Education and Culture
Socrates
Comenius project

CRITICAL THINKING FOR CAREER EDUCATION

MIND
THINKING for CAREER
MIND
Critical thinking
for successful future
career in EU

INTEGRATED PROGRAMME AND GUIDEBOOK

Education and Culture
Socrates
Comenius project

MIND
Critical thinking
for successful future
career in EU

CRITICAL THINKING FOR CAREER EDUCATION

INTEGRATED PROGRAMME AND GUIDEBOOK

Education and Culture
Socrates

This project has been carried out with the support of the European Community in the framework of the Socrates programme

The content of this project does not necessarily reflect the position of the European Community, nor does it involve any responsibility on the part of the European Community

Developed by:

MODERN DIDACTICS CENTER,
Lithuania

YOUTH CAREER AND ADVISING CENTER,
Lithuania

JONAS JABLONSKIS GYMNASIUM,
Lithuania

8th RHODES PRIMARY SCHOOL,
Greece

SPECIAL AND PRACTICAL SCHOOL,
Novy Jicin, Czech Republic

WEST PIRKANMAA DISTRICT MUNICIPAL FEDERATION OF EDUCATION,
Adult Education Unit, Finland

UNIVERSITY OF MALTA,
Faculty of Education, Malta

MIND THINKING for CAREER

Copyright © EU Commission, 2003
Copyright © MIND / Critical thinking for successful future career in EU project, 2003

Project coordinators:

Daiva Penkauskienė,
MODERN DIDACTICS CENTER,
Lithuania

Zina Baltrėnienė,
YOUTH CAREER AND ADVISING CENTER,
Lithuania

Irena Urbštienė,
JONAS JABLONSKIS GYMNASIUM,
Lithuania

Manolis Sofos,
8th RHODES PRIMARY SCHOOL,
Greece

Vera Janikova,
SPECIAL AND PRACTICAL SCHOOL,
Novy Jicin, Czech Republic

Tiina Harma,
WEST PIRKANMAA DISTRICT MUNICIPAL FEDERATION OF EDUCATION,
Adult Education Unit, Finland

Joseph Giordmaina,
UNIVERSITY OF MALTA,
Faculty of Education, Malta

ACKNOWLEDGMENTS

The developers of Project MIND are grateful to the many people and institutions who have contributed to the project and to this publication. Schools and teachers are at the heart of this ambitious project, and our partner schools, along with their teachers, deserve special mention for making it a reality: Ivan Janik from the Special and Practical School in Novy Jicin (Czech Republic); Mirja Hanhikangas from Ikaalinen basic school (Finland); Demitris Tserlikakis, Stamatia Anastasiadou, Vassilis Papalexis, and Sotiris Gaytanas from Primary School No. 8 in Rhodes (Greece); and Jūratė Paražinskienė, Jovyta Kumpienė, Danguolė Daugirdaitė, Audronė Masiulytė, Margarita Mosunovienė, and Eglė Lingvevičienė from J.Jablonskis Gymnasium in Kaunas (Lithuania). Special thanks are also due to Jurga and Asta from the Modern Didactics Center, and to Aušra and Jūratė from the Youth Career and Advising Center, for their efforts and sincere dedication to the project.

The project authors and developers have enjoyed the support of a virtual army of teachers and volunteers who have helped disseminate the ideas of the project, and whose sample lessons are presented in this publication. We wish to thank the following Lithuanian teachers: Jelena Baltušienė and Danguolė Daukšienė from "Vyturio" primary school in Vilnius; Asta Navickaite from Modern School Centre, Vilnius; Evaldas Bakonis from S.Daukanto secondary school, Vilnius; Silvija Petkevičienė and Jolanta Martinioniene from "Rasos" gymnasium in Kaunas; and Rita Grybienė and Jūratė Stankaitytė from "Varpas" secondary school in Šakiai. Also, special thanks to the Maltese teachers for their comprehensive evaluation of the programme. Evaluation forms were sent to all Maltese Public, private and Church schools, and the feedback we received was encouraging.

To all these schools goes our appreciation.

In developing the project, we had extraordinary opportunities to visit schools and meet teachers in two countries. Meetings and discussions with the staff of Primary School No. 8 in Rhodes (Greece) helped us to improve the pre-primary and elementary school programmes. Special thanks to the school's director, Mr Michalis Billis, for giving us the opportunity to get acquainted with both the school and the educational system in Greece.

Meetings were also held with members of staff of the Faculty of Education of the University of Malta as well as a number of Heads of Public, Private and Church Schools. Their feedback was essential for the success of this project. Special thanks goes to the Maltese research assistants: Ms Celia Mallia, Ms Tania Gatt, Ms Elizabeth Zammit and Mr. Kenneth Grima.

We would like to express our gratitude to the EU Commission *Socrates* programme whose support made it possible to implement our ideas; to the Technical Assistance Office , especially Ms. Mara Laura Garofalo, for expert advice and support; and to National Agencies for their professional guidance and generous interest in our work. Finally, thanks to Kurt Meredith and Jeannie Steele, our informal partners and external evaluators from the University of Northern Iowa (USA) for their professional support and guidance in developing this project, for their comprehensive analysis and evaluation of the Programme and Guidebook, and for the thoughtful and poetic Preface to this publication.

Our final thanks go to all children in all schools of the participating countries who took part in this project. A big THANK YOU to you all.

FOREWORD

Children enter school hungry to learn and eager to keep the default social contract schooling represents. Their part of the bargain is to learn the norms and customs of their contexts and cultures, to know and accept a certain amount of agreed wisdom, to strain to acquire knowledge that will situate them constructively within their perceived community be it village, nation, continent or planet. In return they are to receive the tools, knowledge, wisdom and capacities to live productively, perhaps joyfully, certainly adaptively and increasingly successfully within their familial, social, and economic context. As our children begin their schooling they almost never fail to struggle to keep their part of the contract. The question is are schools keeping theirs'. With rapid and dramatic changes in our cultural, economic, social and technological landscape the future is sufficiently masked to make it difficult to understand what educator's half of the cultural contract should look like.

Predicting the future is tricky business. There are usually signs in the present that inform us but they hide like wildflowers amid hectares of other blossoms, whose hues eventually fade but, for the moment, are bright with colour. What is possible to see though, amid these vivid fields, is the changing hues caste by the collective blooms of today over generations past. Today's blossoms belong only partially to those of yesterday, the rest are ours and are new. What will come then, it seems, will be only splashes of today fit like pieces of tile in the new mosaic of tomorrow.

What does this teach us about our half of the contract? It teaches that our students need to be prepared for both what is and what is not yet. They need the capacity to create, adapt, contend and yet find contentment within an in determinant world. They should have the confidence that they will keep their footing even as the ground beneath them shifts with the undulations of social, technological and economic evolution. They need to understand that they themselves represent the primary resources, the primary actors for solving vexing problems. Yet, they also deserve assurance that they are not alone, that within the crucible of community they are part of a vibrant, complex alchemy capable of limitless possibility and hope. If this is the contract for schools and schooling how do we go about keeping this obligation? Here in this text it is suggested that central to meeting the terms of the contract is the necessity of teaching students to become more than learners, more than sources of information, to become critical thinkers.

Critical thinking is a phrase often expressed but less frequently defined. Here it is used as an expansive term that, when engaged, offers opportunities for a higher level of understanding, of enlightenment. It is used as a verb phrase describing action, requiring engagement, requiring a complexity of thought that is at the same time a creative process and a striving for elegance in the truly scientific or mathematical sense.

For students to confront their unpredictable future with confidence and to prepare for work in an unforeseeable job market they will best be served if they develop a realistic sense of self based on a belief in their capacity to respond to unknown demands. The future will reward those who have the capacity to be productive, take risks, make a difference, take responsibility for decision-making, relate actions to outcomes, solve problems permanently, work together collaboratively and creatively, and to dream. These capacities emerge when

learning environments embrace the multi-dimensional, multi-cultural, multi-source, multiple-perspective reality of experience and community and insist on innovation over historical correctness, resolution over repetition, entrepreneurship over resignation, initiative rather than deferral and responsibility rather than reticence.

In the end our students need to stand in the meadow amid the explosion of blossoms knowing their colour shines brightly in the garden of their own generation.

CONTENT

Introduction **11**

Critical thinking, learning theories and programe MIND **15**

Education of special needs children and the programme MIND **21**

Pre-school programme for career education **26**

Guidebook to the pre-school programme **31**

Primary school programme for career education **39**

Guidebook to the primary school programme **45**

Career education programme for basic / lower secondary school **69**

Guidebook to the basic education programme **79**

Career education programme for the senior / upper secondary school **119**

Guidebook to the senior / upper secondary education programme **125**

Glossary of main terms and concepts **159**

INTRODUCTION

We all live in a rapidly changing world. No one has ready-made answers for all of today's issues and questions. The new challenges of our age require schools to assume a different role as well. Educators, from policy makers and curriculum developers to classroom teachers, are trying to answer the question: How can we prepare students for the future if we don't know what the future will be? We cannot see what lies even five or ten years ahead of us. Many countries are in the midst of education reforms designed to address this problem. These reforms may differ depending on national and philosophical differences, but there is one common element for all the countries – the need for critical thinking. Because "every citizen is required to make countless important decisions, it may seem obvious that, as a society, we should be concerned with the way these decisions are made" (Diane F. Halpern, Thought and Knowledge", 1996, p. 3).

There is no single definition of "critical thinking". Its characteristics have been investigated and discussed by many researchers and educators. The consensus opinion is that critical thinking is directed thinking, thinking that uses cognitive skills and strategies for achieving a desired outcome. Thinking critically involves selecting information, examining ideas, expressing different points of view, problem solving, argumentation, decision making and forming independent opinions. Many educators have concluded that individual success in today's society depends on knowing how to learn and knowing how to think about ever increasing and ever changing information.

We are witnessing unbelievable transformations not only in the world of scientific knowledge, information and technology, but in daily life as well. Credit cards, mobile phones, and super markets are now familiar to most of us, regardless of nationality, age, or social status. But all these developments are quite recent. If you were to ask any child today to describe a bakery and what a baker does, you would get quite a different answer from the answer to the same question just few years ago. It has been estimated that approximately twenty-five percent—or even more—of occupations will change in the near future: some of them will be transformed, some will disappear entirely, and new jobs will appear in response to socio-economic demands. So if when you are ten years old you decide to become a locksmith, six years later this profession will not necessarily be marketable, or at least it may not look the same and require the same skills. Such an unstable situation requires us to rethink the concept of *Career Education and Guidance.* In the modern world, due to economic changes, people are likely to change jobs three, four, five or even more times in their lifetime. **The message is clear: It is impossible for teachers to teach—or for students to learn— everything; it is however possible to educate lifelong learners, capable of thinking critically and making the best possible choices, professional as well as personal**. We believe that this is where critical thinking, as a basic skill, intersects with career education. The skills of critical thinking can help anyone to select what is useful from the jumble of available information, to recognize personal strengths and weaknesses, to set personal learning goals, to choose the best solution to a problem and revise it according to changes in the situation, and finally—to make critical decisions. Critical thinking values different opinions, but favours those that are reasonable and well supported. It is not enough to assert that civil servants enjoy work that is easy and well paid because they are well dressed, well groomed, and attractive. It is much more important to ask relevant questions: "Do all civil servants really look like movie stars? What skills and capacities might justify their high salaries? Which civil servants are well paid and which are not, and why? Is the image of civil servants of prime importance, and why?"

We do not claim that everyone needs to know all the answers to all these questions, but we do claim that is extremely important to raise such questions and seek reasonable answers.

The ideas discussed above are the philosophical basis for the **Socrates project "Critical Thinking for a Successful Future Career in EU.**" Our starting point was to explore the perspectives of different countries on the importance of critical thinking for the future of the young generation, in order to establish common criteria and common concepts. These criteria were then used in developing an integrated programme for career education built on critical thinking methods and strategies. Project team members from the Czech Republic, Greece, Finland, Lithuania, and Malta worked together to develop a common product – the *Programme for Career Education and Guidance* and the *Guidebook* for the Programme. This product, presented to you in this publication, was created after careful analysis of the educational situation in each country and of each country's needs for the future. The project partners decided that the programme should be designed to help teachers educate critical thinkers and responsible future citizens. To respond to the basic needs of all countries, a universal integrated programme and guidebook needs to answer the questions:

WHO? – what ages/educational levels the programme needs to address.

WHAT? – what knowledge, skills/competences, attitudes, and values our students need to acquire, and

HOW? – what methodology will be used.

Different countries have different education systems with various school levels.

For this reason, the levels given in the programme are very general, beginning with pre-school and continuing through upper secondary level, from the time students enter school until they graduate. All the partner countries make some comparable distinctions in school levels according to the age groups.

