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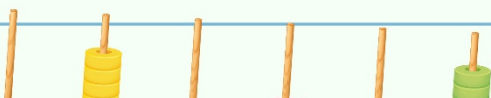
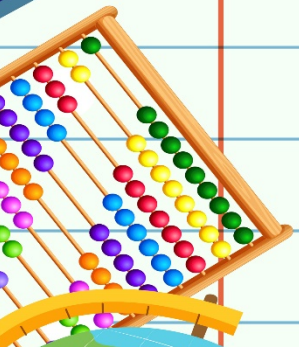
Boosting Up School Education towards European Citizenship
and Labour Market Inclusion



Boost Up your Class – Citizenship & Job – Compendium with “Pills” Activities

Project UP2B - Boosting Up School Education towards
European Citizenship and Labour Market Inclusion

Nº: 2019-1-PT01-KA201-061346





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Acknowledgements - TBD



The current compendium was developed as a part of the project “UP2B - Boosting Up School Education towards European Citizenship and Labour Market Inclusion”, implemented under ERASMUS+ PROGRAMME, Key Action 2 – Cooperation of innovation and the exchange of good practices, KA202– Strategic partnerships for school education.

It is meant to be used by teachers in different subjects, as well as facilitators, support personnel, youth workers, mentors to support them in their everyday work with students, aiming to create motivation and to restore the class concentration in situations when the teacher identifies the students are distracted, demotivated or bored.

The general goal of this alternative tool is to provide educators with a collection of pedagogical activities assembled in a booklet, designed to use in classroom as very short and incisive motivational strategies, generating a ‘close-to-real-life’ environment, covering the linkage between school subjects and professional activities and covering the linkage between school subjects and citizenship.

The compendium contains a total number of 55 activities - short, practical and attractive tools, aiming to increase the motivation and participation of the students. The Compendium is transversal and applicable within each school subject and can be a useful tool for any teacher, regardless of the school subject.

Some of the “pill” activities” have been tested through the experimentation phase of the project, but others have not; however, all of them have been selected by the partner organisations and developed by formal and non-formal education experts and teachers.



Table of contents

Mind map your learning	8
Carousel of Professions	13
Where Were You?	15
Think tank.....	17
Citizen's Identity Poster.....	19
Elections	21
Visit of an alien	23
Act it out!.....	25
Roleplay Kingdom.....	27
Steps forward.....	31
AFTER THE STORM (press conference).....	33
Puppet animation lesson "I want to make movies like Disney!"	36
We need and We want!	38
My personality-"Minus-Plus"	41
Jobs/Crocodile.....	43
My Future	45
Making pompons	48
Hurdles in Communication	50
Life supermarket.....	53
Flying jobs.....	56
Building the tree of my professional strengths	60
SPIDERWEB	63
Occupations project.....	66
Is it my job or the profession of society?.....	68
Where do I belong?	71
What do I need to know to become a...?.....	73
Philosophy, what for?	76
The Unbearable Lightness of Prestige	79
The other in me	82
To listen or not to listen, that's the question.....	84
Limitless Science	86
Are you so (all)cool?.....	92
21C-SDG board game.....	96



I want to go to the school	108
Interactive Groups	111
Health & Safety at work: role-playing	114
Environment Game	116
Gender Equality – Video Debate	120
Tag Game.....	122
Proud to be Roma.....	124
An Adventure for Children's Rights	126
Create Your Career Path.....	128
Dictionary	129
Find Your Way	130
Jobs.....	131
Memory	132
The Citizen Test.....	133
Who am I	134
Restaurant of Professions	142
Introducing my Profession	147
Autobiography of Professions	150
My Professions.....	153
Professions of the Future	160
Step by Step to the Goal.....	165
Forbidden Words	169



“Pill” activities





Activity title:	Mind map your learning
Group size:	The activity is appropriate for any group size
Group age:	14+
Activity duration:	60 minutes
Overview and objectives:	<p>This activity helps students to understand their motivation for learning by identifying their passions and strengths and building on them for planning future learning.</p> <p>At the conclusion of this activity, participants will be able:</p> <ul style="list-style-type: none">● To figure out what they are passionate about● To understand their personal needs, values and purpose● To learn to express who they are● To learn how to use their unique strengths and skills in their education● To learn how to express their purpose in a unique way● To find out what their unique educational vision and purpose is <p>The activity can be implemented using the “mind map” method.</p> <p>A mind map is a diagram used to visually organize information. A mind map is hierarchical and shows relationships among pieces of the whole. It is often created around a single concept, drawn as an image in the center of a blank page, to which associated representations of ideas such as images, words and parts of words are added. Major ideas are connected directly to the central concept, and other ideas branch out from those.</p> <p>In a mind map, as opposed to traditional note taking or a linear text, information is structured in a way that resembles much more closely how your brain actually works. Since it is an activity that is both analytical and artistic, it engages your brain in a much, much richer way, helping in all its cognitive functions. (See the Annex 1 “Mind map example”)¹</p>

¹ (more information: <http://www.tonybuzan.com/about/mind-mapping/>)



Materials or equipment needed:	<ol style="list-style-type: none">1. Printed copies of Annex 1 “Mind map example” and Annex 2 “Mind map – Me as a learner”2. Old newspapers and magazines3. Pens, pencils, erasers4. Glue5. Scissors6. Crayons7. Computers (if possible)²
Preparation:	<p>The teacher/facilitator should carefully read the instructions for performing this activity in advance.</p> <p>It is recommended that the teacher/facilitator creates his own mind map in order to better understand the method and as a demonstration of the foreseen results.</p>
Tips, comments, recommendations:	<p>At the end of the activity the teacher could organize a discussion with the class on the topic:</p> <ul style="list-style-type: none">● Why is education and learning important?● What motivates the students to achieve better learning results?
Detailed instructions:	<ol style="list-style-type: none">1. The teacher presents <u>Annex 1 “Mind map example”</u> and explains the aims of the activity.2. The teacher presents to the students the steps on how to create a mind map: <p>Seven steps to make a mind map:</p> <ul style="list-style-type: none">● Start from the center of a blank page● Use an image or picture for your central idea

² If computers are available, there are some free online tools to create digital mind-maps:
<https://coggle.it/>
<https://www.mindmup.com/>
<https://www.mindmeister.com/it>



- Use colours throughout
 - Connect your main branches to the central image and connect your second and third-level branches to the first and second levels, etc.
 - Make your branches curved rather than straight-lined
 - Use one key word per line
 - Use images throughout
3. The teacher gives the students 30-40 minutes to create their mind maps using as a guideline Annex 2 “Mind map – Me as a learner”. The mind maps should be in a form of a collage, using photos and text from the magazines, which represents their individual strengths, personal values, motivation to learn, passions and something that makes them unique.

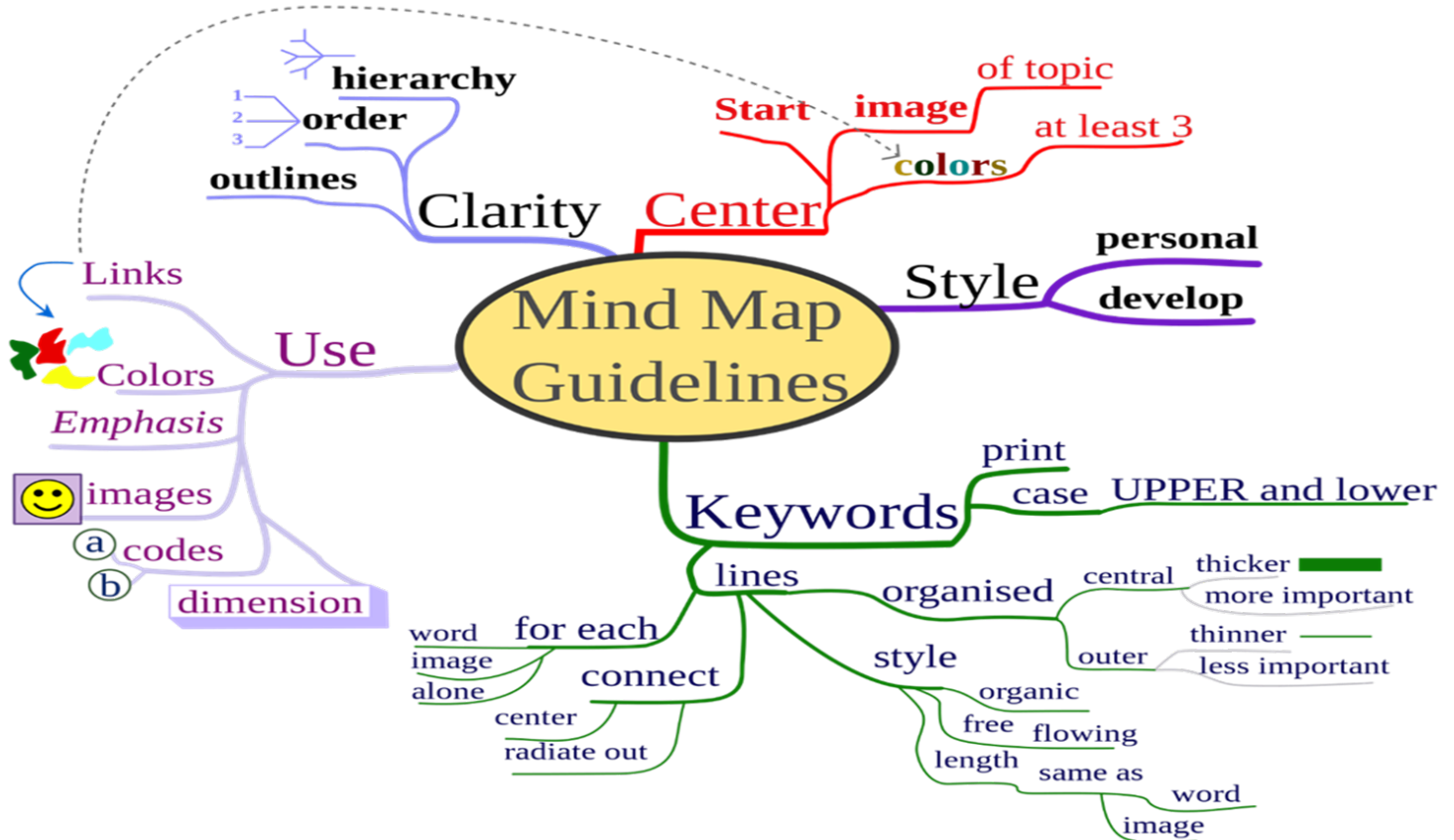
The main points to reflect on are:

- ✓ Why I learn = motivation;
- ✓ What I like to learn = passions;
- ✓ How I learn = preferred learning modalities;
- ✓ Who I am = self-awareness about one’s learning history.

4. After the students are ready, the facilitator invites them to present their mind map/collage to the rest of the class.



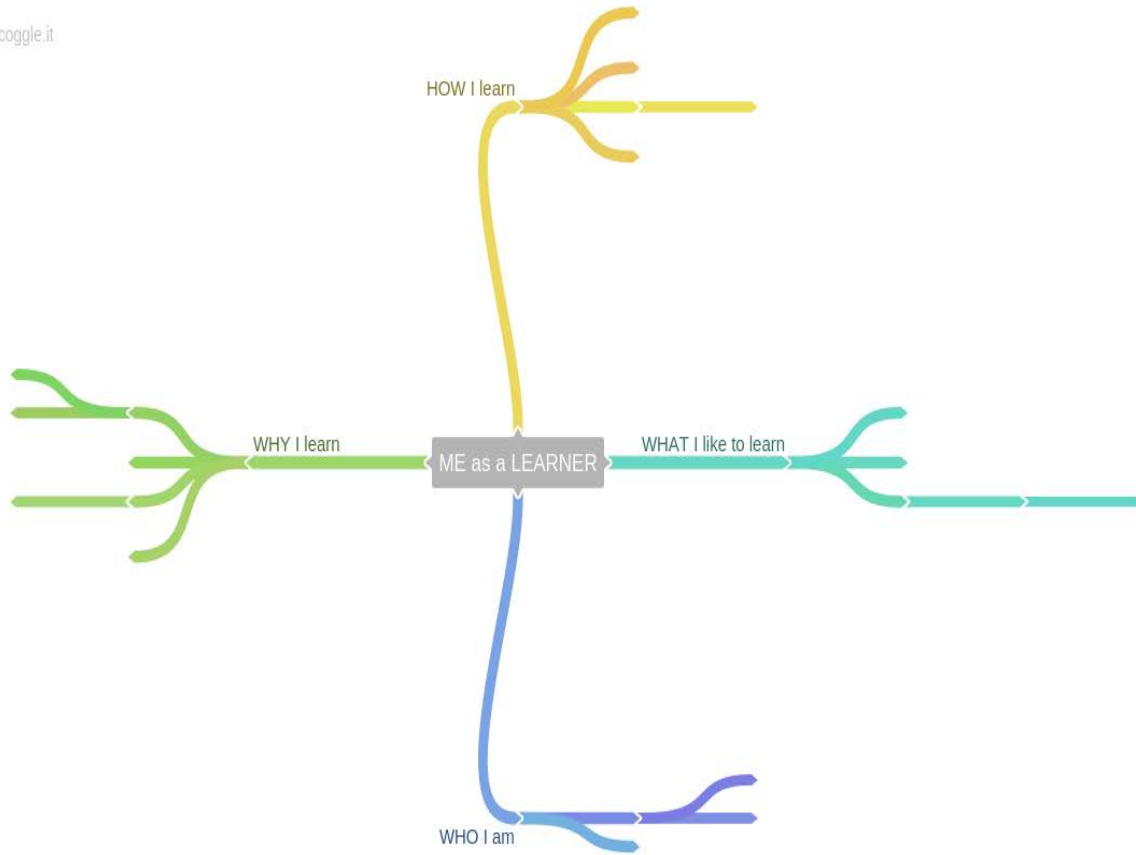
Annex 1 “Mind map example”





Annex 2 “Mind map – Me as a learner”

coggle
made for free at coggle.it





Activity title	Carousel of Professions
Group size	Up to 40
Group age	13-18
Activity duration	40-50 minutes
Overview and objectives	<p>Promote students' understanding of issues related to the role of school and education, why it is needed and useful.</p> <p>At the conclusion of this activity, participants will be able:</p> <ul style="list-style-type: none"> ● To develop understanding of the possibilities of different professions ● To be aware of universal skills needed in all the professions ● To be aware of which skills that are unique regarding specific professions ● To develop communication skills
Materials or equipment needed	<ol style="list-style-type: none"> 1. Flip charts 2. Markers
Preparation	<p>Prepare questions, paper sheets and markers.</p> <p>Questions:</p> <ul style="list-style-type: none"> ● What do I like/am I interested in? ● What professions are related to my hobbies? ● What do I need to know and be able to work in this profession? ● In which school subjects can it be acquired, developed?
Tips, comments, recommendations	<p>The teacher should have:</p> <ul style="list-style-type: none"> ● Overall knowledge of the professions, their links to the subjects and the what skills and knowledge that are needed



	<ul style="list-style-type: none">● Ability to improvise, listen and ask open questions, initiate a discussion among young people
Detailed instructions	<ol style="list-style-type: none">1. Each participant should write his/her own hobby, leisure time activity, or interest.2. Based on these responses, participants are divided in groups. And the first task of the group is to find professions that are linked to these free time activities. The students are allowed to use their smartphones/computers in order to search for relevant information in Internet.3. Participants change the groups. N.B. One person remains in the group as a leader of the group and keep on working in the same group with next participants.4. After changing the group, follows the next task - to find out and write down important things about these professions (e.g. working hours, salary, education etc.).5. When this task is completed, participants change the groups and answer to the last question – which school subjects are related to these professions, which skills and knowledges you can acquire in the school in order to work in your profession.6. At the end – presentation of group work. Discussions on the findings. <p>The activity could be implemented with all participants keep working in the same groups without changing their seats.</p>



Activity title:	Where Were You?
Group size:	10+
Group age:	12+
Activity duration:	10-40 minutes
Overview and objectives:	<p>A specific theme can be dealt with during this game (the environment, short piece of history, specific event/person etc.) to focus the group and reach a specific objective. Each team should create a mime/short scene using the given topic. At the end, the group may decide to create a mini-play for example.</p> <p>If no specific themes are given, the teams will be free to choose what kind of scene/episode/mime to present – it could be everyday situation; impersonating a person; presenting a social problem, etc.</p> <p>At the conclusion of this activity, participants will be able:</p> <ul style="list-style-type: none"> ● To enhance their observation skills as well as their creative thinking and imagination ● To develop their self-confidence ● To train their negotiation and decision-making skills ● To apply and develop their team-work and cooperative working skills
Materials or equipment needed:	<ol style="list-style-type: none"> 1. Ropes or something similar to mark out the one-meter central zone; 2. Cones or stones or other items to mark the outside boundary of the play area;
Preparation:	The teacher/facilitator should think of possible specific topics to present to the class in order to guide them with what their mime/short scene should represent.
Detailed instructions:	<ol style="list-style-type: none"> 1. The whole group is split into 2 teams of six to ten players, whom will stand on either side of the fairly large, delineated play area, separated by a one-meter-wide zone in the middle. 2. The teams gather at opposite ends of the area. On terms, each team decides altogether about what to mime to the other team,



which has to guess what they act out. When the other team manages to guess the mime, they say it out loud. If they are right, the team that mimed, take refuge behind their home base at the end of the area, before the others catch them.

3. The players caught become members of the other team. Then, the teams change roles, and the game continues as long as the players wish.

Rules:

1. Each team must line up along the central zone to do the mimes.
2. Those who are guessing are not allowed to cross the central zone line before finding the right answer.
3. The players touched within the boundaries of the play area join the other team. The line at the far end of the area indicates the 'home base' for those being chased.



Activity title:	Think tank
Group size:	20-25 students
Group age:	14-18 y.o.
Activity duration:	60-80 minutes
Overview and objectives:	<p>This activity is a sort of simulation of a debate on several topics. It aims at raising students' awareness of the social and political issues of the context they live in, to make them active in decision-making processes and giving them the opportunity to be active citizens with their ideas & talents.</p> <p>At the conclusion of this activity, participants will be able:</p> <ul style="list-style-type: none"> • To debate among their peers on current topics • To think about and make decisions • To understand one's own responsibility for the group and for the community at large.
Materials or equipment needed:	<ol style="list-style-type: none"> 3. Piece of tape 4. Pens 5. Paper
Preparation:	<ul style="list-style-type: none"> • Organize the space in such a way as to create a parliament room (a table on the right, one on the left and a central table) • Divide the class in two • Give each participant a sheet of paper and a pen • Write on the blackboard the themes on which the activity will be developed
Tips, comments, recommendations:	<p>Teacher:</p> <p>The teacher/facilitator thinks in advance about the topics on which to focus the debate, they can be social issues and of collective interest.</p> <p>Example of Agenda to be presented:</p>



- Organization of a space for children in a peripheral area without green spaces;
- Waste sorting without the necessary funds for door-to-door collection;
- Involvement of young refugees in cultural activities in the city;

It is highly suggested to ask students to contribute to the debate with a topic they're more interested.

Students:

Students can deepen into the topic which has to be discussed, in order to bring more information into the debate. Moreover, at the end of the activity, participants can systematically develop a document gathering all the solutions obtained and submit it to the head facilitator.

Detailed instructions:

1. The class is divided into two groups. Each sits on one side facing each other. The teacher introduces herself/himself by saying that s/he is the president of the committee and chooses three pupils from each group who will form a jury that will be assigned the task of judging the decisions made by the different parties that will try to solve problems in the community by proposing solutions.
2. Each group will have time to think about solutions to the proposed issues trying to be convincing and to propose a better idea than the other group. They will write their solutions on different paper sheets.
3. Two representatives from each group, democratically chosen, will present their solutions to all participants. Each pupil has 4 minutes to present his/her idea. At this stage, the jury will take notes and at the end of each explanation will have to ask questions that might highlight difficulties or problems to the proposed solutions and the group can respond.
4. After the proposals of each group, a debate will be held between the parties in order to confront each other and to further convince the judges that their proposal is better than the other.
5. The jury, together with the president, will choose the most convincing proposals for each topic.



Activity title:	Citizen's Identity Poster
Group size:	20-30 students
Group age:	14-18 y.o.
Activity duration:	40-60 minutes
Overview and objectives:	<p>This activity aims at inspiring the students to be more active citizens and make them more engaged in their society, to make them active in decision-making processes and giving them the opportunity to express their ideas & talents.</p> <p>At the conclusion of this activity, participants will be able to:</p> <ul style="list-style-type: none"> ● Think about their societies and the directions of their development ● Build self-confidence and self-reliance ● Develop creative thinking, interpersonal relationship and increase intercultural awareness ● Learn how to discuss and make decision in the groups
Materials or equipment needed:	<ol style="list-style-type: none"> 1. Magazines 2. Pictures 3. Markers/Pencils 4. Scissors 5. Glue 6. A3 / A2 paper
Preparation:	<ul style="list-style-type: none"> ● Tables with chairs around ● Magazines, pictures, scissors, glue, one A3/A2 papers and markers on tables; ● Questions who can guide and help the students to perform the task
Tips, comments, recommendations	<p>After the group presentations, the teacher could organize discussion for reflection and evaluation of the activity:</p> <ul style="list-style-type: none"> ● What aspects of the country's characteristics from the present day did you keep? Why?



	<ul style="list-style-type: none">• What did you change? Why?• Are there any minorities in your future country? How are they presented and why? If there are no minorities, why not?• Do you have an optimistic or pessimistic vision about the future country? How can the optimistic (or good changes proposed) be reached?• How can the pessimistic vision (or bad changes proposed) be avoided?• What can be your role in implementing the actions?• How was the group work? It was easy or hard to make decisions about one topic?
Detailed instructions:	<ol style="list-style-type: none">1. The students are divided into groups;2. Their task will be to prepare collage-posters presenting their countries, e.g. in 10-years' time;3. The students will receive some guiding questions, which should be covered in the poster, for example:<ul style="list-style-type: none">✓ Who will be living in your country?✓ How would you describe the people?✓ How would you describe cities?✓ What would be the relationship between inhabitants of the local community / town / city?✓ What would education look like?4. The teacher should help the students to formulate their answers.5. After the posters are ready, each group should present their work to the others.



Activity title:	Elections
Group size:	12-32 students
Group age:	14-18 y.o.
Activity duration:	40-60 minutes
Overview and objectives:	The aim of this activity is to familiarize the students with one of the basic principles of the democracy and one of the fundamental human rights – the right to vote.
Materials or equipment needed:	<ol style="list-style-type: none"> 1. 4 types of colour papers 2. paper 3. pens 4. conference room(or 8 desks laid together in two columns by four)
Preparation:	The teacher together with the students should arrange the classroom in a form of a conference hall.
Tips, comments, recommendations:	The activity could be used as a base for introducing the topic of human rights and democracy to the students. After the end of the session, a discussion on the importance of voting could be organized. The teacher could ask the students what other characteristics of the democracy they could point out; what other human rights do they know about?
Detailed instructions:	<ol style="list-style-type: none"> 1. The students are split in four groups. Each group represents a party which is going to elections. 2. Group 1 and group 2 are competing for winning the elections of a small municipality of 10,000 people, while the rest of the participants from the other two groups are citizens of this municipality who have the right to vote. Both competing parties have 10 minutes for defining 5 priorities during their eventual governing. One of the priorities should be creation of conditions for youth to participate in the life of the municipality. Available budget for implementing the priorities is 2 million euros/year. 3. Group 1 appoints a representative who presents in 5 minutes the accent of their future governing. 4. Group 2 has the same time for presentation. 5. Then, it is voting time. Every participant is allowed to vote (it is not an obligation). 6. After the elections, the ballots are counted and the ruling party is selected.



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7. Analogically, group 3 and group 4 are competing in a bigger municipality of 1 million people and an annual budget of 200 million euros.
8. In the end, the teacher resumes the principles of representative democracy and the elections - free, equal, and direct in secret ballot.



