



Training Booklet for Teachers

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.