There are four programmes presented in this publication.

The **PRE-SCHOOL LEVEL PROGRAMME** is for teachers who work with children aged 3 to 7 in schools or kindergartens. At this stage the teacher's main task is to develop children's self-knowledge and self-esteem, communication skills, and social skills; and to teach them to formulate ideas, dream, and create. Through drawing, play, performance, reading, observation, description, and sharing, they will learn to identify their dreams, wishes, and capabilities, and will seek to improve their skills. Suggested topics are closely connected with personal qualities, family life, and neighbourhood.

The **PRIMARY LEVEL PROGRAMME** (or elements level) is for teachers who work with children aged 6 to 11, and its goals are similar to those of the pre-school level. The main difference is that educational programmes for this level include specific textbooks. Career education needs to be incorporated into the existing curriculum and to be coordinated with textbooks and other school materials. Another difference at this level is the expanded perspective of the programme. Children explore not only their immediate neighbourhood, but also more distant regions, the earth and space, the past and present. This knowledge allows for more comprehensive comparative studies and conclusions. Students are capable of discussing conflict management, society's interdependence, organizations and enterprises.

For primary school students, the world of work is closer and more familiar. At this stage they are able to move from the stage of "imagination" to the stage of "directed efforts" related to their own personal development.

The **BASIC LEVEL PROGRAMME** (or lower secondary level) is for teachers who work with children aged 11 to 16. This is a very important stage in the life of young people. At this age not all students attend the same types of schools. Some enrol in vocational schools or leave school to begin working at the age of 16. The aim of this programme is professional orientation and guidance, in addition to basic ideas of self-understanding and human relations. Key topics include decision-making, conflict management and resolution, models of communication, work and professions, and the economic life of society. Teachers are expected to take advantage of every opportunity to introduce these topics in the context of different academic subjects, to help children as they make very important decisions at quite a young age.

The **UPPER SECONDARY SCHOOL PROGRAMME** (for senior high school students) is for teachers who work with young people aged 15 to 18. Most of these students will continue their studies at universities or other institutions of higher education after the graduating from secondary school. But some of them will go to work, and may or may not continue their studies later. At this level, teachers can explore the previously discussed topics in greater depth, as well as introducing new topics such as the global job market, EU and in-country job requirements, job search strategies, and opportunities for professional training.

Although the project aimed to present an integrated programme and guidebook, the project partners from Lithuania decided to develop an additional **fifth programme** designed for schools and teachers who prefer to present Career education as a separate optional subject in their curriculum. This programme is called **"Development of Critical Thinking for successful future career options".** It is intended for the basic (lower secondary) level, but teachers may decide themselves for at what level they wish to offer the programme, depending on where they can offer elective subjects in the school curriculum. There are several schools in Lithuania that provide teachers with this option.

Since the students themselves have chosen the elective programme, the teacher will be working with a very motivated group. The course usually meets once a week, but the exact schedule varies from school to school—e.g. it may be every other week throughout the year, or every week for one semester. The important thing is that schools can choose—and they do choose—to offer career education as a separate subject, thus demonstrating their commitment to the future of the younger generation. This programme is presented as separate publication.

All the programmes developed by the Project are designed so they can easily be adapted by teachers of different subjects, in different countries.

FIRST, the suggested age ranges are very flexible.

SECOND, the topics are very general. The variation of sub-topics allows for easy adaptation to various subject areas.

THIRD, no aspect of the programme is obligatory. Teachers can use whatever fits their needs and opportunities.

FOURTH, teachers do not need to set aside instructional time for the programmes (with exception of the fifth programme). They can continue to follow the existing, officially approved curriculum, using their regular textbooks and available materials.

In summary, these programmes are for teachers of any subject, at any school level, who care about their students' future, both personal and professional, and who therefore decide to reform their teaching to encourage the development of young people's critical thinking skills.

These programmes have been tested and evaluated by the participating Greek, Maltese, Finnish, Czechs and Lithuanian teachers. The testing included not only a review of the

programme, but actual implementation of the plans for certain topics in classroom instruction at the schools. Some teachers used the topics as suggested by the programme, others adapted these topics and created their own versions. Each programme is followed by sample lesson plans. The sample lessons serve as the **Guidebook** for the programme, which we believe will help teachers better understand the programme, offering them a clear picture of how they might implement it. The lesson plans are presented in chart format.

The left side of the chart presents a general description of the topic, and the right side provides an actual sample lesson, as taught by one of the project partners.

In some of the charts in the Guidebook only the left side has been filled in. These charts offer an opportunity for the teacher reading the programme to try out the topic and fill in his or her own lesson on the right side.

In other charts the right side suggests additional materials for the lesson:

Student worksheets, homework assignments, sample texts, or drawing assignments. These suggestions allow teachers to compare their own lesson plans with those presented in the Guidebook, and look for new ideas. The project developers have made no attempt to edit these lessons: they are presented just as they were submitted by the contributing teachers. Each of these teachers has his or her own perspective on career education and the development of critical thinking skills. Not being official project partners (with exception of the J.Jablonskis gymnasium in Lithuania), they voluntarily contributed their experience and knowledge, to the tremendous benefit of the final product.

In addition to sample lessons, the *Guidebook* includes several other important components: *Critical Thinking and Learning Theories, Education of Special Needs Children,* and a *Glossary of Main Terms and Concepts.*

The chapter on Critical Thinking Strategies aims to give readers a clear understanding of what the project authors mean by this term, and what learning theories support this concept.

The project was fortunate in having as a partner school the Special and Practical School in the Czech Republic, a school that works with handicapped children. The experience of teachers there demonstrated that this programme can be successfully adapted for special needs children. In the chapter devoted to the special needs education, teachers from this school present their understanding of special education, apply these ideas to the MIND programme, and offer some suggestions on using the programme with special needs children.

The *Glossary* at the end of the publication explains the principle terms and concepts used in the programme and the Guidebook. The authors recognize that these terms may have other meanings in other contexts, so the *glossary* is offered to clarify their usage in this publication.

The Programme and Guidebook cannot be properly understood and implemented without a Training Manual, which would give guidelines for introducing the materials into the school curriculum. As a continuation of Project MIND, project partners intend to develop this training manual and train teachers as future trainers for the programme "Critical Thinking for a Successful Future Career in EU". The Training Manual will complete the set of materials and methods needed to fully implement the project ideas in the real world.

CRITICAL THINKING, LEARNING THEORIES AND PROGRAMME MIND*

In this project we have defined critical thinking this way: *to think critically means to be curious, and to use strategies of inquiry: framing questions and searching systematically for answers. Critical thinking works on many levels, not only settling for facts, but pursuing the causes for and the implications of facts. Critical thinking means to use polite skepticism, to posit alternatives to stated positions; to ask "what it...?" Critical thinking means to reach a position on an issue and to defend it rationally. It means to consider carefully the arguments of others, and to examine the logic of those arguments.*

This definition includes a great deal; but it must be remembered that critical thinking is not one skill, but several. Indeed, Matthew Lipman (1988), a prominent proponent of curricula to promote critical thinking, has quipped that the term "critical thinking" could refer to practically all of the functions of an active mind.

If the base line is a traditional passive-learning classroom, then the kind of active learning that results from the traditions mentioned in the previous sections of this paper can go a long way in the direction of promoting critical thinking. Nonetheless, the term "critical thinking" implies that students sometimes go beyond the active search for information and do something more: associate what they have learned with their own experience, compare it to other works, question its veracity or authority, examine the logic of its argument, derive implications from it, construct new examples of it, imagine solutions to problems it poses, examine the causes and effects it demonstrates, and so on.

The experiential and theoretical traditions that support the teaching of critical thinking are several.

Levels of Questioning. The Taxonomy of Educational Objectives by Benjamin Bloom and his associates (Bloom, 1956) has been a useful construct in both evaluating and manipulating the types or "levels" of thinking that are called for in a classroom. The taxonomy makes it possible to distinguish between "lower order" and "higher order" questions that teachers ask: between questions that require (at the lower end) the recognition or recall of facts and the comprehension of concepts and ideas, versus questions (moving toward the upper end) that invite the application of ideas, the analysis of arguments, the synthesis of several ideas to reach new solutions, and the evaluation of a whole line of reasoning.

Those who want to promote critical thinking in classrooms would do well to begin with Bloom's Taxonomy. There is generally a correlation between the kinds or levels of questions teachers ask and the kinds or levels of thinking that students do. When they are conscious of the kinds of questions they are asking, teachers can gain control over the kinds of thinking they invite.

* This part was developed by international team of the project Reading and Writing for Critical Thinking in Vilnius, Lithuania, 2001 and adapted for MIND project in 2003.

And students who can think at "higher" levels are better able to apply what they have learned than students whose thinking stays at the recognition and recall levels (Taba, 1966).

Formalized Approaches to Critical Thinking, Matthew Lipman (1988,1991) and his colleagues have established a program in primary and secondary schools based on the principles that higher-order thinking begins with cultivating the natural curiosity of children about nature and about moral issues. Taking their cue from Aristotle's principle that "philosophy begins with wonder' (Metaphysics 982b), Lipman and his colleagues have developed a set of instructional materials that capitalize on students' initial sense of wonder, and go on to develop analytic discovery and problem-solving skills.

Second, the philosopher Gareth Matthews (1985, 1988), of the University of Massachusetts, has demonstrated that appropriate questions about ethical and political problems can elicit thinking that is abstract, nuanced, and sophisticated from children much younger than the developmental claims of Piaget and Kohlberg had suggested were possible. Rather than relying upon special materials, Matthews' approach uses children's books and other familiar stories as points of departure; and instead of requiring special training for the teacher, Matthews encourages teachers to have an expectant attitude, and thoughtful conversational techniques.

Third, in higher education, contemporary philosophers have developed approaches to logic and argumentative writing that apply analytic skills to discussing contemporary issues and to fostering higher-level thinking across the disciplines. Their work has been extended to down to the secondary and even primary school levels. At Sonoma State University in California, a group including Richard Paul, Gerald Nosich, and Linda Elder (1995) have produced teaching resources to promote teaching for critical thinking (Their work is disseminated through the Foundation for Critical Thinking, The Center for Critical Thinking, and The International Center for the Assessment of Higher Order Thinking).

Nonetheless, a concern over teaching thinking "skills" in isolation remains. A host of contemporary educators at the pre-college level have argued that any attempts to encourage critical or higher-order thinking must be kept as close as possible to real world tasks, to the sorts of problem-solving and inquiry that children and young people actually do. Recent research concerning critical thinking and learning suggests that a model focusing on isolated skills and fact learning minimizes critical thinking. For example, Brown (1989) argues that learning skills separately from real world tasks and purposes may allow students to do well on an objective test but leave them unable to apply those skills in new situations. Richer definitions of learning and thinking are supported by the research of cognitive psychology, philosophy, and multi cultural education.

Common threads among this research suggest that: Effective, long term learning which can be applied to new situations is basically a matter of making sense of information and ideas at hand. This happens best when learners actively participate in learning -internalizing, synthesizing, and making the information their own (Anderson et. al, 1985). Learning and thinking are enhanced when students have opportunities to apply new learning to authentic tasks (Resnick, 1987). Learning is enhanced when it is built on students' prior knowledge and experiences, allowing learners to link what they already know to new information to be learned (Anderson, el. al, 1985). Critical thinking and learning occurs when teachers understand and value diversity of ideas and experiences. Critical thinking occurs when there is not a "only one right answer" mentality (Banks, 1988).

In framing the Reading for Critical Thinking approach we have borrowed four points from these critical thinking traditions:

1. The faith that curiosity about the world comes naturally to young people and that young people are capable of entertaining serious questions and formulating creative ideas.
2. Recognition of the important rate played by thoughtful teachers who encourage sustained inquiry, and who help students form habits and skills of productive thinking.
3. A resolve to contextualize our emphasis on critical thinking within discussions and other processes of inquiry in which students are already naturally engaged.
4. Acknowledgment of the connection between habits of thought and democratic citizenship.

EDUCATION FOR SOCIAL RESPONSIBILITY

Modern urbanized societies face the task of making working communities out of people from many different social and ethnic backgrounds; and to do so with less reliable aid from the extended family, the church, or most of the other community organizations that earlier generations counted on to socialize people to community life. Schools are the one remaining institution with which most citizens have extended contact. Ready or net, teachers are now called upon to prepare students to live productively, cooperatively, and peaceably in their communities, even when those communities are changing at a rapid rate.

Preparing for effective citizenship in an open society requires that students develop important cognitive skills, such as forming their own opinions, creating meaning from experience and reflection, structuring arguments logically, and expressing themselves clearly and confidently. These cognitive skills, however, are net sufficient *for* the formation of citizenship: also needed are a cluster of attitudes and abilities in the social realm that predispose and enable students to live as valuable citizens.

