Unit 3: My personal flag
“Hello”

Topic 2 – That’s important to me, you and us!

Unit 1: Good men, good women
Unit 2: The million Euros I found
Unit 3: Fair for all of us

Topic 3 – This is what I can do

Unit 1: My spider web
Unit 2: The stairway to success
Unit 3: What I can do with...

Topic 4 – Important people in my life

Unit 1: My circle of people
Unit 2: My friends
Unit 3: What I learned from...

Topic 5 – My feelings and myself

Unit 1: Dealing with different emotions
Unit 2: What makes me happy, what makes me sad
Unit 3: Expressing my worries and locking up my fears

Topic 6 – I live in a healthy way

Unit 1: Delicious food, healthy food
Unit 2: Clean is beautiful
Unit 3: The risks of drugs and alcohol

Topic 7 – How I live together with others

Unit 1: Who can help?
Unit 2: How I can solve conflicts
Unit 3: Rules help us to live together

Topic 8 – My present situation

Unit 1: Wishes and needs in a new situation
Unit 2: Dealing with discrimination and fighting it
Unit 3: What do I know about a country?

Topic 9 – My interests and where I want to go

Unit 1: Different jobs around me
Unit 2: The professional fields
Unit 3: My next steps

Introduction

Each topic starts with an introduction video to give an input and an overview of the topic. The video gives information about the tasks the students have to complete. Each unit ends with a self-evaluation for the students. All texts and uploaded materials are saved on the online platform. The students can follow up on their course progress and recall all materials that they have produced.

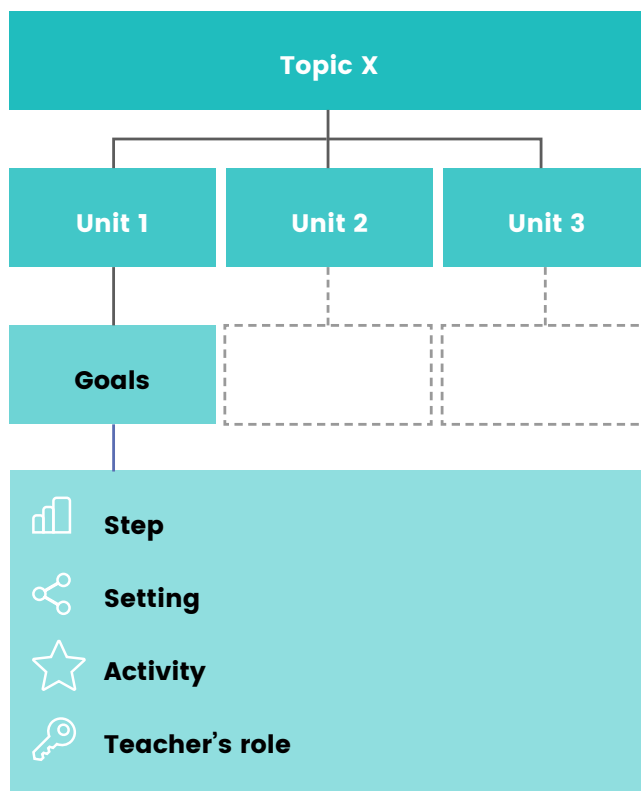
Didactics and methods

CORE is based on a cognitive-constructivist view of learning. Students learn by engaging with a topic or question first on an individual level. In this way they construct their knowledge and competences for the first time. After this step it is important that students can exchange their insights with a partner. This is called co-construction of knowledge, because their prior understanding is now being constructed and enriched with new insights a second time. When students subsequently go into an even bigger group (e.g. of four students or in the whole-class plenary) their insights are co-constructed a second time.

CORE changes individual and co-operative learning settings and also ensures, through the digital method of learning, that social interaction and learning takes place. The tasks the students have to complete in CORE are also based on an understanding of problem-solving and task-based learning situations where there are different ways of reaching a possible solution. Therefore, life skills such as problem-solving, creativity, critical thinking, interaction, co-operation as well as self-awareness skills are activated to a great extent in the programme.

The didactical sheets are built up in such a way that they follow the CORE online learning course exactly. You can find the topic's name, the unit's name as well as the different steps in each unit on one A4 page. The short description gives you an idea of what happens and what the students are asked to do. The column on

the very right shows you your roles as a teacher and gives you some additional information about what your tasks are during this teaching-and-learning sequence. This is the structure of each topic:



Group discussion

In addition to individual and co-operative learning settings, the CORE programme also includes a digital discussion group. In almost all units, students are asked to contribute something to this group or upload their learning results as a basis for discussion. As a teacher it is also your task to follow up these discussions and even give additional input through short posts.

We wish you a lot of success in teaching CORE and welcome your feedback under ipe@phzh.ch. You can also follow us on facebook under the same address.



Training Booklet for Teachers

Topic 1 – This is me







Unit 1 My person

Goals

The students learn to

- describe the most important things about themselves.
- explain who they are to another person.
- ask and answer questions about others as well as themselves.

 Step	 Setting	 Activity	 Teacher's role
Step 1 30 minutes	Alone	The students listen to Paolo's story.	The teacher watches the students and provides help if needed.
	Pair work	Then they find a partner and introduce themselves, using sentences provided.	The teacher walks around and listens to dialogues.
Step 2 30 minutes	Alone	The students now read Paolo's story. If they want, they can listen to it again, too. Then they write down their own introduction. They also draw a picture of themselves and of the most important people in their life.	The teacher walks around and helps with understanding if needed.
	Pair work	The students ask three or more colleagues at least three personal questions and answer the questions that they are asked. Questions and answers are provided for help.	The teacher watches the students walk around.
Step 3 30 minutes	Alone	The students write an introduction of themselves (or use the one they have already written).	The teacher walks around and helps with understanding if needed.
	Plenary discussion	The students sit in a circle and present their introductions. One of them starts. Then others follow. Then they tell the group about the new information they have learned about their colleagues. They can also play a guessing game: Shuffle the written introductions and pick one randomly. Read it out loud. Can you guess who it is?	The teacher guides the presentations and discussion, explains how to play the guessing game.
Self-evaluation	Alone	The students fill in the self-evaluation.	The teacher coaches and helps to identify the students' performances.







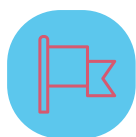
Unit 2 My star

Goals

The students learn to

- describe their strengths with adjectives.
- ask questions about another person.
- play a guessing game.

 Step	 Setting	 Activity	 Teacher's role
Step 1 30 minutes	Alone	The students look at Paolo's star. They design a star that represents their own personality. They write their name in the middle of the star. Then they select adjectives that best describe themselves and write them in the star. They represent their strengths. They can choose from a list of adjectives.	The teacher watches students and provides help if needed.
	Pair work	Then they find a partner and present their star to him/her. They use sentences like "I am a ... person" or "I am ..." (for example: "I am a funny person" or "I am smart"). Then they take turns and listen to their partner.	The teacher walks around and listens to dialogues.
Step 2 15 minutes	Pair work	The students use their stars and ask a partner questions like: "Are you strong?". The other person answers. "Yes, I am strong" or "No, I am not strong"). Then, they switch roles.	The teacher walks around, listens to the dialogues and helps if needed.
Step 3 30 minutes	Group of four	The students play a guessing game. They place their stars in the middle of a desk and mix them. One group member starts with a question about a star belonging to one of you: "Is ... funny?" or "Is ... talkative?" (for example: "Is Paolo funny?"). The person whose name was mentioned, checks his/her star and responds "Yes, I am funny" or "No, I am not talkative". Another person then asks a question about another star until everyone's star has been asked about.	The teacher walks around and coaches the groups.
Self-evaluation	Alone	The students fill in the self-evaluation.	The teacher coaches and helps to identify the students' performances.







Unit 3

My personal flag

Goals

The students learn to

- design their own flag that represents their personality.
- present their flags and share their thoughts.
- collaborate with others to design a group flag.