Activity title:	Visit of an alien
Group size:	The activity is suitable for any group size.
Group age:	15-18 y.o.
Activity duration:	40-60 minutes
Overview and objectives:	<p>The aim of this activity is to familiarize the students with the concept of gender stereotypes and the signs of gender-based violence. The main objectives of this activity is the students to be able to:</p> <ul style="list-style-type: none"> • Reflect on gender-stereotypes • Determine which behaviors in a relationship are showing signs of violence • Recognize the signs, characteristics and origins of violence in relationships and the dynamics of violence, question gender roles
Materials or equipment needed:	<ol style="list-style-type: none"> 1. Paper/ Flip-chart 2. Markers/pens/pencils 3. White board (not obligatory)
Preparation:	No specific preparatory activities are necessary.
Tips, comments, recommendations:	<p>The activity could be used as a base for introducing the topics of stereotypes and violence in any form.</p> <p>Productive discussions could be organized during or after the activity.</p>
Detailed instructions:	<ol style="list-style-type: none"> 1. Introduction: The first activity consists of an alien's visit who has no idea of what life on earth and its species are like, they do not understand sex or gender distinction. The alien asks the class how to recognize a man or a woman and which are their characteristics. 2. The participants have 10 minutes to write down the characteristics (they can do it in small groups). 3. When finished, they share their work and write the characteristics on a flipchart. 4. Check them together: are the characteristics which they wrote for example for men, really only true for men, or can that be also valid for women? For example: wearing skirts, physical strength, etc. 5. Most of the examples will be connected with different genders, so how can we make sure that the alien understands this matter? Explain what gender is, that it is something cultural and a result of learning



through all our lives. Then remove the examples that are connected to different genders and leave only the biological characteristics.

6. After finishing introduce the story telling activity: you will read the beginning of different stories and the participants in smaller groups (for example if there are 4 groups in total: 2 groups work with the same story) will need to finish them.

Story 1: A and B have been a couple for some months, they are classmates. A always accompanies B to his/her house and high school, is always with B and tries to occupy all B's time. B has always been comfortable in that situation until B at one point decides to spend time with other people too and not always be with A...

From this point of the story the participants have to continue it.

Story 2: A and B are in the disco with their friends and the ex-partner of B suddenly appears. B is goes to give a hug to that person with a lot of enthusiasm. A's reaction is...

From this point of the story the participants have to continue it.

7. Give the groups 10 minutes to finish the stories and read them aloud to the rest of the groups. After reading each story analyze it together: are there any signs of violence in that relationship? Which ones? (write them down on the flipchart) What are the consequences of this behavior for the persons involved? Can you tell about any other situations of gender-based violence in a relationship?
8. When you finish analyzing all the stories and adding ideas, invite the groups to go back to the stories and write the tips on what can the main characters of the story do in order to leave the violent situation.
9. Share the ideas of all the groups and complete the list with more input on how to get out of a violent relationship and where to get help.



Activity title:	Act it out!
Group size:	The activity is suitable for any group size.
Group age:	15-18 y.o.
Activity duration:	60-80 minutes
Overview and objectives:	<p>This activity covers the topics of gender-based violence; violence in school environment and possible reactions against gender-based violence.</p> <p>The main objectives of this activity is the students to be able:</p> <ul style="list-style-type: none"> • To explore manifestations of gender-based violence in school environment; • To explore possible reaction strategies against gender-based violence in schools.
Materials or equipment needed:	<p>No specific materials are needed to perform this activity.</p> <p>The students can use whatever décor or supporting materials they consider appropriate and necessary.</p>
Preparation:	No specific preparatory activities are necessary.
Tips, comments, recommendations:	<p>The exercise is appropriate to do after the students have explored the definition of gender-based violence, its manifestations and roles within it (perpetrator, victim/survivor, witness, authority).</p> <p>The activity could be done in the course of several classes/days. The students could be given few days or even weeks to plan their play.</p>
Detailed instructions:	<ol style="list-style-type: none"> 1. Divide the participants in small groups of 6-7 people and tell them they will need to come up with a play. 2. In the play they will need to show a situation of gender-based violence in school environment and how someone is trying to react against it. It is up to them if the reaction is successful. Ask them to think of realistic cases (maybe some that have already happened in their surrounding). Warn them that if someone in the group was a victim of gender-based violence, it is not advisable that they play the victim in the play.



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3. Give them time to discuss and prepare. Invite them to present their plays one after the other, without discussing (groups which are expecting to perform cannot concentrate on discussion).
4. After all the plays are performed discuss with the participants the situation they have seen and the possible reaction strategies: what were they, did they work, are there other reaction strategies possible.



Activity title:	Roleplay Kingdom
Group size:	5 people in every group Maximum 30 people
Group age:	15+
Activity duration:	40 minutes: 5 min intro + 10 min play + 5 min of changed roles + 20 min discussion
Overview and objectives:	<p>This is a roleplay game to show on an example how active citizenship should look like. It is based on imaginary story of a kingdom where everybody has a different opinion and attitude to active citizenship. Purpose of this game is to make people think about how action of one person can influence the others.</p> <p>The main objectives of this activity are:</p> <ul style="list-style-type: none"> • To show difference between being active and passive behaviour • To show that everybody's voice matters • To show what can be done if people cooperate and participate
Materials or equipment needed:	<ul style="list-style-type: none"> • papers with description of the different roles for each group – Annex 1 • isolated place for each group • flipchart and markers for evaluation
Preparation:	<p>The teacher should prepare papers with the descriptions of the different roles (5 for each group – see Annex 1). If the teacher decides to use the help of facilitators s/he should make sure that every facilitator properly understands what they should do</p> <p>When introducing the activity rules to the students, the teacher shouldn't explain the roles. S/he should just say that the students have to act according to the roles they were given.</p>
Tips, comments, recommendations:	<p>You can have somebody to facilitate each group – interrupt only in case of explaining what to do and to encourage people, if they don't like the activity don't give up.</p> <p>Possible questions for debriefing and evaluation:</p>



1. Ask people to describe how they felt in their roles in contrast
2. Did you like being active?
3. Do you think that you can make a change and that the change matters?
4. What can you do to change the system?

5 minutes for introduction and division or roles.

1. Introduction to the activity
2. Divide people into groups of 5
3. Make them pick a piece of paper – a random role

Roles:

- King who orders higher taxes - **in control**
- A person who always agrees with the king - **follower**
- A person who always complains and does nothing – **beer guy**
- A person who has a voice and tries to make a change - **active**
- A person who doesn't care about anything - **passive**

**Detailed
instructions:**

Later change it to see the difference:

- King stays the same
- one who always agrees stays the same
- one who does nothing can involve himself in activities
- one who just complains does something
- one active wanting change stays the same

10 minutes for:

4. Actual role playing



5 minutes for:

5. Changing the roles
6. Play again

20 minutes for evaluation:

7. discussion about feelings
8. explain the point of the game



Roleplay Kingdom: Annex 1 – Description of roles

<p>The king</p> <p>You are the most important. You have all the power and you like to use it. Now you need money, so you decided to raise the taxes. Inform your people. Talk only in orders.</p>	<p>The king 2</p> <p>You like money. Raise taxes again.</p>
<p>The follower</p> <p>You think the king is the best. Everything he says is right. So you just agree. Always.</p>	<p>The follower 2</p> <p>You still think king is the best. Agree, agree, agree.</p>
<p>The beer guy</p> <p>Always complain about everything, but do not involve yourself in any community activities.</p>	<p>The beer guy 2</p> <p>Remain complaining but now you can try to participate in some community activities.</p>
<p>The active guy</p> <p>You are against raising taxes. You are not afraid to say it and you are willing to fight for it. You are trying to stop the king.</p>	<p>The active guy 2</p> <p>Still fighting. Get some support from others.</p>
<p>The passive guy</p> <p>You are so fed up with everything that you do not give shit. You do not care about anything, you do not say anything=>you do nothing</p>	<p>The passive guy 2</p> <p>Now just go with the flow against the system in the kingdom.</p>



Activity title:	Steps forward
Group size:	The activity is suitable for any group size
Group age:	14+
Activity duration:	10-15 minutes
Overview and objectives:	<p>During this activity the students are invited to imagine they are another person (which could be from a different social and/or cultural background) playing the role of someone else.</p> <p>The students have to focus on the main characteristics of the different professions, increase the level of social cultural awareness and deal with the theme of diversity.</p>
Materials or equipment needed:	<ul style="list-style-type: none"> Free space big enough for all students to line up and be able to make steps forward
Preparation:	<p>The teacher should think in advance about the different roles to give each student - for example a lawyer's son, an immigrant, a doctor, a prostitute, a single mother, a politician, a dancer, a VIP, a child laborer etc. The characters themselves can be chosen in relation to the local context or the aim of the activity.</p> <p>The next step is to think of possible questions to ask the group. They could be statements or questions concerning education or career opportunities, daily-life, social issues, rights, family and friends, efforts and affordable things, etc.</p>
Tips, comments, recommendations:	This activity is easily adaptable to different contexts and target groups and can be orientated towards different themes according to the questions asked.
Detailed instructions:	<ol style="list-style-type: none"> Introduction to the activity The teacher gives each student a role s/he should imagine into. Each student is given with 5 minutes personal time for reflection and imagining their new life.



3. Afterwards the participants have to line up and to answer the questions posed by the teacher in the following way: - A step forward if the answer is yes - Stay still if the answer is no.
4. Question by question and step by step the students will see how different they are but also what common issues connect them.
5. At the end of the activity characters with similar backgrounds will stand close to one another according to their role and skills.



Activity title:	AFTER THE STORM (press conference)
Group size:	10-20 students
Group age:	14-16 year old
Activity duration:	80 min
Overview and objectives:	The purpose of the lesson is to deepen knowledge of natural risks and their potential consequences in the territory of Latvia, as well as to raise awareness of how natural risks can affect different spheres of human activity. The social competencies of pupils (communication skills, collaborative skills, speaking, debating, informing their opinions, listening to others) are developed during the course of the lesson. At the same time, pupils meet the specificities of different professions – journalist, meteorologist, scientist, farmer, rescue officer, doctor, forester, builder, etc.
Materials or equipment needed:	<ul style="list-style-type: none"> • Lists with general information • Role cards with instructions • Personal identification cards • Microphone (if possible) • Pens • Notebook paper • Long table • Chairs • Activity assessment questionnaires
Preparation:	<p>A single copy of the most relevant information sheet describing the situation shall be prepared for each participant.</p> <p>Each member shall be prepared for his or her personal role cards with information and tasks</p>



	<p>The classroom shall be arranged according to the needs of the press conference</p>
<p>Tips, comments, recommendations:</p>	<p>Students must have learned the theme of the geography subject “Climate of Latvia” and “Climate extreme events in Latvia”. The teacher should be well aware of the personal characteristics and abilities of each member. Depending on the personal characteristics of the pupils, the teacher can assign roles to the pupils: the head of the press conference (speaking freely, conducting press conferences), the scientist (expressing his opinion and justifying it, having an in-depth knowledge of the subject), a journalist (who can articulate and ask questions), etc. The roles may also be discarded, but in this case, there is a risk that students will not wish or be able to perform their tasks. It is important not to allow any pupil to refrain from active participation! Encourage and abate if necessary. If pupils want, they can figure out their own roles. It'll be fun! However, in this case, the teacher must follow to ensure that the selected role is relevant to the activity and is included in the subject.</p>
<p>Detailed instructions:</p>	<p>Introduce to the lesson's goals and key tasks. A storm has been raging in Latvia for a few days. In the context of this storm, a press conference is convened, with the participation of professionals who look at the event from different points of view.</p> <p>Distribute to each participant a copy of the general information sheet describing the situation – time, strength, damage caused by the storm. Discuss the situation with the pupils, give explanations of the situation if necessary.</p> <p>Assign a specific role to participants. Each member shall receive additional information on his or her role and the personal identification card on which the participants shall write their name and surname the organization or press edition. Encourage pupils to be creative and think of names, organizational or press names. It will create an unforced atmosphere and a bit of fun for the activity!</p> <p>The next task is to prepare for the press conference – familiarize themselves with their tasks and personal information. If necessary, provide instructions, explain, encourage, advise on the performance of the particular role.</p> <p>Ask participants hold their places – representatives of different professions at the table, journalists are – in front of arranged chairs.</p> <p>The head of the press conference gives a brief description of the situation and invites journalists to ask questions to the various professionals.</p>



Journalists ask the questions they have prepared, the professionals in the press conference give their answers. The teacher encourages, gives advice if necessary.

The head of the press conference shall follow the time and conclude the conference at the specified time

At the end of the lesson release activity assessment questionnaires. Ask pupils express their views and assess both their personal performance and activity in general

Discussing what worked and what didn't work out, what the pupils learned, what should be done differently.



Activity title:	Puppet animation lesson "I want to make movies like Disney!"
Group size:	2 groups of 3 people
Group age:	11-13 years old
Activity duration:	2-3 hours
Overview and objectives:	To form the understanding of the work of a puppet animator, to develop creativity, imagination, concentration skills, to promote students' cooperation.
Materials or equipment needed:	<ol style="list-style-type: none"> 1. Different types of paper - for background plan, background, stage 2. Glue 3. Scissors 4. Modelling clay 5. Stacks to be formed 6. Ordinary pencils 7. Mobile phone or camera 8. Stand for phone or camera 9. Table lamp
Preparation:	A filming place must be set up - a table with a background wall. The rest is formed by the students during the lesson.
Tips, comments, recommendations:	Skills to work with modelling clay and paper; skills to create a slide show on a computer.
Detailed instructions:	<ol style="list-style-type: none"> 1. Pupils come up with a short story for their animated film, with 2-3 characters, draw them. 2. At the same time, one group creates a frame plan using the principle of creating comics, the other group makes characters using modelling clay



and prepares a background, adjusts the table lamp, obtaining the desired lighting.

3. Put the cell phone on the stand.

4. To film a short episode, the characters made of modelling clay are moved according to the information recorded in the frame plan, the "key shots" and their intermediate phases are taken on the phone.

5. The frames are inserted in the slide show program, the sound background is added.



Activity title:	We need and We want!
Group size:	10-20
Group age:	Age: 7-14 y. o.
Activity duration:	Duration: 50-60 minutes
Overview and objectives:	<p>Objectives:</p> <ul style="list-style-type: none"> • to form an idea about the sources of a person's income and about the competent assignment of personal finances • mastering the basics knowledge about modern economic activity • placing a younger student in the place of an adult, independent participant in financial relations
Materials or equipment needed:	Electronic board, TV, projector or chalk board (for displaying a city map, cost of services, available professions, etc.); a questionnaire, a handout, which depicts various goods, money; calculators.
Preparation:	To find the equipment
Tips, comments, recommendations:	Other useful skills would be the ability to improvise, listen and ask open questions and initiate a discussion among young people.
Detailed instructions:	<ul style="list-style-type: none"> • We tell students that there is a certain city with its own internal infrastructure, in which they are residents. • Then students need to specify how they will live in this city. During the discussion, we come to the conclusion that we need to find a job. There are several buildings in the city that have specific vacancies (for example: School – teacher, security, cook; hospital- doctor; shopping center- shop assistant, driver; hotel- manager, room maid, etc.) • Children choose professions by blind draw, picking the cards on which the place of work, position and salary are already indicated.



- Next, you distribute to each student a questionnaire, where the children write down their names, place of work, position and salary.

After they have completed this part of the questionnaire, it is necessary to find out what in their opinion, their responsibilities will be. After discussing responsibilities, we inform that the salaries are issued only one month after starting a job.

Let's imagine that a whole month has passed and that the students receive their first salary. It is different for all professions.

- After receiving the salaries, we distribute a sheet that has illustrations of various material goods (for example: Iphone, Ipad, Lego, cinema ticket, etc.)

- In the fields of the questionnaire "I need" and "I want" children place suitable illustrations. During this work, we do not answer the questions of how these concepts differ. Only after the end of the work, we begin to discuss how the need differs from the desires.

We come to the conclusion that we need: Food, clothing, footwear, etc., to pay for utilities, to pay for the bus pass to go to work. This way we calculate how much do we spend monthly and count how much spare money is left.

- We move on to the "I want" column. Now we reveal to students the real value of things they desire. This can be done in different ways: provide students with illustrations of material goods with an already signed price at the very beginning, or keep the intrigue until the end.

- Now the cost of all their desires must be summed up and recorded in the "Cost of my desires" column of the questionnaire. Now we will ask the students to compare the numbers in the columns "Money Left" and "The cost of my wishes" of the questionnaire. After we proceed to the discussion. We find participants who have enough money for all their "Needs" and "desires", we analyze the reasons for the lack of money for the desires of students, we emphasize the difference in salaries in different professions, try to find the ways to get everything children want.

We summarize our work. During the game we:

- came to an understanding that everyone needs to work;
- learned to distinguish what we need and what we want;
- figured out several ways to find money for everything you want;



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- established the relationship between professions and wages;
- developed motivation to learn.



Activity title:	My personality-“Minus-Plus” English topic: Verbs- antonyms/Career choice
Group size:	6-12
Group age:	Forms 8-9 , age 14-16
Activity duration:	40 -50 minutes
Overview and objectives:	<p>The procedure for group vocational guidance training.</p> <p>Aim: to help students to choose future job,</p> <p>Objectives:</p> <ul style="list-style-type: none"> -promote the importance of having personal features for different kinds of jobs. - promote professional self-determination -broaden horizons, contribute to a deep understanding of the essence of professional activity.
Materials or equipment needed:	<p>Smart board/ or whiteboard / or big sheet of paper and markers</p> <p>To draw a table with four columns</p>
Preparation:	To prepare the list of profession
Tips, comments, recommendations:	To obtain knowledge about necessary personal qualities for certain jobs
Detailed instructions:	<p>Detailed step by step instructions for the organization and implementation of the activity (use bullets 1,2,3,.....)</p> <p>The presenter reminds that there are such antonymic words, that is, words that are opposite to each other in meaning, for example:</p> <p>To be serious – to have fun,</p>



Participants are encouraged to recall ten to twenty antonym words. These words must be verbs. These words should be related to the impact of one person on another, for example:

To be silent- to speak , to attack- to defend, to harm your health- to cure

The presenter takes out a pre-prepared sheet of Whatman paper. The sheet is divided into four columns.

Participants come up with pairs of antonyms. The presenter enters them into the table. The first antonym goes to the first column, the second antonym goes to the second column. If the verb has a negative connotation (for example, "cripple"), then it is better to put it in the first place that is, put it in the first column.

After the participants "fizzled out" (or the empty space has ended), the presenter suggests recalling the profession that corresponds to each of these verbs. For example, the verb "to be silent" may correspond to the profession "librarian" (because it is customary in the library to be silent), the verb "to speak" - the profession of a teacher or speaker.

The profession related to the first antonym is entered in the third column, the second in the fourth. It is desirable that the professions are not repeated.

When the table is full, you can analyze it a little. For example, you can ask participants questions like:

-Maybe some professions would be worth swapping?

- And where else could you put the profession of "policeman"?

- Is there something in common between the professions in the third column? in the fourth?

- Which of these professions would you choose? Why?

- Which of these professions wouldn't you choose? Why?



Activity title:	Jobs/Crocodile
Group size:	2 groups of 4 -10 students
Group age:	In native language the age is 6-10years, If we speak about learning topic Jobs in foreign languages-the age is 10-13 years old
Activity duration:	20-40
Overview and objectives:	The procedure for group vocational guidance training. Aim: to help students to choose future job, to know its main duties
Materials or equipment needed:	3 copies of the list of professions
Preparation:	prepare a list of professions
Tips, comments, recommendations:	Please choose the professions, which are possible to show, for example: Names of professions for the game "Crocodile" <ol style="list-style-type: none"> 1. Doctor. 2. Carpenter. 3. Car driver. 4. Teacher. 5. Engineer. 6. Architect. 7. Singer 8. Hairdresser. 9. Manicurist.



10. Electrician.
11. Conductor.
12. Programmer.
13. Driller.
14. Painter.
15. Investigator.
16. Accountant.
17. Seller.
18. Waiter.

***Detailed
instructions:***


One team member is given a piece of paper with the names of the professions (20 - 25 professions).

In 1 minute, a team representative must non-verbally depict the profession, and the rest must guess it.

For each guessed profession, 1 point is awarded.

If a participant "let's out", the team gets a penalty point.



Activity title:	My Future
Group size:	10-15
Group age:	level: multilevel age: 15,16
Activity duration:	40 min.
Overview and objectives:	<ul style="list-style-type: none"> • to develop understanding of the business notions and processes in business • to practise communication by discussing and expressing opinions • to practise the usage of vocabulary and understanding and consolidate the notions and processes in communication by means of lexical exercises • discuss and express opinions about the situation at the Latvian Market, using the new vocabulary.
Materials or equipment needed:	<p>The main sources : http://bbcnews.com</p> <p>The handout:</p> <p>The head of the International Monetary Fund (IMF) says the worst of the global financial turmoil is over.</p> <p>But Dominique Strauss-Kahn, the IMF's managing director, warned the effects of the turmoil on the broader economy would be felt for some time.</p>  <p>Mr Strauss-Kahn sees light at the end of the tunnel</p> <p>He added that a recovery in the US depended on house prices picking up.</p>



	<p>Last month, the IMF said the world economy would grow much more slowly in the next two years as a result of the credit crunch.</p> <p>US housing gloom</p> <p>Mr Strauss-Kahn told a European Parliament committee in Brussels: "There are good reasons to believe the worst news is behind us."</p> <p>But he indicated that much depended on a recovery in the US property market.</p> <p>"In the US, the housing crisis is still there. When you look at prices in the US, they're still going down, there's not a single sign of stabilisation," he added.</p> <p>In April, the IMF gave a gloomy forecast for the global economy as a result of the credit crunch. It said world economic growth would slow to 3.7% in 2008 and 2009, 1.25% lower than growth in 2007.</p> <p>The IMF forecasts that the US economy will grow by just 0.5% during 2008 and will suffer a mild recession in the first half of the year.</p> <p>However, there are hopes that many of the world's biggest banks and financial institutions are drawing a line under credit crunch losses and have now disclosed the full extent of their exposure to the US sub-prime mortgage market and other high-risk loans.</p>
<p>Preparation:</p>	<p>To prepare the handouts for students</p>
<p>Tips, comments, recommendations:</p>	<p>Recent work</p> <p>Marketing (the students were offered to develop the vocabulary of business notions and processes and do the exercises on the handouts)</p>
<p>Detailed instructions:</p>	<p>Stage 1.</p> <p>Warming-up. – 3min.</p> <p>(the teacher asks some questions covered the previous material in order to prepare the students for more detailed revision and further development)</p> <p>Objectives:</p> <ul style="list-style-type: none"> • to create positive atmosphere,



- to reduce tension,
- to build the logic and connection with the previous knowledge

Possible problems:

- Some students may have being absent
- Some students may not remember the material of the previous lesson.

Stage 2. – 35 min.

Pre-speaking.

Sub-stage 2.1

(the teacher asks the students to read the text and underline all words connected with business vocabulary)

Sub-stage 2.2

(the students are asked to discuss and report how they understand the meanings of the words they have underlined) (the students work in pairs or in groups, it depends on the amount of the students)

Sub-stage 2.3

(the students are supposed to do the exercises given on the handouts)

Objectives:

- to consolidate vocabulary items,
- to teach business notions,
- to promote class interaction and cooperation

Possible problems:

- Some students may find it difficult to explain the meaning of the words.

Stage 5. – 2 min.

Rounding-up.