Aspects of Social Responsibility. Valuable citizens are those who net only behave cooperatively and harmoniously within a given social order, but who can also be counted on to interpret changing events over time, and to make wise decisions as to how to behave in concert with the greater good. Moreover, they should be willing to act on those decisions in the ways they conduct their lives in their communities. As prerequisites for becoming valuable citizens, scholars have argued that students should develop:

1. a capacity for empathy with others; which consists at its core of perspective-taking: sensing what someone else's experience of events must be like, and eventually being able to set, and work toward, common goals with others (Selman, 1980);
2. a sense of efficacy, a feeling that participation in the affairs of the community (the classroom, the town, the nation) is worthwhile, because one's own actions will count for something (Colby and Damon, 1992; Merelman & King, 1986);
3. a sense of the relation of one's life to a larger whole: that is, an awareness of the value and purpose of one's activities in a context larger than oneself, be it the struggle for environmental preservation, the labor toward mutual prosperity for the community, or a "fit" in one or another religious cosmology (Erikson, 1963);

4. a sense of integrity between one's beliefs and one's actions: for example, it one feels strongly that to isolate elderly people is cruel and wrong, then one should willingly devote time to be with elderly people (Erikson, 1963).

The curricular means of preparing students for citizenship has long been civic education, a discipline of study that either constitutes separate courses or is combined into social studies curricula. Citizenship has an important knowledge base, certainly: and courses in civic education have an important role to play in providing students knowledge they need for productive citizenship. However, the four components of valuable citizenship listed above will not reliably be developed in a conventional course on citizenship. That is because the development of what it takes to be valuable citizens requires more than the acquisition of know/edge: it needs the nurture of pro-social attitudes, the provision of skills in group processes, and the encouragement of the disposition to act on one's beliefs. Attitudes, processes, and actions in a social context are best developed not in one subject-regardless how rich in information it might be-but in the total context of schooling: through demonstrations, activities, environmental routines, and expectations that are woven into the fabric of the school day (Berman, 1997; Kohlberg, 1980).

How Social Responsibility Is Learned. The four attitudinal and behavioral components that constitute a sense of social responsibility can be helped to develop by school experiences.

1) A sense of empathy, of perspective-taking is enhanced by positive group experiences. Of documented success here are cooperative learning techniques (Johnson and Johnson, 1980). When students team to depend on each other to carry out school tasks they are helped along the continuum from other awareness to shared goals. The sense of empathy is also helped along by "workshop" activities that promote discussion, interpretive reading, and writing that flows from personal experience and considers opinions, and also has outlets in group sharing (Calkins, 1990).

2) A sense of efficacy is helped to develop in democratically-run classrooms in which students share in decision-making. John Dewey expressed this idea very eloquently at the beginning of this century:

   If we train children to take orders, to do things because they are told to, and fail to give them confidence to act and think for themselves, we are putting an almost insurmountable obstacle in the way of overcoming the present defects of our system and of establishing the truth of democratic ideals. Our State is founded on freedom, but when we train the State of tomorrow, we allow it just as *little freedom* as *possible. Children in school must be allowed freedom* so *that they will know what its use means when they become the controlling body, and they must be allowed to develop active qualities of initiative, independence, and resourcefulness, before the abuses and failures of democracy will disappear.* (Dewey, The Schools of Tomorrow, 1915, p. 304).

   Students are helped to develop a sense of efficacy when they are invited to participate in structuring the classroom environment, and in devising solutions to problems; when they are given choices in learning; and when their opinions about life and work in school are consulted through such devices as the community circle (Glasser, 1975).

3) To develop in students a sense of the meaning of their lives in relation to a larger pattern may sound like a grandiose undertaking, but any teacher who has struggled with the problem of alienation faced by many young people in post industrial societies knows

that the issue is deadly serious. It is likely that inviting students to relate their learning to their own lives, such as they do when they use devices such as response journals, learning logs or dual-entry diaries; along with finding soma contemporary material for the curriculum, or contemporary applications for that material, helps students synchronize their personal goals with the society in which they live (McCaleb, 1994; Freire, 1970; Horton and Freire, 1991).

4) To develop a sense of integrity between knowledge, beliefs, and behavior is developed in classrooms run according to democratic principles. It is developed further in classrooms that find connections in the community for learning.

Good examples of community-directed education are found in "Foxfire" Projects, in which students practice the cultural journalism: learning to seek out people in their community who know old traditions, stories, and crafts; interviewing those people and learning from them; writing up what they learned; and publishing their findings in soma form. Foxfire projects cultivate a sense of place: a reverence and pride in local knowledge and tradition. They demonstrate that interesting acts of inquiry and skill development can focus on the things right around us. And they go a long way to bridge the gap between education and local action.

LEARNING THEORIES AND THE MIND PROJECT: A SUMMARY

Learning theories can point the way to more productive and purposeful teaching and learning. Nonetheless, learning theories do not absolve us from having to make choices about what we want education to accomplish. In designing the MIND project , we chose those theories that are compatible with our unifying ideal: which is the task of preparing students who are valuable citizens in an open society , responsible for their future life. Such citizens must be cooperative, but also be capable of leadership; must be respectful of people from diverse backgrounds, but also possess individual initiative; must be willing to act on principle, but also able to discern ways to relate enduring principles to rapidly changing situations.

For such young people to thrive in our classrooms, active learning is an imperative: this implies students' ability to harness their curiosity and search for meaning, and the ability to use the achievements of disciplinary scholars not as inert ideas but as ways of knowing. For our classrooms to foster the growth of such present and future citizens, we must help each student find personal relevance to what is learned; and we must not shrink from engagement with the world, but enlist the idealism of young people in the task of creating and sustaining a society worthy of all of its citizens. As teachers, all of this means that we must move away from being dispensers of knowledge, to being models of inquiring, seeking minds; and sharers of effective processes of learning and making meaning.

The learning theories that have been reviewed -constructivism, metacognitive learning, critical thinking, and education for personal and social responsibility will be directly reflected in the Training manual and workshops in the future project , as continuation of the MIND project.

References

1. Anderson R., Hiebert E. H., Scott J. A., Wilkinson I. A. G., *Becoming a Nation of Readers: The Report of the Commission on Reading*, Urbana, II: University of Illinois, Center for the Study of Reading, 1985.
2. Banks J. A., "Education, Citizenship, and Cultural Options", *Education and Society*, 1988, I (1), p. 19–22.
3. Berman Sh., *Children's Social Consciousness and the Development of Social Responsibility*, Albany, NY: SUNNY Albany Press, 1997.
4. Bloom B. (ed.), *A Taxonomy of Educational Objectives. Handbook I: Cognitive Domain*, New York: David Mckay, 1956.
5. Brown A. L., "Knowing When, Where, and How to Remember: A Problem of Metacognition", in R. Glaser (ed.), *Advances in Instructional Psychology*, Hillsdale, NJ: Lawrence Erlbaum Associates, 1978.
6. Calkins L., *Living Between the Lines*, Portsmouth, NH: Heinemann Educational Books, 1990.
7. Colby A., Damon W., *Some Do Care*, New York: Free Press, 1992.
8. Dermendijeva S., Indrasiene V., Temple Ch., Safin D., Zair-Bek S., Strategies for Use Across the Curriculum: RWCT project Handbook, New York: OSI, 2001.
9. Dewey J., Dewey E., *The Schools of Tomorrow*, New York: Dutton, 1915.
10. Erikson E., *Childhood and Society*, New York: W. W. Norton, 1963.
11. Freire P., *The Pedagogy of the Oppressed*, New York: Seabury, 1970.
12. Glasser W., *Schools without Failure*, New York: HarperCollins, 1975.
13. Horton M., Freire P., *We Make the Road by Walking: Conversations on Education and Social Change*, Philadelphia: Temple University Press, 1991.
14. Johnson D. W., Johnson R., *Cooperation, Competition, and Individualistic Learning Journal of Research and Development in Education*, 1978, 12 (1), p. 3–15.
15. Kohlberg L., "High School Democracy and Educating for a Just Society", in R. Mosher (ed.), *Moral Education: A First Generation of Research and Development*, New York: Praeger, 1980, p. 20–57.
16. Lipman M., *Philosophy Goes to School*, Philadelphia: Temple University Press, 1988.
17. Lipman M., *Thinking in Education*, New York: Cambridge University Press, 1991.
18. Matthews G., *Dialogues with Children*, Cambridge, MA: Harvard University Press, 1988.
19. Matthews G., *Philosophy the Young Child*, Cambridge, MA: Harvard University Press, 1985.
20. McCaleb S. P., *Building Communities of Learners: A Collaboration among Teachers, Students, Families, and Community*, New York: St. Martins Press, 1944.
21. Merelman R. M., King G., "The Development of Political Activists: Toward a Model of Early Learning", *Social Science Quarterly*, 1986, 67 (3), p. 473–490.
22. Paul R., Elder L., and Nosich G., *Critical Thinking: How to Prepare Students for a Rapidly Changing World*, Cotati, CA: Foundation for Critical Thinking, 1995.
23. Resnick L., "Learning in School and out", *Educational Researcher*, 1987, 16 (6), p. 13–20.
24. Selman R. L., *The Growth of Interpersonal Understanding: Development and Clinical Analysis*, New York: Academic Press, 1980.
25. Taba H., *Teaching Strategies and Cognitive Functioning in Elementary School Children. Cooperative Research Project No. 2404*, Washington, D. C.: US. Office of Education, 1966.

EDUCATION OF SPECIAL NEEDS CHILDREN AND PROGRAMME MIND

We believe that every parent wishes to have a healthy child. Unfortunately this wish is not always granted. While most children are born healthy and develop without problems, there are also children with handicaps or disabilities, which may either be present at birth or may become apparent during their later development. Determining the prognosis for these children is not simple—they may be very seriously affected or they may suffer comparatively little damage as a result of their condition. In educating these children it is important to focus on their potential as well as their needs, so we call them "children with special needs".

Many people think that disabilities are always visible and easily recognizable. This is a serious misconception. Children with special needs often look just like their healthy peers but encounter problems in communication, in cooperation, in education, and of course in career prospects.

At present the number of students diagnosed as having learning difficulties is increasing. This increase, which runs counter to an overall decline in the school population, includes students with neurological or psychiatric problems, students with learning and attention disorders, and children with behavioral or emotional disorders. The number of children who are at risk for developmental problems because of a disadvantaged socio–economic environment is also increasing.

Children with special needs are usually very conscious of their disabilities, both because they compare themselves with their healthy peers, and because they are aware that they are treated differently by society.

It is said that the quality of a society is evident in the quality of the care it provides for people with disabilities. If we agree that this sentence is true, we are forced to admit that for a long time the quality of our society was not very high. From an educational perspective, our schools offered only dry, theoretical information, without any connection to real life, to the actual world that students live in.

Before the democratic changes that occurred in Central and Eastern Europe about 14 years ago, educators simply put knowledge into the heads of their students without any consideration as to its relevance, or its value for the children's future. This attitude affected children with specific needs more deeply than other children. Also, during this time children—and adults—with specific needs were not treated with much respect.

But the education of children with special needs, i.e. children who because of health or social problems require an individual specialized approach in their educational program, has seen significant changes during recent years. There has been a gradual shift in our perspective toward these children, away from a negative description of their disabilities and toward an emphasis on their abilities. Educators have adopted a humanistic approach to solving the problem. The "White Paper," the National Program for the Development of Education in the Czech Republic, expressed a major shift in attitude on the part of contemporary society toward people with special needs, stressing the importance of lifelong learning for all, and outlining a strategy for implementation of this policy. Everyone should have the

opportunity to find his/her own path to learning, and should continue to develop and alter this path according to his/her needs throughout his/her life. This ideal applies to the whole population – from the exceptionally gifted to individuals with physical or mental disadvantages.

It is in the interest of society as a whole to recognize the potential of each individual as early as possible and to create conditions for optimal development.

Many people still see education merely as the development of intellectual abilities. But that is not all there is to education. Education involves not only knowledge and learning, but also the acquisition of social and other skills, of spiritual, moral and aesthetic values. It includes the establishment of relationships with other people and with society as a whole, guidance in emotional and volitional development, and last but not least, preparation for survival in changing economic conditions and a changing labor market. This understanding of education is based on a holistic approach to the personality of a human being.

But how can all these educational aims be fulfilled? These qualities cannot be developed by lectures alone. This kind of education requires methods and strategies that address not only the brain but also the heart, and the whole personality of a student. We have found that such methods are especially important in motivating students with special needs.