 Step	 Setting	 Activity	 Teacher's role
Step 1 30 minutes	Alone	The students look at Mia's flag and listen to her story. They design a flag using colours and symbols (no text!). They do not draw an existing flag (country, region etc.). They can also choose from symbols displayed as examples.	The teacher gives introduction and explains what a symbol is.
	Pair work	They describe their flag to another person. Why did they use specific colours and symbols? They listen to their partner and compare their flags (What is different? What is similar?).	The teacher walks around and listens to dialogues.
Step 2 60 minutes	Alone	The students look at Mia's flag and read their descriptions. They can also listen to the story again. Then they use the flag from step 1. They do not put their name on it. They write a short description explaining why they used the colours and symbols.	The teacher walks around and observes the students.
	Plenary discussion	They present their flags on a wall, a table or on the floor. When all flags are there, one flag is chosen. The students guess whose flag it is. When it is guessed correctly, the creator of the flag reads the description aloud.	The teacher steers the presentations and explains the guessing game.
Step 3 60 minutes	Group of four	The students explain their flags again in the group. Then they design a group flag using a blank rectangle. They discuss how they will go about it (will everyone get their own space or will they share the space? What will they put on the flag? Which colours?) They discuss together and draw the flag. It is important that everyone agrees. Afterwards the flags are displayed in the classroom and presented.	The teacher gives clear instructions on how to discuss, agree and then draw the flag. The joint product is pointed out by the teacher.
"Hello"	Alone	Say "Hello": The students connect with other learners and share their thoughts and express themselves. They let the others know who they are and what is important to them.	The teacher can coach and help to manage adding a post.
Self-evaluation	Alone	The students fill in the self-evaluation.	The teacher coaches and helps to identify the students' performances.



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Topic 2 – That’s important to me, you and us!







Unit 1 Good men, good women

Goals

The students learn to

- explain why someone is a good person in their opinion.
- describe why others believe that a man or a woman is a good person in their opinion.
- evaluate differences in the choice and definition of a “good person” between men and women.

 Step	 Setting	 Activity	 Teacher’s role
Step 1 30 minutes	Alone	The students think of people they consider good. They reflect on the qualities that make these people “good”. They also note how many of these people are female or male.	The teacher gives instructions and might add an example of a good person from his/her personal life.
	Alone	The students draw a table on a sheet of paper with the columns “Good men”, “Good women”, “Why?”, “Girl” and “Boy” and with the rows “My opinion”, “Colleague 1”, “Colleague 2” etc. according to the example provided in the CORE edX-course. They write or draw the good people they thought of and provide reasons why they consider them good.	The teacher explains how to draw the table and how to fill it out. He/she can also provide examples of people and reasons (“Why?” column) to illustrate.
	Pair work	The students find a partner and tell them about the good people they selected. Then they switch roles and the partner explains her/his ideas. They also discuss similarities and differences in the people they have chosen.	The teacher provides initial instructions on the dialogue. During the exchange he/she walks around helps if help is needed.
Step 2 30 minutes	Pair work	The students take their completed table from step 1 and walk around the room. They compare their “good men” and “good women” with at least 4 colleagues of both genders (if possible). They write down in their table the attributes each colleague considers “good” for their “good men” and “good women”. They should also note whether their colleague was male or female.	The teacher provides instructions. He/she can use the example table on CORE edX for the explanation. Then he/she walks around to help, if questions arise.

	Alone	The students go back to their place. They study their notes and reflect on what kind of people and which qualities their colleagues consider to be good. They compare to see where the opinions of their male and female colleagues are similar and where they differ (if at all).	Two overlapping circles might help with the comparison. One circle is for the girls, the other for the boys and the overlapping part for shared opinions.
	Alone	The students write down their insights. They can use the text box on the CORE edX tool or a paper. They describe, if there are differences between girls’ and boys’ opinion about “good men” and “good women”.	The teacher instructs them on the kind of text he/she expects from them. He/she can also provide examples on the kind of sentences he/she expects.
Step 3 90 minutes	Plenary discussion	The students sit in a circle and present the results from their comparison. They discuss which qualities make a person a “good person”. They also discuss, if “good women” act differently than “good men”. Eventually, they discuss what “good” means for them and if it can have different meanings.	The teacher moderates the discussions. He/she makes sure that different opinions can be expressed and discussed. He/she ensures a respectful and constructive atmosphere for the discussion.
	Alone	The students reflect on what “good” means to them. They note if and how their opinions have changed. They can note down their thoughts.	The teacher explains the tasks and assists individual students.
	Alone / group work	The students share their opinion about the ways girls and boys choose “good women” and “good men”.	The teacher adds comments in the discussion group.
Self-evaluation	Alone	The students fill in the self-evaluation.	The teacher coaches and helps to identify the students’ performances.







Unit 2

The million Euros I found

Goals

The students learn to

- write the end of a story using their imagination.
- evaluate wishes and rate them as needed or just nice to have.
- change their perspective from today to the future.

 Step	 Setting	 Activity	 Teacher's role
Step 1 30 minutes	Alone	The students read the story of the lottery ticket. They imagine what they could do with the money individually.	The teacher provides initial instruction. He/she provides help if needed.
	Alone	Then they write down the ending of the story of the lottery ticket they found. They can write it directly into the CORE edX tool or on a paper.	The teacher walks around and assists individual students.
	Pair work/ plenary discussion	The students find a partner and read the end of their story to the other person. The partner listens to the story and draws the wishes of his/her colleague on a piece of paper. Then they switch roles. If a student does not find a partner, he/she makes a drawing and presents their story later to the whole group.	The teacher explains the task, then walks around and provides help if needed.
	Alone/ group work	The students share their story in the discussion group online. They read the stories of their colleagues and choose one they like. They make a drawing of this story and upload it as a comment to the story they liked.	The teacher gives instructions and assists the students individually in uploading their drawing.
Step 2 30 minutes	Plenary discussion	The students display the drawings of their wishes from step 1 (on a wall/on the floor) and then sit in a circle. They present the ending of their story. They discuss the wishes they illustrated. They evaluate which of the desired things are indispensable and which are less essential. They give reasons for their opinions.	The teacher moderates the discussion. He/she encourages the students to give honest opinions and makes sure they justify their views.
	Alone	First, the students write down all their wishes in the first box on edX (or on paper). Then they think about which things they really need, which ones are nice to have and which ones they are undecided about. They write these wishes into the respective box and submit it.	The teacher explains the tasks and helps the students if help is required.
Step 3 45 minutes	Alone	The students imagine how their life might look like when they are older (around 30 years old).	The teacher gives instructions and may provide guiding questions as well as examples.
	Alone	The students imagine what they would do with the money, if they found the lottery ticket when they were 30 years old. They write down the wishes and needs they think they will have at that age.	The teacher explains the tasks and assists the students individually.

Pair work/ plenary discussion	The students walk around and ask their colleagues how they imagine their life would look like when they are 30. They also ask about their needs and desires at that age. Then, in plenary, the students compare the wishes and needs they have now with those they might have when they are older.	The teacher gives instructions for the exchange in pairs. During the plenary session he/she moderates the session and asks the students to explain their opinions.
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Self-evaluation	Alone	The students fill in the self-evaluation.	The teacher coaches and helps to identify the students’ performances.
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Unit 3 Fair for all of us

Goals

The students learn to

- understand the importance and limitations of universal rules.
- take part in a discussion by stating their point of view and giving reasons.
- change their perspective and view a problem from another point of view.

Step	Setting	Activity	Teacher’s role
Step 1 30 minutes	Alone	The students read the set of rules.	The teacher explains the task.
	Alone / pair work	The students assess which rules they find fair, unfair or useless and assign the respective icon to each rule. Then they take a screenshot. They form pairs and compare the results with those of their partner. They discuss the reasons, when they have different viewpoints.	The teacher gives instructions. He/she walks around, listens to the discussions and helps if needed.
Step 2 90 minutes	Alone	The students read or listen to the thought experiment. They imagine that they are behind the veil of ignorance.	The teacher presents the thought experiment (if students do not read it).
	Alone	The students think of rules they would find fair, irrespective of their physical characteristics and position in society. They write down at least three rules into the CORE edX tool or on a sheet of paper.	The teacher explains the tasks and provides help if needed.
	Group work/ plenary discussion	The students form groups of four to six students. Each student presents their rules. Then, they discuss their rules and agree on three rules they all find fair. They write down each rule on a separate piece of paper and attach them on a wall or on the table. When all groups have attached their rules, they explain their thoughts to the whole class.	The teacher walks around and coaches the groups. He/she moderates the discussion, when the groups present their rules to the whole class. The teacher makes sure that the discussion is respectful.

