

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.