In schools for special needs students—as in the rest of the school system—teachers nowadays are trying to change the way they teach, to create healthy relations and a positive atmosphere as the basis for effective education.

In educating children with special needs, using learner-centered teaching methods is of fundamental importance. Teaching these children using lectures is very often ineffective. The best way for them to learn is through activity. But creating new interactive lessons for each class, every day, can be a demanding and exhausting task, so teachers appreciate any ideas and encouragement they can find.

Programme Mind offers a set of specific methods and strategies designed to develop critical thinking skills, as a tool for future career success.

WHY ARE CRITICAL THINKING SKILLS SO NECESSARY FOR CHILDREN WITH SPECIAL NEEDS?

Children with special needs usually face a rocky career path. From the start, their awareness of their "abnormality" may make them antagonistic toward society and lead to poor socialization. These difficulties increase the temptation to offer such children only simplistic career options. The problem is aggravated in children whose mental disabilities limit their potential for independent and creative thinking. Educators—motivated by the best intentions—feel pressure to simplify the process of integrating the child into society in these cases. The tendency is to limit education to behavioral instruction, encouraging the child to accept his position in the world.

Due to their disabilities, children with special needs have lower levels of self-esteem and self-confidence, and so may have difficulty formulating independent judgments of situations. When children have been encouraged from early childhood to accept ready "truths"

from adults, and have had their own opinions ridiculed or denigrated—assuming they even dared to express them—it is only logical that they will stop trying to think for themselves and will do only as they are told. Thus the conscious development of critical thinking in children with special needs is of crucial importance. But it is a very long and difficult process, demanding both special pedagogical approaches and organizational changes.

WHAT IS THE FOUNDATION OF THIS PROCESS?

The answer is simple: Empowering special needs students through self-understanding, self-confidence, self-awareness, and self-esteem. However, empowerment must proceed "hand in hand" with the development of the child's entire personality.

Repeated attempts are necessary to change such basic qualities. There are many obstacles to overcome, and teachers will need great patience and empathy to continue the effort.

The topics included in this programme are valuable for all students, but particularly for children with special needs.

Which topics are included and why are they so valuable?

All the topics are so important and so interconnected that it is difficult to say which are most valuable, but we would like to highlight some of them.

Children with specific needs tend to see their limitations as the cause of their faults and failures, and have a tendency to underestimate themselves. As we mentioned above, sometimes this results from the fact that they compare themselves with their healthy peers, and sometimes from the way society treats them. The result is behavioral or emotional disorders.

To prevent these problems, we need to help children with specific needs discover their abilities and positive qualities.

Work on the topic **SELF-UNDERSTANDING** can help them not only to accept their weaknesses but more importantly to identify and recognize their strengths.

Self-understanding includes another important topic, **SELF-ESTEEM**, which is not only important for career development but also offers protection against negative social influences (e.g. drugs, alcohol, promiscuity,) which can add to the problems faced by children with specific needs. Low self-esteem is often connected with various types of addiction.

A lack of self-confidence is a logical consequence of the developmental problems of children with specific needs. Due to their disabilities or developmental delays, these children often meet with failure, which leads to a lack of self-confidence. Work on **SELF-CONFIDENCE** can help them come to terms with the fact that they while cannot manage some things, there are many other things that they can do, and some things they can do very well. It is our job to help them find these things.

Almost all children—not only children with specific needs—plan their futures without really knowing their potential. **A systematic attempt at self-understanding can enable them to connect information about themselves with information about the requirements for various professions, and therefore this is one of the most important topics in work with chil-**

dren with specific needs. Due to their disabilities they have fewer choices than their healthy peers. But self-understanding, self-esteem and self-confidence enable them to plan better for their future careers.

The differences of children with specific needs often lead to misunderstanding and conflicts between them and healthy population. For this reason the topic of **HUMAN RELATIONS** is very valuable. Both sides—children with specific needs and the healthy population—need to learn to base their relationships on mutual respect and tolerance. In recent years many of the barriers that separated people with specific needs from the healthy population have been broken down, but many barriers still exist.

Healthy people seem to have more empathy and understanding toward people with heavy handicaps than toward those with minor, often unrecognized differences. This is true among family members as well as in the population at large. Attempts at communication or cooperation are often met with a lack of patience, or even mockery. Individuals with disabilities may react to these attitudes by becoming oppositional. So both sides need to develop mutual respect and **empathy**, which is now a very important topic in education all over the world.

Closely related to the topic of empathy are the topics **THE INDIVIDUAL AND SOCIETY, COMMUNICATION,** and **CONFLICT MANAGEMENT AND RESOLUTION.**

In the topic *The Individual and Society*, it is important to give equal weight to human rights and responsibilities. This topic is quite interesting, as in the recent past "human rights" was something of an empty expression for us. In the Czech Republic human rights were severely limited. Now the situation has changed and we are trying to build a democratic system. Everyone is talking about democracy and freedom, and about human rights. But it seems that not everyone recognizes that democracy is "like a coin, where one side is freedom and another side is responsibility".

In the topic *Communication* the focus is on developing the ability to communicate clearly one's feelings, views, and opinions; and the ability to defend one's position, to accept criticism, to formulate questions and answer them.

The topic *Conflict Management* is valuable for everyone, but again especially so for children with specific needs. As mentioned previously, children with limited mental capacity often resort to simple solutions, and in the case of conflict this generally means aggression or violence. How can we pass judgement on such children when nowadays violence is almost everywhere? The media present all kinds of violence every day, depicting people who loose control in the heat of emotion. We are confronted with violence in films, in computer games, on the news … and if a child sees such violence even at home, he/she may well conclude that this is the right way to solve every conflict. To be honest, the problem of violence does not only concern children with specific needs. One of the ways of preventing violence is to work on understanding human feelings. Today we often use the term "**emotional intelligence**". Developing emotional intelligence is as necessary for the general population as for people with specific needs.

The topic **WORK AND PROFESSION/OCCUPATION** is also a very valuable topic**.** Despite the limitations faced by children with specific needs, they need to recognize the importance of lifelong learning. They also need to know how to look for employment, and where they can get assistance in finding a job.

Children with specific needs may also face the problem of **unemployment** more often than their healthy peers. They need to be prepared for such situations and understand their negative consequences. Many of them are convinced that it must be great to be unemployed, thinking only that: "I do not have to work and I still get money".

In the above paragraphs we have introduced some of the topics in the programme MIND and tried to explain why we think they are necessary. The programme MIND as a whole is designed to help teachers reform the educational process, changing from merely giving information to developing the whole personality of the child. This development includes the acquisition of social and other skills, moral and aesthetic values, and skills for establishing desirable relations with other people and society as a whole. It also includes emotional and volitional development and, last but not least, the ability to survive in changing economic conditions and a changing labor market.

As most teachers were not prepared for this type of education at during their training, **this programme is valuable not only for children but also for teachers.**

During recent years the system of teacher training has changed, but here is still little instruction in areas such as personality development, self-understanding, self-esteem, communication, conflict management, mediation, human relations.

Future pedagogues are better prepared for their specialty—the specific subject they will teach—than for their work with human beings—for the fact that they will "enter into the lives" of their students. In the field of special education these considerations are even more important, as many of the children are from disadvantaged backgrounds, and the parents may have low intellectual or emotional intelligence.

So such children not only some kind of disability, but they also lack support from home. In such cases, the school is the only positive influence, working systematically with them and fostering constructive development.

But children with good family backgrounds also benefit from programmes that help them to orient themselves in society, and in their own lives. Families of children with disabilities may not know how to deal with their differences. Some may seek to solve their problems with "too much love", taking the attitude, "You aren't able to do anything so you don't have to do anything". Sometimes the family suffers from their disappointment: "Why us? Why do we have such child?" In these cases the educator can serve as a bridge, bringing the child and the family together and helping them both. He needs to work gently with family and continue to develop the child's strengths.

All children in special schools need educators who help them find their own place in this world, to be as independent as possible, to be as happy as possible in spite of their differences.

The problem is that all these topics, programmes, and methods are still quite new. The pedagogues who are teaching them have little if any experience with them, either from their own student days or from their work in the teaching profession.

Although progress has clearly been made in recent years, teachers still need support, inspiration, motivation, they need to be educated in this field.

The programme MIND can meet these needs.

WHAT IS THE EXPERIENCE OF OUR SCHOOL?

Our Special Secondary School is designated for the education of children (ages 15 to 19) with mental retardation, including both students who come from special elementary schools and children who have been unsuccessful at regular elementary schools. For the past several years we have operated according to the philosophy that school must educate the whole personality of a student. We seek to enable the current generation of children to take control of their own lives, and to participate actively, with a sense of civic responsibility, in this changing world. This can only be possible with major changes—qualitative and quantitative—in the topics, objectives and forms of education. Each year we go through many changes as we try to find the best way to prepare our students for life.

As we mentioned, our students have various kinds of mental defects. Many of them know very well what it means to fail, what it means to be ridiculed. Most of them are from disadvantaged backgrounds and have little or no support from their families. Quite a high percentage of our students are Roma (gypsies).

Many of our students display an oppositional attitude toward society which can take various forms, from withdrawal to aggression.

That's why we try from the beginning to work on developing the whole personality, developing each child's intelligence in the broadest sense of the word. Our attention must be concentrated not only on intellectual development, but also on development of practical intelligence, emotional intelligence, and social and moral intelligence. Only in this way we can empower students through self-understanding, self-confidence and self-esteem, providing them with the basis for respect toward other individuals and toward society.

We try to use many interactive methods, which allow students to experience things for themselves. Every year we take our beginners on a three-day school trip, where we build healthy relations through various activities and games. This trip gives us all a chance to get to know one another outside of the school setting.

To be honest, sometimes it is very difficult and we are not always successful, but when we know that we tried everything possible, we can't be frustrated and we can't give up.

And many times we are successful. We are so happy when former students come back to visit us, to tell us what they are doing now, show us their children, or even when they come to ask us for help.

This shows us that we have succeeded in creating an atmosphere of trust, which is one of the basic conditions for education of children with specific needs—and education in general.

Part

PRE-SCHOOL PROGRAMME FOR CAREER EDUCATION

We grow small trying to be great.

JONES, E. STANLEY

OBJECTIVES	TOPICS	TASKS	ACTIVITIES	RESULTS
	MYSELF:			
TO DEVELOP: - self-knowledge; - positive self-image; - self-esteem. TO TEACH: - formulation of ideas; - self-expression; - identification of the things one values most; - ability to create, discover, imagine, and dream; - basic math concepts (numbers); - concept of the environment; - days of the week; - difference between weekdays; and weekends.	- I know how to, I am able to; - I am interested in; - I like doing; - I want to learn how to; - My favourite toy, game, book; - My dream is; - My day.	- Introduce yourself; tell about hobbies, games, books; - Show what you do best; - Tell your dreams - Tell about your day - Learn time management	Selection of favorite things, drawing, designing things, reading, imitation, etc. Introduction to the concept of "time": days, weeks, months, years. Clock time.	Children will: - learn how to describe themselves in detail; - learn how to prioritise; - select and identify things that are important to them; - understand the concepts *hobby, dream, work, ability*, etc.; - develop a sense of time.
	MY FAMILY AND I:			
TO DEVELOP: - respect for and interest in the personal qualities and professional skills of family members; - positive personality traits. TO TEACH: - formulation of thoughts and ideas; - ability to describe your own family; - prioritising things and needs; - recognition of what is important and what is not; - appreciation for work and employment.	- The members of my family; - Their hobbies and jobs; - Jobs and chores inside and outside the home; - I want to be like my grandfather, father… - When I grow up I want to be… Could I become…?	- Tell about your family: who they are and what they do (occupations and hobbies). - Tell about your future plans and dreams. - Determine the different attributes and skills needed for different jobs.	Introduction to the family: Diagram of a family tree, exhibition of family pictures, sharing family recipes. Sharing their dreams, using drawing, mime, imitation, play, and performance.	Children will: - learn how to introduce the members of their family, and tell about their occupations and hobbies; - be introduced to the concepts *hobby, job, profession;* - develop respect for and pride in their families; - be introduced to various professions and the skills required for them.