	Alone	The students change their perspective by imagining themselves in the position of people with different physical characteristics and in different social situations. They can use the suggested roles, invent new roles or the teacher can provide them with roles. They write down which role(s) they have chosen and whether they consider the rules (that they wrote down for themselves and those discussed in groups) fair or unfair. They can write their thought online or on a sheet of paper.	The teacher gives clear instructions on how to make the change of perspective and how to consider the fairness of the rules in the new role. Afterwards, the teacher watches the students and provides help if needed.
	Group work / plenary discussion	The students discuss their imagined roles and which rules would be fair or unfair in this role. They try to agree on a set of fair rules.	The teacher moderates the discussion, writes down or displays the rules they agreed on as fair.
	Alone /online community	The students display the rules they find fair online. They comment and discuss the rules posted by other students in the online community.	The teacher gives instructions, watches online discussions and provides help if needed.
Step 3 30 minutes	Plenary discussion / alone	The students listen to the introduction by the teacher. Then, each of them reads the listed articles of the human rights declaration. They ask the teacher questions, if they do not understand something.	The teacher explains what human rights are and briefly informs about the Universal Declaration of Human Rights. He/she assists the students, when they read the declaration.
	Alone	The students reflect which of the articles of the human rights declaration they find fair and which unfair. They assign the respective icon to each rule.	The teacher watches the students and provides help if needed.
	Group work or plenary discussion	The students discuss with others/in class which rules are considered fair and which unfair. The students give reasons for their opinions.	The teacher moderates the discussion and asks them to explain their opinions.
Self-evaluation	Alone	The students fill in the self-evaluation.	The teacher coaches and helps to identify the students’ performances.



Training Booklet for Teachers

Topic 3 – This is what I can do







Unit 1

My spider web

Goals

The students learn to

- assess their skills in a spider’s web profile.
- listen to and understand another person’s spiderweb explanation.
- change perspectives and assess the skills of another person.

 Step	 Setting	 Activity	 Teacher’s role
Step 1 30 minutes	Alone	The students think about their strengths and look at the spider web. The students mark their skills in the spider web by dragging the icons to the number in the scale.	The teacher explains the eight dimensions and the scale from 1 (poor) to 3 (very good).
	Pair work	Then they find a partner and discuss their spider web.	The teacher walks around and listens to dialogues.
Step 2 45 minutes	Alone	The students look at their pole chart (spider web) from step 1 and write a short description in the online box about their profile. Their descriptions should illustrate a concrete situation.	The teacher walks around and helps with understanding if needed.
	Pair work	The students read their text to a partner. Then they change roles and listen to the partner’s description. They discuss other strengths they showed in their concrete situations.	The teacher watches the students and listens to the dialogues. He/she might ask additional questions.
Step 3 45 minutes	Pair work	The students discuss their spider webs with a partner and compare similarities with each other. They also discuss the differences.	The teacher walks around and helps with understanding if needed. He/she might point out that everybody has a unique combination of skills.
	Alone	The students reflect on the differences they discussed and think about how they could improve their weaker skills. They write down their thoughts in the online box.	The teacher helps the students with their conclusions by individual coaching.

	Alone / group work	The students share a screen shot of their spider web in the discussion group and write down how they could improve their skills.	The teacher helps with uploading the screenshot and observes students while writing. He/she might give input for discussion in the discussion group.
Self-evaluation	Alone	The students fill in the self-evaluation.	The teacher coaches and helps to identify the students' performances.



Unit 2 The stairway to success

Goals

The students learn to

- sort their skills into three categories and explain them.
- present their skills in full sentences to another person.
- listen to and understand another person's skills description.
- create and write down concrete plans about how they could improve their skills.
- give examples of certain skills and state reasons for improvement.
- listen to another person's explanation and give hints for improvement.

Step	Setting	Activity	Teacher's role
Step 1 45 minutes	Alone	The students look at the picture of the stairway. They think about their skills on the spider web and reflect on the skills they can do very well.	The teacher watches students and provides help if needed.
	Alone	The students capture their thoughts about their strengths in a list in the green area of the online box. They can also use a piece of paper, make a drawing of the stairs and write them down on the top stair.	The teacher provides paper if needed and walks around helping the students make the list.
	Alone	The students write down their average skills into the yellow box (or again use the sheet of paper).	The teacher provides paper if needed and walks around helping the students make the list.
	Alone	The students write down the skills they want to improve into the red box (or again use the paper).	The teacher provides paper if needed and walks around helping the students make the list.
	Pair work	The students compare their stairways/lists with a partner. They speak in full sentences (e.g. "I am very good at..., I am fairly good at..., If I practice, I will be good at..."). Then they change roles.	The teacher walks around and listens to the dialogues. He/she might encourage the students to speak in full sentences.

Step 2 45 minutes	Alone	The students think about the skills they want to improve and find ideas about how they would do this.	The teacher gives the instruction and maybe one example on how this can be done.
	Alone	The students write down their plans about how they want to improve their skills in the online box.	The teacher walks around and helps the students with writing.
	Pair work	The students discuss their plan with a partner. Does it make sense? Does one have to be good at everything?	The teacher points out that improvement is important. However, one cannot be good at everything.
Step 3 30 minutes	Alone	The students think about two of their best/good skills and find two examples. They write them down in the online box.	The teacher walks around and coaches the groups.
	Plenary discussion	The students share their examples in the plenary. They value each other's contributions and give applause.	The teacher steers the presentation and reminds students to give positive feedback.
Self-evaluation	Alone	The students fill in the self-evaluation.	The teacher coaches and helps to identify the students' performances.







Unit 3 What I can do with ...

Goals

The students learn to

- find different ways of using an object in their daily lives.
- play a guessing game with another person and guess what his/her object is.
- write a story about an object and share it in a discussion group.

 Step	 Setting	 Activity	 Teacher's role
Step 1 30 minutes	Alone	The students find an object from their daily life. They take a picture with the phone or draw it. Then they describe it in the online box and list as many activities that can be done with the object as possible.	The teacher gives introduction and explains that there can be many different ways of using an object in daily life.
Step 2 45 minutes	Pair work	The students describe their object to a partner. The partner is given two minutes to think about the activities that can be done with the object. Partner one lists his/her ideas about what can be done with it. They discuss what else can be done with the object. Then they switch roles.	The teacher walks around and listens to the creative ideas.

	Pair work/ group work	In pairs, the students present their ideas in the discussion group and add creative ideas about the objects of others.	The teacher gives instructions and might comment on the posted activities.
Step 3 45 minutes	Alone	The students think about another object, draw it again or take a picture again. Then, they write down a short story about it. It can be a story about the object or the object itself can tell the story. The students decide.	The teacher gives clear instructions on the two possible ways to write the story.
	Pair work/ group of four	The students read their story to a partner without telling which object it is. The partner tries to guess the object by listening. Then they switch roles. This can also be done in groups of four.	The teacher walks around and listens to the stories and the guesses. He/she might help with questions to guess an object.
	Alone/ group work	The students share their story in the discussion group and try to guess the objects of others by making posts.	The teacher gives instructions and might comment on the posted activities.
Self-evaluation	Alone	The students fill in the self-evaluation.	The teacher coaches and helps to identify the students' performances.



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Topic 4 – Important people in my life







Unit 1

My circle of people

Goals

The students learn to

- visualize the members of their circle and themselves.
- introduce the members of their circle to another person.
- describe a member of their circle in writing.
- write a story or a poem about an experience with a member of their circle.
- share their story or poem with another person or a discussion group.

 Step	 Setting	 Activity	 Teacher's role
Step 1 30 minutes	Alone	The students look at the empty figures in the illustration. They are in the centre. They take an empty sheet and draw themselves in the centre. Then, they draw the people around them, putting the one closest to them next to their person, the less closer ones further away, etc. They do not label them. They take a photo of their drawing.	The teacher explains the idea of this “sociogram” and points out that close people are also closest in the drawing and less closer ones are shown further away.
	Pair work	The students discuss their drawings with a partner and find similarities and differences. They explain to each other why somebody is close and others are not.	The teacher walks around and listens to the dialogues.
Step 2 40 minutes	Pair work	The students discuss their drawings with a partner and play a guessing game. One partner picks out two people and describes them (looks, personality etc.). The other one guesses who it is and where he/she is located. Then they switch roles.	The teacher walks around and helps with the descriptions.
	Alone	The students write a short description of two people. They describe who they are, how long they have known them, their looks, their personality etc. They also explain why they are important to them. The text does not have to be exchanged with others.	The teacher gives clear instructions about the description and walks around to give individual help.
Step 3 60 minutes	Alone	The students pick the most important person to them and write about one past experience with him/her. They can also write a poem if they like.	The teacher explains the task and assists if needed.