(the teacher thanks the students for their participation)



Activity title:	Making pompons
Group size:	10-15
Group age:	7 years and older
Activity duration:	40 min.
Overview and objectives:	The lesson is suitable for a new group that is still new to each other (first meeting).
Materials or equipment needed:	Cardboard, scissors, threads, tulle, yarn, glue, pencils, felt-tip pens, ready-made pom-pom with eyes, photo frame (optional)
Preparation:	Watch the video "How to make pompons from ..." on YouTube Prepare workplaces and materials, cardboard blanks for pompons
Tips, comments, recommendations:	Watch some videos on YouTube. Choose the method that suits your group. This work is not recommended if there are aggressive people in the group, because stabbing and cutting objects are used. Individuals with disabilities need individual assistants (tutors).
Detailed instructions:	<p>Acquaintance with the topic:</p> <p>"Today we have an acquaintance. We will make a pompom creature that represents us, our positive and negative sides.</p> <p>Then everyone will introduce their pompom creature and talk about it. At the end of the lesson, we will put our pom-poms together and place them on a photo frame. This will create an image of our group. "</p> <p>You choose the colors that you prefer at the moment; those that reflect your positive and negative sides of character. I will tell and show you how to make a pompom.</p> <ol style="list-style-type: none"> 1. The group selects the threads. 2. The presenter shows how to make a pompom



3. The group makes pompons

4. "You need to cut 2 circles out of cardboard - these will be the eyes of your being. Draw on the circle of the eyes with pencils or felt-tip pens. We glue our eyes to the pompom. "

5. We put things in order at the workplace.

6. Each member of the group represents his own being, describes his character, features.

7. Pom-poms are fixed in a frame.



Activity title:	Hurdles in Communication
Group size:	No limitations but it is recommended groups of no more than 10 students
Group age:	It is thought for students from 12-16 but it could be done for students between 8 and 18 with some changes
Activity duration:	Between 30-40 minutes
Overview and objectives:	<p>Students need to learn that other students could have difficulties to communicate, for example a student with a hearing disability has a series of problems that can cause communication obstacles and they could do things to facilitate the communication, such as not talking from a distance from him, trying to vocalize as much as possible and giving them the possibility of reading the lips and also helping the communication with gestures, which also gives the clue that it would be ideal to learn sign language (or at least some signs)</p> <p>At the conclusion of this activity, participants will:</p> <ul style="list-style-type: none"> ● understand that a student with hearing problems will have difficulties in communications and some messages are not totally understood ● realise that he/she could do some acts to facilitate the communication ● take into account that if he/she try to communicate with another student with hearing problems, it is better to do in front of him/her, not in his/her back ● realise that usually they could read your lips, for that it is better to try to speak clearly, slowly and not distorting lip patterns, and if it is necessary, to repeat the information ● be conscious that the gestures it is a really good way to communicate information and the utility of learning sign language
Materials or equipment needed:	Headphones with music, 10 paper sheets with 10 messages, blackboard or whiteboard with a chalk or a marker.



<p>Preparation:</p>	<p>Teacher will prepare a headphones connected to a music (for example to a computer), taking into account that it is not necessary that it will be too loud to preserve the student's hearing health; and it will be prepared 10 paper sheets with the following messages:</p> <ul style="list-style-type: none"> - The class bell is ringing, the break is over, we have to run - I really like the shoes that you are wearing. Where did you buy? - Do you want to come to my home after class to watch the last movie of avengers? - We are going to play a handball game against teachers, do you want to play with us? - My friend of the other class has told me that the unexpected math exam is going to be today - The institute's siren is sounding really loud, it seems that some danger is happening right now, we have to follow the emergency instructions - This weekend I'm going to the country with my parents, there are a lake with boats; would you like to come with us? - The toilet on the 2nd floor is broken, it is full of water, if you want to go to the toilet you will have to ask the teachers for permission to use the one on the first floor - Next summer I will go to the beach with all my family, we may go to a foreign country, do you have plans for the summer? - I think the teacher is calling us to go back to class. I haven't had time to finish my sandwich
<p>Tips, comments, recommendations:</p>	<p>This activity could be used as introduction for a lesson about disability and the problems that they have to face.</p>
<p>Detailed instructions:</p>	<ol style="list-style-type: none"> 1- Teacher select 10 students (or groups with 10 or less) 2- These students will select 1 paper sheet without knowing the content in advance and with the instruction that their classmates cant read the content 3- Teacher explains to the group that people with hearing problems could have obstacles to communicate because above all they can hear the



information surrounding him/her. But different strategies could be followed to facilitate it.

4- One of the 10 members of the group has to go where the headphones are and put on the headphones with music, he/she will be looking at the blackboard (not to their classmates). Another member of the group goes to the furthest place of the class and try to convey the message to the first student, it is forbidden to shout, and first student is not looking at him/her. It is not necessary that first student say what he/she has understood because it is expected that he/she has not heard anything

5- After that, first student will look to the class and the second student is coming 1-2 meters in front of the first student. In that moment, he/she will try to convey the information of the paper sheet but only moving his/her lips without making any sound. They will have 1 minute and after that, first student will write in the blackboard/whiteboard what he/she has understood. If the answer is not totally precise, they will follow step 6

6- In the same position, second student could do gestures, signs to explain the message to the first student (not any word). They will have 1 minute. And after that, he/she write the information in the blackboard/whiteboard below the previous message.

7- First student could put off the headphones and second student could tell him/her the message and it is compared with the two messages that he/she has understood. It is expected that 2nd will be more precise because he/she has the information of step 5 (lips) and step 6 (gestures)

8- Second student has to go where the headphone are and put on the headphones with music, he/she will be looking at the blackboard (not to their classmates). Another member of the group goes to the furthest place of the class and do step 4, 5, 6 and 7.

9- It is repeating step 8 until the last student, for him/her first student will be the person who is trying to convey his/her message

10- It will be analysing in class the problems of communication and how it is improving with the different activities



Activity title:	Life supermarket
Group size:	No limitations but it is recommended groups of no more than 6 students
Group age:	It is thought for students from 12-16
Activity duration:	40-45 minutes
Overview and objectives:	<p>Students have to understand that some economic and math notions are needed in real life and school is a good place to learn it. Moreover, if they want to work as supermarket cashier they will know that notions because they are in charge of handling monetary transactions. Furthermore, they may be required to know value and features of items for which money is received, give cash refunds. Some of those things are, also, applied to a store manager.</p> <p>At the conclusion of this activity, participants will:</p> <ul style="list-style-type: none"> ● Know how important mathematic and economic are in daily life and how various concepts (for example percentages) are used a lot and it is really useful to know and apply ● Know how to categorize some products ● Know how to use money and discounts ● Understand how percentages could be useful to be used in real life ● Be capable of doing a shopping list with products of different categories
Materials or equipment needed:	Several tables, paper sheets with images of products, a calculator, sticky notes, discount tickets and fake money from a game (we will give the name of “rans” to the currency).
Preparation:	<p>Teacher will prepare and print images of the following products:</p> <ul style="list-style-type: none"> - Fruits: various fruits such as grapes, apples, pears, oranges - Meats: beef, lamb, turkey, pork - Fish: Salmon, sole, sea bream, sea bass, trout



	<ul style="list-style-type: none">- Vegetables: Cabbage, broccoli, green beans, cauliflower, artichokes, peppers, leek, cucumber- Drinks: still water, pineapple juice, milk, lemonade, cola, orange soda, sparkling water, milkshake- Desserts: custard, yogurt, tiramisu, chocolate cake, cream ice cream <p>4-6 tables in the middle of the class with the images of the products.</p> <p>In other table, a bit far away from the tables of the middle of the class, it will be placed another table with a calculator and fake money of different values.</p> <p>It will be created different discount tickets (5% for the whole purchase, or 10%, 15% and 22% for one product)</p>
Tips, comments, recommendations:	Teacher will supervise the activity and will help the tasks of the 2 students who “are working” in the supermarket, above all at the beginning.
Detailed instructions:	<ol style="list-style-type: none">1- Teacher select a group of 6 students (it could be more) to do the activity, and inside that group, 2 of them to “work” on the supermarket.2- These 2 students will select which one will be the cashier and which one will be the store manager (or teacher will choose it)3- Store manager will prepare the image of the products in the tables (it is recommended 1 table por type of product) grouping it in fruit, meat, fish, vegetables, drink and dessert. After that, he/she will add a sticky note in each note of the products with a different price for each product (he/she could think which ones are the most expensive in real life) but with the following limits:<ul style="list-style-type: none">- Fruits: between 5 and 15 rans- Meats: between 15 and 30 rans- Fish: between 15 and 30 rans- Vegetables: between 10 and 20 rans- Drinks: between 5 and 15 rans- Desserts: between 10 and 20 rans4- The cashier will give to the rest of the students (clients), 100 rans of fake money and different discount tickets that it could be applied to full



purchase (5%) or to only one product (10, 15 or 22%). He/she has to give more than one discount ticket to each student.

5- It is said to the clients that they have to buy 2 vegetables, 2 drinks, 1 fruit, 1 meat, 1 fish and 1 dessert. They have to calculate which ones they can buy taking into account the money that they have (100 rans) and to apply ticket discounts in the best way.

6- First client enters in the supermarket and select the 8 products in 5 minutes and come to the cashier and tell him/her the different products and the discount tickets that he/she wants to be applied. Cashier will calculate the final amount and give money back according to it (if he/she do not have the exact amount to do it, he/she could write a note with it)

7- Second client enters in the supermarket without any replacement of the products that the first client has chosen. He/she will select 8 products in 5 minutes following the same procedure of Step 6

8- Third client enters in the supermarket and the store manager will replace some products that it was chosen for the 2 previous clients. It will be followed the same procedure of Step 6

9- Fourth client enters in the supermarket and the store manager will replace some products that it was chosen for the 3 previous clients. It will be followed the same procedure of Step 6. If there are more clients/students will be followed the same procedure.

10- Finally, it will be explained in class by each client, why he/she has chosen those products, the prices and the money that he/still have



Activity title:	Flying jobs
Group size:	Activity for 15 students (but it could be done with 8 or less)
Group age:	It is thought for students from 12-16
Activity duration:	50-55 minutes
Overview and objectives:	<p>Usually, students do not spend time reflecting about their future career or about the things that each profession brings to the society and to the rest of people. In this activity they will analyse different job positions.</p> <p>At the conclusion of this activity, participants will:</p> <ul style="list-style-type: none">● Reflect on the knowledge and skills of certain professions and their usefulness.● Know how to defend their own positions and understand the others● Work in a group with a common objective● Reflect about future professional choices
Materials or equipment needed:	Paper sheets with images of workers of different job positions (both genders in the same image)
Preparation:	<p>Teacher will prepare and print images of people working in the following job positions (one male and one female in each one, in order to not associate a profession with a specific gender):</p> <ul style="list-style-type: none">- Doctor- Chef- Soldier.- Architect, designer.- Carpenter.



	<ul style="list-style-type: none"> - Farmer - Biologist. - Police - Humorist. - Politician - Judge <p>Teacher will prepare a table in the middle of the class</p>
<p>Tips, comments, recommendations:</p>	<p>Teacher is the judge of the situation, for that, he/she has to stop if some travel partner is defending skills or knowledges that clearly is not related with his/her job position or if he/she is using strategies related with race, ethnicity, nationality, class, caste, religion, belief, sex, gender, language, sexual orientation, gender identity, sex characteristics, age, or health.</p>
<p>Detailed instructions:</p>	<p>1- A table is placed in the middle of the class and it is selected 8 students. They are seating around the table. The rest of the students (it is recommended 7 more) are seated in a bigger circle with the table and the other 8 students in the middle.</p> <p>2- Teacher starts reading the following story:</p> <p>“Imagine that you are going in a big balloon traveling with the 7 people who are surrounding you. You are over the sea because you are going to work in a city in Australia and suddenly you realise that the person who had to check the balloon, has not done it and it begins to go down slowly; you do not have any protection measure, neither individual nor collective, because nobody had taken into account that an accident could happen. You get scared but you see a beautiful island in the distance, some of you calculate the speed of how you are going down and you realize that you will not arrive to the island, for that you throw all the luggage and everything you are carrying in the balloon, finally, you don't have more things inside the balloon, but you keep losing height and finally everyone in the balloon realise that the only way to arrive to the island is that one of you jump from the balloon to an area full of rocks (with almost zero chances of surviving) and with that sacrifice, the others could reach the</p>



beach of the island. The decision about who has to jump from the balloon has to be taken by consensus and unanimity and to decide that you have to consider the profession of your travel partners (not if it is your friend or the gender or other factors), because that profession will show what you are able to do in the future in the island. It is important to keep in mind that the island appears in the middle of nothing, and it seems uninhabited, so it is very likely that you need to spend long time there. Moreover, if no one jumps in 20 minutes you will all die, it is a rule that no one can voluntarily sacrifice themselves jumping to the rocks, but all of you agree that you will jump to the rocks if it is decided unanimously. All of you, have to defend your profession according to the things that it is supposed that you know and your skills because your job position.

3- Teacher put all the print images of professions (both genders in the same image) in the table upside down. First traveler chooses one randomly, not showing it to the rest. The rest of the travelers are choosing the images consecutively. Finally, the last one has the possibility after choosing his/her image, to change it for one that are still on the table and return that profession. In that case, teacher shuffles the paper sheets and offer the same possibility to the rest of the travelers in the reverse order of the selection.

4- Students have 5 minutes to reflect about the skills, knowledge and capabilities of their character according to the job position and think about the strategy. It is reminded that abilities need to be connected with the profession (it is given the example that, if they have the role of journalist, they cant say that they have knowledge about medicine or about edible plants). In this moment, they do not know, the job position of the rest of students for that they have to focus in their own character.

5- It is said to the second group of students (it is recommended 7, 1 less than in the middle) who are seated in a bigger circle that they are going to be the “strategic support” and they have to write down all the characteristics of the professions that travelers will mention. Teacher starts mentioning all the professions that it was selected and, not knowing which of the classmates have that role, the different “strategic support” has to select one profession to support but firstly, it is asked to them about which one is the easiest to defend, and the one with more votes is excluded to be helped. Finally, one by one select the other



professions. They are not allowed to speak at the beginning, but they can write down all the information about that role.

6- Now, it is said to the 8 students of the middle that they have 20 minutes to decide which one have to leave the balloon to save the life of the rest, it has to be unanimously (obviously not including the selected one) and only, it could be decided when 3 minutes are remaining of the 20 minutes of time.

7- At the middle of 20 minutes (10 minutes), it is done a break of 5 minutes and each “strategic support” speak with the person who has the role of the chosen profession in order to give clues or new ideas to defend it.

8- In the last 3 minutes of the time it is taken a decision and the selected profession is dismissed. It is explained but everyone why they have taken that decision

9- The students were “strategic support” is coming to the middle and replace in their role to initial students except the one of the dismissed profession who is going to replace the one who has not strategic support on the first round (if this one was the dismissed, it is not necessary to do this procedure)

10- They have 10 minutes to sacrifice a second profession in the last 3 minutes of that time.

11- Finally, it is explained by everyone their decisions, how they have felt, which profession they like most and why, which profession not included in the activity would be easier to defend.



Activity title:	Building the tree of my professional strengths
Group size:	Activity between 2 and 14
Group age:	It is thought for students from 12-18
Activity duration:	Between 60-90 minutes
Overview and objectives:	<p>It is not usual that students analyses their strengths and relate with professions.</p> <p>At the conclusion of this activity, participants will:</p> <ul style="list-style-type: none"> ● Able to detect strengths ● Know their strengths in order to choose their future professional vocation. ● Express emotions ● Know other people's strong points ● Empathize with the others
Materials or equipment needed:	Paper and markers. Blackboard or whiteboard with a chalk or a marker
Preparation:	Make skills cards: creativity, memory, numerical capacity, good public speech, adaptability, initiative, critical thinking, emotional intelligence, autonomy, empathy, assertiveness, sense of justice.
Tips, comments, recommendations:	<p>It is good to remind to the students that this is a personal exercise and it is good to recognize strengths in other classmate and tell him/her to add to the tree.</p> <p>Teacher has to control that the strengths that other classmate is given are positive.</p>



**Detailed
instructions:**

1- Each participant must choose from the skills of the list, all the positive professional values and skills they believe they have. The participant could add skills that are not mentioned if he/she thinks is appropriate.

It is said to the participants that it is important not to be too rash in choosing the most appropriate cards for their abilities or skills and to act with sincerity, as this is a task for ourselves.

It is allowed that several students can choose the same ability.

2- Each student will draw a tree on a piece of paper, this tree has a top (with branches), a trunk and roots, the student will draw as many roots as values or capacities they have chosen, they will also draw these roots bigger or smaller depending on whether they consider that they have currently developed the different capacities or skills. Other classmates could give their opinion about strengths to add.

3- Now on the blackboard, each profession is to be placed at the top, leaving space below to add the different needed associated skills or competences of the initial list according to the students. Skills can be repeated for each profession.

The professions would be:

Journalist

Psychologist

Teacher

Police

Fireman

Judge

Doctor

Musician

Carpenter

At the end, ask the students to suggest some more.



Decisions on the skills associated with each profession will be made democratically for example by majority vote.

4- The student will compare their roots with the capacities of each profession and will put in the top of their trees, the name of the professions they are closest to.

5- At the end, the student will explain his/her tree to his/her classmates, taking into account which skills he/she has and which ones he/she has to develop in order to be successful in that profession in the future.



Activity title:	SPIDERWEB
Group size:	Activity between 15 and 30 people
Group age:	It is thought for students from 12-18
Activity duration:	Between 10-15 minutes
Overview and objectives:	<p>It is a good idea that your classmates could help you to know your possible profession and capabilities because they could help to your personal development. It is important to focus in your strengths, analyse in order to know which ones are, but, also, in the strengths of others, because we could help to develop our classmates.</p> <p>At the conclusion of this activity, participants will:</p> <ul style="list-style-type: none"> • Able to detect strengths in other people • Explain abilities and potential professions in others. • Hear the opinion of others about themselves and a possible future profession.
Materials or equipment needed:	Ball of wool. Blackboard or whiteboard with a chalk or a marker
Preparation:	<p>Teacher prepared the ball of wool and he/she writes in the blackboard or whiteboard the following professions:</p> <p>Journalist</p> <p>Psychologist</p> <p>Teacher</p> <p>Labor counselor</p> <p>Fireman</p> <p>Judge</p>



Doctor
Musician
Carpenter
Architect
Hairdresser
Scientific
Painter
Electrician
Soldier
Accountant
Salesman
Singer
Public relations
Police
Astronaut
Influencer / youtuber
Personal trainer
Driver
Chef
Farmer
Politician
Lawyer
Occupational therapist



	<p>Publicist</p> <p>Dentist</p> <p>Some more may be added, if it is decided unanimously and the teacher decides that it is appropriate</p>
Tips, comments, recommendations:	<p>Teacher has to control that the explanation that students are given to select the profession to their classmates are positive. And, in case that explanation is vague, teacher has to ask again, in order to explain it deeply.</p>
Detailed instructions:	<ol style="list-style-type: none">1- The students stand in a wide circle looking all towards the center.2- One of the students takes the ball of wool and holds the thread and throws the ball to a partner, while saying one of the professions that are listed in the blackboard/whiteboard that he/she believes that it is the profession that it is most connected with the abilities of the student who has received the ball of wool. Once the partner has caught the ball, the first student explains why he/she has chosen that profession for him/her according to his/her characteristics.3- The second student holds the thread and throws the ball of wool to another student, repeating the previous procedure, mentioning a profession of the blackboard/whiteboard (professions can be repeated) and later explaining the reason for the selection.4- This exercise continues until the ball has been passed through all the students at least twice (a student cannot pass the ball again to the same classmate as the first time).5- Once the exercise is finished, teacher takes a picture of the spider web. Each student will comment about the professions that it was assigned to them by their classmates. Students will reflect if they agree with the profession and the reasons according to what he/she thinks about his/her personal strengths.



Activity title:	Occupations project
Group size:	Groups of 5
Group age:	It is thought for students from 12-16
Activity duration:	Between 15-30 minutes
Overview and objectives:	<p>The idea is that the students understand that different professions are important and it is important that they collaborate in a common target, every occupation is needed because they are doing different tasks. Also, it is important that they reflect about which tasks are done by different professions.</p> <p>At the conclusion of this activity, participants will:</p> <ul style="list-style-type: none"> ● Reflect about different occupations ● Understand that people from different occupations could work together in different tasks with a common objective.
Materials or equipment needed:	Paper and blackboard or whiteboard with a chalk or a marker
Preparation:	Teacher forms the groups of 5 students
Tips, comments, recommendations:	Teacher could help the students at the beginning a little bit to fix a common goal or select some occupations.
Detailed instructions:	<p>1- The students select 5 occupations; it is expected that each one will select one. It is not necessary that the rest of partners agree with the selected occupation.</p> <p>2- They have to fix a common goal that they could work together to achieve. It is needed that the whole group agree with that goal.</p>



3- They have to think about the different tasks needed to achieve the goal and assign it to the different occupations that they have selected. It is needed that every occupation intervenes at least in 2 tasks.

4- If it is necessary, they could add “external collaboration” of other occupations in case that it is needed for a better result.

5- The group explain to the whole class (or only the teacher) their project and how each occupation is important in the final result. Each member of the group has to speak explaining the role of the occupation that they have chosen at the beginning.



Activity title:	Is it my job or the profession of society?
Group Size:	The activity can be carried out with groups starting from 10-20 people up to 40 people.
Group Age:	11-18 ages (Secondary and high school students)
Activity Duration:	40 minutes.
Overview and Objectives:	The target group gains awareness about the effect of society (parents, teachers, other close environment) in choosing a profession. When choosing a profession, they learn about whether they should decide according to the wishes of the society or their interests and skills. Understands the role of gender in choosing a profession.
Materials or equipment needed:	Blackboard, markers.
Preparation:	A female employee who chose a stereotyped male profession a week ago is invited to the event by contacting a male employee who has chosen a stereotyped female profession. For example, it could be a female employee working as a public transport driver or a male teacher working as a pre-school teacher.
Tips, comments, recommendations:	The most important rule in the event is that the professional worker invited has chosen this profession willingly and does it lovingly. Before the event, invited professionals are informed about the event. The process is explained, the topics that students may be most curious about and the questions that may come from the students are shared.
Detailed Instructions :	<ol style="list-style-type: none"> 1. The students are asked whether we should act with our own decisions or the decisions of our environment when choosing a profession. Students can be given time to think. Students are asked to share their thoughts with the class. 2. The text below is read to the class.



Social Factors in Choosing a Profession :

Familial Factors: Adolescence is the age of researching professions and developing a professional identity. In this process, families also try to take an active role with their children. Many studies show that family is one of the most important social / environmental factors influencing the professional development and choice of young people.

Culture: Occupations considered to be more suitable for men and women in cultures, professions considered as respectable, professions deemed appropriate according to the widely accepted religion may vary. For example, in many parts of Turkey; The idea that girls do not choose professions that require force (strength) is common.

Media: People with certain professions frequently shown on television, newspapers, magazines and computer-based sources may be more likely to be modeled by children and youth. The effect of the media on the perception of having professions related to performing arts or some sports fields as more popular is very clear in our country.

After reading, students are allowed to share their thoughts.

3. Invited professionals are invited to the class. Professional staff are asked to explain how they chose the profession, their decision-making processes, the negativities and beauties they experienced during this process, the beautiful sides and difficulties of their profession, and how doing this profession made them feel. Afterwards, it is ensured that students share their questions and thoughts with the class.

4. The following speech is delivered to the classroom. The influence of gender in the decision-making process is undeniably large. The effect of gender in selection and decision making process is mostly instilled in children by societies at early ages. We often come across classical examples such as "blue" if the child is a boy, and "pink" for a girl. The profession the children will turn to or which profession they are suitable for was determined by their close environment before the child. Many parents have suggested the following to their children. "My son will be a doctor, an engineer", "my daughter will be a nurse, a preschool teacher". In many societies, which profession should be done by boys and which profession should be done by girls has been determined by that society beforehand. The most suitable profession for a girl is like nursing or



preschool teaching. However, the choice of profession is a process and consists of certain stages. The most important rule is that the person should choose the profession he / she likes and has a prone skill.

5. The steps in the profession selection below are read to the class.

Stage 1 Get to know yourself :

Your personal characteristics

What kind of work environment would you like to have in your professional life?

How close do you feel to this job?

The characteristics of the profession.

University preference area

Personal characteristics sought in the profession

Working conditions, job opportunities, gain.

Need for profession

Step 3 Choose the Profession that suits you.