OBJECTIVES	TOPICS	TASKS	ACTIVITIES	RESULTS
	MY RELATIONSHIP TO OTHER PEOPLE			
TO DEVELOP: - interest in and concern about other people; - self-sufficiency and consideration for others; - realistic expectations based on understanding of personal limitations; - understanding, tolerance, and appreciation of diversity; - positive attitude toward communication. TO TEACH: - improved interpersonal skills; - ability to listen to and hear others; - sharing with others; - observation and identification of similarities and differences in close friends and family members; - communication skills.	- I am a member of the group; - My friends and I; - How my friends see me; - I want to understand others; - We are all connected… - We are all different… - Other people are interesting, because...	- Read about the norms and rules of communication. - Establish rules for communication in the group - Observe friends and think about: "How I am like other people," "How I am different from other people," "Why my friend is interesting".	Observation and analysis; drawing conclusions; coping with problematic inter-personal situations.	Children will: - learn to recognise and label similarities and differences in external appearances and personalities; - understand that communication is facilitated by knowing and observing the rules; - be introduced to the concepts similarities, differences, needs, desires, rules.
	MY NEIGHBORHOOD:			
TO DEVELOP: - interest in the immediate environment; - interest in the past; - positive attitude to work; - awareness of the importance of work and responsibility; - appreciation and critical evaluation of the results of one's own work and the results of joint efforts. TO TEACH: - how to observe and investigate the surroundings and the environment; - how to describe those who live and work near-by; - names and descriptions of occupations and professions; - recognition of old and new things, and preservation of the past; - activities involved in different jobs; - positive response to criticism.	- Who lives and works in my neighborhood; - Everybody works; - At the store, at the barber shop, at the market; - Jobs and traditions; - Inventions and discoveries; - What will the future be like?	- Watch people working in the neighborhood; - Talk about different jobs and professions; - Develop a sense of history: recognise which things and inventions are old and which are more recent; - Think and dream about future jobs.	Field trips; conversations; interviews; observations; drawings; games.	Children will: - observe similarities and differences between jobs; - learn to describe various jobs and the products they create; - recognise what is old and what is more recent; - learn to value different jobs and the products they create; - think imaginatively about the future.

Part

GUIDEBOOK TO THE PRE-SCHOOL PROGRAMME

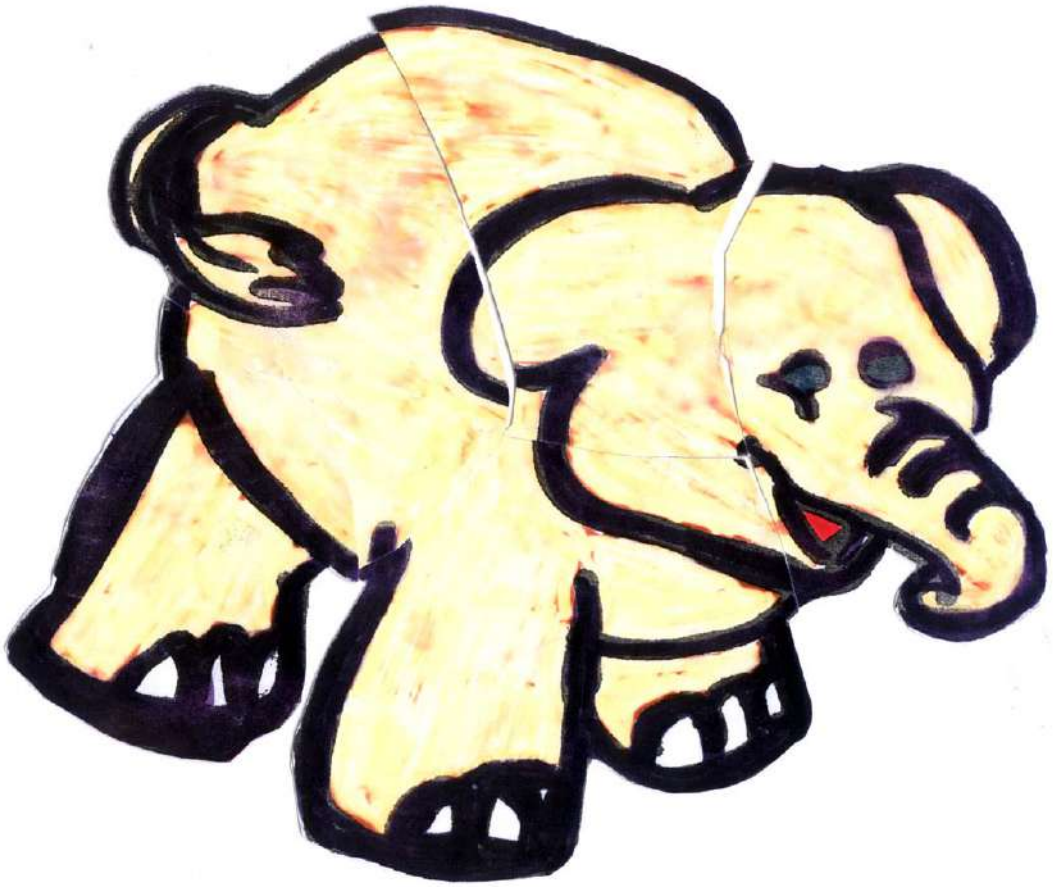
Myself:
My favourite toy

Country: Lithuania
Institution: "Vyturio" Primary School, Vilnius
Subject and year: Communication activities in pre-school
Name: Jelena Baltušienė

General topic descriptions:	Teacher tips
OBJECTIVES: 1.To teach free expression of thoughts and description of a favourite toy. 2.To teach children how to identify and describe the things that are important to them. 3.To teach children to appreciate and value the work of other people. **KEY CONCEPTS:** Toy, special, appreciate. **METHODS AND STRATEGIES:** Open-ended questions, role-play. **MATERIALS:** Puzzles, toys brought in by the children. Materials to be distributed: drawings of toys with details missing. **TASKS AND ACTIVITIES:** 1.Puzzles. 2.Description of unique characteristics of a toy. 3.Individual reports and listening to others. 4.Conveying the thoughts of a friend. 5.Presentation of questions (according to a given example). 6.Questions. Communicating the thoughts of a friend to the others. 7.Colouring a drawing of a toy, supplying the missing details. 8.Role-play. **GENERAL OUTCOMES:** 1.The children will learn to appreciate and value their toys. 2.They will be able to listen carefully to a friend, to understand the friend's ideas and present them to others. 3.They will be able to ask questions and to play a suggested role. 4.They will remember new concepts and will apply them in their everyday language. **EVALUATION AND ASSESSMENT:** The children learned to explain how toys should be appreciated. They could listen to a friend's thoughts and present them to others. They learned new concepts and were able to apply them in everyday speech. They gained experience in asking questions. **TIME ESTIMATED FOR THE ENTIRE TOPIC:** 1 lesson (30 minutes).	**TARGET GROUPS:** Pre-school, children aged 5-6 **TIME SHEET. DURATION:** 1 lesson (30 minutes). **TASKS AND ACTIVITIES:** Working in groups, children assemble various puzzles (doll, car, elephant, bear) and identify the general category—toys. The entire group discusses the question "Why do we have toys?" Everyone presents his/her own toy to the group, and tells why this toy is special. The group members ask questions. Each group selects one child to present his toy to the others. Working individually, children draw the missing details on their pictures. The drawings are presented and discussed, and children suggest how broken toys might be repaired. Teacher asks open-ended questions about broken toys. Groups present the topic "A broken toy" from the point of view of actors, artists, toy makers, singers. **METHODS USED:** Open-ended questions, role-play. **TERMS AND CONCEPTS DISCUSSED:** The general word "toys", "special", "appreciate". **INTEGRATION OF THE SUBJECT INTO THE CURRICULUM** Communication activities are integrated into art activities. **ADDITIONAL TOPICS:** Things that are special to me. The story of an old toy. A trip to a toyshop. **ADDITIONAL MATERIALS:** Toys brought in by the children, puzzles. Materials to be distributed: drawings of toys with details missing. **SPECIAL NEEDS:** Goda, a girl with special needs (cerebral palsy) participated in the lesson with the other children and performed the oral activities. Instead of drawing, she was presented with pictures and had to tell about them. During the presentation, she was given a special role – manager of the whole presentation. **GUEST SPEAKERS:** - **HOME ASSIGNMENTS:** - **SPECIFIC OUTCOMES:** The children learned to describe a toy and tell how it is special. They learned to identify and describe the things that are important to them. They learned new concepts and are able to apply them in everyday speech. They gained experience in communication, collaboration, and listening.

Task number 1

Build a toy from separate parts.



Task number 2

In the picture you see a broken toy. “Repair” it by drawing the missing part, and color the picture.

My family and I:
When I grow up, I want to become … Could I become…?

Country: Lithuania
Institution: "Vyturio" Primary School
Subject and year: Introductory activities for pre-school education
Name: Jelena Baltušienė

General topic descriptions:	Teacher tips
OBJECTIVES: 1.To acquaint the students with various professions and jobs. 2.To introduce new concepts concerning jobs. 3.To introduce students to various professions and the skills required for them. 4.To develop the ability to work in groups. **KEY CONCEPTS:** Hobbies, job, profession. **METHODS AND STRATEGIES:** Jigsaw, open-ended questions, matching exercises. **MATERIALS:** Posters illustrating different jobs; Material to be distributed: pictures showing different professions and the tools used in those professions (matching exercises). **TASKS AND ACTIVITIES:** 1.Complete the sentence "When I grow up, I want to be…" 2.Group discussion of the professions presented; identification of the skills and qualities necessary for each profession. 3.Write a composition telling a friend what you learned in your group. 4.Introduction of different professions through role-plays. **GENERAL OUTCOMES:** 1.The pupils will be introduced to various professions and jobs and will be able to describe them. 2.They will learn the meaning of the concepts "hobby", "job" and "profession". 3.They will be able to formulate descriptions as a group and present them to their friends. **EVALUATION AND ASSESSMENT:** 1.The pupils learn the basic concepts "hobby", "job" and "profession". 2.They present a selected profession through role-play. **TIME ESTIMATED FOR THE ENTIRE TOPIC:** 1 activity (30 minutes).	**TARGET GROUPS:** Pre-school, children aged 5-6. **TIME SHEET. DURATION:** 1 activity (30 minutes). **TASKS AND ACTIVITIES:** 1.Have each child in turn complete the sentence "When I grow up, I want to be…" 2.Describe the professions shown in the posters. 3.Clarify the concepts "hobby", "job" and "profession" with the help of the teacher; 4.Discuss the relationship between a job and a hobby. 5.Match each profession shown in the pictures (fireman, singer, doctor, policeman, cook) with the pictures of various tools used in that profession, and explain your choices. 6.Form expert groups (jigsaw method) according to different professions, present the tools selected and discuss whether the choice of tools is correct. 7.Role-play: the groups depict representatives of different professions performing various jobs. **METHODS USED:** Roundtable, jigsaw, open-ended questions, matching. **TERMS AND CONCEPTS DISCUSSED:** *profession, job, hobby*, names of institutions. **INTEGRATION OF THE SUBJECT INTO THE CURRICULUM:** Introductory activities "When I grow up, I want to be…" are integrated into communicative activities. "My family". **ADDITIONAL TOPICS:** "Jobs and hobbies of my family members". **ADDITIONAL MATERIALS:** 1.Posters illustrating different jobs. 2.Material to be distributed: pictures showing different professions and the tools necessary to perform their work. **SPECIAL NEEDS:** Child with special needs – Tomas (a child with autism) did not participate in group activities, but performed the tasks in his usual work place. Every task was presented to him individually; he was given a separate box of pictures for matching. He performed the task silently for the teacher. He did not participate in the role-play. At that time he made a drawing of a person representing a profession. Later he watched the presentations of the other children. **GUEST SPEAKERS:** - **SPECIFIC OUTCOMES:** 1.The children were introduced to various professions. 2.They have learned what qualities must be developed for specific professions. 3.They understand the importance of various jobs and professions. 4.They have learned new concepts and are able to apply them in their everyday speech.

Task number 3

From the set of tools shown, choose those those belonging to a certain profession and paste them on a sheet of paper.