	Pair work	The students decide if they want to share their story with a partner. If so, they read it aloud and answer questions of their partner. Then they switch roles.	The teacher points out that this is a voluntary exercise and an exchange has to be mutual.
	Alone / group work	The students think about how they felt during this exercise and take some personal notes. Afterwards they decide if they want to share their story or poem in the discussion group. There, they can also write about how they felt during the exercise.	The teacher points out that this is a voluntary exercise. He/she might add impulses for discussion in the discussion group.
Self-evaluation	Alone	The students fill in the self-evaluation.	The teacher coaches and helps to identify the students' performances.







Unit 2 My friends

Goals

The students learn to

- find criteria about what friendship means to them.
- discuss and agree on common points of what friendship means to them.
- sort their friends into different categories, according to closeness.
- discuss different reasons for different kinds of friendship.
- express a certain experience with one of their close friends in a creative way.

 Step	 Setting	 Activity	 Teacher's role
Step 1 45 minutes	Alone	The students read through the list of "What is a friend?" and think about whether they agree or disagree with the statements.	The teacher reads the sentences together with the students if necessary and gives additional explanations.
	Alone	The students sort the sentences in two categories. They put the ones with which they agree in the blue box, the others in the beige box. They can also take a screen shot.	The teacher provides paper if needed and walks around helping the students make the two lists.
	Group work / Plenary discussion	The students form groups of four and discuss their "agree" and "disagree" sentences. Together they make a poster "What is a friend?" and write down the ones they all agree with. They can also add additional ones. They present their poster in the plenary.	The teacher provides posters and walks around helping the students make their poster. He/she also steers the plenary presentation.

Step 2 30 minutes	Alone	The students think about who their friends are. They look at the circle in the illustration and draw four concentric circles like this one (one drawing). They put themselves in the middle and their closest friends in the next circle. They write the names of casual friends in the middle circle and the names of acquaintances in the outer circle. They take a photo of their finished drawing.	The teacher gives the instruction and maybe one example on how this can be done.
	Plenary discussion	The students discuss their drawings by using questions. Decision about who was in which circle? Difference between close friends and other friends? What would you discuss with close friends but not with casual friends? How could you get to know a person better? Advantages or disadvantages of older friends? Age of friends?	The teacher steers the discussion with the mentioned questions.
Step 3 30 minutes	Alone	The students think about an interesting experience with the inside circle of their friends. They choose from different forms of expression: story, drawing, photo, song, comic-strip etc. They can write down their text in the box.	The teacher walks around and coaches the students in making their decisions.
	Pair work/ group work	The students present their results to a partner. They give each other feedback. They decide about posting their results in the discussion group.	The teacher walks around and listens to the presentations.
Self-evaluation	Alone	The students fill in the self-evaluation.	The teacher coaches and helps to identify the students' performances.







Unit 3 What I learned from ...

Goals

The students learn to

- find and describe five skills they learned from someone else.
- trace the origins of their skills with the help of a tree model and discuss them with another person.
- think of skills they want to pass on to others.
- present a story about how they acquired a difficult skill.

 Step	 Setting	 Activity	 Teacher's role
Step 1 30 minutes	Alone	The students look at the illustration of the skills tree. They take a blank sheet and draw a tree with five fruits and five roots. They indicate the skills in the fruits. They write down in the roots the people they learned these skills from. They take a photo of their drawing.	The teacher gives the instruction for this task and explains how skills are learned from others (e.g. by giving an example).

	Pair work	The students present their drawing to a partner and exchange their thoughts. They discuss similarities and differences.	The teacher walks around and listens to the dialogues.
Step 2 30 minutes	Alone	The students think about which skills they would like to pass on to others. They write them down. They also indicate how they would teach these skills.	The teacher gives instructions and walks around for individual coaching.
	Group work/ Plenary discussion	The students present the skills they want to pass on in a group. They write each skill on a slip of paper and pin it on the wall (or put it on the floor). A discussion about the skills and how they can be taught to others takes place.	The teacher steers the discussion by asking questions.
Step 3 60 minutes	Pair work	The students talk about their skills (tree). They discuss the most difficult skills and their similarities and differences.	The teacher walks around and listens to the dialogues.
	Alone	The students think about one skill they learned from someone else. They write down how they learned it by describing a concrete situation. They can also make a video, a drawing or a comic-strip as an illustration and upload it.	The teacher walks around and coaches individual students.
	Plenary discussion	The students present their stories or videos and share their experiences. They listen to others and ask questions.	The teacher steers the discussion.
	Alone/ group work	The students share their stories in the discussion group and comment on the stories of others.	The teacher might give short comments in the discussion group.
Self-evaluation	Alone	The students fill in the self-evaluation.	The teacher coaches and helps to identify the students' performances.



Training Booklet for Teachers

Topic 5 – My feelings and myself







Unit 1

Dealing with different emotions

Goals

The students learn to

- communicate about feelings in certain situations with others.
- listen to and understand another person’s feelings in certain situations.
- identify and describe different strategies for dealing with different feelings.
- analyze and write about an emotional situation from different perspectives.
- understand that the same situation can trigger different feelings in different people.

 Step	 Setting	 Activity	 Teacher's role
Step 1 40 minutes	Alone	The students read the list with the different emotions. They think about these feelings and reflect, which ones they experienced.	The teacher explains the task.
	Alone	The students click on the spinning wheel on the CORE edX platform. Based on the resulting feeling, they imagine situations where they felt that way and write them down or illustrate this situation in a drawing.	The teacher gives instructions. He/she walks around Teacher walks around and assists the students, if they need help.
	Pair work	The students walk around and look for a partner. Each of them spins the wheel. They tell each other about a situation they experienced this feeling. They repeat this task with at least two more colleagues.	The teacher walks around and helps with understanding if needed. He/she might point out that it is not always easy to talk about emotions.
Step 2 30 minutes	Alone	The students read the list with the different emotions again. They reflect on how they behave and react, when they experience this emotion.	The teacher coaches the students and helps students articulate or describe when the students struggle to describe their reactions.
	Alone	The students read the strategies for dealing with difficult emotions. They assign points to each strategy – the more points the strategy gets, the better it helps the students.	The teacher gives instructions and helps the students, if they face technical difficulties in assigning the points.

Step 3 45 minutes	Alone	The students think of a situation where they experienced a strong emotion. The students describe on a slip of paper the situation and the emotion they experienced.	The teacher explains the tasks and might provide an example. He/she might coach them in writing about their emotion.
	Plenary discussion or group work	The students sit in a group and they mix the slips of papers. Each person draws a slip. Then one after the other, act out the emotion without speaking. The colleagues try to find out which emotion is portrayed. They discuss how people might feel differently in a very similar situation.	The teacher assists the student in this exchange and moderates the discussion.
	Alone	The students return to the situation and emotion they described previously. They complement it, if necessary. Then they change perspective and describe the same situation and how another person might have experienced it.	The teacher explains the tasks and coaches the students individually in writing down and submitting their contribution.
Self-evaluation	Alone	The students fill in the self-evaluation.	The teacher coaches and helps to identify the students' performances.







Unit 2

What makes me happy, what makes me sad

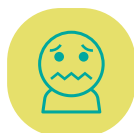
Goals

The students learn to

- draw and/or describe in writing what makes them happy and what makes them sad.
- help each other in dealing with their sad feelings.
- find a song or a picture that expresses in their view a sad or happy feeling.
- discuss the meaning of a proverb.
- imagine a situation and create a play about it.
- to portray somebody who is sad or happy.

 Step	 Setting	 Activity	 Teacher's role
Step 1 45 minutes	Alone	The students think about what makes them happy and what makes them sad. They write or draw something that makes them happy on one page and something that makes them sad on another page.	The teacher gives instructions and hands out paper if needed. He/she walks around and assists the students individually.
	Pair work	The students talk with a partner about their happy and sad experiences. They discuss what helped them to deal with sad feelings in the past. They cut out a paper star. They write a strategy on this star about how to deal with sad feelings.	The teacher explains the tasks and provides paper and scissors. He/she walks around and provides help if needed.