Finally, the group's ideas are asked, after the sharing, the activity is ended by thanking the invited professionals.



Activity title:	Where do I belong?
Group size:	25 - 30
Group age:	13-15 years old
Activity duration:	90 min
Overview and objectives:	<ul style="list-style-type: none"> - Reflect about several professional areas - Relate these areas to the school's subjects - Promote feelings of belonging by choosing one of the areas - Understand the contributions and effective implications of school subjects in different professional areas
Materials or equipment needed:	<p>Large room</p> <p>Paperboard and pen (optional)</p>
Preparation:	<p>Ensure a large room to create the specific zones</p> <p>Provide the necessary material (optional)</p> <p>Have some concrete examples in advance (professional areas and related school subjects) to encourage the continuity of the activity</p>
Tips, comments, recommendations:	The suggestion and sequent choice of the professional areas/domains should be as spontaneous as possible.
Detailed instructions:	<ol style="list-style-type: none"> 1. The teacher asks students to choose [6 to 10] professional areas/domains (e.g., health, education, technologies, commerce, sport, agriculture, research, ...). 2. The teacher creates specific zones in the room for each area/domain (you can mark with a card with the name of the area) and invites students to choose an area (preferably the one that corresponds to their (possible) professional future perspective).



3. The teacher asks students to think collectively (as a group per area) about the chosen professional area/domain and to identify (at least) three essential knowledge domains for professionals in the field/area.
4. Each group of students must associate as many school subjects as possible with the indicated knowledge domains and justify with concrete application examples. The teacher should act in such a way as to encourage students to reflect, providing, if necessary, examples.
5. The groups share their results and conclusions with the class.
6. At the end, students are invited to think about whether the choice of the initial area is maintained and to justify any changes.
7. The teacher should point out the reasons for the changes if they are related to school subjects and alert to their importance in the future professional practice



Activity title:	What do I need to know to become a...?
Group size:	25 - 30
Group age:	14-16 years old
Activity duration:	50 min [+90m]
Overview and objectives:	<p>This activity is developed in two moments and should involve the maximum number of teachers of the different subjects in the class.</p> <p>In a first stage - before the development of the activity itself (preparation) -, the collective of teachers chooses a set of concrete and different jobs. Try to avoid jobs with an obvious relationship between school knowledge and professional practice, such as a teacher. The activity can be more interesting and revealing if it is more difficult to discern such relationship. For example, think to what extent (contents of) mathematics is important for a gardener or geography for a cook.</p> <p>In the second step, each teacher challenges students to think and research (using the Internet) which content from (their) discipline could be applied by the selected professionals.</p> <p>The objectives of this activity are:</p> <ul style="list-style-type: none"> - Reflect about several specific jobs/occupations - Relate professional practice to the school's subjects - Understand the contributions and effective implications of school subjects in concrete jobs/occupations.
Materials or equipment needed:	Room equipped with computers and internet access
Preparation:	The professions must be previously chosen by the collective of teachers and should be worked to guide students in the activity (develop a table according to the example - Attachment 1).



Tips, comments, recommendations:	This activity should be prepared with some meticulousness, requiring cooperation and collaboration from the teachers involved.
Detailed instructions:	<ol style="list-style-type: none">1. The teacher proposes the creation of groups (max: 5 students). Each group will work one job (randomly proposed by the teacher).2. The groups work its proposal using the Internet (search).3. The groups share their results and conclusions with the class.4. The teacher analyses with each group and with the class the various proposals comparing with his own proposal previously prepared.5. Although the activity is somehow instrumental, the teacher should draw attention to the importance of knowledge itself. Every day we make simple decisions based on what we've learned: we all cook, we all open the hood of a car, we all have a potted plant, some might even have a garden.



What do I need to know to become a...?

Attachment 1 : Example to fill

Jobs	Cook		Gardner		Car Mechanic	
Subjects	General	Specific Contents	General	Specific Contents	General	Specific Contents
Mother Tongue	<i>Reading Literacy</i>					
Foreign Languages		<i>Daily Routine Meals, Food</i>				
History						
Sports/Physical Education						
Chemistry		<i>States of matter</i>				<i>Combustion</i>
Physics		<i>Temperature</i>				<i>Movement Energy, Force</i>
Biology						
Mathematics		<i>Measures</i>		<i>Trigonometry Geometry</i>		
Ecology & Environment	<i>Sustainable Choices</i>					
Handicraft						
Geography	<i>Natural Resources</i>					
Economy						



Activity title:	Philosophy, what for?
Group size:	25 - 30
Group age:	15- 16 years old
Activity duration:	20-30 min
Overview and objectives:	<p>The question of the value/utility of philosophy for professions that are not directly related to the humanities is a common one. The reflection on the contributions of philosophy to other professional fields can contribute to the understanding of its importance.</p> <p>The critical exercise, logic and rationality training are relevant contributions to problem solving, one of the most valued dimensions in the current job market. In turn, the planning of action, the definition of strategies, the implementation of a project (for example, a business) or the decision-making appeal to the apprehension/understanding of the whole, a multifactorial understanding and to criticism as relevant elements to a necessary disruptive attitude (essential basis of innovation). Still, the necessary questioning of sustainability, the corporate social responsibility, a reflective attitude are other fundamental dimensions to consider in today's business world and to which philosophy undoubtedly contributes; it is a touchstone.</p> <p>On the other hand, there are uncountable jobs whose practical exercise invokes the legitimacy of the action. Thinking about the reason that justifies a certain way of doing things (why is it done that way?) is a good starting point for improving, transforming, developing and correcting practices and processes, and even revolutionizing/innovating ways of doing things.</p> <p>Nevertheless, ethical issues - expressed in many situations in professional codes of ethics (deontology) - are mandatory in all human actions; the professional (or even business) performance is no exception. The approach to this important branch of philosophy can be done pragmatically. The professional codes of ethics is an important instrument to guide professional conducts and to guarantee the rights and protection of those who depend on of the action of these professionals, this is all of us, the community.</p>



	<p>Thus, with this activity we seek to contribute to :</p> <ul style="list-style-type: none"> - Understand the contributions of philosophy and its contents to professions other than that of philosopher or philosophy teacher - Perspective the importance of philosophy for the rationalization inherent to the world and business world <p>Apprehend the relevance of philosophy, and especially ethics, in human conduct and behavior in general and in professional practice</p>
Materials or equipment needed:	Regular classroom
Preparation:	<ul style="list-style-type: none"> - Know the brainstorming technique (Attachment 1) and/or - Have a code of ethics of a job (doctor, nurse, social worker, ...) for an analysis.
Tips, comments, recommendations:	It is important to have a theoretical preparation of the topic (to anticipate possible answers from the students and/or to contribute to the conclusion/systematization of the activity) - (Attachment 2 - links for consultation and inspiration).
Detailed instructions:	<ol style="list-style-type: none"> 1. The activity can begin in one of two ways: either through brainstorming or through the presentation of a code of ethics. In the first case, the teacher encourages the group to launch ideas on the topic; in the second, the teacher presents the Code and asks the students to point out the duties of the professional in the sense of guaranteeing the rights of the citizens with whom he/she works (for example, the conduct of the doctor to guarantee the rights of the patient, namely, physical integrity, privacy, informed consent, ...). The two suggestions can also be combined. 2. The teacher marks the suggestions/ideas of the students on the board and, together with the students, try to systematize some conclusions and knowledge. The teacher can compare the results with his (previous and prepared) proposal, contributing to a set of decisive and clear conclusions.



Attachment 1: Helping with the brainstorming technique

The brainstorming technique was created by the American publicist Alex Osborn, to expand and enrich creativity in the areas of human relations, group dynamics and advertising and propaganda. Subsequently, it began to be used in several areas, including education.

Group brainstorming consists of exposing as many spontaneously generated ideas as possible about a problem, challenge or subject.

As a premise, any ideas presented should not be judged or criticized.

This strategy promotes the exchange of information, the association and development of ideas, teamwork and reflection and decision making.

There are some rules to be followed for the smooth running of brainstorming. The main ones are as follows:

- Participants must launch their ideas; all these must be expressed and listed.
- All ideas must be considered and respected, that is, there must be no criticism or judgment.
- At the time of analysis, some ideas may be disregarded because they are not primordial or relevant, but initially none of them should be discarded.

The purpose of brainstorming in education is to build as many ideas as possible. The more ideas that come up, the greater the chances to realize and build something new.

There are several brainstorming techniques, the simplest is to encourage the group to launch ideas (words, keywords) on the subject on the table, note them (for example, on the board), discuss their relevance with the group and, finally, systematize the contributions.

Based on: <https://ensinotec.com/brainstorming-na-educacao/>

Attachment 2: Sites that can help prepare the theme

<https://www.jmu.edu/philrel/why-study-philosophy/why-study-philosophy.shtml>
<https://www.acuitymag.com/opinion/philosophy-the-key-to-good-business>
<https://www.linkedin.com/pulse/philosophy-business-relevant-mukunda-raghavan>
<https://www.quora.com/What-is-the-role-of-philosophy-in-the-business-world>
<https://bigthink.com/articles/why-future-business-leaders-need-philosophy/>
<https://www.freeresumebuilder.io/examples-work-philosophy>
<https://bestaccreditedcolleges.org/articles/jobs-that-involve-philosophy.html>



Activity title:	The Unbearable Lightness of Prestige
Group size:	25 - 30
Group age:	15- 18 years old
Activity duration:	30 min
Overview and objectives:	<p>Prestige is a social construction and as such is based on agreed principles of value attribution. The prestige attributed to a profession has little to do with the usefulness of a profession in the functioning and structure of a particular society.</p> <p>Nevertheless, the prestige attributed to a particular job is an important variable in choosing an occupation. How many young people choose a certain path because of family influence? Or by continuing a prestigious family tradition? Is the profession of these young people chosen and carried out by personal taste? And won't young people's choices be conditioned by the notions of prestige present in societies? Is being a doctor the same as being a police officer?</p> <p>On what are the different attributions of prestige, namely to the professions, based? In the complexity of training and the skills necessary for its performance? In the associated intellectuality? On traditions or fashions present in societies?</p> <p>An exercise in deconstructing the attribution of prestige - collective and therefore negotiated - can contribute to a more grounded professional choice, more suited to the interests/tastes of young people.</p> <p>Thus, with this activity we seek to contribute to :</p> <ul style="list-style-type: none"> - Reflect on their personal values and to know the values of others, regarding the prestige attributed to a certain profession - Promote interpersonal negotiation strategies
Materials or equipment needed:	<p>Regular classroom</p> <p>List of professions (optional)</p>



Preparation:	- Make a list of several and distinctive professions to present to the class (optional)
Tips, comments, recommendations:	Having a prepared list of professions can reduce the activity duration (see the example in the Attachment 1).
Detailed instructions:	<ol style="list-style-type: none">1. The activity can begin in one of two ways: either through a collective (with the class) construction of a list of different professions, or through the presentation of the prepared list.2. The teacher encourages the class to organize itself into groups of 3-4 elements.3. The teacher asks the groups to assign an order of importance to the professions presented, using a number, depending on the prestige they confer on each of these professions.3. The teacher invites students to update the list with the profession they want and to rank it (with a number).4. Compare proposals from different groups. Each group should explain the reasons for their rating. The whole class discusses the differences and the associated notions of prestige.5. The discussion should focus on the notions of prestige and as a condition for professional choices.



The Unbearable Lightness of Prestige

Attachment 1 - List of professions (example)

Journalist
Teacher
Policeman
Doctor
Football player
Gardner
Businessman
Electrician
Judge
Receptionist
Waiter
Housekeeper
...



Activity title:	The other in me³
Group size:	Small group of 5 to 7 elements
Group age:	≥10 years old
Activity duration:	30 min
Overview and objectives:	<ul style="list-style-type: none">- Stimulate empathy- Deconstruct stereotypes and prejudices- Discern the importance of seeing the other in oneself- Understand the effects of stereotypes and prejudices on communication
Materials or equipment needed:	A room Sticky/post-it labels
Preparation:	Write in the sticky/post-it labels the expressions: <ol style="list-style-type: none">1) I am deaf: scream!2) I am powerful: respect!3) I am funny: laugh!4) I am wise: admire!5) I am authoritarian: be afraid!6) I am antipathic: avoid!7) I am shy: help!
Tips, comments, recommendations:	Ensure that participants do not know what is written on the labels/post-it notes. Tip: Before each student removes their forehead tag (between stages 4 and 5), the teacher can ask if they know which tag they are carrying.

³ Inspired by https://digituma.uma.pt/bitstream/10400.13/2013/1/Dinamiza%C3%A7%C3%A3o%20do%20grupo-turma_manual%20pr%C3%A1tico%20para%20psic%C3%B3logos%20educacionais.pdf



**Detailed
instructions:**

1. Tell the group to choose a topic (preferably controversial) to discuss.
2. Advise that a tag (label) will be placed on the forehead of each participant in the group and that its content must be considered in discussions, without its owner, however, knowing the meaning.
3. With the labels on their foreheads, the participants start a discussion that naturally becomes impracticable.
4. At the end of the time, ask the students to present their conclusions, which is, however, impossible.
5. After this attempt, students should remove the label and discuss the difficulties that the many labels we all receive impose on deeper relationships.



Activity title:	To listen or not to listen, that's the question
Group size:	10-30
Group age:	≥13 years old
Activity duration:	30-40 minutes
Overview and objectives:	<ul style="list-style-type: none"> - Demonstrate the importance of body language in communication in general and in dialogue in particular - Development the active and empathetic listening. - Evidence the potential of active listening in interpersonal and social relationships
Materials or equipment needed:	A room
Preparation:	Before the activity with the group, the teacher should organize some pairs (3 to 4) among the students. Each pair will have a speaker - who will tell a short story to the interlocutor - and a listener. The listener should be instructed - without their partner's knowledge - to behave in a way that shows expressions and body postures of disinterest (moving, showing impatience, looking at the clock, looking away and even humming).
Tips, comments, recommendations:	It should be ensured that the students who will participate - the "listeners" - understand their role.
Detailed instructions:	<ol style="list-style-type: none"> 1. The teacher asks the pairs, in turn, to develop their "dialogues" (for 3-4 minutes) in front of the class. In fact, there is no dialogue, but rather a person telling something; the interlocutor must demonstrate - physically - that they are not at all listening, or even interested in the subject. 2. The teacher asks the students who "told" the story how they felt with the posture of the respective interlocutors. 3. The class should be invited to express their opinion as well.



4. The teacher invites two or three (other) pairs to have a conversation, this time in a convenient manner, in which the interlocutors must show active listening, reinforcement and empathy as well evident in bodily terms.

5. Finally, the teacher should conclude on the need to maintain positive communication, which implies active listening and empathy towards the other, including in terms of body language. The development of this skill is fundamental in all areas of human and social relations.



Activity title:	Limitless Science
Group size:	24 - 30
Group age:	12- 14 years old
Activity duration:	60 min (variable)
Overview and objectives:	<p>This activity presents women role models in the fields of science, technology, engineering, and mathematics (STEM), while developing knowledge, attitudes, and math skills.</p> <p>The expected outcomes are:</p> <ul style="list-style-type: none"> - to learn about the professions and the prominent role that each of the women had to the scientific fields; - to develop skills in problem solving, group work, logical reasoning, and working with plane figures in the mathematics area
Materials/ Equipment needed:	<ul style="list-style-type: none"> - 7 STEM Role Models Posters (annex 1) - 7 coloured tangram pieces and a tangram rocket base (annex 2a and 2b)
Preparation:	<p>The game material must be prepared before the activity</p> <p>Print the STEM role models posters (annex 1)</p> <p>Print the Tangram pieces (annex 2a), cut them and glue to the back of a cardboard (1 set for each student)</p> <p>Print the tangram rocket base (annex 2b)</p>
Tips, comments, recommendations:	<p>In a first phase, the tangram rocket base can be made available with the outline of the pieces, in a second phase the students should be able to combine the tangram pieces to make the rocket.</p>



	<p>There must be at least 2 players. The activity can have gamification elements (time control and competition among groups playing at the same time)</p>
Detailed instructions:	<p>2 players sample</p> <ol style="list-style-type: none">1- With the cards turned upside down, player 1 chooses one role model poster;2- Player 2 reads the name of the scientist that appears on the poster chosen by player 1;3- Without seeing the poster, player 1 must tell the profession and the legacy that the woman of the chosen poster left to the field of science;4 - Player 2 checks the answer. If the answer is correct, player 2 gives to player 1 the tangram piece with the same colour of the chosen poster. If the answer is wrong, the poster is shown to player 1 and it is placed together with the remaining posters.5- The roles are reversed. <p>The player who completes the tangram rocket first wins.</p>



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Limitless Science

ANNEX 1 A – STEM ROLE MODELS POSTERS IN ENGLISH⁴



⁴ Source: [STEM Role Models Posters — In 7 Additional Languages | by Nevertheless | Nevertheless Podcast | Medium](#)



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MAE JEMISON

ASTRONAUT AND DOCTOR. FIRST AFRICAN-AMERICAN WOMAN IN SPACE.

MAE INSPIRES MANY AS THE FIRST AFRICAN-AMERICAN WOMAN TO TRAVEL TO SPACE. MAE BELIEVES THAT YOU SHOULD STOP TALKING ABOUT 'ACHIEVING YOUR DREAMS' AND START TALKING ABOUT WHAT YOU INTEND TO DO.

ARTIST - KARINA PEREZ

NEVERTHESSPODCAST.COM Pearson NEVERTHESS STORYTHINGS Adara's List

MARIA DA PENHA

BIOPHARMACIST AND HUMAN RIGHTS DEFENDER. DEFENDER OF HUMAN RIGHTS FOR WOMEN.

MARIA'S SPENT MOST OF HER LIFE CAMPAIGNING TO PROTECT THE RIGHTS OF WOMEN WHO HAVE SUFFERED DOMESTIC ABUSE. HER WORK LED TO THE CREATION OF THE MARIA DA PENHA LAW WHICH HAS HELPED MILLIONS OF WOMEN IN BRAZIL SINCE 2006.

ARTIST - CAMILA ROSA

NEVERTHESSPODCAST.COM Pearson NEVERTHESS STORYTHINGS Adara's List

JULIANA ROTICH

TECHNOLOGIST AND ENTREPRENEUR. BUILT CROWDSOURCING TOOLS THAT DEMOCRATISE INFORMATION.

JULIANA'S MISSION IS TO MAKE THINGS, FIX PROBLEMS AND HELP OTHERS. AS CO-FOUNDER OF BRCK AND USHAKIDI, SHE HAS BROUGHT CONNECTIVITY TO DEFICIENT ENVIRONMENTS, ENABLED COLLABORATION AND HELPED PEOPLE TELL THEIR OWN STORIES.

ARTIST - THABANE TSHABALALA

NEVERTHESSPODCAST.COM Pearson NEVERTHESS STORYTHINGS Adara's List

ROSALIND FRANKLIN

SCIENTIST. INSTRUMENTAL IN DISCOVERING THE STRUCTURE OF DNA.

DESPITE FACING MANY CHALLENGES THROUGHOUT HER SHORT LIFE, ROSALIND'S CONSTANT CURIOSITY ABOUT THE WORLD HAS LED HER TO BE CONSIDERED ONE OF THE MOST INSPIRATIONAL FEMALE SCIENTISTS IN HISTORY. HER X-RAY ON THE FIBRES OF DNA PROVED ITS STRUCTURE WAS A DOUBLE HELIX.

ARTIST - JU LETTE BRICAL

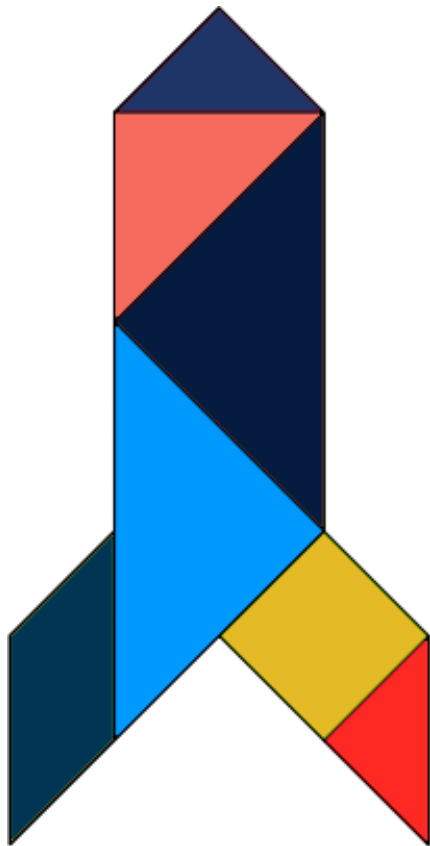
NEVERTHESSPODCAST.COM Pearson NEVERTHESS STORYTHINGS Adara's List



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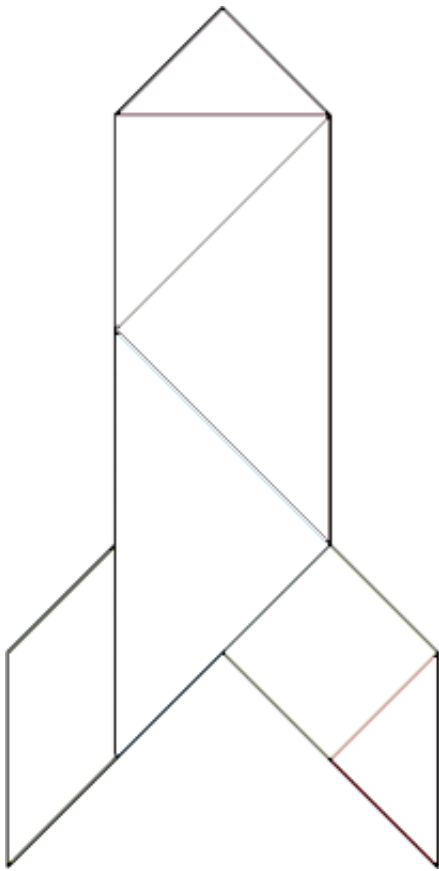


ANNEX 2a – TANGRAM ROCKET PIECES





ANNEX 2b – TANGRAM ROCKET BASE





Activity title:	Are you so (all)cool?
Group size:	Groups between 20 and 30 adolescents
Group age:	14-16 years old
Activity duration:	90 minutes
Overview and objectives:	<p>Adolescent Binge Drinking is an increasing phenomenon associated with nightlife settings with multiple risks in terms of personal and community health, such as violence and vandalism (Chen, Yi & Faden, 2015). Rates of adolescent binge drinking generally are higher in many European countries (Hingson & White, 2014). Students aged 15-16 years, in 36 European countries, indicated that the average prevalence of consuming 5 or more drinks on at least 1 occasion in the past 30 days was 39% across countries (Chung, Creswell, Bachrach, Clark & Martin (2018).</p> <p>Globally, this activity aims to address actions on the safe availability of alcoholic beverages.</p> <p>The specific objectives of this activity are:</p> <ul style="list-style-type: none"> - To raise awareness on heavy episodic drinking (excessive alcohol use over a short period of time) among students and its impacts on citizenship practices. - To promote competences and attitudes that enable progressive self-responsibility regarding the consumption of alcoholic drinks. <p>Expected outcomes:</p> <ul style="list-style-type: none"> - Risk reduction associated with binge drinking among students. - Promotion of competences and attitudes that enable progressive self-responsibility regarding the consumption of alcoholic drinks. - Possibility to disseminate this activity results to other young people groups, challenging them to replicate and/or reinvent it <p>Knowledge or competences will be developed/trained/improved:</p>



	<ul style="list-style-type: none"> - Identification of risky behaviors addressed to heavy episodic drinking. - Recognition of the benefits of appropriate behaviors. - Elicit preventive behaviors to avoid binge drinking consequences.
<p>Materials/ equipment needed:</p>	<ul style="list-style-type: none"> - Availability of a classroom. - Sheets and pens with different colours. - Excerpts from written documents on the topic, newspaper reports, impactful images/photos about the physical and behavioral consequences of adolescent Binge Drinking (consult the examples of the documents attached).
<p>Preparation:</p>	<p>Facilitator:</p> <ul style="list-style-type: none"> - must be sure that heavy episodic drinking is an interesting theme for the students' group, creating an open discussion about it. - will explore what are the main challenges that adolescents face regarding heavy episodic drinking. - will prepare the materials mentioned in the topic above (annex1). - will compile the questions that adolescents would like to be answered regarding adolescents' heavy episodic drinking (in each group). <p>Adolescents:</p> <ul style="list-style-type: none"> - will be informed that their involvement in the purposed activity will contribute to a more embracing health campaign at school. - will have the chance to develop a more in-depth introductory joint conversation. - will define questions about heavy episodic drinking in adolescence, including the challenges that adolescents face regarding heavy episodic drinking and the appropriate behaviour to health prevention practices.
<p>Tips /comments/</p>	<ul style="list-style-type: none"> - Invite everyone to input agenda items.



recommendations:	<ul style="list-style-type: none">- Guide young people to prioritize their contributions within the theme exploration.- The facilitator will promote and organize the collaborative work.- Take notes of the students' dynamics.- Suggest young people to share the final work in their social networks.
Detailed instructions:	<p>- 1st Moment</p> <p>Presentation of the activity: reading of the roadmap for the implementation of the dynamic by the facilitator with focus on the importance of heavy episodic drinking prevention with communication strategies and health education.</p> <p>(5 minutes)</p> <p>- 2nd Moment</p> <p>In small groups (5 elements per group), adolescents will (i) explore the materials contents provided by the facilitator; (ii) select the information they consider relevant and that can answer their questions and doubts about the theme, including the challenges that adolescents face regarding heavy episodic drinking and the appropriate behaviour to health prevention practices; and (iii) translate that information into small and clear sentences. Those sentences will be written in different colour sheets.</p> <p>(40 minutes)</p> <p>- 3rd Moment</p> <p>In large group, all sentences will be presented. Sentences with similar contents will be removed. The most interesting sentences will be selected collectively, based on a discussion about the heavy episodic drinking, (trying to answer the initial questions about the challenges that adolescents face regarding heavy episodic drinking and about the appropriate behaviour to health prevention practices within the heavy episodic drinking). The facilitator will guide this group's discussion.</p> <p>(40 minutes)</p> <p>- 4th Moment</p>



The facilitator resumes all the work done and finishes the activity.