My Neighborhood:
Who lives and works in my neighborhood

Country: Greece, Rhodes
Institution: 8th Primary School
Teacher/position: Primary school teacher
Name: Mrs S. Anastasiadou

General topic descriptions:	Teacher tips
GENERAL TOPIC DESCRIPTION: The professions and lives of the ordinary people that are part of the child's every-day environment (the people the child interacts with, apart from his/her family). **OBJECTIVES:** To develop in students: · an interest in their immediate environment; · a positive attitude to work; · an awareness of the importance of work; · a sense of responsibility; · appreciation for the work of other people and their contributions to the welfare of the community; · understanding of the differences and similarities among various occupations. **KEY CONCEPTS:** work, duty, common welfare, responsibility, profession, traditional jobs, needs, joint effort. **MATERIALS:** photos, videos, newspaper clippings. **TASKS AND ACTIVITIES:** Children describe the jobs people do in their neighborhood (hairdresser, florist, optician, baker, dentist, doctor, butcher, chemist, newsagent, greengrocer, sanitation worker, teacher, etc…), explain how these people contribute to everyday life in the community, point out specific contributions of each job. **GENERAL OUTCOMES:** Children learn to appreciate and value each profession's contribution to the common welfare, acquire a positive attitude towards work and learn that there are no "inferior" or "superior" jobs. They gain skills in observation and investigation of their surroundings. **EVALUATION AND ASSESSMENT:** individual reflection (What have you learned? What job would you like to do when you grow up?). **TIME ESTIMATED FOR THE ENTIRE TOPIC:** not more than two hours.	**TARGET GROUP:** kindergarten or first grade (children aged 5-6) **TIME SHEET. DURATION:** The topic should be preceded by a visit to a traditional neighborhood. The activities could be done in a regular classroom period or during a handicrafts class. **SPECIAL ACTIVITIES:** Children describe their own neighborhoods and the various working people they interact with or observe. **OPTIONAL METHODS:** role-playing **INTEGRATION OF THE SUBJECT INTO THE CURRICULUM:** integrated into the subject " My Language" for 1st grade, part: A, p.152, " At the corner shop" or p.146, "Everybody works". **ADDITIONAL TOPICS:** brief texts or dialogues depicting interactions with various professionals or craftsmen. **ADDITIONAL MATERIALS:** audio tapes, picture books, documentaries, etc. **SPECIAL NEEDS:** - **HOME ASSIGNMENTS:** not necessary at this stage. The teacher could give a drawing assignment. **GUEST SPEAKERS:** a professional or a craftsman could be invited to the class to give a short account of his job and answer children's questions, and the class could then visit his/her workplace. **SPECIFIC OUTCOMES:** children will enjoy learning about different jobs and performing the role-playing activities.

Part

PRIMARY SCHOOL PROGRAMME FOR CAREER EDUCATION

Men are men before they are lawyers, or physicians, or merchants, or manufacturers; and if you make them capable and sensible men, they will make themselves capable and sensible lawyers or physicians.

MILL, JOHN STUART

OBJECTIVES	TOPICS	SUBJECTS	TASKS	ACTIVITIES	RESULTS
	MYSELF:				
TO DEVELOP: - Positive self-image; - Self-esteem; - Ability to talk about oneself, one's interests and hobbies; - Ability to assess one's strengths and weakness; - Self-reliance; - Responsibility for one's own actions and obligations. TO TEACH - Time management.	- Who am I? - My feelings and emotions; - My desires and dreams; - I am unique; - My weaknesses; - My strengths; - My time; - My favorite things; - I am in charge of my own destiny; - How can I achieve my goals? - Needs, abilities, obligations.	Ethics, native language, social studies. The syllabus should include: - Foreign language, musical training, art and handicrafts, mathematics, movement and dance.	Introduce yourself, your desires, dreams, hobbies. Topics for discussion: - We are grown up enough to do a lot of things ourselves; - By being independent and taking care of ourselves, we help our parents; - I want to learn how to do things for myself. To understand how needs, abilities, and obligations are linked to actions.	Means of communicating ideas: - Drawing; - Description; - Talking; - Acting; - Dialogue; - Demonstration, etc. Forms of discussion: - Classroom discussions; - Group discussions; - Discussion in pairs; - Round table discussion; - Polls, interviews, etc. - Analysis of situations, pictures, photos; - Analysis of videos and texts.	Children will: - practice different means of self-expression; - acquire time-management skills; - learn to identify their strengths and their shortcomings; - understand the relationships among needs, abilities, and obligations.

OBJECTIVES	TOPICS	SUBJECTS	TASKS	ACTIVITIES	RESULTS
	MY FAMILY AND I:				
TO DEVELOP: - Friendly relations with family members based on respect and responsibility; - Responsibility for the well-being of the family; - Understanding of individual responsibilities, hobbies and needs. TO TEACH: - Cooperation and consensus; - Combining hobbies, needs and possibilities; - Planning for the future.	- Members of my family; - My relationship with members of my family; - My family takes care of me when I am at home; - The people in my family are similar, yet very different; - Family members' professions and their responsibilities at home; - Family members' needs, hobbies, and plans for the future.	Social sciences, native language, ethics. The syllabus should include: - Musical training, - Art and handicrafts, - Foreign language.	Topics for discussion: - Who are the members of my family; - My family takes care of me when I am at home. Introduce family members and discuss their similarities/differences. Discuss the division of household chores in the family. Introduce the professions and jobs of family members. Use a variety of ways to introduce family members and present their needs, hobbies, and plans for the future.	Conversation, discussion, dialogue; Presentation, analysis, and discussion of examples. Drawings, collages, picture exhibition, etc. Interviews, excursions, field trips, videos, meetings with people of different professions, etc.	Children will: - understand the value of family; - be able to define their place in the family and discuss their contribution to their family; - perceive family members as unique individuals and will respect their differences; - learn to balance their own desires and needs with those of other family members; - learn that discussion/ negotiation is important for reaching an agreement; - understand the role of fantasy and dreams for planning the future.

OBJECTIVES	TOPICS	SUBJECTS	TASKS	ACTIVITIES	RESULTS
MY RELATIONSHIPS WITH OTHER PEOPLE:					
SOCIAL SKILLS: - Communication and cooperation; - Ability to work in a group/team; - Ability to help others and demonstrate initiative, independence; - Skills for volunteer work. TO TEACH: - Independent decision making. INTRODUCE: - The concept of a "rule".	- Living together; - My friends and I; - How my friends see me; - I want to understand others; - What we all have in common…; - Communication and conflicts; - What are rules for? - Generally-accepted rules; - Decision making; - Referendum; - Body language; - Are appearances deceiving? - Volunteer service; - Volunteer projects.	Ethics, native language, social sciences. The syllabus should include: - Foreign language; - Art and handicrafts.	Topics for discussion: - Living together; - My friends and I. Discuss means of communication and conflict resolution. Clarify the notion of a *rule* (What is a rule? What are its functions? What rules do we take for granted?) Devise and discuss rules for a group; Discuss the impact of appearance and body language on the formation of our opinions about an individual. Find examples of non-profit organizations and volunteer work and present them in class. Topics for discussion: - What do I have to offer and how can I help those in need? - What can I do for others? Carry out a volunteer service project.	Forms of discussion: - Individual presentations; - Work in pairs; - Work in groups; - Round table discussion; - Analysis of a situation; - Discussion of a video; - Presentation and discussion of a text. Discussion and analysis of means of communication and conflict resolution. Suggestions/situations for conflict resolution. Compilation of a glossary of phrases relating to conflict. Analysis of printed texts and video materials. Discussions, questions and answers. "Brainstorming", games, drawing, collages, etc. Discussion of pictures and photos, pantomime, role-playing, observation of people in different settings, presentation and discussion of these observations. Polling, collection of data from mass media and other sources. Forms of discussion: - Round table; - Group discussion; - Discussion in pairs, etc. Formation of volunteer service groups, participation in volunteer work (clean-up projects, visiting the sick, etc.)	Children will - develop skills in communication and cooperation; - acquire the basic skills necessary for working in a team; - understand the meaning of volunteer work and acquire the basic skills necessary for volunteer work; - understand the meaning and purpose of rules; - understand that conflict is an essential part of human life; - try different ways of resolving conflict; - be introduced to positive and negative influences on the formation of opinions.

OBJECTIVES	TOPICS	SUBJECTS	TASKS	ACTIVITIES	RESULTS
	MY NEIGHBORHOOD:				
TO DEVELOP: - Ability to relate hobbies, leisure activities, interests, to future plans; - Positive attitude to a job; - Ability to formulate goals and attain them.	- Duties and obligations (household chores); - Always do your best; - Jobs I like, and jobs I don't like; - Goals-needs, necessities-joys; - All jobs are important; - We all need each other.	The syllabus should include: - Ethics; - native language; - Foreign language; - Art and handicrafts; - Musical training.	Describe household chores with the help of visual aids. Describe jobs that one likes or dislikes. Describe the characteristics of a good employee. Clarify the notion of a goal. Formulate several short-term and long-term goals. Describe them to the class. Topics for discussion: "Why we need to work"; "All jobs are important".	Text analyses, visual aids, dramatization, pantomime, collage, compositions, drawing, and etc. Analysis of text and visual materials, discussion, debate, individual work, and etc.	Children will: - be introduced to a wide range of professions; - learn about the specific duties and requirements of different jobs; - understand new concepts related to work and be able to explain them in everyday language; - learn how people acquire information and form opinions, and apply this knowledge in the context of their everyday lives.
TO TEACH: - Understanding of work: who, why, what, and how; - Why people need to work.	- Types of jobs; - Jobs past and present; - Constant jobs.		Collect information about the specific duties and requirements of different jobs and present this information to the class. Create a portrait of a representative employee engaged in intellectual/ creative work or of a worker doing manual labor. Topics for discussion: - Workplace clothing. - Feminine and masculine jobs—Is such a division possible? - Jobs past and present. - Constant jobs.	Analysis of text and visual materials, interview, inquest. Drawing, collage, pantomime, role play, and etc.	

OBJECTIVES	TOPICS	SUBJECTS	TASKS	ACTIVITIES	RESULTS
	MY NEIGHBORHOOD:				
INTRODUCE THE CONCEPTS: - goal; - intellectual work; - labor relations; - enterprise; - employer; - employee; - worker; - manufacturer; - consumer; - supply and demand; - advertising.	- Basic organizing principles of business. State-owned and private enterprises. Services. Supply and demand. Producers and consumers. - Labor relations. The importance of mutual dependence and need (employer-employee/worker). - The "omnipresent" advertising. - How we learning about products. - When I grow up.	The syllabus should include: - Ethics, - native language, - Foreign language, - Art and handicrafts, - Musical training.	Discuss the meaning of the concepts *goal, work, labor relations, enterprise, employer, employee, worker, manufacturer, consumer, supply and demand, advertising.* Give examples. Describe your parents' place of employment. Describe your parents' relationships with their colleagues and other employees. Discuss the meaning of advertising. Forms and media of advertising Design an advertisement for a favorite product. Collect brochures and use them to advertise a certain product. Analyze ways of spreading information. Discuss sources of information and how they are used. Topics for discussion: When I grow up, I want to be . . . My dream profession.	Text analysis, interviews, drawing. Visit to a business or organization. Guest speaker. Trademarks, advertising, samples, etc. Analysis of printed texts, visual aids, parody, role-playing, collection of advertisements, brainstorming, etc. Analysis of texts, collection of information, polls, analysis of situations, games, etc. Individual presentations, compositions, interviews, drawings, photos, videos, acting, pantomime, etc.	Children will - be introduced to a wide range of professions; - learn about the specific duties and requirements of different jobs; - understand new concepts related to work and be able to explain them in everyday language; - learn how people acquire information and form opinions, and apply this knowledge in the context of their everyday lives.

Part

GUIDEBOOK TO PRIMARY SCHOOL PROGRAMME

Myself:
My feelings

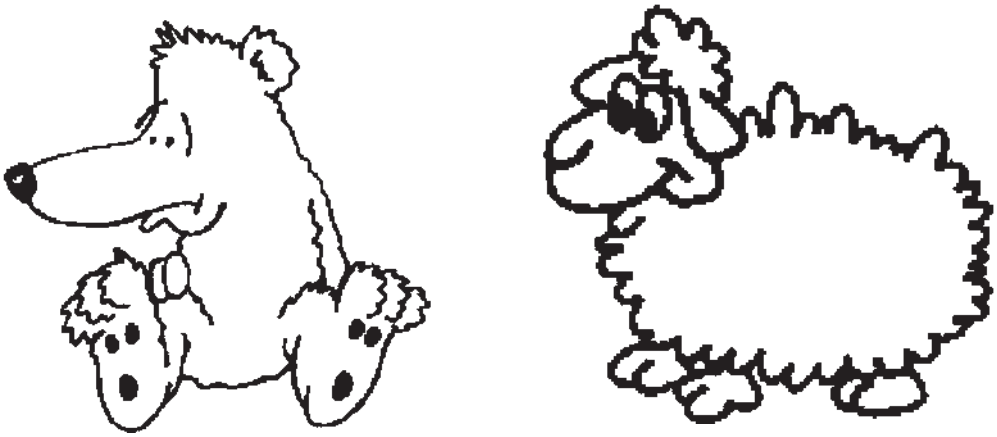
Country: Lithuania
Institution: Šakiai "Varpas" secondary school
Teacher: Jūratė Stankaitytė