	Alone / plenary discussion	The stars are displayed on the wall / the floor. The students read them and consider different and similar ways to deal with sad feelings. Then the students discuss strategies to deal with sadness.	The teacher collects the stars and puts them on display. He/she moderates the discussion and encourages the students to consider the various strategies.
	Alone / group work	The students share their strategies and thoughts on what helps them to deal with sadness. They can also upload pictures of the stars.	The teacher assists the students in sharing their thoughts and uploading the stars with strategies.
Step 2 45 minutes	Alone / group work	The students listen to the song "Happy". They then think of songs or pictures that makes them happy and others that make them sad. They search for such songs or pictures (e.g. on the internet). Then they form groups of four. In turn, they present their songs or pictures and explain why the songs or pictures make them happy or sad.	The teacher gives instructions. He/she assists the students with their search for the picture or song (if needed). Then he/she walks around and listens to the contributions made by the students.
	Alone / group work	The students make a collection of the pictures and songs they like. If they like, they can share their collection in the online discussion group of the CORE edX course.	The teacher explains the tasks and helps the students to share their collection.
Step 3 60 minutes	Group work	First, the students individually think about what the proverb means. They also think of situations in which they shared joy and sorrow. Then, in small groups, they discuss the meaning of the proverb and exchange experiences of sharing happiness or sorrow.	The teacher explains the task. He/she then walks around and listens to the discussion. He/she helps and might give examples, if an explanation concerning the proverb is required.
	Group work / plenary discussion	The students form groups of four. They think about a situation where a person shares joy or sorrow. They create a short role-play based on this situation and take notes for the script. When all the groups have finished, they perform their play.	The teacher provides instructions. He/she supports them in developing the role-play if help is needed.
Self-evaluation	Alone	The students fill in the self-evaluation.	The teacher coaches and helps to identify the students' performances.







Unit 3

Expressing my worries and locking up my fears

Goals

The students learn to

- express their fears in a drawing.
- describe situations where they were afraid.
- exchange their strategies for dealing with worries and discuss them with others.
- describe what occurs in a story they have heard or read.
- describe people they find courageous and reflect what gives them courage when they are worried.

 Step	 Setting	 Activity	 Teacher's role
Step 1 45 minutes	Alone	The students describe first how the picture "The Journey" makes them feel. Then they analyse the emotions of the people represented on the picture.	The teacher gives instructions and might make an example how to analyse the picture.
	Alone	The students think of a situation they were scared and reflect what they were afraid of. They draw a picture of this situation. Then they think of a situation they were scared but did not exactly know what they were afraid of. They imagine how this fear might look like and draw a picture of it.	The teacher explains the task and might provide a general or personal example on the different kinds of fear. He/she walks around and assists the student, if help is required.
	Group work	The students form groups of four. They show their pictures. Each student guesses which picture shows the known and the unknown fear. Then they discuss in what kind of situations they were afraid. They compare the situations they know what they were afraid of with those they do not know why they were scared.	The teacher explains the tasks and encourages the students to talk about situations where they were afraid. He/she then walks around, listens to the discussion and provides help if needed.
Step 2 60 minutes	Alone	The students think about their worries and fears and write them down on a paper or into the field in the CORE edX tool. Then they think about their strategies that help them deal with their fears and worries. They also write them down.	The teacher gives instructions and provides explanations or examples on worries and fears. He/she coaches the students individually in writing about their worries and fears.
	Pair work	The students talk with a partner about the worries and fears they noted. Then they exchange their strategies on how they deal with their worries and fears.	The teacher walks around and supports the students. He/she encourages them to share their worries and their strategies to counter them.
	Alone / group work	The students share their strategies. They read the strategies of their colleagues and comment on them if they want.	The teacher helps them to post the strategies. He/she might also support the posts by commenting on them.

Step 3 90 minutes	Alone	The students read or listen to the story “The Cave of Fear”.	The teacher provides initial instructions.
	Pair work	With a partner, the students first discuss the plot of the story. Then they reflect on the motivation of the young man in the story to enter the cave. They also talk about whether they would have taken the same decision.	The teacher walks around, listens to the discussions and makes sure the students understood the story. He/she provides support for the discussion, if needed.
	Alone	The students reflect on what courage means for them and where they have experienced brave actions. They also think about what gives them courage when they have worries or fears.	The teacher gives explanations and might exemplify courage with general examples or personal experiences.
	Group work	The students discuss what gives them courage in groups or online. They also think of people they consider brave. Furthermore, they talk about whether courage is always good and in which cases fear and worries can be justified.	The teacher walks around and listens to the discussions. He/she encourages the students to give honest opinions and might pose critical questions if the discussion becomes too one-sided.
Self-evaluation	Alone	The students fill in the self-evaluation.	The teacher coaches and helps to identify the students’ performances.



Training Booklet for Teachers

Topic 6 – I live in a healthy way







Unit 1 Delicious food, healthy food

Goals

The students learn to

- describe their favorite food.
- estimate which foods are healthy or less healthy according to the food pyramid.
- find out which ingredients are required to cook a certain dish.
- find out how much the ingredients for a meal cost in local shops and markets.

 Step	 Setting	 Activity	 Teacher's role
Step 1 30 minutes	Alone	The students think of their favourite dishes for each meal of the day. On a sheet of paper, they draw four fields that show their favourite food for breakfast, lunch, dinner and as a snack.	The teacher gives instructions and hands out paper, if required. He/she might also draw the table as an example.
	Group work	The students form groups of four. Each student shows and describes his/her favourite food. Then they compare and note similar kinds of food.	The teacher walks around and listens to the conversations.
Step 2 60 minutes	Alone / plenary discussion	The students study the food pyramid. They read the information on the food pyramid or they listen to the teacher who explains the categories of food. Then the students think about their eating habits and how they fit into the food pyramid.	The teacher gives instructions and explains the food pyramid. He/she answers the questions concerning the pyramid posed by the students.
	Pair work	The students discuss with a partner about the foods represented by the icons. Then they sort the icons in the illustrated food pyramid to the corresponding place.	The teacher explains the task and asks the students not to scroll to the food pyramid at the beginning of this step.
	Alone / plenary discussion	The students learn more about a well-balanced diet and healthy lifestyle. They receive additional information about the food groups (by clicking on the "+" besides each food group). They can read the information or listen to the teacher who gives a presentation about this topic.	The teacher explains the task and lets the students read the information or he/she provides the information about a well-balanced diet by giving a presentation. He/she encourages the students to ask questions if something is not clear.

	Alone	The students look at their favourite dishes they presented in “step 1”. They compare their foods with the food pyramid and evaluate how healthy their favourite meals are.	The teacher gives instructions and assists the students who need help.
Step 3 60 minutes	Alone	The students think of their favourite healthy dish and all its ingredients. They write the name of this dish on a sheet of paper and draw all the ingredients. They take a photo of their drawing. They search for and write down the recipe of their favourite dish.	The teacher gives instructions and helps the students individually to find the recipe if they require help.
	Alone	The students make a shopping list with the ingredients for their favourite healthy dish. They calculate the required amount for four persons. They research the prices of the ingredients and write them down beside each item. Then they calculate the price of the whole dish. Eventually, they post their shopping list with the amounts and prices.	The teacher explains how to make the shopping list, calculate the amounts and find out the prices. He/she uses the example on the CORE edX tool to illustrate the task. Then he/she walks around and assists the students individually.
	Group work	The students read the recipes and shopping lists of their colleagues. They can give feedback and make comments on how to modify the dish.	The teacher assists the students in submitting the recipes and lists. He/she can also post comments online.
Self-evaluation	Alone	The students fill in the self-evaluation.	The teacher coaches and helps to identify the students’ performances.



Unit 2 Clean is beautiful

Goals

The students learn to

- find information about germs and know what kinds of germs exist.
- understand what kinds of illnesses germs might cause.
- provide reasons why washing their hands is important.
- know how to keep themselves clean and to care about their hygiene.

Step	Setting	Activity	Teacher's role
Step 1 30 minutes	Alone or pair work	The students read the information on bacteria, viruses and fungi. Then they read the statements about these microorganisms and assign the icons to the corresponding statements. They research additional information about bacteria, viruses and fungi on the internet, in order to assign the right icon to the corresponding statement.	The teacher can give a brief presentation about bacteria, viruses and fungi and how they are related to our life and health. He/she supports the students in researching information and provides additional explanations.