The sentences will be presented at different school spaces in order to highlight appropriate behaviours to health prevention practices within the heavy episodic drinking.

A suggestion is:

Did you know that (sentences selected)

(5 minutes)



UP2B_Pill

Activity2UP_annex1.pdf Annex 1: TRENDS REPORT HEAVY EPISODIC DRINKING

References:

Chen, C.M., Yi, H.Y.& Faden, V.B. (2015). *Surveillance Report #101: Trends in Underage Drinking in the United States, 1991–2013*. Rockville, MD: U.S. Department of Health and Human Services. <https://pubs.niaaa.nih.gov/publications/surveillance101/Underage13.pdf>

Chung, T., Creswell, K. G., Bachrach, R., Clark, D. B., & Martin, C. S. (2018). Adolescent Binge Drinking. *Alcohol research: current reviews*, 39(1), 5–15.

Hingson, R & White, A. (2014). New research findings since the 2007 Surgeon General’s Call to Action to Prevent and Reduce Underage Drinking: A review. *Journal of Studies on Alcohol Drugs*, 75(1), 158–169. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3893630/>



Activity title:	21C-SDG board game
Group size:	The game is playable from 2-6 players or groups in case of more than 6 players.
Group age:	10-15 years old
Activity duration:	at least 60 min
Overview and objectives:	<p>The activity is based on the 21C-SDG board game, which was developed by the Erasmus+ project 21C-SDG: 21st Century Skills in the Context of the UN's Sustainable Development Goals for Pupils. It consists of a quiz game that allow students to test their knowledge on the 2030 Agenda for Sustainable Development, while stimulate competencies that are essential to their full development and well-being in nowadays.</p> <p>The expected outcomes are:</p> <ul style="list-style-type: none"> - to deepen knowledge about current societal issues on climate action, responsible production and consumption, life below water, sustainable cities and communities, gender equality, and quality education; - to strengthen competencies as character, citizenship, collaboration, communication, creativity and critical thinking.
Materials/ Equipment needed:	<p>* The 21C-SDG board game, which is composed by:</p> <ul style="list-style-type: none"> - Board (annex 1); - Question cards — 33 questions on quality education, 44 questions on gender education, 45 questions on sustainable cities and communities, 44 questions on responsible consumption and production, 45 questions on life below water, and 64 questions on climate action (annex 2); - Scoresheet (annex 3); - Game rules (annex 4). <p>* One or more dies</p>



Preparation:	<ul style="list-style-type: none">- The components of the 21C-SDG board game must be printed before the activity (the Board Game in A2 or A3), being available on: https://21stcskills-sdg.eu/en/learning-activities/- Fill in names in the Score Sheet and decide colours of the players- Decide who asks the questions. Will it be the teacher or will the players/groups ask each other? <p>The game consists of a board with 7 mini-boards, each mini-board representing one of the Sustainable Development Goals, tied together by the centre board '21st Century Citizen'. Before the game starts, it can be selected which mini-boards to play on (it can be all or just part of them). The '21st Century Citizen' board centre is mandatory. To access the '21st Century Citizen' board centre players have to win all the SDG mini-boards that you decided to play on.</p>
Tips, comments, recommendations:	<p>There must be at least 2 players. It can add other elements to the game, like time to answer or group competition.</p>
Detailed instructions:	<ol style="list-style-type: none">1- The player with the shortest hair decides which mini-board the game should start on.2- All players/groups place their game pieces at the 'Start' square on the mini-board.3- The player who has had their phone for the longest time starts. Next will be the player who has had their phone for the next longest time and so on.4- The player/group rolls the die and moves the number displayed after rolling the die.5- To have a 21C - SDG question the player/group must go to a square with a '21 C' globe on. If this is not possible, the player/group will wait on an empty square until a new turn comes up and get the chance to move to a square.6- When landing on a 21C – SDG board square, the player/group will be asked a dilemma question in the SDG from which board the player/group is on, combined with a 21 Century Digital Skill. For



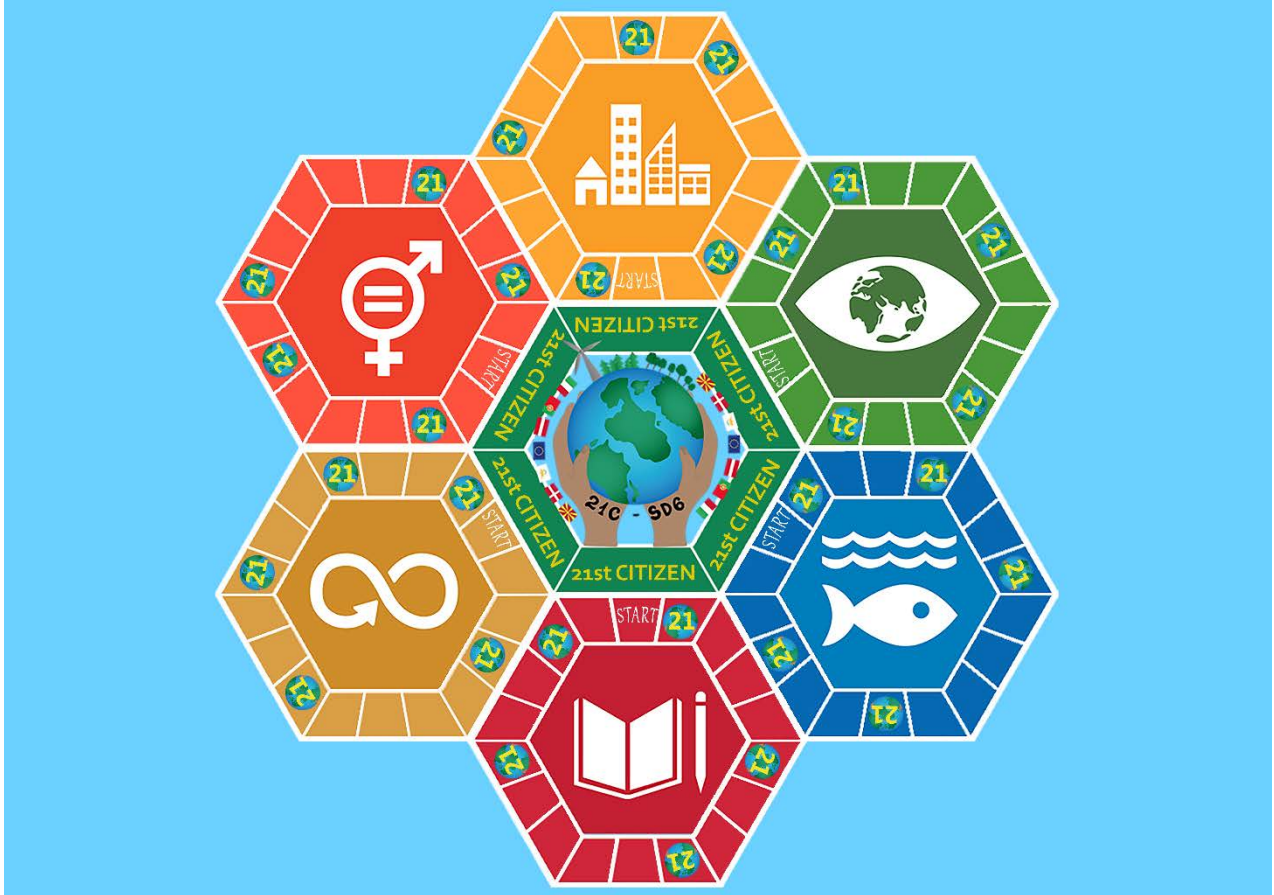
instance, the 21C skill could be Creativity. This means that you need to find the best and most creative answer to this SDG problem. There will be 3-5 possible solutions, where the best answer will bring 5 points and the worst answer only will bring 1 point. The player/group who first reaches 15 points finishes the mini-board and can continue to the next mini-board.

7- When a player/group has finished all mini-boards the player does now have access to the '21st Century Citizen' mini-board. When the player/group accesses the 21st Century Citizen board centre, it will be asked 3 random questions from random SDGs and need at least 10 points to win the whole game and thereby reach the level of '21st Century Citizen' (all group members). In case the player/group does not reach 10 points in the first attempt, the player/group can try again in the next round.















21C-SDG board game

ANNEX 1 – Game Board (image)





ANNEX 2 – Examples of question cards by SDG

<p>14 <small>SDG 14</small> </p> <p>CREATIVITY How to combat pollution in the oceans?</p> <p>a) Introduce a requirement for all vessels to have a surveillance camera to control that they aren't throwing anything overboard b) Introduce schemes where fishermen can be paid to also fish for micro plastics and fishing nets c) Make oil patrols that sail around looking for oil in the ocean that they can remove by burning it d) Prohibit all transport at sea e) Make it free for tourists to borrow boats or kayaks if they collect garbage</p>  <p><small>© 2019 Erasmus+ Project</small></p>	<p>14 <small>SDG 14</small> </p> <p>CHARACTER Why is it good to eat fish?</p> <p>a) Fish is healthy b) Frozen fish have a lower carbon footprint than meat c) Fish tastes good d) Fish is cheap e) Fresh fish have a lower carbon footprint than frozen fish and meat</p>  <p><small>© 2019 Erasmus+ Project</small></p>
<p>14 <small>SDG 14</small> </p> <p>COLLABORATION Why is cooperation crucial to ensuring life at sea?</p> <p>a) International cooperation can make rich countries take responsibility b) International cooperation makes it easier to fight crime c) International collaboration contributes to more knowledge d) International cooperation makes no difference e) International cooperation strengthens the ability to act</p>  <p><small>© 2019 Erasmus+ Project</small></p>	<p>14 <small>SDG 14</small> </p> <p>CRITICAL THINKING - PROBLEMSOLVING The local inlet is suffering from pollution which also affects the life in it. What would you do to bring back life to the inlet?</p> <p>a) Put fish into the inlet and hope they will not disappear b) Hand out fines to all polluting companies c) Prohibit fishing d) Plant eelgrass to improve the environment e) There is nothing to do</p>  <p><small>© 2019 Erasmus+ Project</small></p>
<p>14 <small>SDG 14</small> </p> <p>COMMUNICATION The coral reefs are endangered due to climate change. What percentage of the oceans surface is coral reefs?</p> <p>a) 5% b) 0,5% c) 1% d) 10% e) 2%</p>  <p><small>© 2019 Erasmus+ Project</small></p>	<p>14 <small>SDG 14</small> </p> <p>CITIZENSHIP Which country in Europe is the worst when it comes to overfishing?</p> <p>a) France b) Ireland c) United Kingdom d) Spain e) Denmark</p>  <p><small>© 2019 Erasmus+ Project</small></p>



13 CLIMATE ACTION **CREATIVITY**
You have to decide how the food in the school canteen will be next week. What will the menu look like?

- a) The food must taste good and be something new every day
- b) Lots of vegetables and recycling leftovers. No beef, less fish and chicken
- c) Varied food with both beef, fish, pasta and vegetables
- d) French fries, burger and steaks could be nice
- e) Healthy food with lots of vegetables, chicken and fish




13 CLIMATE ACTION **CHARACTER**
What matters most to you when buying new clothes?

- a) That it is produced with the environment in mind
- b) That it is not made in China
- c) That it's some clothes I can use for a long time
- d) That it is fashion
- e) That it is found in a thrift store, so I prevent further production




13 CLIMATE ACTION **COLLABORATION**
How can international cooperation improve climate efforts?

- a) By cooperating with other countries, you gain new knowledge about what you can do together
- b) International cooperation makes no difference
- c) Fines can be imposed to those countries that do not take enough responsibility of the environment.
- d) The cooperating countries can discuss the problems
- e) It helps to make all world citizens aware of the climate crisis



13 CLIMATE ACTION **CRITICAL THINKING - PROBLEMSOLVING**
Which energy sources are best for the environment?

- a) Natural gas from the ground
- b) Combustion of coal and oil
- c) Energy produced using nature, such as solar wind and water



13 CLIMATE ACTION **COMMUNICATION**
At your school, a campaign must be made to improve climate efforts. How will you communicate about the topic to the whole school?

- a) Tell what consequences it will have for us humans if nothing actively is done by all the world's citizen
- b) Tell them that it is not dangerous because you want to protect the younger pupils from fear
- c) Make aware of what you as a person can do yourself. eg. sort waste, recycle and go on holiday in your own country. Avoid using the worst case scenarios so as not to scare the younger pupils
- d) Tell about the worst-case scenarios to get people to act right away
- e) Tell that a great climate effort cannot be made alone, so therefore your own actions do not matter that much



13 CLIMATE ACTION **CITIZENSHIP**
Who is responsible for maintaining our planet?

- a) Everyone
- b) Researchers
- c) Statesmen
- d) No one
- e) Influential people





12 KEY COMPETENCE
CREATIVITY AND INNOVATION

CREATIVITY

What could be the reason for leftover food to be often thrown away?

a) Due-to habits
b) Lack of knowledge about the leftovers' reuse for cooking other dishes
c) Leftover food doesn't look appetizing
d) Lack of time



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12 KEY COMPETENCE
CREATIVITY AND INNOVATION

CREATIVITY

How do you make more people sort waste?

a) Introduce fee for residual waste
b) Make it easy so that citizens have no doubts about how the waste should be sorted
c) Make TV commercials about why it is important to sort waste
d) It is up to the individual whether they have the time and desire to sort waste
e) Give free garbage bags



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12 KEY COMPETENCE
CREATIVITY AND INNOVATION

CREATIVITY

How to reduce CO2 emissions from urban transport?

a) Introduce a requirement that each household may only have 1 car
b) Raise the price of diesel and petrol
c) Introduce more public transportation and make it free
d) Raise the price of electric cars
e) Only produce electric cars in the future



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12 KEY COMPETENCE
CHARACTER

CHARACTER

What activities are least harmful to the environment?

a) Take a walk in the park
b) Listen to music
c) Watch series from Netflix
d) Play computer games offline
e) Play a board game



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12 KEY COMPETENCE
CHARACTER

CHARACTER

What can you do yourself to limit your consumption?

a) Do not buy things you do not need
b) Write shopping lists before you go shopping
c) Only buy clothes and other things in thrift stores
d) Wait a week to buy something to see if you still want it
e) Only buy what is on sale



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12 KEY COMPETENCE
COLLABORATION

COLLABORATION

How to stop food waste in the local area?

a) By introducing fees on all food waste
b) By introducing a requirement that grocery stores must give half the price of all food that has reached the expiration date
c) By lowering the price of food
d) By creating online platforms where one gives away his leftovers for free to people who need it
e) By raising the price of food



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11 DEVELOPING CITIES AND COMMUNITIES

CREATIVITY

Smog is a problem in several major cities around the world. What can be done to combat this?

- a) Move all polluting companies out into the countryside
- b) Make public transportation free so fewer people take the car
- c) Make more green areas that help clean the air
- d) Replace all factories that use fossil fuels with sustainable energy and replace all vehicles with electric vehicles
- e) Smog cannot disappear again



1 2 3 4 5 6 7 8 9 10 11 12

11 DEVELOPING CITIES AND COMMUNITIES

CHARACTER

More green areas need to be created in the larger cities. Why is it important?

- a) So people have a place to engage in activities and relax
- b) Green areas do not belong in the big cities, but in the countryside
- c) It is important that the animals have a place to stay so that they do not disappear completely from the cities
- d) To create more playgrounds for children
- e) Green areas help to purify the air, protect drinking water, cool the heat in cities and increase the quality of life for the population



1 2 3 4 5 6 7 8 9 10 11 12

11 DEVELOPING CITIES AND COMMUNITIES

COLLABORATION

How can the local population be involved in collaborating to preserve / create more green areas?

- a) Involve the local population in the decisions about how the green areas should be, so that co-determination motivates them to create greener cities.
- b) Green areas do not provide economic growth and are therefore not important
- c) Allocate to all residents a small piece of green area where they can grow vegetables. In this way, green areas are preserved / created and it increases self-sufficiency.
- d) Introduce taxes to visit green areas so that the money can be spent on creating new green areas.
- e) Demolish 20% of all buildings to turn them into green areas



1 2 3 4 5 6 7 8 9 10 11 12

11 DEVELOPING CITIES AND COMMUNITIES

CRITICAL THINKING + PROBLEM SOLVING

It is getting more and more expensive to live in big cities. How to ensure that everyone can afford a place to live?

- a) Low-income people have to move together with friends or with family
- b) Build non-profit housing and student housing that everyone can afford to live in. Make sure that only people with low incomes have access to these
- c) Build a lot of studio flats
- d) Low-income people have to move out of the city
- e) Give people with the lowest incomes higher salaries



1 2 3 4 5 6 7 8 9 10 11 12

11 DEVELOPING CITIES AND COMMUNITIES

COMMUNICATION

Why can it be an advantage to arrange tourist trips in slums?

- a) It can help to focus on the degree of inequality in several major cities, which can lead to discussion of the problem and thus action
- b) It will not make any difference. The tourists do not care how the people in the slums feel
- c) It can be an advantage for tourists to become aware of the degree of inequality, but it is also a bit wrong for the richer population to visit the poorer part of the population as part of an excursion.
- d) It can help the rich and poor to open their eyes to each other's different cultures
- e) This can be an advantage because the tourists can spend money in the slums so that those who live there make financial profit




1 2 3 4 5 6 7 8 9 10 11 12

11 DEVELOPING CITIES AND COMMUNITIES

CITIZENSHIP

What percentage of the population in the developing countries live in slums?

- a) 10%
- b) 25%
- c) 30%
- d) 40%
- e) 60%



1 2 3 4 5 6 7 8 9 10 11 12



5 GENDER EQUALITY

CREATIVITY
How do we ensure that more women in the world get a leadership position?

- a) By having more women take a higher education
- b) Make sure that in all educations 50% are women and 50% are men
- c) By having employers focus on competencies rather than gender. Leaders should be chosen solely on the basis of what they can and not what gender they are.
- d) We shouldn't change that, since men by nature are better leaders than women
- e) Introduce requirements for an equal number of men and women in leadership positions



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5 GENDER EQUALITY

CHARACTER
Why is it important for girls to get an education?

- a) With education, women become more aware of their rights and worth, and can thus help make a difference for women worldwide
- b) It is important to be able to write and calculate if you want to have a job
- c) You are not worth anything without education
- d) It is necessary for girls to have an education so that they can learn something about society and its values before they become parents
- e) So they can get a job and make money so they are independent



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6 GENDER EQUALITY

COLLABORATION
How can more equality be created between men and women?

- a) Increase the punishment for criminal acts against women
- b) It is difficult to create equality between men and women because men and women are different
- c) Introduce equal pay requirements among men and women
- d) Make contraception free in all countries so that women do not have children so early that they do not get an education
- e) Focus on education for women and enable all women to take a higher education



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5 GENDER EQUALITY

CRITICAL THINKING - PROBLEM SOLVING
What could be the consequences of unequal rights for men and women?

- a) Women have fewer opportunities in terms of jobs and education
- b) Unequal rights restrict women's ability to speak freely
- c) Unequal rights contribute to women experiencing being worth less, which can lead to unequal pay, violence, poorer legal security and poorer education
- d) Inequality makes it harder to be a man
- e) That women are dependent on having a husband to provide for them



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6 GENDER EQUALITY

COMMUNICATION
"Empowerment" is a word that is used in the debate on gender equality. What does the term mean?

- a) Empowerment means that the strongest person has the most power
- b) Empowerment means that you stand strong alone and know what you want
- c) Empowerment means that you as a group can achieve more than you can alone
- d) Empowerment is about the ability to take control and responsibility for one's own life and situation
- e) Empowerment is about having a lot of strength



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5 GENDER EQUALITY

CITIZENSHIP
What percentage of leaders worldwide are women?

- a) 4 %
- b) 28 %
- c) 35 %
- d) 42 %
- e) 50 %



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4 SHORT DISCUSSION

CREATIVITY

What do you think is the most important part of the interior design of a good school?



- a) A large soccer field where you can play football during the breaks
- b) A good outdoor area where you can spend your breaks on whatever you want
- c) The interior is not that important. The most important is what you learn.
- d) Large rooms with a lot of light, where there is a good indoor climate and everyone has their own desk
- e) Dark little rooms because they are cozy



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4 SHORT DISCUSSION

CHARACTER

In addition to knowledge, pupils also acquire other competencies in school. What do you think is most important?



- a) Order
- b) Communication
- c) Obedience
- d) Social skills
- e) Creativity




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4 SHORT DISCUSSION

COLLABORATION

In which country is a child expected to go to school in most years?



- a) Portugal
- b) India
- c) Brazil
- d) Iraq
- e) Denmark



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4 SHORT DISCUSSION

CRITICAL THINKING & PROBLEMSOLVING

How can education help solve the challenges facing the world in the 21st century?



- a) Education contributes to children gaining skills and knowledge to be creative and think in solutions. If the whole world were educated and enlightened about the challenges of the 21st century, change could happen more quickly.
- b) Education teaches children to write and calculate, which is crucial to solving the challenges of the 21st century
- c) The challenges of the 21st century cannot be solved with education.
- d) Education can help more people getting a job, which reduces poverty. Without poverty there are not so many challenges in the 21st Century
- e) Education teaches children to communicate better, which is always an advantage



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4 SHORT DISCUSSION

COMMUNICATION

The number of children who do not go to school is highest in Africa. How can you make a difference?



- a) Africa is too far away for us to do anything
- b) By starting a fundraiser on social media to ensure more children get to school
- c) By making a fundraiser throughout the school to support an organization that helps children get to school. E.g. By walking around and knocking on doors.
- d) By sharing it on social media
- e) Contact a school in Africa to tell them about how you do in your country



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4 SHORT DISCUSSION

CITIZENSHIP

Why is it important that teachers are educated?