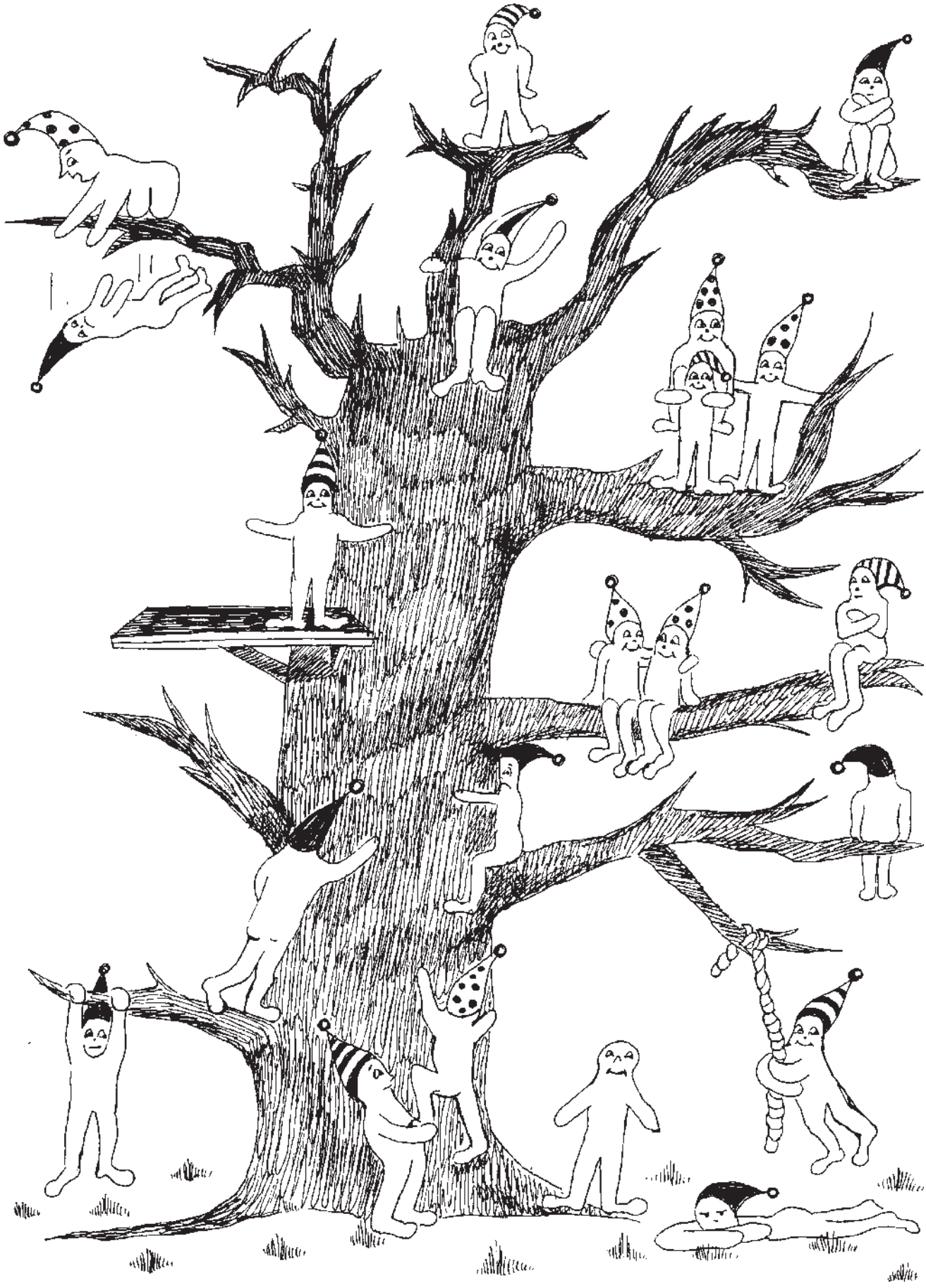
General topic descriptions:	Teacher tips
OBJECTIVES: To develop the ability to talk about feelings and express them in an appropriate way. **KEY CONCEPTS:** Feelings Emotions Expressing feelings Sensations **METHODS AND STRATEGIES:** Individual activities, group activities. **MATERIALS:** Drawing materials, cards with pictures. **TASKS AND ACTIVITIES:** Individual activity, group discussion. **GENERAL OUTCOMES:** Students will learn to talk freely about their feelings. **EVALUATION AND ASSESSMENT:** Group reflection. **TIME ESTIMATED FOR ENTIRE TOPIC:** 35 minutes (in a 45-minute lesson)	**TARGET GROUPS:** 2nd grade students (ages 8-9) **TIME SHEET. DURATION:** Lesson (45 minutes): 5 min—reflection on the previous lesson; 15 min—introduction to the new topic; individual activities; 5 min—recess; 15 min—analysis of the new topic (assignments, discussion); 5 min—reflections, conclusions. **SPECIAL ACTIVITIES:** 1.Students are given a picture to colour using the colours that correspond best to their current mood; 2.Students present their completed pictures to the class; 3.In pairs, students make a list of the different feelings they know. Each pair role-plays one of these feelings, and the others guess what feeling is being depicted; 4.Class discussion: Why should we talk about our feelings? How do we behave, and what feelings do we experience, when we are unhappy? How do we behave when we feel happy? **OPTIONAL METHODS:** Individual activity, group activity, role-play, discussion, open-ended questions **INTRODUCED CONCEPTS:** Feelings Emotions Expressing feelings **INTEGRATION OF THE SUBJECT INTO THE CURRICULUM:** Development of social skills, topic "Recognizing and identifying feelings" **ADDITIONAL TOPICS:** Review of rules for group discussion (attentive listening) **ADDITIONAL MATERIALS:** Cards, pictures of facial expressions, drawing materials **SPECIAL NEEDS:** Students with attention disorders were given special individual attention; assignments were repeated for them. Praise was used for positive reinforcement. **GUEST SPEAKERS:** - **HOME ASSIGNMENTS:** Students write down all the feelings they might experience in the coming week, and think about the situations that might elicit various feelings, and how those feelings might affect them. **SPECIFIC OUTCOMES:** Students understand that no feelings are inherently bad, and that it is important to talk about their feelings.

How to listen to other person?

1. Look at him, when he speaks.
2. Be quiet.
3. Think about what he says.
4. Ask, if you want to find out more.

Use colour, wich reflects your mood today





Where you are today?

Myself:
Ways to achieving goals

Country: Greece, Rhodes
Institution: 8th Primary School
Teacher/ position: Primary school teacher
Name: Mr. V. Papalexis

General topic descriptions:	Teacher tips
Strategies for achieving short-term or long-term goals. **OBJECTIVES:** The students will learn to assess their strengths and weaknesses in relation to their personal goals. They will learn to take responsibility for their actions and fulfill their obligations, and will gain self-reliance. **KEY CONCEPTS:** independence, responsibility, self-reliance, time management and planning. **TASKS AND ACTIVITIES:** Discussion of topics such as " We are big enough to do lots of things for ourselves", "I am independent—I can take care of myself and help my parents." Discussion of things the students want to learn how to do, e.g. "I want to be able to do things on my own". Students can also learn to distinguish between things they must do and things they would like to do. **GENERAL OUTCOMES:** Students develop their abilities, learn new things, and acquire new skills, demonstrate determination and a sense of responsibility, and develop a positive self-image based on their achievements. **EVALUATION AND ASSESSMENT:** group assessment or individual reflection. **TIME ESTIMATED FOR THE ENTIRE TOPIC:** Between one and two hours.	**TARGET GROUP:** First, second, or third grade (children aged 6-8) **TIME SHEET. DURATION:** One or two hours, in the classroom **SPECIAL ACTIVITIES:** Either orally or in writing, children describe (a) the things they do themselves at home (e.g. tidy up their room and put away their clothes, prepare their schoolbag for the next day, do their homework, etc); and (b) the things they do to help their parents (e.g. mind their younger brothers or sisters, help with the housework, run errands, etc), and then describe the sense of achievement and responsibility they experience from doing these tasks. **OPTIONAL METHODS:** Classroom discussions, group discussions, discussions in pairs, roundtable discussions, etc. **INTEGRATION OF THE SUBJECT INTO THE CURRICULUM:** Integrated into the subject "My language" for 3rd grade, part: C, p.6 "The start of an important book" **ADDITIONAL TOPICS:** In language courses or in handicrafts classes, discuss "how we can learn to do things ourselves". **ADDITIONAL MATERIALS:** Videotapes, picture books, documentaries, etc. **SPECIAL NEEDS:** - **HOME ASSIGNMENTS:** Students write a brief essay about the things they do at home to help their parents, or about the responsibilities they share with their siblings. **GUEST SPEAKERS:** Parents might be invited to describe to the class how family life is made easier when all the members do their part. **SPECIFIC OUTCOMES:** Children will enjoy the feelings of responsibility and usefulness they receive from accomplishing various tasks.

My family and I:
The people in my family are similar, and yet very different

Country: Greece, Rhodes
Institution: 8th Primary School
Teacher/ position: Primary school teacher
Name: Mr. S. Gaytanas

General topic descriptions:	Teacher tips

Families and the relationships and interactions among the family members. Discussion of the people who make up the micro-world of the student and share the same environment, their similarities and their differences.

OBJECTIVES:
Students will learn that relations with family members should be based on mutual respect and responsibility for the well being of the family. They will also learn to appreciate (a) similarities and differences among family members, and each member's unique qualities, and (b) each member's contribution to the well being of the entire family.

KEY CONCEPTS:
My parents, my brothers/sisters, my relatives, responsibilities in my family, hobbies, needs, interests, shared responsibilities / duties / tasks and my family's future plans.

TASKS AND ACTIVITIES:
Students introduce their family members and describe their similarities/ differences, jobs, interests, hobbies etc. (they may use drawing, collage, pictures, photos.). They also describe themselves and their role in the family.

GENERAL OUTCOMES:
Children will understand the value of family, and will be able to define their place in the family and evaluate their contribution to the family. The children will learn to perceive family members as unique individuals and respect their differences. They will be able to balance their own needs and desires with those of the other family members. In addition, they will gradually learn that discussion and negotiation are important for reaching an agreement.

EVALUATION AND ASSESSMENT:
Group assessment, individual reflection.

TIME ESTIMATED FOR THE ENTIRE TOPIC:
Between one and two hours.

TARGET GROUP:
First, second, or third grade (children aged 6-8)

TIME SHEET. DURATION:
One or two hours in the regular classroom.

SPECIAL ACTIVITIES:
Either orally or in writing, children introduce the members of their family and describe their similarities and differences. They describe the professions and jobs of their family members. Using a variety of methods, they describe the interests, hobbies, and future plans of family members.

OPTIONAL METHODS:
Classroom discussions, group discussions, discussions in pairs, drawing, collage, picture gallery, etc

INTEGRATION OF THE SUBJECT INTO THE CURRICULUM:
Integrated into the subject "My Language" for 3rd grade, part: D, p.66, "My mother".

ADDITIONAL TOPICS:
The topic "My Family" can be discussed in language courses or in handicrafts classes.

ADDITIONAL MATERIALS:
Videotapes, picture books, etc.

SPECIAL NEEDS:
-

HOME ASSIGNMENTS:
Students must write a brief essay about their older or younger siblings or about their parents.

GUEST SPEAKERS:
Not at this stage.

SPECIFIC OUTCOMES:
Children will enjoy talking about their family and home environment, something that is very familiar to them.

My relationships with other people:
Are appearances deceiving?

Country: Greece, Rhodes
Institution: 8th Primary School
Teacher/ position: Primary school teacher
Name: Mr. Manolis Sofos

General topic descriptions:	Teacher tips
A discussion of body language, and how external appearances can sometimes be deceiving. Consideration of the criteria we use to judge other people and form opinions about them. **OBJECTIVES:** a) To develop sensitivity to body language and non-verbal communication, which plays a large role in routine human interactions. b) To examine the criteria people use to make judgments and form opinions. **KEY CONCEPTS:** Appearance, body posture, gesture, message, mood. **METHODS AND STRATEGIES:** Brainstorming, open-ended questions. **MATERIALS:** Photos, pictures, paintings by famous artists, videos, literature. **TASKS AND ACTIVITIES:** By studying pictures, photos, paintings, etc., children assess the impact of appearance and body language on the formation of their opinions about an individual. They also become aware of the messages people transmit, consciously or unconsciously, through body language. **GENERAL OUTCOMES:** Students develop an awareness of the influence on humans of non-verbal communication and external appearance, and identify the "rules" or criteria they follow in forming their own opinions. They also become acquainted with positive and negative aspects of the process of forming opinions about others. **EVALUATION AND ASSESSMENT:** Group evaluation or individual assessment. **TIME ESTIMATED FOR THE ENTIRE TOPIC:** Between one and two hours.	**TARGET GROUP:** First, second or third grade (children aged 6-8) **TIME SHEET. DURATION:** 2-3 two-hour sessions, held either in the classroom or in a museum/ gallery. **SPECIAL ACTIVITIES:** Pantomime or role- playing. **OPTIONAL METHODS:** Children can observe people in different settings and discuss the results of this observation. **INTEGRATION OF THE SUBJECT INTO THE CURRICULUM:** It could be integrated into the subject "My Language" for 4th grade, part: C, p.102 "the timid boy of the island" **ADDITIONAL TOPICS:** Descriptions of body language from literary texts. **ADDITIONAL MATERIALS:** Videotapes, picture books, etc. **SPECIAL NEEDS:** - **HOME ASSIGNMENTS:** Students write a short essay about the non-verbal messages conveyed in a painting of their choice. **GUEST SPEAKERS:** not at this stage. **SPECIFIC OUTCOMES:** children will enjoy talking about their impressions and ideas.