	Alone	The students imagine how bacteria, viruses and fungi might look. They make a drawing of each of these kind of micro-organisms on a sheet of paper. Then they take pictures of their drawings.	The teacher explains the task and points out that they can use their fantasy to draw bacteria, viruses and fungi.
	Pair or group work	The students find a partner or form groups. Each presents his/her drawings of the microorganisms and tells what he/she found out about them. Then they discuss about the harm these micro-organisms can cause but also about their potential benefits. They also exchange ideas about how they can protect themselves from sickness.	The teacher gives instructions. Then he/she walks around, looks at the drawings and listens to the discussions. He/she provides explanations, if there are questions or if some things are not clear.
Step 2 45 minutes	Plenary discussion	The students spread glitter or another material over a ball. They stand in a circle and throw it to each other so that each of them has the chance to catch it. Then they look at their hands and discuss what the material sticking at their hands might represent. Afterwards, they wash their hands.	The teacher brings a ball and a material like glitter that sticks to the ball. He/she then gives instructions on what to do with the ball and moderates the discussion about the “dirt” on the hands and handwashing.
	Alone / plenary discussion	The students study the five handwashing steps. They read about why it is important to wash the hands and in which situations they should wash them. They can also watch the video about the importance of handwashing, or the teacher can provide the relevant information in a presentation. Afterwards the whole class might go out and wash their hands according to the instructions they read.	The teacher gives instructions. He/she gives (additional) explanations on how to wash hands and why and when it is important to wash our hands. He/she might also demonstrate how to wash hands.
	Alone	The students think of reasons why and when they wash their hands. They write these reasons down into the CORE edX tool or on a piece of paper. Then they submit their notes.	The teacher explains the task and might make some examples. He/she assists students individually.
Step 3 45 minutes	Alone	The students think of their daily routines of personal hygiene, starting in the morning. They think of occasions and different parts of their body they wash and clean in the course of the day. Then they write down their daily routines of keeping themselves clean.	The teacher gives instructions and gives examples of what to think of in matters of personal hygiene (show-ering, brushing teeth etc.). Then he/she walks around and provides help if needed.
	Alone or pair work	The students look at the symbols and arrange them into groups. Each group represents body parts that are washed/cleaned with the tools the students choose. Then they take a screenshot of their order. The students can do this task alone or with a partner.	The teacher gives explanations and can give an example to show how to form a group. He/she then walks around and assists the students individually.
	Alone or group work	The students look at the symbols and how they grouped them. Then they write down sentences describing which part of the body they wash/clean in which situation and why. Then they count the number of sentences. If they are in a group, they compare the number of sentences. They also discuss which grooming activities they find the most important and why.	The teacher gives instructions and provides an example of how such a sentence could be worded. Then he/she walks around, assists students individually and listens to the group discussions.

Self-evaluation	Alone	The students fill in the self-evaluation.	The teacher coaches and helps to identify the students' performances.
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Unit 3 The risks of drugs and alcohol

Goals

The students learn to

- provide reasons why they agree or disagree with certain statements about drugs and alcohol consumption.
- assess reasons why somebody may or may not take drugs.
- make a distinction between internal and external factors that cause people to drink alcohol or take drugs.

Step	Setting	Activity	Teacher's role
Step 1 30 minutes	Alone	The students read the statements on drugs, alcohol and addiction. If they agree with the statement, they click on it and press submit. If they agree with further statements, they repeat this action.	The teacher explains the task and assists the students, when they have difficulties choosing and submitting the statements.
	Alone	The students read the statements on drugs, alcohol and addiction as well as the additional information. They choose one or more statements and write why they agree or disagree with this statement.	The teacher gives instructions and might make an example by agreeing or disagreeing with one of the statements. He/she then walks around and assists the students individually.
	Plenary discussion / group work	The students discuss together, as a whole class, in groups or in pairs, why they have agreed or disagreed with certain statements. They also reflect on how they would change the statements so that they could agree. Then they write down their opinions and post it on the edX online platform. They can read and comment on their colleagues' posts.	The teacher moderates the discussion and asks follow-up questions, if it takes place in a plenary. If the discussion takes place in groups, then the teachers give instructions, walk around and listen to the discussions.
Step 2 60 minutes	Alone	The students read the story of Ibrahim experiencing peer-group pressure.	The teacher gives instructions.
	Alone	The students think of the options Ibrahim has and what the consequences of choosing each option might be. They write down the options and the resulting consequences on a sheet of paper or into the field on the CORE edX tool. Then they think about whether they have found themselves in similar situations and how they dealt with it.	The teacher explains the tasks and gives an example by providing an option Ibrahim has and the consequence this choice might result in. He/she then assists the students individually.

	Group work / plenary discussion	The students form groups of four. They discuss together the choices Ibrahim has. They think of two scenarios: one where Ibrahim joins his friends in smoking and one where he declines to smoke hashish. They perform a role-play, acting out each scenario in front of the class. Then the students discuss Ibrahim's reaction and how it reflects his values and beliefs.	The teacher gives clear instructions on how to prepare the role-play. He/she assists the groups in creating the play. After the play he/she moderates the discussion and asks follow-up questions.
	Alone / pair work	The students think about how they should act in situations of social pressure. They think of strategies that can help them to make smart decisions and do the right thing. They also reflect who might help them in such situations. They write down their thoughts and post them on the CORE edX tool.	The teacher encourages the students to think about situations where they experience group pressure and to think of strategies to deal with them. He/she might comment on the posted strategies online.
Step 3 30 minutes	Alone	The students imagine a situation where a group of friends are drinking alcohol and he/she is invited to join them. The students draw two separate columns on a piece of paper, one to write down internal and the other external factors to join the group. Then they think which internal and external pressure might lead them to drinking alcohol in such a situation. They write down these causes in the respective column.	The teacher gives instructions and explains the differences between internal and external factors. He/she can hand out sheets of paper. Then he/she walks around and assists students individually.
	Group work	The students form groups of four. They discuss their reactions and provide reasons for their decisions. They also reflect on what consequences their decision has on themselves and their values, particularly with respect to their relations with their friends.	The teacher gives clear instructions for the discussions and concerning the questions they should address. He/she then walks around and listens to the discussions.
Self-evaluation	Alone	The students fill in the self-evaluation.	The teacher coaches and helps to identify the students' performances.



Training Booklet for Teachers

Topic 7 – How I live together with others







Unit 1 Who can help?

Goals

The students learn to

- explain ways in which they are able to help other people.
- explain ways in which other people are able to help them.
- identify people who can help them for certain tasks.
- describe which tasks their classmates and they themselves are good at.
- know and express which tasks are suited to them.

 Step	 Setting	 Activity	 Teacher's role
Step 1 30 minutes	Alone	The students look at the illustrations of different situations and think about questions that arise from them and try to answer them. They write down their ideas in the box.	The teacher explains the task and assists individual students in answering the questions.
	Alone / group work	The students exchange their results in the discussion group. They give feedback to at least one person in the group.	The teacher adds comments in the discussion group.
Step 2 30 minutes	Alone	The students read through the different situations. They think about their family members or colleagues and decide who could help them in these situations. They also think about where they themselves could be of help. They write down their ideas in full sentences.	The teacher assists if necessary.
	Pair work	The students exchange their written results with a partner and discuss it. What do they think?	The teacher gives clear instructions and walks around listening to the dialogues.
Step 3 30 minutes	Alone	The students choose one of the two given situations and decide how they want to describe the situation: story, poem, photo, song etc.	The teacher explains the task and assists if needed.
	Pair work / group work	The students share their results with a partner and present it mutually. They decide whether they want to share their results in the discussion group.	The teacher listens to the dialogues and comments in the discussion group.
Self-evaluation	Alone	The students fill in the self-evaluation.	The teacher coaches and helps to identify the students' performances.







Unit 2 How I can solve conflicts

Goals

The students learn to

- explain how anger can lead to aggression and violence.
- analyse different ways to solve a conflict.
- empathise with both parties in a conflict and figure out a solution that benefits both sides.