- a) Educated teachers are more skilled than other people, which make it possible for the pupils to ask them about anything and they know it.
- b) Educated teachers are better at understanding the pupils and adapting teaching to the individual
- c) Whether the teachers are educated or not does not make the big difference, as the pupils are children and do not have much knowledge in advance.
- d) Educated teachers are specialized in the subjects they teach and are familiar with different learning methods. Educated teachers are also pedagogical, which do that the pupils are not afraid to say something wrong.
- e) Educated teachers have taken an education and are therefore better equipped for the job



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ANNEX 3 – Scoresheet

	Player(s):	Player(s):	Player(s):	Player(s):	Player(s):	Player(s):
12 RESPONSIBLE CONSUMPTION AND PRODUCTION 						
Total						
5 GENDER EQUALITY 						
Total						
14 LIFE BELOW WATER 						
Total						



ANNEX 4 – Game rules



21C - SDG BOARD GAME



HOW TO PLAY

FIRST STEP

- Print the Board Game in A2 or A3 and the Score Sheet
- Find a 6 sided die
- Find physical game pieces, or find some online to print
- The game is playable from 2-6 players. Make teams if you are more than 6 players
- Fill in names in the Score Sheet and decide colours of the players
- Decide who asks the questions. Will it be the teacher or will the players ask each other?

BOARD

The game consists of a board with 7 mini-boards, each mini-board representing one of the Sustainable Development Goals, tied together by the center board '21st Century Citizen'.

Before the game starts, you can choose how many mini-boards you want to play on. You can choose to cut out the boards or just let them be. The '21st Century Citizen' center board is mandatory.

To enter the '21st Century Citizen' center board you have to win all the SDG mini-boards that you decided to play on.



Activity title:	I want to go to the school⁵
Group size:	25 - 30
Group age:	12- 14 years old
Activity duration:	2 x 45 min
Overview and objectives:	<p>This activity promotes the presentation and the debate about the “Convention on the Rights of the Child”, focusing the right of the child to education” (article 28).</p> <p>The expected outcomes are:</p> <ul style="list-style-type: none"> - to acquire knowledge and deep understanding about the “Convention on the Rights of the Child”. - to Recognize the importance of education. - to develop the sensibility of the to various life circumstances.
Materials or equipment needed:	<ul style="list-style-type: none"> - Text of the “Convention on the Rights of the Child” (annex 1) - Pictures, Life histories and role model (ex. Malala Yousafzai biography) (annex 2a and annex 2b)
Preparation:	The material must be printed before the activity
Tips, comments, recommendations:	the activity must be performed in a place with space for the students to circulate and work in groups
Detailed instructions:	<p>Phase 1 – introduction</p> <p>To begin the activity, ask each student to reflect on the following question:</p> <p>"What is a profession?"</p>

⁵ Adapted from https://drive.google.com/drive/u/0/folders/0B79QWkVg54k_U1JTThfRVRIMjQ



Ask each student to share his or her opinion about the question posed.

Phase 2 – development

2.1. Ask each student to draw or write down the profession they would like to have in the future.

Individually, share their work with the class, completing the sentence: "When I grow up I want to be...". At the end, the class builds a poster with the drawings or sentences of each student.

Next, promote reflection starting with the following questions:

- > Is it important to be able to choose your profession?
- > What do you need to do to do it?
- > If you don't go to school, will you be able to practice this profession in the future?

The reflection should focus on the importance of quality education for each child or young person to be able to achieve his or her goals and aspirations.

After the reflection and discussion, ask the students to identify the rights that were worked on in this activity (annex 1).

2.2. Present pictures, biographies and/or stories of children who, for various circumstances, are prevented from going to school (annex 2a and annex 2b)

Divide the class into groups of four to five and distribute one of the stories of children.

After reflecting on the stories, promote group discussion on the following questions:

- > Do you think it is fair that some children cannot go to school?
- > What are the roles of teachers and other educational professions?
- > What is not learning because they can't go to school?
- > What would happen if you and your friends could not go to school?



Phase 2 – conclusion

To finish, give each group a sheet of paper with the following question:

"Why is it important to go to school?"

Ask each group to illustrate the sentences with a drawing and present to the class. The result of this can be used to build a mural or poster to let the school community know about the school community about the work developed.

Annex 1 – Convention on the Rights of the Child. Available on

<https://www.unicef.org/media/60981/file/convention-rights-child-text-child-friendly-version.pdf>

Annex 2a- Malala Yousafzai Biography. Available on <https://www.biography.com/activist/malala-yousafzai>

Annex 2b. Picture of refugee and migrant children | UNICEF Greece



<https://www.google.pt/url?sa=i&url=https%3A%2F%2Fwww.unicef.org%2Fgreece%2Fen%2Frefugee-and-migrant-children&psig=AOvVaw3P3hkZJAYqatgY74qzcw-O&ust=1616688949976000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCLicoempye8CFQAAAAAdAAAAABAD>



Activity title:	Interactive Groups⁶
Group size:	25 - 30
Group age:	12- 16 years old
Activity duration:	90 min
Overview and objectives:	<p>The interactive groups are a way to organise the classroom based on evidence given by the international scientific community and contrasted with the traditional practice in the classroom at education levels.</p> <p>The main objectives are:</p> <ul style="list-style-type: none"> • To improve coexistence, generating democratic and inclusive learning spaces. • To improve the participation of families and the whole community. • To improve social cohesion by promoting dialogue and cooperation between all social agents. • To deep knowledge about tasks and knowledge corresponding to different professions.
Materials or equipment needed:	<ul style="list-style-type: none"> - Large room - The teacher also decides on which group tasks and materials to be developed (corresponding to different professions). Group tasks can be learning activities, exercising previous learning or consolidating learning.
Preparation:	<ul style="list-style-type: none"> - The teacher organises heterogeneous student groups - Previously, the teacher invited people from the community with different level of education, professions and job carrier (an adult to each group) - Each guest should bring to the session an activity or presentation related to their profession (annex 1)

⁶ Based on the project INCLUDE-ED. https://www.schooleducationgateway.eu/files/esl/downloads/13_INCLUDE-ED_Book_on_SEA.pdf



**Tips, comments,
recommendations:**

The activity must be performed in a place with space for the students to circulate and work in groups

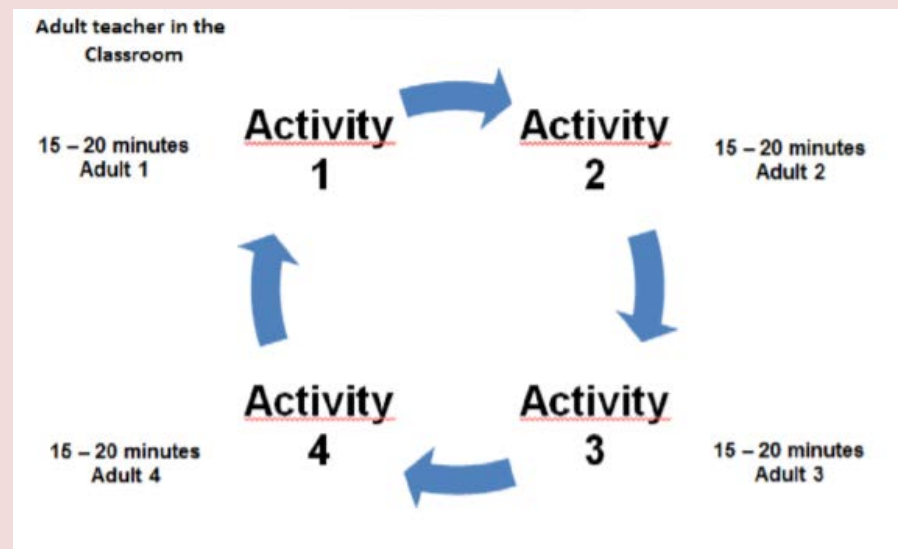
**Detailed
instructions:**

Steps:

1 – Invite voluntary community members to participate;

2 – The teacher organises heterogeneous student groups (e.g. 4 groups with 6 or 7 students). Heterogeneity is guaranteed regarding knowledge level, skills, gender, culture, language, etc.

3 – A 90-minute session is scheduled with the adults on the class and organised according to the following structure:



4 - With the students grouped and an adult assigned to each group, the session is divided into short periods from 15 to 20 minutes. Each volunteer has the same role that is encouraging the interaction and supporting dialogical learning. In each period, each group must undertake a specific instrumental activity. These activities are done on rotation; therefore, within one session, each small group has experienced four sessions, each one conducted by a different adult.

5 – The teacher asks students what profession / job interested them more and why.



Interactive Groups

Annex 1. Activity sample

After a small presentation about each volunteer's profession, students must fill a Y-Chart expressing their opinion.

E.g. To be a professional health caregiver may...

Sounds
Like

Looks
Like

Feels
Like

The Y-chart are presented, discussed and compared with the one filled before by each volunteer.



Activity title:	Health & Safety at work: role-playing
Group size:	25 - 30
Group age:	12- 14 years old
Activity duration:	90 min
Overview and objectives:	<p>The role-playing activity provides each student the opportunity to take the role of a professional, experiencing, in a playful way, some of the challenges of the profession.</p> <p>The main objectives are:</p> <ul style="list-style-type: none"> • To deep knowledge about tasks corresponding to the Occupational Hygiene and Safety Technician • Raising awareness of existing risks and care for a healthy workplace
Materials or equipment needed:	<ul style="list-style-type: none"> - Large room - Poster (annex 1)
Preparation:	<ul style="list-style-type: none"> - The teacher organises heterogeneous student groups - Students should have sheets of paper to make their posters and painting materials - Students should bring photos and/or images of hygiene and safety warnings in different workplaces - The poster (annex 1) must be printed before the classroom
Tips, comments, recommendations:	The activity must be performed in a place with space for the students to create the posters
Detailed instructions:	Steps:



- 1 – Teacher talks about some hygiene and safety measures to be taken in different workplaces and the role of the technician in this context;
- 2- Teacher shows the poster (annex 1) and discuss the images, comparing with the student’s photos;
- 3 – Teacher ask students to reflect about the new hygiene rules imposed by the corona virus pandemic;
- 4 – Students must choose a workplace and assume the role of “Occupational Hygiene and Safety Technician” with the mission to educate workers about Health and Safety at work by preparing an awareness-raising poster.
- 5- Students play the role of the chosen workplace.

Annex 1. Poster

Health & Safety at Work

Safety Signs

The Health & Safety (Safety Signs & Signals) Regulations 1996...

- Requires employers to use a safety sign whenever there is a risk that cannot be controlled by any other means
- Demands that all safety sign boards contain a pictogram as part of their intrinsic design features
- Increases the number of safety symbols
- Incorporate fire safety signs

Geometric Shape	Meaning	Safety Colour	Contrast Colour	Graphical Symbol Colour
	Prohibition	Red	White	Black
	Mandatory	Blue	White	White
	Hazard Identification Danger Warning Caution	Yellow	Black	Black
	Safe Condition Escape route Safety equipment	Green	White	White
	Fire equipment	Red	White	White
	Supplementary information	Colour of the Safety Sign	Nearest contrast colour	Nearest contrast colour

For more information contact

Name: _____

Phone No: _____

Email: _____

Dept: _____

Hazardous Substances

Working with hazardous substances can be potentially dangerous to personal health as well as being damaging to the environment.

Control of Substances Hazardous to Health (COSHH) Regulations 2002 is a statutory requirement relating to the protection of employees' and non-employees' health with respect to workplace activities or operations that involve substances. The regulations are concerned with the toxic effects of substances, not fire risks or explosion etc. as these are covered by other regulations.

First Aid

The approved code of practice covering the Health & Safety (First Aid) Regulations 1981 ensures that employers assess the need for First Aid provision in the workplace.

This includes:

- An assessment of First Aid needs to be appropriate to the circumstances of each workplace
- Once the assessment has been made, choose an appropriate First Aid kit
- Trained First Aiders to be appointed to meet the level of risk identified within the workplace

Manual Handling

The Manual Handling Regulations 1992 are designed to reduce the risk of injury to the employee when performing manual handling tasks.

Good Handling Techniques

- Think before lifting or handling - "Do I need lifting equipment? PPE? Is the route clear?"
- Keep the load close to the body
- Adopt a stable position, get a good hold, start in a good posture
- Do not flex the back any further whilst lifting, avoid twisting or leaning sideways
- Keep the head up while handling
- Do not lift or handle more than can be easily managed

PPE Legislation

Personal Protective Equipment (PPE) means that all equipment (including clothing giving protection against the weather) which was worn or held to protect against risks to health and safety.

The main legislation governing PPE at work is the Personal Protective Equipment Regulations 1992. It is a legal responsibility for employers to ensure that suitable PPE is provided to employees exposed to a risk to their health or their safety. A risk assessment may be required to identify the suitability of the PPE to be provided. The employer must also ensure that the PPE is maintained in efficient working order and is kept in good repair. Suitable accommodation must be provided for its safe storage, with any contaminated or defective items being segregated.



Activity title:	Environment Game (Game in which the pawns are the players themselves)
Group size:	4 individual players OR 4 teams in case of a higher number of players
Group age:	12 – 16 years old
Activity duration:	30 min
Overview and objectives:	The objective is to educate young people to value and protect the environment. It teaches the importance of waste separation and how to do it. The game is focused on recycling and its purpose, although it can be adapted to other dimensions either in Environment, either in other relevant domains. In order to make the game more exciting, elements of luck and chance may be introduced, such as unlucky "houses" that affect the players' progress.
Materials or equipment needed:	Chalk to draw on the floor 1 dice Portable ecopoints (recycling bins) or similar (bags showing the recycling colors, for example) Materials to recycle (plastic; paper; glass;...) 14 Cards with questions and challenges
Preparation:	1. Draw 14 squares in a row on the floor 2. Number the squares from 1 to 14 3. Each number must correspond to a question or challenge card
Tips, comments, recommendations:	The game can be complemented by showing videos/films about the environment, pollution, waste separation, recycling, ecology, citizenship, but also with other pedagogical activities



Proposal (examples) of questions and challenges that can be written on the cards:

1. Question: What are the dimensions of sustainable development to be achieved by the 2030 Agenda implemented by the United Nations?

- A. Economic and social
- B. Economic and environmental
- C. Economic, social and environmental (X)

2. Question: By how many countries was the Paris Agreement signed at the United Nations climate summit in 2015 with the commitment to limit CO₂ emissions and the increase in the global average temperature?

- A. 250
- B. 195 (X)
- C. 50

3. Challenge: Give the player old newspapers or magazines to put in the recycling bin with the appropriate color.

Correct result: blue ecopoint

4. Challenge: Walk backwards 2 squares.

5. Question: Which kind of transport pollutes the most?

- A. Automobile
- B. Airplane (X)
- C. Ship

6. Question: What is recycling?

- A. Transform end-of-life products into new ones
- B. Reuse garbage
- C. All of the above options (X)

7. Challenge: Give the player a used glass bottle to put in the recycling bin with the appropriate color.

Correct result: green ecopoint



8. Question: How many plastic bottles does we need to make a winter coat?

- A. 100 to 150
- B. 50 to 25
- C. 14 to 24 (X)

9. Challenge: Walk backwards 2 squares.

10. Challenge: Give the player a used milk or juice pack for him/her to place in the recycling bin with the appropriate color.

Correct result: yellow ecopoint

11. Question: How long does a chewing gum take to decompose in nature?

- A. 1 month
- B. 5 years (X)
- C. 10 years

12. Challenge: Give the player a can of soda for him/her to place in the recycling bin with the appropriate color.

Correct result: yellow ecopoint

13. Challenge: Go back 5 squares.

14. How long does a plastic bag take to decompose in nature?

- A. Between 20 and 1000 years (X)
- B. Between 1 to 5 years
- C. Between 10 to 15 years

**Detailed
instructions:**

1. Each player rolls the dice and whoever rolls the highest number starts the game
2. The number that comes out on the die indicates the number of squares that must be advanced
3. The number of the square where you stop has a corresponding card with a challenge or question that must be asked by the facilitator



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4. If the player answers correctly, he/she rolls the dice again and advances. If he/she answers wrong, then it's the next player's turn.
5. The player finishing the game in the first place wins the game.



Activity title:	Gender Equality – Video Debate
Group size:	20
Group age:	12-16 years old
Activity duration:	1:30h
Overview and objectives:	<p>To prevent and fight gender violence and discrimination among young people (The actors of the example videos are young people in a school context).</p> <p>Understand the position of young people on the topics addressed</p> <p>Encouraging young people to talk about these issues.</p>
Materials or equipment needed:	Video projection facilities (screen, projector, computer, internet connection,...)
Preparation:	Teacher is encouraged to search for short videos (a advisable video length should not go beyond 3 minutes) depicting situations where gender stereotypes are found.
Tips, comments, recommendations:	<p>The facilitator must be prepared to discuss with the participants: identification of images and cultural representations that allow deconstruction and discussion about stereotypes and prejudice in social, professional and familiar contexts of men and women; physical and psychological violence in relationships between young people; society myths about women's and men's innate tasks and likes.</p> <p>Proposed (examples) of questions that the facilitator may bring to the debate:</p> <ol style="list-style-type: none"> 1. Are there male-only jobs and female-only jobs? 2. Should women and men be paid the same salary for the same work?



3. Who mostly occupies leadership positions, men or women?
4. Should a couple share housework?
5. Are men better car drivers than women?
6. What are the main myths about differences between men and women?
7. How is the division of tasks done in your house and in your family?
8. In a relationship, is it easy to confuse jealousy and violence with love?
9. If you see a situation of violence between 2 people who are your friends who are in a relationship, how would you react?
10. Are there different ways of looking at gender equality between younger and older people?

**Detailed
instructions:**

Play the videos to the audience.

Start the debate by using the prepared questions while guiding the debate towards deconstructing myths and stereotypes.

(For a Portuguese speaking audience, some videos might be the following, produced by Terras Dentro Association in the scope of a dedicated Gender Equity project:

- “Tarefas Domésticas” (Housekeeping Changing Roles):
<https://www.youtube.com/watch?v=lvSJIlejOIU>
- “Violência no Namoro” (Dating Violence):
<https://www.youtube.com/watch?v=hA5jbCoDEGc> ;
- “Mulheres ao volante” (Women Driving):
<https://www.youtube.com/watch?v=j36c0o8EKlo>
- “Quem Lava a Loiça?” (Who Does the Washing-Up?):
<https://www.youtube.com/watch?v=Jws1tnFDuMo>



Activity title:	Tag Game (an intercultural game that allows you to travel around the world, showing economic, social and cultural diversity)
Group size:	Around 20
Group age:	12-16 years old
Activity duration:	1:30h (minimum)
Overview and objectives:	To promote knowledge and intercultural dialogue, learning and respect for differences
Materials or equipment needed:	<ol style="list-style-type: none"> 1. A large planisphere to put on the floor (on paper) 2. Home tags and labels for products used in everyday life (example: detergents; clothing; toys; technological equipment and food) 3. Cut out several cardboard squares in 5 different colors (one color for each product class)
Preparation:	Ask participants to take home tags and labels for products used in everyday life (example: detergents; clothing; toys; technological equipment and food)
Tips, comments, recommendations:	The facilitator should bring some tags and labels of different products himself, to ensure the success of the activity in case the participants do not bring enough
Detailed instructions:	<ol style="list-style-type: none"> 1. Seat participants in a circle (on the floor or around a table) 2. Place the planisphere in the center of the group 3. Each participant puts the tags they brought from home next to them. 4. The facilitator must assign a color to each product class:



detergents - blue

clothing - green

technological equipment - black

food - red

toys - yellow

5. Then ask each participant to look at the tags and labels of the products they brought where they are manufactured

6. On the planisphere, place the cardboard squares with the colors of each class of products on top of the corresponding country

7. At the end, you will understand where each type of product mostly comes from and why

8. The monitor will elaborate on the possible reasons behind this situation, relating it to the economic, social and cultural situation of each country and, ultimately, to the globalization process itself. At the same time, participants should be encouraged to research a variety of information about the identified countries:

How does its population live?

What do they do in their free time?

Which language is spoken?

What are the main economic activities?

And this dynamic is repeated in each country identified by the origin of the different products

This game has no winners or losers as it only aims a fruitful debate.



Activity title:	Proud to be Roma (Theatre)
Group size:	Around 20 participants
Group age:	6-16 years old
Activity duration:	1 information and sensitization session about Roma culture (1h) Develop the game/theatre (45min)
Overview and objectives:	Support the social inclusion minorities, with a specificity on Roma Communities, preventing racism, discrimination, xenophobia. Raising awareness about social and cultural differences.
Materials or equipment needed:	1. Computer and video projector (for the information session) 2. Videos and written materials about Roma culture (for the information session)
Preparation:	Develop, in advance, 1 session with information and sensitization about Roma culture (showing written information, videos, photos, testimonials) Apply the game only after this session.
Tips, comments, recommendations:	It is important for the facilitator to master this knowledge; The participation of Roma people in the sessions is advisable; Images (videos and/or photos) must be shown to illustrate the sessions.
Detailed instructions:	1. Develop 1 session with participants raising knowledge and awareness about Roma culture: origin and history of the Roma people; food; housing; traditional occupation; music and dance; family structure; parties and commemorations; death and mourning



2. After the session, a theatre play performed by the students is proposed:

- The group is divided into 3 teams, leaving around 5 participants outside the groups;
- The remaining 5 elements constitute the jury;
- Each team has to dramatize in 10 minutes a situation that portrays interaction between Roma and non-Roma people addressing stereotypes and proposing ways to fight them;
- The jury must assign the performance of each team a score between 0 and 5 points justifying its score;
- The team that gets the most points wins;
- The group debates the results and the real possibilities for fighting such stereotypes.