 Step	 Setting	 Activity	 Teacher's role
Step 1 30 minutes	Alone	The students think about different situations and reasons that can cause a problem with others. They write down their collection.	The teacher gives instructions and might add an example of a conflict.
	Alone	The students look at the illustration of common and individual problems. They go through their list again and sort their conflicts into these two categories. Does the problem affect more people or just myself and one other person?	The teacher explains the difference between common and individual problems.
	Group work / Plenary discussion	The students share some of their problems in the discussion group. They discuss which problems can be solved more easily and which ones cannot.	The teacher explains the task and might add some comments in the discussion group.
Step 2 30 minutes	Alone	The students read through the described conflict situation. They read through the six steps for conflict solving. They follow each step and give an answer for each step by writing it down (boxes).	The teacher gives the instruction and explains the terms win-win, win-lose, lose-win and lose-lose. Depending on the group he/she goes through the 6-step exercise together with the students.
	Pair work	The students exchange their ideas together with a partner. Afterwards, they share their solution in the discussion group below. They indicate which one is the best solution according to their point of view. Is there always a win-win-solution? When and where does the 6-step-conflict model work?	The teacher listens to the dialogues and comments in the discussion group.
Step 3 30 minutes	Alone	The students look at the illustration (mind-map about violence). They create their own mind-map with their own ideas about violence. They can include pictures, drawings etc. (on paper, with an app etc.). They take a photo of their mind-map.	The teacher explains the concept of a mind-map (by giving an example). He/she walks around and assists the students.
	Alone	The students read through the explanations of the terms "violence" and "aggression". They give examples for each one of them and write them down.	The teacher explains the difference between violence and aggression also orally. He/she gives examples and assists the students afterwards.

	Alone / pair work	The students read through the scenario of the demonstration. They differentiate between aggression and violence in this case and write down their thoughts. When they have finished, they exchange their ideas with a partner.	The teacher repeats the difference between violence and aggression again. Depending on the group, the task could also be done in the class plenary.
Self-evaluation	Alone	The students fill in the self-evaluation.	The teacher coaches and helps to identify the students' performances.







Unit 3 Rules help us to live together

Goals

The students learn to

- talk about rules according to specific criteria.
- compare the rules of their home country or community with another person.
- evaluate other rules in a discussion group.

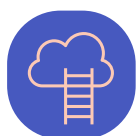
 Step	 Setting	 Activity	 Teacher's role
Step 1 30 minutes	Alone	The students follow a traffic light and think about the rules in their home country. They write down what is permitted in the green box, what depends on the situation in the orange box and what is forbidden in the red box.	The teacher gives the instructions for this task and adds some examples for rules in the country they currently live in.
	Alone / pair work	The students look at the sentences and sort them in the categories green, orange or red. They exchange their results with a partner.	The teacher walks around and listens to the dialogues.
	Alone / pair work	The students think about rules in their community and write them down. They discuss them with colleagues. Afterwards they might revise them and take a photo.	The teacher gives instructions and walks around for individual coaching.
	Group work	The students share their rules in the discussion group and comment on the rules of others.	The teacher adds comments in the discussion group.
Step 2 30 minutes	Alone	The students choose a category in which they want to focus on rules (e.g. family, classroom etc.). They write down how the rules there affect them and indicate also why they think they are good rules (if they do so).	The teacher walks around and assists individually.
	Alone	The students look at the different given rules. They decide whether they are fair, useful, a common good, enforceable or simple.	The teacher explains the descriptions such as fair, useful, a common good, enforceable and simple with regards to rules.

	Alone / group work	The students look again at the rules they formulated in task 1 and try to adapt them so they meet all five criteria for rules. Is it do-able? They post at least one rule in the discussion group and comment on the rules of others.	The teacher explains the meaning of the five criteria again. He/she adds comments in the discussion group.
	Alone / group work	The students share their stories in the discussion group and comment on the stories of others.	The teacher might make brief comments in the discussion group.
Step 3 30 minutes	Alone	The students think about their home country and collect rules that come to their mind. They write them down.	The teacher explains the task and gives some examples.
	Alone	The students categorise the rules with letters such as F = family rules, PL = rules for public life, R = religious rules.	The teacher walks around and supports the students.
	Alone / group work	The students copy the rules of their home country, indicating the country, in the discussion group. The students compare their rules and comment on other rules.	The teacher comments on similarities and differences in the discussion group.
Self-evaluation	Alone	The students fill in the self-evaluation.	The teacher coaches and helps to identify the students' performances.



Training Booklet for Teachers

Topic 8 – My present situation







Unit 1

Wishes and needs in a new situation

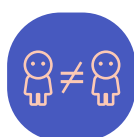
Goals

The students learn to

- formulate wishes and put them in order.
- explain the pyramid of needs to others and match wishes to its levels.
- draw their journey on a map.
- paint a picture of where they see themselves in five years.

 Step	 Setting	 Activity	 Teacher's role
Step 1 30 minutes	Alone	The students think about their wishes, when they were little and now. They make a collection (drawing, mind-map, list etc.). They take a photo of their result.	The teacher explains the task and assists individual students.
	Alone	The students prioritise their wishes into urgent wishes and less urgent wishes. They write them down.	The teacher walks around and assists individual students.
	Alone / group work	The students share their list of urgent and not so urgent wishes in the discussion group. They comment on the wishes of others and give reasons why the prioritised some wishes differently.	The teacher adds comments in the discussion group.
Step 2 30 minutes	Alone	The students get to know the hierarchy of needs by Maslow. They sort the given examples into the pyramid.	The teacher explains the hierarchy of needs by A. Maslow. He/she encourages the students to also read the short text about the pyramid.
	Alone	The students now go back to their own wishes and sort them into the pyramid by indicating which category they belong to.	The teacher explains the task and assists if needed.
Step 3 30 minutes	Alone	The students think about their journey from home to the place they are now and draw it roughly on a map (paper or virtual map).	The teacher assists (if possible also with the map).

	Alone	The students think about where they see themselves (and their family) in five years' time. They make a realistic perspective and decide how they want to present this (poster, drawing, text etc.).	The teacher explains the tasks and talks about what a realistic perspective can be like.
	Alone / group work	The students share their visions in the discussion group. They comment on at least one other person's vision.	The teacher makes comments in the discussion group.
Self-evaluation	Alone	The students fill in the self-evaluation.	The teacher coaches and helps to identify the students' performances.







Unit 2 Dealing with discrimination and fighting it

Goals

The students learn to

- reflect on their experiences as a refugee.
- explain why discrimination makes no sense.
- list strategies for dealing with discrimination.
- select an appropriate strategy for dealing with a specific discrimination.

 Step	 Setting	 Activity	 Teacher's role
Step 1 30 minutes	Alone	The students think about their positive and negative experiences of being a refugee. They make a drawing of both experiences and take a photo of the two. The drawings are displayed.	The teacher gives instructions and might add an example of a positive and a negative experience.
	Alone / group work	The students look at all drawings and compare them with their own. They choose one of their experiences (positive or negative) and describe the situation in a text.	The teacher leads the exchange of experiences when looking at the displays.
	Group work / Plenary discussion	The students share their drawing and the matching text about their experience in the discussion group. They comment in a respectful way on the experiences of others.	The teacher explains the task and might add some comments in the discussion group. He/she makes sure that feedback is positive, respectful and constructive.
Step 2 30 minutes	Alone	The students read through a collection of fears. They rank what they think people in general are most afraid of (7) and least afraid of (1).	The teacher gives the instruction and explains that there are different kinds of fears and that people are most likely afraid of something they do not know.
	Alone	The students use a picture of a demonstration to learn about the difference between prejudice and fear. They read a short text.	The teacher explains the task and might discuss about the picture.

	Alone	The students sort a collection of prejudices into the following categories: likely to be a victim of this prejudice, tend to have the prejudice about others, neither of them.	The teacher explains the task and encourages the students to give honest opinions.
	Pair work	The students explain what a prejudice is and how it develops to each other. They go back to the different prejudices and collect ideas about which prejudices are present for groups of people different. They write them down on paper.	The teacher explains that certain prejudices are applied to different groups of people.
	Alone	The students imagine having to write a letter or an email to a person to persuade him/her against a prejudice towards a certain group of people. They write their letter.	The teacher assists the students individually in writing the letter and for finding arguments.
	Alone / group work	The students share their letter in the discussion group and comment on the letters of other colleagues.	The teacher adds comments in the discussion group.
Step 3 30 minutes	Alone	The students read through short texts about discrimination and think about a situation given to them about an African girl.	The teacher explains some of the texts after the students have read them.
	Alone	The students make a collection of different cases of discrimination. They can present them in different ways (text, photo etc.).	The teacher assists the students individually.
	Alone / group work	The students share one of their examples of discrimination in the discussion group, read the ones of others and comment on them.	The teacher makes comments in the discussion group.
	Alone	The students read through a collection of strategies about how to react in the case of discrimination. They make a personal ranking of their most useful strategies.	The teacher explains that everyone has different strategies for dealing with discrimination.
	Alone / group work	The students share their strategies in the discussion group and comment on the strategies of others.	The teacher adds comments in the discussion group.
	Self-evaluation	Alone	The students fill in the self-evaluation.







Unit 3

What do I know about a country?