Activity title:	An Adventure for Children's Rights (Puppet Theater)
Group size:	5 - 20
Group age:	6-15 years old
Activity duration:	30/45min
Overview and objectives:	Promote awareness on human rights and children's rights, through a puppet theater play, by working on issues of citizenship and socio-emotional skills. To promote social inclusion and encourage children and young people to reflect on the world.
Materials or equipment needed:	2 Puppets (those can be specific for puppet theater or improvised for such a purpose)
Preparation:	The players must previously rehearse 6 sketches of around 5 minutes each where the main rights of children are highlighted: The right to health The right to food The right to education The right to security and protection The right to dignity The right to coexistence and non-exploitation
Tips, comments, recommendations:	It is important that the participants (audience) interact with the puppets



**Detailed
instructions:**

1. Above 10 participants, it is advised to create teams;
2. The protagonists of the puppets must present 6 sketches of 5 minutes each where the main rights of children are highlighted:

The right to health

The right to food

The right to education

The right to security and protection

The right to dignity

The right to coexistence and non-exploitation
3. At the end of each sketch, ask each participant in the audience or each team to identify the rights in place and the main problems children may face to be fully entitled to it;



Activity title:	Create Your Career Path
Group size:	Individual
Group age:	10-14 years
Activity duration:	15-20 min
Overview and objectives:	<p>The aim of the activity is to teach the pupils how to plan for the future and help them visualize what they would have to do and focus on if they want to achieve their professional dreams.</p> <p>The students should map-out a career path that could allow them to achieve their dreams. This should include them figuring out what they would have to study to achieve it. What kind of company they would have to work for and what kind of effort they would have to put in.</p> <p>This is to help them be aware of the future and the commitment they might have to make.</p>
Materials or equipment needed:	Internet access
Tips, comments, recommendations:	The students should go into as much detail as possible and describe how they are going to achieve their goals.
Detailed instructions:	<p>The teacher asks the students to write down their professional dream.</p> <p>The students then figure out what education is required and how they get into this education.</p> <p>The description should include school, subject and as much detail on what the students want to achieve while there.</p> <p>The students then map out a 10-year career plan step-by-step.</p>



Activity title:	Dictionary
Group size:	Done as a class.
Group age:	9-13
Activity duration:	5-10 min
Overview and objectives:	The aim of the activity is to teach the pupils to use a dictionary while having fun and learning new words while having fun.
Materials or equipment needed:	Dictionaries for a whole class.
Preparation:	Prepare 15-25 words the students can look up.
Tips, comments, recommendations:	The words can be chosen to match a certain subject to help teach concepts and definitions.
Detailed instructions:	<ol style="list-style-type: none">1. The teacher reads out loud a word.2. The students look up the word while competing on who can look it up the fastest.3. The first one with the definition wins4. Repeat until the teacher feels it is enough



Activity title:	Find Your Way
Group size:	Group size should be from 2-4 people.
Group age:	12-15
Activity duration:	30 min
Overview and objectives:	The aim of the activity is to teach the pupils how to travel without simply driving yourself or taking a plane. It is to teach them how you get from point to point be by using mass transit option and taking into account costs and time.
Materials or equipment needed:	The students' needs internet access.
Preparation:	The teacher needs to identify two locations in different countries and do a preliminary search of the possibilities of travelling between them
Tips, comments, recommendations:	Choose two destinations on the same continent and with enough distance that there is not just a bus driving between them
Detailed instructions:	<ol style="list-style-type: none"> 1. Split students into groups of 2-4 2. The students receive the starting point and the destinations. 3. The students then have to create a travel plan on how to get from point A to point B 4. The plan should include a step-by-step guide 5. They also have to include costs and travel time 6. (advanced users) also include if anything else is required, should as a visa



Activity title:	Jobs
Group size:	Together in class
Group age:	5-7 years
Activity duration:	5-10 mins
Overview and objectives:	The aim of the activity is to teach the pupils what they can be when they grow up and what they would that job entails and what you have to be good at t have that occupation.
Materials or equipment needed:	- Pictures of 10-20 different people in in different occupations.
Preparation:	Find the pictures and either project them onto a wall or prit them on A3 paper.
Tips, comments, recommendations:	The pictures have to be rather obvious on which occupations they picture.
Detailed instructions:	<ol style="list-style-type: none">5. The teacher shows a picture of someone with an occupation.6. The pupils then have to guess which occupations they have7. Then they tell what you do when that is your job8. Lastly the pupils have to discuss what you need to be good at to get that job



Activity title:	Memory
Group size:	Group size should be from 1-3 people.
Group age:	7-14 years
Activity duration:	5-10 min per round
Overview and objectives:	<p>The aim of the activity is to teach the pupils concepts and their corresponding definitions. This exercise is good to practice the lower levels of the taxonomic hierarchy: explain, demonstrate, compare, etc.</p> <p>The pill can be adapted to be more subject specific by the teacher. It can also be used in a more general sense, with more general concepts and definitions.</p>
Materials or equipment needed:	<ul style="list-style-type: none">- Cards with concepts- Cards with definitions
Preparation:	<p>Write down an appropriate number of concepts and definitions on cards. The difficulty should be adjusted to the age group</p>
Detailed instructions:	<ol style="list-style-type: none">1. Split students into groups of 1-32. The students then receive between 10-20 different concepts on cards and the same number of definitions.3. The students then must match the concepts with the right definition.4. When the students believe they have succeeded, the teacher will evaluate the results.5. Should the students have matched the wrong cards, the teacher will tell them which concepts are wrongly defined and the students can continue until they have defined all the concepts right.



Activity title:	The Citizen Test
Group size:	Groups of 2-3 or as a class
Group age:	12-15
Activity duration:	45-60
Overview and objectives:	The aim of the activity is to teach the pupils what the government thinks it requires to be able to call yourself a citizen. In addition, it will give the students insight into what different countries believe their citizen needs to know to be citizens.
Materials or equipment needed:	The available questions from different national citizen tests. Print the tests on paper.
Preparation:	Locate the questions online.
Tips, comments, recommendations:	If the teacher have used the questions from the national test a few times, then they can use questions from a different citizen test <ul style="list-style-type: none"> - The questions can be given to groups, so they answer them together. - If the teacher feels like the questions are too hard, then give students internet access so they can discover the answers for themselves. - The exercise can be done together in class
Detailed instructions:	<ol style="list-style-type: none"> 1. (Optional) Create groups 2. Give the questions to the students and have them answer. 3. (Optional) create a discussion on how the students feel about having a test on citizen ship and if the questions are fair and well chosen.



Activity title:	Who am I
Group size:	The activity can be carried out with groups starting from 5-10 people up to 40 people.
Group age:	11-18 ages (Secondary and high school students)
Activity duration:	30-40 minutes.
Overview and Objectives:	The target group becomes aware of their interests and abilities, sees their strengths and weaknesses, and recognizes themselves. In this direction, the process of deciding which profession is the most suitable for him becomes easier.
Materials or equipment needed:	Form 1, Form 2, Blackboard, marker, pencil and paper.
Preparation:	Form 1 should be photocopied in advance according to the number of groups.
Tips, comments, recommendations:	Before the activity, the teacher should have knowledge by doing research on how to determine the strengths of the people, how to determine the characteristics that need to be developed, how to create a list of interests and skills.
Detailed Instructions:	<ol style="list-style-type: none"> 1. A short description of the activity is made and the activity starts with a confidence walk game. 2. The following text is read: Choosing a profession is not a quick decision made after high school. Choosing a profession is a process. It starts at a very young age and continues until you choose the most suitable job for you. Sometimes even if you have chosen a profession does not mean that this process is over, and many people decide that the profession they have chosen is



not a suitable profession for them. The choice of profession consists of certain stages. The first step is getting to know oneself. It is the stage of realizing his characteristics, determining his strengths, seeing his interests and abilities. Stage 2 is getting to know the professions. The more professions he knows, the more details he obtains about these professions, the greater his chance of choosing the most suitable profession for himself. The last stage is the stage of deciding which profession to do. Today, we will organize an activity about getting to know ourselves, which is the first stage.

3. Form-1 is distributed to the students, in which he will list his strengths, features to be developed, interests and abilities. Afterwards, Form-2 is distributed and Form-2 is asked to transfer their strengths to Form-1.

4. Students are asked to create a list of features that need to be further improved from Form-2. He can create the list of features he needs to improve from those he does not buy for his strengths.

5. Form-3 are distributed to students. Form 3 is asked to create a list of interests and abilities.

6. Volunteer students are provided to share their lists with the class. The event is terminated by communicating that they can keep their lists and make changes over time.



Who am I: Annex 1

CONFIDENCE WALK WARM-UP GAME

1. Start a few minutes of discussion on the following topics
 - Do you remember a time in which you trusted someone?
 - Do you remember a time when someone trusts you?
2. Divide the class into groups of two.
3. Ask one of the couple to be a guide. Make the other member's blindfold.
4. Ask the guide to walk the blindfolded student between rows in the classroom, either verbally or on my arm.
5. Finish the activity by emphasizing the importance of trust after the couples change roles and perform the same practice.



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Who am I: Form – 1

Name Surname:

Class and no:

Date: .../.../.....

MY STRONG POINTS	MY POINTS THAT NEED TO BE IMPROVED
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.
13.	13.
14.	14.
15.	15.
MY INTERESTS	MY ABILITIES
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.
13.	13.
14.	14.
15.	15.



Who am I: Form – 2

FINDING STRENGTHS (Form 2)

A-YOUR STRENGTHS IN PERSONALITY

- 1- Are you a trustworthy person?
- 2- Do you do all your work on time?
- 3- Do you always keep your promise?
- 4- Are you honest?
- 5- Do you like truth?
- 6- Do you stand against to take something even though it does not belong to you?
- 7- Are you a moderate person?
- 8- Do you go to extremes on any issue?
- 9- Can you limit yourself about smoking?
- 10- Are you hardworking?
- 11- Would you definitely finish a job you started?
- 12- Do you like to work?
- 13- Is your understanding of life optimistic?
- 14- Are you cheerful?
- 15- Are you cautious with others?
- 16- Are you creative in doing things, finding solutions and taking action?
- 17- As a human-being do you think yourself moderate in your desires?

B-YOUR STRENGTHS ON ACADEMIC AND MENTAL TERMS

- 18- Are you considered intelligent?
- 19- Do you enjoy your school work?
- 20- Are you successful at school?



21- Do you learn easily from books?

22- Do you read and make reviews whenever you have time?

23- Do you hope you enjoy the higher education required to have one of the freelance professions such as architecture, chemistry, dentistry, engineering, lawyer, doctor, author?

24- Can you study at more than one school?

25- Do you have the financial means to study further?

C- YOUR SOCIAL STRENGTHS

26- Are you a good leader?

27- Do you have the power to make people work and enjoy their work?

28- Do other people contact you from time to time to fix their affairs?

29- Do you find yourself strong?

30- Can you easily impose your thoughts on others?

31- Is your appearance effective on others?

32- Are you clean and good at clothing?

33- Can you mingle with people easily?

34- Can you get on well with people?

35- Do others hear your absence and enjoy being with you?

36- Do you like people?

37- Do you think of others as well as yourself?

38- Do you avoid confusion and gossip?

39- Do you get along well with the people younger than you, the elderly and your peers?

D- YOUR STRENGTHS IN TERMS OF BODY

40- Is your health condition very good?

41- Generally, are you resistant to natural conditions (Cold, heat, long journey ...)?

42- Do you enjoy hard work?

43- Are you quick while working?



44-Do you get angry quickly?

45- Is your hand prone to fine work?

46- Do you like repairing minor faults in appliances like electric stove, iron, radio, etc?

47- Do you wonder how machines work?

48- Do your hands shake?

49- Can you put the tea, milk, buttermilk in a glass without pouring?

E- YOUR SPECIAL SKILLS

50- Do you like music?

51 - Do you like painting?

52- Can you say you speak beautifully and expressively?

53- Do you like theatre?

54- Do you like sports?



Who am I: Form – 3

INTERESTS AND PROFESSIONS:

Basic Science: Mathematics, Physics, Chemistry, Biology, Medicine, Veterinary Medicine, Engineering etc.

Social Science: Law, Political Science, Sociology, Psychology, Theology etc.

Living entity: Departments of agricultural faculty, veterinary etc.

Mechanics: Mechanical Engineering, Machinery, Electric Electronic Engineering, Electricity, Electronics etc.

Persuasion: Journalism, Writing, Diplomacy, Law, Teaching, Religious Worker, etc.

Trade: Business, Economics, Marketing, Advertising etc.

Job Details: Accounting, Office Management Secretariat etc.

Literature: Language and Literature, Press Release etc.

Fine Arts : Painting, Sculpture, Photography, Interior Architecture, Handicraft etc.

Music: Sections of the conservatory, etc.

Social Aid: Medicine, Psychology, Social Services, Child Development etc.

ABILITIES AND PROFESSIONS:

Verbal Ability: Social Sciences, Linguistics, Other Human Sciences etc.

Numerical Ability: Basic Sciences, Medicine, Health Sciences, Engineering etc.

Shape space ability: Construction, Machinery, Map Cadastre, Geodesy Photogrammetry Engineering, Architecture, Industrial Design, Graphics, Design, Dentistry, Dental Technician etc.

VALUES AND PROFESSIONS:

Creativity: Painting, Graphics, Architecture, Interior Architecture, Decoration, Teaching etc.

Competition: Professions in Art and Science.

Cooperation: In some professions, cooperation is indispensable. For example; Medicine, Engineering, Teaching In some professions it can happen, if not. For example; Pharmacy, Tailoring, Cookery etc.

Change: Journalism, Diplomacy, Marketing, Archeology, Inspection, Tourism Guidance etc.

Regular Life: In Government Sector, Office Work, Laboratory etc.

Leadership: Leadership and management positions can be achieved in every profession.

Earning: Everyone who works wants to earn a comfortable life-long income. However, for some individuals it may be even more important to earn high earnings. It is not possible to limit this only to professions. Person's experience, performance, effort, environment, etc. factors are more effective.

Reputation : Various arts, theater, cinema, television, journalism, writing and so on.



Activity Title:	Restaurant of Professions
Group size:	The activity can be held in groups of 5-10 people up to 40 people.
Group age:	11-18 ages (Middle school 8th grades and high school students)
Activity Duration:	40 minutes
Overview and objectives:	A useful activity to increase the career awareness of students.
Materials or equipment needed:	1 pre-prepared Professional Values Poster. 1 “Worksheet” page for each student.
Preparation:	Teacher should duplicate worksheets in advance.
Tips/Comments/ recommendations:	The professional values poster can be enlarged and printed and hung on a spot where all students can see . If there is a smart board or a projector, the Professional values poster can be projected on the board. If all these cannot be done, professional values poster can be prepared by writing on the board in advance.
Detailed Instructions:	<p>1. Worksheet is hung on the board.</p> <p>The activity starts with the following instructions. “Dear students, today we will do an activity about professional values. Professional value is a generic term for principles that are major and unique to practicing a profession. In simple words, they are the guiding beliefs and principle that influence our profession.</p> <p>2. Professional values, both professional duties and the environment in which these duties are carried out and the income, rewards, etc. It is a concept related to the satisfactions arising from such results.</p> <p>Professional values also mean the characteristics that make a profession</p>



valuable for the individual.

The income status of the profession, its social security, and the social prestige it brings can be given as examples of these values. While talking about what professional values are during the event, we will think about what these values mean to you and what your professional values can be. On the board you see professional values and their explanations. Please carefully review these professional values and statements.”

3. After the students finish the study, Teacher distributes the Worksheet and ask students to fill it in. Emphasizes that there is no number limit on choosing a value when filling out the sheet

4. Teacher asks some discussion questions: • Which professional values do you realize are suitable for you? • Was there a professional value that you had difficulty giving up during the process? • Why do you think it is important to realize your professional values?

5. The activity ends with the following instruction. “In today's activity, we tried to realize our own professional values. We observed that everyone has different professional values and that some values are indispensable for us. When you think that you will spend a long period of your life practicing the profession you choose, you can understand how important these values, which you find it difficult to give up, are in deciding the profession you will choose. On the other hand, you should not forget that choosing a profession is a process and professional values may change during this process.”



WORKSHEET

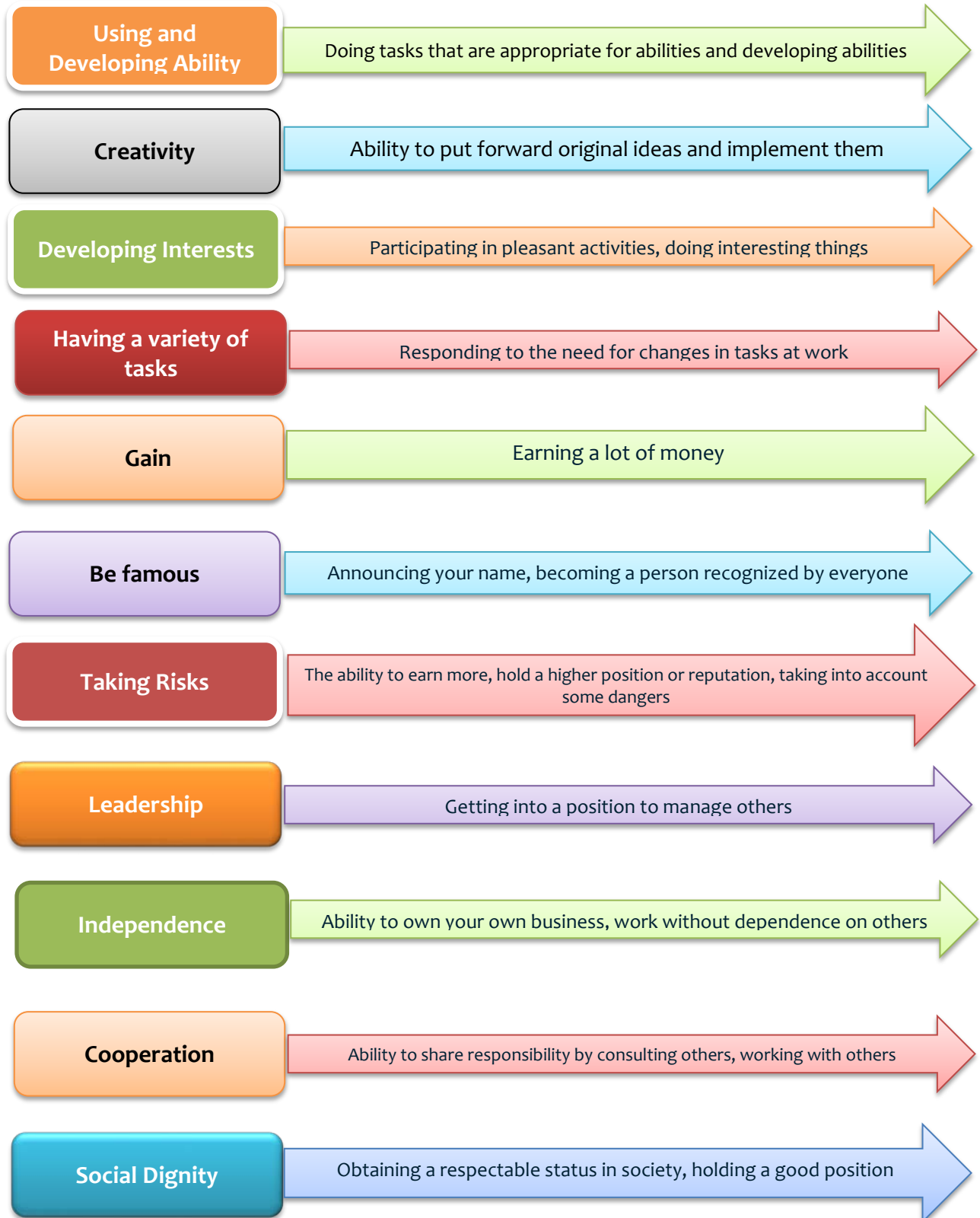
[RESTAURANT OF PROFESSIONS] ORDER OF PROFESSIONS

VALUES YOU WISH TO ADD TO YOUR IDEAL PROFESSION

-
-
-
-
-
-
-
-
-
-
-

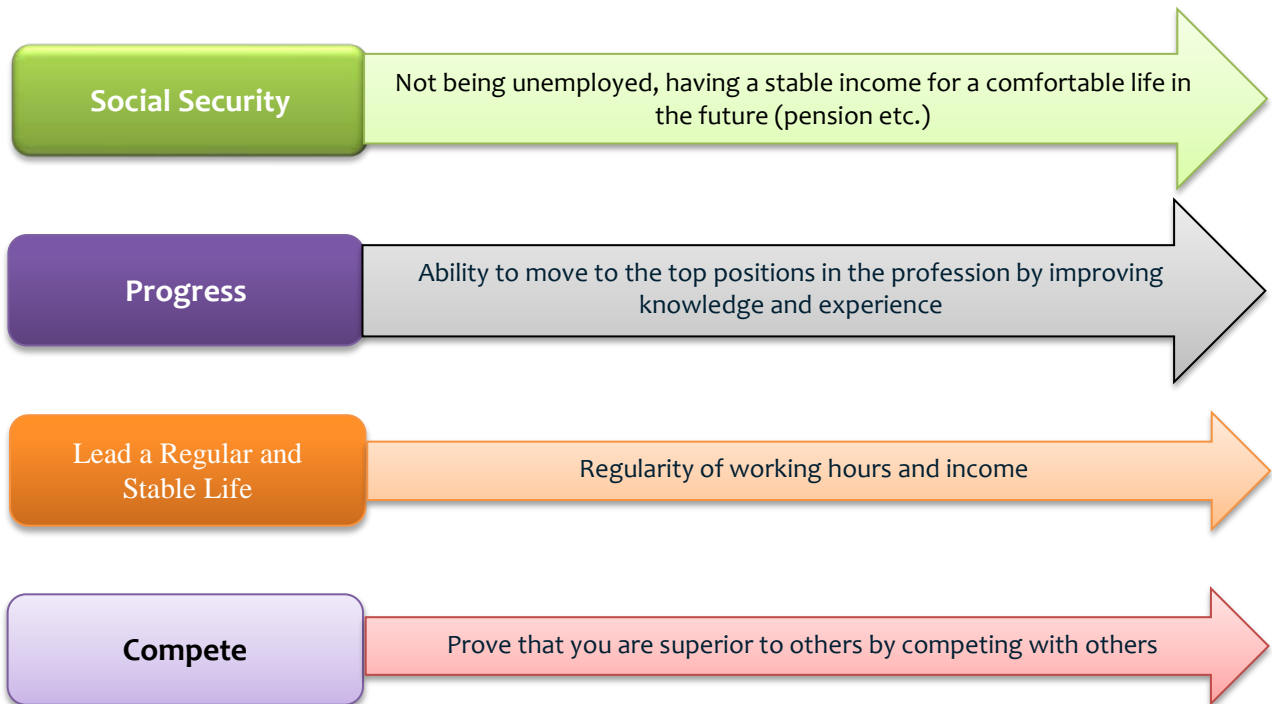


POSTER OF PROFESSIONAL VALUES





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Activity Title:	Introducing my Profession
Group Size:	The activity can be held in groups starting from 5-10 students up to 40 .
Group Age:	11-18 ages (Middle and High school students)
Activity Duration:	40 minutes
Overview and Objectives:	An activity that will help students to set goals for the future, to understand the importance of choosing a profession while planning about future, and to get to know various professions.
Materials/ Equipment needed	Equipment related to various professions, doctor's coat, stethoscope, helmet, uniform etc.
Preparation:	Teacher can choose 8-10 students as volunteers in advance.He/She distributes 8 to 10 prearranged professions to these students and gives a week for preparation . Students will introduce these professions in front of the class.
Tips/Comments/ Recommendations	The teacher should have prepared for the professions to be introduced beforehand and should master about them. The tools and materials related to the professions to be introduced should be prepared either by the students who will introduce the profession or by the teacher.
Detailed Instructions:	<ol style="list-style-type: none"> 1. The teacher gives a short description of the activity and starts with the “Tennis Ball” warm-up game. 2. Students who volunteered in advance are taken in front of the class in turn and introduce their profession. The important thing here is that the student tells that profession as if he is doing it himself. During the introduction,they can use expressions such as “Hello, I am a doctor,



sometimes I work at night, sometimes during the day. Hello, I'm an archaeologist, I usually work outdoors.”

3. It is important that the students making the presentation are dressed appropriately for the professions they will introduce and come with tools related to that profession. Apron and stethoscope can be used if a doctor is to be promoted, helmet if engineer is to be introduced, uniform if it is to promote the police or military . In addition, students may be allowed to use accessories such as beard, mustache and glasses.

4. The teacher takes notes during the introductions of the students. At the end of the presentation, makes necessary corrections.

5. Finally, teacher answers questions that students ask about the professions.

6. The teacher thanks the whole group and ends the activity. If the group is big, the activity can be repeated once a week (with other professions) so that all students can have the same experience.



Warm-up: Tennis Ball Game

1. The teacher invites 7 or 8 volunteer players to the board. It emphasizes that the game will be played to warm up and have fun. Ask the group to form a circle. The teacher also joins the group and takes his place in the circle. The group lines up randomly.
2. A tennis ball is used if available, otherwise a ball can be made from paper.
3. The teacher starts the game, throwing the ball to anyone in the circle, saying his name. He/She makes sure that the ball is thrown randomly, not sequentially. After the ball reaches someone in the group and he/she says his/her name, when the last player gives another introductory information and throws the ball to another player in the group, and the circle is completed again. In this way, 3 or 5 rounds can be performed.

Sample information:

- My favorite dishes
- My favorite sport is
- My favorite movie genre is

4. The teacher ends the game by thanking all the participants.



Activity Title:	Autobiography of Professions
Group Size:	The activity can be held in groups starting from 5-10 people up to 40 people.
Grup Age:	11-18 ages (Middle school and high school students)
Activity Duration:	40 minutes.
Overview and Objectives:	An activity that will help students set goals for future, to understand the importance of choosing a profession when planning about future, and to get to know various professions. The activity will also help students better understand opposite sex, as it will provide an opportunity to put themselves in the shoes of opposite sex.
Materials/ equipment needed	Mesleklerle ilgili bir Meslek Sözlüğü/Rehberi. A blank sheet of paper for each student. A Dictionary related to professions /Guide of Professions
Preparation:	Teacher prepares the blank papers that he will distribute in advance. If the dictionary of professions cannot be supplied, a computer/tablet with an internet connection is required to use the online professional guides.
Tips/comments/ recommendations:	It will be useful to decide on the online professional guide site to be used by researching it in advance.
Detailed Instructions:	<ol style="list-style-type: none"> 1. Teacher briefly introduces the activity and begins with the warm-up game “Adjective of my name”. 2. Teacher distributes the blank papers and ask students to briefly introduce themselves . 3. Teacher emphasizes that while writing autobiographies, he must be able to answer the following questions.



- First Name, Last name.
- Your Age
- Where were you born
- How many brothers have you got
- The professions of your parents
- Likes and dislikes
- Favorite dishes, TV programs, Sports, Activities
- What kind of family life do you want to have in the future
- What kind of city, what kind of house do you want to live in in the future.
- What kind of business are you doing in the future, how much do you earn

Teacher tells students they can add more information as long as they are not private .

4. The teacher gives enough time to finish. Then collects papers. He mixes all the papers thoroughly and then distributes them randomly to the students again. Thus, he provides everyone with the distribution of another friend's paper in the class.

5. The teacher reminds that the papers should not be exchanged with their real owners. He gives time and asks everyone to study papers. Then, volunteer students are asked to come to the board and read the paper in their hand to the class as if it were their own biography. When the name is read, the person who owns the name can show himself by raising his hand. The teacher takes note of the professions mentioned during the reading. At the end, gives students information about these professions from the professions guide or from an internet-connected computer/tablet

6. After sharing ideas, teacher reminds the students that it may be useful to keep the papers and ends the activity by thanking the entire group.



Warm-up: The Adjective Game of my Name

1. The teacher invites 7 or 8 volunteer students to the board. He emphasizes that there is no winning or losing in the game, the game will be played to warm up and have fun. The teacher wants these students to line up side by side, turning towards the classroom. Students who rely on their memory during the sequencing can move to the end of the queue. The teacher can also join in the group to gain trust.
2. The teacher asks the students in the group to think about the initials of their names. After waiting for 5 seconds, they are now asked to think of an adjective with the initials of their name and find an adjective for themselves. He emphasizes that this adjective should not contain negativity. Example of the appropriate adjective: Auspicious Hussein. Example of inappropriate adjectives: Bald Brad –
3. The first student says his name along with the adjective so that the class can hear it. The second and the other students in the queue will repeat the adjectives and names of the students in front of them first, and then they will say their own adjective and name. Teacher warns class not interfere unless help. Students correct adjectives that do not comply with the rule of the initial letter of the noun.
4. The game ends when all the students in front of the last student count their adjectives and names and say their own adjectives and names last. The teacher thanks the participating students.



Activity Title:	My Professions
Group Size:	The activity can be organized with groups starting from 10 people up to 40 people.
Grup Age:	13-18 years old (Secondary school 8th grade and high school students)
Activity Duration:	40 minutes.
Overview and Objectives:	The target group gets information about professions. Understands the relationship between professions and high school area / course selection. Gains an idea of which professions require which skills. He / she realizes whether the professions he / she is interested in match with his / her skills.
Materials/Equipment needed	Form 1, Form 2, paper and pencil
Preparation:	Form 1 and Form 2 are copied in advance due to the number of groups.
Tips,Comments, recommendations:	A few days before starting the event, preparation should be made and Form 1 should be read. Preparing especially for what skills are required by popular professions will make the event more productive and prepare the practitioner for any questions that may come.
Detailed Instructions:	<ol style="list-style-type: none"> 1. Starting with the warm-up games will increase the efficiency of the activities. After making a short description of the activity, the activity is started with the "Mirror, mirror" warming game. 2. Students are divided into groups and Form-1 (education and personal characteristics required by the professions) is distributed.



3. Students are asked to find out for which professions the specified educational and personal characteristics are required.

4. They are asked to choose 2 of the other professions in the form that they are interested in and write down what the education and personal characteristics required by those professions may be.

5. The professions found by the students and the educational and personal characteristics required by the professions are read and it is checked whether they can find the specified profession.

The teacher can compare the professions specified in Form-2 with personality traits.

6. The group continues to interact with questions similar to the following.

Are there any professions you want to choose among these professions?

-What kind of training is required for your chosen profession?

-What personality traits are required for your chosen profession?

-Do you think the features you have match the requirements of these professions?

7. The activity is concluded by emphasizing the education and personal characteristics required by the professions of interest. At the end of the event, Form-2 can be distributed to students who wish.



My Professions – Warm-up

MIRROR, MIRROR GAME

1. The class is divided into groups of 3 people.
2. In the groups, ask one person to constantly make gestures, another person to imitate her as if she is a mirror, and the third person to act as a referee.
3. Change roles every two minutes.
4. Ask the students how they feel.
5. End the game by stating that this game improves their observation skills.



My Professions – Forms

FORM 1: EDUCATION AND PERSONAL FEATURES REQUIRED BY PROFESSIONS

Being successful in science, hand and finger skills, aesthetics, space relations ability, good relationships, tolerance, smiling face, strong physicality, university education, high academic success,

JOB:.....

Being successful in chemistry, physics and mathematics, being interested in scientific curiosity, university education, high academic success,

JOB:.....

Being successful in science, high academic achievement, understanding, patience, tolerance, smiling face, responsibility and being able to help weak people,

JOB:.....

It is necessary to be healthy for the body, to be able to communicate well with people, to be alert, patient, honest, tolerant, cool, responsible, who likes to help people who have lost their health,

JOB:.....

Academic achievement, strong attention and memory, hand skills, interest in science, especially biology, physics, chemistry, anatomy and physics, patience and determination, good communication, tolerance, love of people and desire to help people,

JOB:.....

Academic success, biology, chemistry, likes to deal with animals, patient and careful,

JOB:.....

Verbal ability, interest in social research, enjoyment of communication with others, sociable, good observer, Turkish-composition, foreign language and success in social sciences,

JOB:.....



Success in Turkish and social sciences, strong reasoning and intuition with persuasive power, love to study and reading, patience, understanding,

JOB:.....

Academic achievement, communication skills, patience, understanding, love of children, love to teach,

JOB:.....

Success in the fields of mathematics, physics and social sciences (sociology, history, art history, human sciences and culture), seeing space relations (visualizing the shapes that objects can take in space), drawing properly, creativity, cooperation and working in harmony,

JOB:.....

Scientific curiosity, analytical thinking, curiosity to study past civilizations, knowledge of old and new languages, success in history and social sciences,

JOB:.....

Choose 2 of the following professions that you are interested in, and write down what the education and personal characteristics of that profession might be.

- | | | | |
|-------------------|------------------------------|-------------------|-----------------------|
| Soldier | Policeman | Carpenter | Hairdresser |
| Barber | Pilot | Driver | Captain |
| Ship Engineer | Machinist | Public prosecutor | Judge |
| Academician | Real estate agent | Photographer | Food Engineer |
| Computer Engineer | Secretary | Historian | Anthropologist |
| Sociologist | Translation and Interpreting | Insurer | Police Officer |
| Psychologist | Tourism Professional | | Construction engineer |

1.

2.



FORM 2: JOBS

Dentist

To be successful in science, Hand and finger skills, Aesthetics, Space relations ability, good relationships, tolerance, smiling face, strong physicality, university education, high academic achievement

Pharmacist

Success in chemistry, physics and mathematics, interest in scientific curiosity, university education, high academic achievement

Physical therapy and rehabilitation

Being successful in science, high academic achievement, understanding, patience, tolerance, smiling face, being responsible and being able to help weak people

Nurse

Body should be healthy, good communication with people, alert, patient, honest, tolerant, cool, responsible, who likes to help people who have lost their health

Doctor

Academic achievement, strong attention and memory, finger dexterity, interest in science, especially biology, physics, chemistry, anatomy and physics, patience and perseverance, good communication, tolerance, love of people and the desire to help people

Vet

Academic success, biology, chemistry, likes to deal with animals, patient and careful

Journalism

Verbal ability, interest in social research, enjoyment of communication with others, sociable, good observer, Turkish-composition, foreign language and success in social sciences



Lawyer

Success in Turkish and social sciences, strong reasoning and intuition with persuasive power, love to study and reading, patience, understanding,

Teaching

Academic success, communication skills, patience, understanding, love of children, love to teach

Architect

Success in the fields of mathematics, physics and social sciences (sociology, history, art history, human sciences and culture), seeing space relations (visualizing the shapes that objects can take in space), drawing properly, creativity, cooperation and working in harmony

Archeologist

Scientific curiosity, analytical thinking, curiosity to study past civilizations, knowledge of old and new languages, success in history and social sciences,
(Kuzgun,1998)



Activity Title:	Professions of the Future
Group Size:	The activity can be carried out with groups starting from 10-20 people up to 40 people.
Grup Age:	11-18 ages (Secondary and high school students)
Activity Duration:	30-40 minutes.
Overview and Objectives:	The target group collects information about future professions. By knowing more professions, he / she gets an idea about which professions are suitable for him and sets goals for these professions at an early age.
Materials/ Equipment needed	Blackboard, markers.
Preparation:	The students are asked to do research a week in advance on professions that may become important in the future, that society will need and that may be preferred. (Information can be obtained from the employment agency, internet, talks with adults, magazines, newspapers.)
Tips/comments/ Recommendations	A few days before the event starts, preparation should be made, information about future popular professions should be obtained and a list should be created. Information can be obtained from the employment agency, internet, talks with adults, magazines and newspapers. It is also conveyed to students one week before that they can benefit from these profession resources.
Detailed instructions:	1. Including warm-up games in the activities to be done plays an important role in increasing the harmony of the groups and ensuring the readiness of the participants. After making a short description of the activity, the practitioner says 'we will start by playing a game first' and the activity starts with the warming game "Looking for a loss".



2. The practitioner divides the board into 3 and writes the professions, characteristics and places they work in.

(The examples given may be traditional professions such as teachers, doctors, or unheard professions)

Profession name	Features	Where they work

2. The practitioner compares the list prepared by himself with the list on the board. He adds to the board the jobs that are not on the board. The group continues to interact with questions similar to the following.

- Why do you think these professions on the board can be the professions of the future?
- Are there professions among the listed professions that you have not heard of before? What?
- What does it gain you to have an important profession in the future?

3. The importance of collecting information about future professions is emphasized by reading the text below and the activity is ended.

The search for manpower to meet the expectations created by new technologies and digitalization transforming our lives does not only increase the demand for some occupational groups, but also brings new professions that we will hear frequently in the future.

Although we are familiar with some of the professions of the future today, these were professions that did not exist 5 - 10 years ago, even the names of which we have not heard. Now the future is coming faster than ever. Therefore, when choosing your professional field, it is important to pay attention to how popular that job will be in the foreseeable future, whether it is one of the professions that will earn the most in the future and to develop your skills accordingly.



Professions of the future – Warm-up MISSING WANTED

1. Ask students to change places and sit at random.
2. Identify one or several volunteers and ask them to close their eyes.
3. Take a student out of the classroom.
4. Ask the volunteer student to look at the classroom for 10 seconds and then identify the missing student.
5. You can repeat the process.
6. Finish the game by stating that the aim of the game is to help develop students' observation skills.



Professions of the future – Sample profession list

1) Data Scientist

We have heard the concept of data science frequently, especially since Facebook, Amazon and Netflix entered our lives. Data scientists analyze data from end to end in order to create value for the companies they are affiliated with, and share the results with the management and take action. It is the task of data scientists to classify data, make inferences, and analyze complex behavior. In a way, it's a kind of analytics data expert. At the same time, he must not only analyze the data but also decide how to use that data.

2) Artificial Intelligence and Robotics Engineer

Machine learning and data science are two inseparable lines of artificial intelligence. Although data scientists need computer knowledge, they are basically at the forefront with their statistical and analytical skills. Machine learning engineers are more competent in computer science and coding. With the development of artificial intelligence, companies operating in many sectors such as image recognition, sound, medicine or cyber security have increased the need for engineers who are competent in the field of artificial intelligence, but there is still not enough work force in the market.

3) Alternative Energy Consultant and Technician

Since we cannot survive by consuming fossil fuels forever, alternative energy sources will be very important in the coming years. Due to the disruption of the natural balance, the importance given to sustainable energy sources such as wind, solar and hydroelectric is increasing day by day. However, these alternative sources still cannot fully meet the needs. In the future, it is very important to use the right fuel for living spaces such as homes, workplaces and social areas. At this point, alternative energy consultancy will increase efficiency and determine the most accurate fuel, while alternative energy technician will be one of the professions that receive a lot of demand for the installation, maintenance and repair of these energy sources.

4) IoT Security / Repair personnel

We are used to looking for the plumber when something breaks down at home. But who do we call when our smart fridge is hacked or our smart lighting system doesn't listen to us and turn on the lights? Of course, IoT devices are security personnel! The internet of things, which has completed its development in a short time, will continue to show itself at many more points in the future. According to the IoT report published in 2018, it is estimated that there will be more than 64 billion IoT devices by 2025. In the event that these devices, which are a part of our lives, break down, we will need IoT security / repair personnel.

5) Blockchain Developer

No one has heard of the digital currency Bitcoin, which has been very popular lately. So how much do we know about the technology that enables us to use it? Blockchain is a distributed data recording system that provides encrypted transaction tracking. While it is somewhat difficult to understand, it is said to be a world-changing technology eventually as much as the internet, according to experts. For this reason, professionals developing blockchain applied services and products are expected to be in high demand in the coming years.



6) User Experience (UX) and Human-Computer Interaction (HCI) Designer

A UX designer enables organizations to create new content by leveraging user experiences. For example, we can see the work of UX designers in many areas, from where the power button on a device is to the usage pattern of the panel on a website. While user experience design establishes the process of increasing user satisfaction in interaction with the product, human-computer interaction is concerned with examining the main events surrounding interactive computer systems. In other words, it also covers the tangible interactions that are often ignored in user experience practice, taking into account human performance rather than just usability.

7) 3D Manufacturing Engineer

Initiatives established using 3D printers promise significant changes, especially in sectors such as health, food and textile. With 3D production engineering, it is expected that mass production will be replaced by customizable production in the near future. When 3D production technology starts to be used in medicine, waiting lists for organ transplantation will become a thing of the past with the production of organs such as kidney, heart and ear.

8) Medical Consultant

Robots and robotic systems are being prepared for future surgeries. Therefore, as a result of the use of artificial intelligence in the field of medicine, we will need a specialist workforce who will be responsible for both the production, maintenance and renewal of such robots and patient affairs.

9) Garbage Engineer

Among the professions of the future, garbage engineering may be the most interesting, but it is certain that it will be one of the most effective. Garbage engineering is a profession developed on the waste problem that arises with the increase of the world population and consumption and the correct recycling of these wastes. Humans generate more than 2 billion tons of waste each year. So what are we doing with these wastes? We regularly bury them in landfills. However, this amount contains 4.5 billion barrels of oil equivalent energy, which can potentially meet 10% of the electricity consumption in the world. Moreover, this amount may become unmanageable in the future. Therefore, waste needs to be recycled in the right way. World-renowned universities such as the Massachusetts Institute of Technology, Cambridge University and Stanford University have already started to open programs that will train experts in this field to make these studies consciously.

10) Digital Detective

It has become extremely important to ensure the security of systems today, where cybercrime is committed frequently. In order for a company to continue to exist in the future, it will need to be even more vigilant against cybercrime. For this reason, information storage, processing and security issues in the digital environment will be more important for both companies and individuals, and the need for specialized personnel in this field will increase.



Activity Title:	Step by Step to the Goal
Group Size:	The activity can be organized with groups starting from 10 people up to 40 people.
Group Age:	13-18 years old (Secondary school 8th grade and high school students)
Activity Duration:	45-50 minutes.
Overview & Objectives:	<p>To enable students to identify their dreams and goals and to express them in a concrete form.</p> <p>To increase the percentage of reaching your goal by spreading this over time and planning step by step.</p> <p>To make the student a starting point for a long road that leads to their dreams and goals.</p> <p>Making him aware of which school subjects he should pay attention to for the next steps.</p> <p>With this activity, to increase the motivation of students and to increase their interest in lessons, school and life.</p> <p>To raise students' awareness of the universal skills required for successful professional awareness</p> <p>Developing students' awareness of unique skills required for specific professions</p> <p>Promoting the importance of school and education</p>
Materials/Equipment needed	Form 1, Form 2, a pencil
Preparation:	<p>Form 1 is photocopied before the event.</p> <p>In order to prepare and motivate students for the activity, a game called "THIS'S ME" is played first. In this game, the teacher makes sentences</p>



	<p>about the professions and if this sentence is correct for the student, the student raises his hand and says 'This is me'. There are questions to be asked in this game in Form 2.</p>
<p>Tips, comments, recommendations:</p>	<p>The teacher searches popular professions and their connections with school lessons, and the skills and knowledge students need to have these professions.</p> <p>Other useful skills should be improvising, listening and asking open questions, setting up a warm atmosphere that will allow them to express themselves comfortably. For this reason, the questions in Form 2 may change according to the age group and the profile of the participant at the teacher's initiative. These questions are examples.</p>
<p>Detailed Instructions:</p>	<p>1- Form 1 is distributed to students and they are given 20 minutes.</p> <p>Students are first asked to write down their Short Term Goals. Again, on the same page, they are asked to write their Medium Term goals. Finally, the students write their Long Term Goals and stage 1 is complete.</p> <p>2- At the end of the period, students who want to share are allowed to read on a voluntary basis. (10 minutes)</p> <p>3- Students with similar goals are brought together and sit in clusters. And they exchange ideas among themselves. (10 minutes)</p> <p>The teacher asks the students in which school classes they need to be successful in order to achieve their Long-term goals, asks them to think as a group about which knowledge, skills and achievements they need, and to reach common decisions by exchanging ideas. It asks whether there are universal skills that may be required for each profession (human, moral values, intelligence, diligence, ambition, etc.) and prepares the ground for the exchange of ideas.</p> <p>4- At the end of the period, the students mark the 4 questions on Form 1 and the activity ends. It is recommended that they keep this paper in their room where it can be seen from time to time.</p>



Step by Step to the Goal – Form 1

Name Surname:

Class:

Favourite Courses:

MY SHORT-TERM GOALS

- 1-
- 2-
- 3-
- 4-
- 5-

MY MEDIUM TERM GOALS

- 1-
- 2-
- 3-
- 4-
- 5-

MY LONG-TERM GOALS

- 1-
- 2-
- 3-
- 4-
- 5-

*Do you think the realization of your Short Term goals makes it easier for you to reach your Medium Term goals? YES NO

*When your medium-term goals are realized? Would it be easier for you to reach your long-term goals? YES NO

*Did this activity motivate you (related to the school, your lessons and your future)? YES NO

*Have you been able to establish a link between the profession you will choose in the future and your lessons today? YES NO



Step by Step to the Goal – Form 2 'THIS IS ME' GAME

The teacher says these words out loud:

“When the student hears the sentence expressing himself, he raises his hand and says, "This is me.”

- 1- I HAVE DREAMS AND GOALS OF MY FUTURE.
- 2- MAKING A CAREER IS MY BIGGEST DREAM
- 3- I HIGHLY WANT TO BE FAMOUS.
- 4-I PREFER A GOOD MARRIAGE TO A SUCCESSFUL BUSINESS LIFE.
- 5- IT'S OKAY IF I CHOOSE AN UNCOMMON PROFESSION.
- 6- I WANT TO BE A SUCCESSFUL ATHLETE.
- 7- I AM AGAINST GENDER DISCRIMINATION IN BUSINESS LIFE.
- 8- I WANT TO STUDY ABROAD.
- 9- IT IS VERY PLEASANT TO RECOGNISE THE DIFFERENT CULTURES.
- 10- MY SCHOOL IS A BRIDGE THAT TAKES ME TO MY FUTURE.
- 11- PROTECTING THE ENVIRONMENT SHOULD NOT BE MY FIRST PRIORITY IN MY BUSINESS LIFE.
- 13- I ALWAYS WANT TO CREATE EQUAL OPPORTUNITIES FOR THE PEOPLE AROUND ME, EVEN IF I AM A CEO OR BE AN OFFICER



Activity Title:	Forbidden Words
Group Size:	The activity can be carried out with groups starting from 5-10 people up to 40 people.
Group Age:	11-18 ages (Secondary and high school students)
Activity Duration:	30-40 minutes.
Overview and Objectives:	A fun and active activity that can help students learn about professions.
Equipments needed	Profession cards, Blackboard, marker, pencil and paper.
Preparation:	The profession cards must be pre-cut and made ready for the game.
Tips/Comments/ Recommendations	Sample profession cards are attached. However, if he / she wants, the practitioner can make changes on the cards or increase the profession cards.
Detailed Instructions:	<ol style="list-style-type: none"> 1. The class is informed that a game about professions will be played, that there is no winning or losing in the game, that the game will be played for fun and gaining knowledge about the professions. The class is divided into two teams. Teams can name themselves if they want. 2. Each team determines a narrator. 3. Occupation cards are randomly divided into two and given to group narrators. 4. The first group narrator is asked to take the occupation identification cards of his group and explain the profession to his group without using the forbidden words found on the card, and the group friends to guess that profession.



5. The same process is repeated for the other group. Meanwhile, time is kept for both groups.

6. Congratulations to the group that finishes all cards sooner after the game is over. The definitions, duties, working conditions, ways of reaching that profession etc. Students are asked questions about. Missing information is completed, if any, errors are corrected. The activity is ended by ensuring that the students share their ideas about the activity.



Forbidden words – Annex 1

CARDS OF PROFESSIONS

<p>Counselor - Counselor of Psychology</p> <p>Advisee Advisor Psychology Aid</p>	<p>Vet</p> <p>Animal Treatment Illness Doctor</p>	<p>Textile Engineering</p> <p>Apparel Yarn Weaving Raw materials</p>	<p>Construction Engineer</p> <p>Building Bridge To build Road</p>
<p>Lawyer</p> <p>Case Public prosecutor Judge Court</p>	<p>Archaeologist</p> <p>Excavation Artifact Ruin Finding</p>	<p>Human Resources Specialist</p> <p>Human power Success Harmony To plan</p>	<p>Police Officer</p> <p>Security To Catch Crime Thief</p>
<p>Tourist Guide</p> <p>Historical Cultural To inform Tourist</p>	<p>Radio and Television Reporter</p> <p>News Radio Television To watch</p>	<p>Social Worker</p> <p>Economic Social Cultural To help</p>	<p>Physiotherapist</p> <p>Treatment Exercise Injury Physical</p>
<p>Architect</p> <p>Design Structure Aesthetic To Supervise</p>	<p>Nurse</p> <p>Treatment Blood Pressure Dressing Nursing</p>	<p>Pharmacist</p> <p>Prescription Medicine Patient Pharmacy</p>	<p>Operator</p> <p>Accounting Sales Production Administration</p>

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Conclusion

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The school model as we knew it has definitely changed. By means of new technologies, youngsters do not learn in the same patterns as before: simple expositive methods lost ground, becoming less effective; teachers' role models and knowledge are questioned, not always in the most appropriate way. Nowadays students may perform a simple Google search enough to make them question the teacher's knowledge and easily gain wrong ideas concerning the studying subjects. Thus, there is a need for a shift on the teacher's role: beyond transmitting knowledge, he/she must also become a counsellor, a guide or a mentor within a never-ending world of information and, above all, of misinformation. His/her role is increasingly linked with EDUCATION being a wider concept, rather than with most restrictive concepts of the past, commonly based on the simple transmission of knowledge.

The Compendium 'Boost Up Your Class' - Citizenship & Job Pills Activities will concur for the motivation of students and teachers in the classroom, providing ready-made solutions to illustrate but, above all, to invigorate the subjects being taught in class in due respect for horizontal domains of Citizenship and also for the possible labour market applicability. This product relies on the important current notion of 'gamification', providing for dynamic activities and games that the teacher can very suddenly use in order to gain fast results on students' motivation and enthusiasm towards the teaching subjects (just as a 'pill' taken to reverse a sudden difficult condition).

The UP2B project partnership dedicates this compendium to all educators, teachers, trainers, youth workers and specialists working with students. By providing the young people the proper education and support, they shape a better future for the world and humanity.