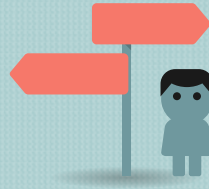
Goals

The students learn to

- say what the major languages of the world are and where they are spoken.
- research information about a new topic on the internet and give a presentation.
- research information about a topic by asking people around them.
- reflect on their beliefs they held before their journey and now.

 Step	 Setting	 Activity	 Teacher's role
Step 1 30 minutes	Alone	The students find the different languages that are spoken in the world. They drag the language spoken onto the country. They can repeat it as often as they want to.	The teacher explains that there is a variety of languages spoken in this world and encourages the students to find out where the different ones are spoken.
	Alone	The students choose a country of their choice and a category they want to focus on (e.g. Germany – rivers and lakes or Great Britain – famous people). They can do this alone or with a partner.	The teacher walks around and helps in decision-making.
	Alone / pair work	The students collect information about their chosen topic on the internet. They display their information on a poster or electronically.	The teacher gives instructions and walks around for individual coaching.
	Plenary discussion	The students present their product in the plenary.	The teacher leads the presentation.
Step 2 30 minutes	Pair work	The students think about a topic, a country or a region that interests them and collect at least ten questions together.	The teacher walks around and assists individually.
	Pair work	The students walk around with their list and try to find answers to their questions from other people. They record their answers in writing or with their mobile phones.	The teacher explains the task and gives hints where and whom to ask.
	Pair work	The students go back with their answers and search for the missing answers on the internet. They post their unanswered questions in the discussion group and comment on other unanswered questions of others.	The teacher assists in finding the answers and comments in the discussion group.
Step 3 30 minutes	Alone	The students think about their beliefs about a certain place before their journey and now. They write them down and indicate "before" and "now" with two different colours.	The teacher explains the task and gives some examples for beliefs that might have changed.
	Alone / pair work	The students read through their beliefs and reflect the changes they see. They discuss them with a partner.	The teacher walks around and supports the students.

	Alone	The students write a letter / an email back home explaining their change of beliefs to a close person.	The teacher assists in finding reasons and examples for the change of belief.
	Alone / group work	The students decide whether they want to send off their letter in reality or share their letter in the discussion group and comment the letters of others.	The teacher assists the students in the decision and comments in the discussion group.
Self-evaluation	Alone	The students fill in the self-evaluation.	The teacher coaches and helps to identify the students' performances.



Training Booklet for Teachers

Topic 9 – My interests and where I want to go







Unit 1 Different jobs around me

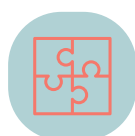
Goals

The students learn to

- find certain categories for different jobs.
- identify which factors are important to them in a job.
- explain their job wishes then and now and give reasons.

 Step	 Setting	 Activity	 Teacher's role
Step 1 30 minutes	Alone	The students think about the different jobs in their environment and write them down.	The teacher explains the task and assists individual students.
	Pair work	The students sort the collected jobs into different categories (e.g. indoor – outdoor etc.). They find the categories themselves.	The teacher walks around and assists the pairs.
	Group work	The students present their collections in a group and make a mind-map together on a poster. They indicate the different organising principles and give one or two examples for each.	The teacher helps the groups to find the organising principles.
Step 2 30 minutes	Alone	The students figure out categories that are important to them by choosing according to each organising principle (e.g. outdoor or indoor job? Etc.). They do this for every principle and take a photo of their selection/profile.	The teacher explains that one can approach a possible job outlook by looking at the organising principles and choosing the most suitable ones.
	Pair work	The students discuss their selection/profile with a partner and take notes about advantages/disadvantages.	The teacher explains the task and assists if needed.
	Plenary discussion	The students present their ideas in the plenary and reflect on similarities and differences in opinion.	The teacher steers the discussion and points out that there is no right or wrong.
Step 3 30 minutes	Alone	The students think about their dream job when they were little and their desired job now. They write down how and why this has changed.	The teacher explains the tasks and talks about what a realistic perspective can be like. He/she assists the students individually.

	Pair work	The students discuss their personal dream jobs then and now with a partner.	The teacher walks around and listens to the dialogues.
	Alone / group work	The students share their ideas in the discussion group. They point out differences then and now.	The teacher adds comments in the discussion group.
Self-evaluation	Alone	The students fill in the self-evaluation.	The teacher explains the task and assists individual students.







Unit 2 The professional fields

Goals

The students learn to

- understand what a professional field is and identify jobs that belong to one.
- identify their personal choice of a professional field.
- find the needed competences (job-specific and transferable skills) for a job.
- present professional fields, their jobs and needed competences.

 Step	 Setting	 Activity	 Teacher's role
Step 1 60 minutes	Alone	The students get to know the different professional fields by matching icons and words to each other.	The teacher explains unclear professional fields and gives examples for jobs.
	Groups of four	The students decide on a professional field and find jobs that fit into this field. They can look for more jobs on the internet and create a poster.	The teacher gives more information about the professional field and encourages the students to look for examples.
	Group work	The students share their professional fields and jobs in the discussion group. They also comment on the found jobs of others.	The teacher comments in the discussion group.
Step 2 60 minutes	Alone	The students choose their own professional field and try to find matching jobs for it. They write them down.	The teacher gives the instructions and explains that there are different kinds of professional fields and various matching jobs in each field.
	Alone	The students look at the posters again and choose a job they would like. They write down the job and the professional field and give reasons for their choices.	The teacher explains the task and assists individual students.

	Pair work / group work	The students compare their jobs, professional fields and their reasons and discuss them together. They can also do this in the discussion group.	The teacher listens to the dialogues or makes comments in the discussion group.
Step 3 90 minutes	Alone	The students read about the different types of skills that are needed for a job. They learn about transferable skills and employability and how they can find out whether these match their person.	The teacher explains some of the texts after the students have read them.
	Alone	Each student researches the job that interests them most. They look for job-specific skills and transferable skills and write them down.	The teacher assists the students individually.
	Pair work	The students exchange their ideas and lists with a partner. They might adapt their list after the exchange.	The teacher listens to the dialogues and answers open questions about required skills.
	Alone / group work	The students share their jobs and skills in the discussion group and comment on the chosen jobs and skill lists of others.	The teacher makes comments in the discussion group.
Self-evaluation	Alone	The students fill in the self-evaluation.	The teacher coaches and helps to identify the students' performances.



Unit 3 My next steps

Goals

The students learn to

- reflect on the rights and duties connected with their present asylum seeker/refugee status.
- research information about a new topic on the internet and present them.
- develop ideas about useful occupations, learning and tasks at this current point in time.
- develop a plan for a two year period including milestones and possible achievements.

Step	Setting	Activity	Teacher's role
Step 1 30 minutes	Alone	The students reflect on their asylum seeker/refugee status and make a research on different internet sites on this. They record their findings.	The teacher explains that there are rights and duties connected to the status of asylum seeker/refugee.
	Pair work / group work	Together with a partner the students choose a topic that interests them (e.g. asylum, minors, Dublin III, living etc.) and conduct internet research. They record their findings on a poster and afterwards post the most important information in the discussion group.	The teacher walks around and helps in finding information and presenting it on a poster.

Step 2 30 minutes	Alone	The students think of activities they could do or things they want to learn during their present stay/situation. They collect all their ideas and in a second step put them together into a step-by-step plan. They write down all three things.	The teacher encourages the students to use their time during their stay here for some useful things.
	Pair work/ group of four	The students exchange their ideas with a partner, add some new ideas and then form a group of four. In the group they again present their ideas and discuss what would be realistic.	The teacher assists the pairs and gives instructions for forming the groups. He/she might also steer the discussion in the group.
	Pair work	The students go back with their answers and search for the missing answers on the internet. They post their unsolved questions in the discussion group and comment other unsolved questions of others.	The teacher assists in finding the answers and comments in the discussion group.
Step 3 30 minutes	Alone	The students think about their future in a two years' time from now (things learned, important milestones etc.). They develop a mind-map, using photos, pictures or other creative forms.	The teacher explains the task and gives some examples for learned contents, obstacles overcome, things left behind etc.
	Pair work/ group work	The students share their mind-map with a partner and discuss it. Afterwards they do the same again in a bigger group and/or post a picture of it in the discussion group. They comment on the mind-maps of others.	The teacher walks around and supports the students.
Self-evaluation	Alone	The students fill in the self-evaluation.	The teacher coaches and helps to identify the students' performances.