My Neighbourhood:
Every job is important

Country: Lithuania
Institution: The Centre of Modern School
Subject and year: Social Studies (Investigation of the world) year 1
Name: Asta Navickaitė

General topic descriptions:	Teacher tips

The pupils already know that there are many different types of jobs, and understand their importance. The purpose of this topic is to emphasize once again the importance of all jobs, to acquaint the pupils with various professions, and to have them imagine what would happen if people in some professions stopped working.

OBJECTIVES:
1.To develop a positive attitude towards work.
2.To develop an understanding that every job is important.
3.To develop the ability to describe oneself.
4.To teach high standards for work and the skills necessary for work in a group.

KEY CONCEPTS:
Job, profession.

METHODS AND STRATEGIES:
Brainstorming, open-ended questions, discussion, group work, "Author's chair".

MATERIALS:
Textbook for year 1 by V. Jonynienė *The world and I*;
G. Rodar *TelephoneTales.*

TASKS AND ACTIVITIES:
1.To draw and tell about what you would like to be when you grow up and why.
2.Group discussion on "What would happen if there were no…?"
3.Working in groups, to demonstrate the statement: "Every job is important."

GENERAL OUTCOMES:
- The students will discuss and clarify the concepts *work, profession.*
- They will be able to explain why each job is important.
- They will acquire cooperation skills.

EVALUATION AND ASSESSMENT:
- Students understood the meaning of the concepts *work, profession.*
- They demonstrated independently that each job is important.

TIME ESTIMATED FOR THE ENTIRE TOPIC:
1 lesson, 35 minutes

TARGET GROUPS:
Year 1, children aged 6-7,

TIME SHEET. DURATION:
1 lesson (35 minutes).

TASKS AND ACTIVITIES:
1.The children brought in pictures showing "What I would like to be when I grow up". "Author's chair"—they talked about their pictures and told why they chose a particular profession.
2.In groups, the pupils looked at the picture on page 76 of the textbook for year 1 by V. Jonynienė *The world and I*, and answered the following questions:
- What professions do you see in the picture?
- What kinds of work do these people do? The children then have to match them with their workplaces.

3.The teacher read a tale from *Telephone Tales* by G. Rodar (Vilinius, 2001, page 120) and asked open-ended questions:
- Why would it be impossible to live in an empty world?
- What problems would you like to correct in the world?
- What job would you like to do?
- Who provides the world with the most necessary things?

4.Group tasks:
- What would happen if suddenly doctors (or farmers, firemen, cooks, drivers or teachers) neglected their duties?
- What would happen if students neglected their work, i.e. studying?

5.Groups have to provide evidence for the statement "Every job is important".
6.Working in groups, students solve the crossword puzzle on page 84 of the textbook for year 1 by V. Jonynienė *The world and I.*

OPTIONAL METHODS:
Brainstorming, open-ended questions, discussion, group work, "Author's chair".

TERMS AND CONCEPTS DISCUSSED:
Job, profession.

INTEGRATION OF THE SUBJECT INTO THE CURRICULUM
Social Studies (Investigation of the world).

ADDITIONAL TOPICS: -

ADDITIONAL MATERIALS:
Textbook for year 1 by V. Jonynienė *The world and I*;
G. Rodar *Telephone Tales*;
Outlines for group work.

SPECIAL NEEDS: -

HOME ASSIGNMENTS: -

GUEST SPEAKERS: -

SPECIFIC OUTCOMES:
1.The pupils were introduced to the concepts *job* and *profession* and are able to apply them in their everyday speech.
2.They learned that every job is important.
3.They improved their communication, collaboration, and group work skills.

What would be, if cooks immediately forget their works and obligations?

What would be, if children forget their work – learning?

What would be, if agriculturalists immediately forget their works and obligations?

What would be, if children forget their work – learning?

What would be, if firemen immediately forget their works and obligations?

What would be, if children forget their work – learning?

What would be, if teachers immediately forget their works and obligations?

What would be, if children forget their work – learning?

What would be, if drivers immediately forget their works and obligations?

What would be, if children forget their work – learning?

What would be, if doctors immediately forget their works and obligations?

What would be, if children forget their work – learning?

Example 1—Drawing "What I want to be when I grow up"

Matas, 1st grader

Example 2—Crossword "What jobs do these people do?"

Example 1—Drawing "What I want to be when I grow up"

Lina, 1st grader

My Neighbourhood
We all need each other

Country: Lithuania
Institution: "Vyturio" Primary School, Vilnius
Subject and year: Social Studies (Investigation of the world) in year 2
Name: Danguolė Ona Daukšienė

General topic descriptions:

OBJECTIVES:
1.To acquaint children with various professions and jobs.
2.To teach children that each job is important, and why it is important.
3.To clarify how people of different professions help one another.
4.To teach children to work in groups.

KEY CONCEPTS:
Profession, worker, service, names of professions.

METHODS AND STRATEGIES:
Supposition, open-ended questions, cluster.

MATERIALS:
Pictures illustrating different jobs;
R. Scarry's *What Do People Do All Day?;*
Textbook for year 2 by V. Jonynienė *The world and I*;
Material to be distributed: pictures showing different professions.

TASKS AND ACTIVITIES:
1.Discussion of hypothetical situations: "What would happen if some profession did not exist".
2.Analysis of illustrations in the book "What Do People Do All Day?"
3.Answers to open-ended questions.
4.Selection of a proverb that fits a picture.
5.Reading of texts describing professions.
6.Building a cluster.
7.Group discussion.

GENERAL OUTCOMES:
1.Children will learn more about the professions of driver, teacher, fireman, and doctor.
2.They will understand that all jobs are important, and that the best results come from working together.
3.They will improve their skills in communication and collaboration.

EVALUATION AND ASSESSMENT:
1.The pupils can define the new concepts "profession", "worker", "service sector worker".
2.They can name professions that help each other.

TIME ESTIMATED FOR THE ENTIRE TOPIC:
1 lesson (45 minutes).

Teacher tips

TARGET GROUPS:
Children aged 7-8, year 2.

TIME SHEET. DURATION:
1 lesson (45 minutes).

TASKS AND ACTIVITIES:
1.Group discussion of situations "What would happen if doctors (group 1), policemen (gr.2), firemen (gr.3), teachers (gr.4), or drivers (gr.5) did not exist"; each group presents results of their discussion.
2.Invent a name for the town shown in the book *What Do People Do All Day?*
3.Choose proverbs that correspond to the illustrations in the book and explain your choices.
4.Have each child select a profession and tell what he/she knows about it.
5.Read texts describing professions and mark with signs "+" for "I already know this" and "!" for "this is new to me".
6.Each child presents the new information he/she learned from the text.
7.Clustering.
8.Label illustrations with names of professions and qualities needed for each profession.
9.Present results of group work to the class.
10. Each child tells the class what he or she would like to be and why.

OPTIONAL METHODS:
Active reading of text using marks shown above, supposition, open-ended questions, network.

TERMS DISCUSSED:
"Profession", "worker", "service sector", names of professions.

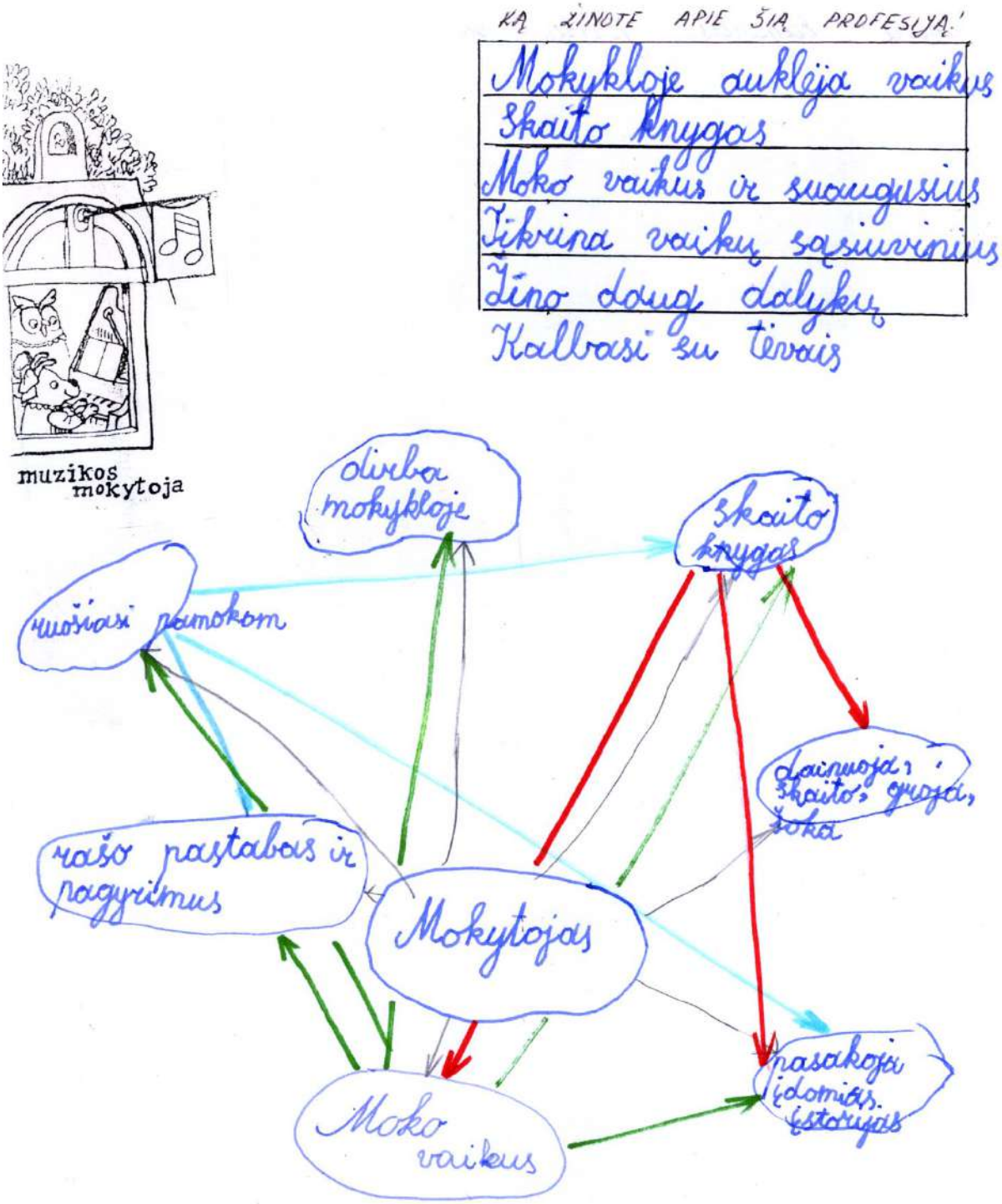
INTEGRATION OF THE SUBJECT INTO THE CURRICULUM:
–

ADDITIONAL TOPICS:
"What I would like to be and what qualities are necessary for this profession".

ADDITIONAL MATERIALS:
Richard Scarry's *What Do People Do All Day?* Vilnius, "Vyturys". 1990;
Children's Encyclopaedia;
Illustrated Children's Encyclopaedia. Vilnius. 2000;
V. Jonynienė *The world and I.* Kaunas. "Šviesa". 1997;
Posters illustrating different jobs;
Material to be distributed: pictures showing different professions.

General topic descriptions:	Teacher tips
	SPECIAL NEEDS: Pupil Egidijus with special needs (complex disability) participated in the group work. The tasks were individually explained to him; the group work tasks were reformulated for him as concrete assignments (to rewrite, to colour); important sentences in the text were underlined for him, and he only had to read those selected sentences. **GUEST SPEAKERS:** – **HOME ASSIGNMENTS:** – **SPECIFIC OUTCOMES:** 1.The children were introduced to selected professions and jobs. 2.They learned how people in various professions help each other. 3.They gained an understanding of the importance of different jobs, and the importance of cooperation among different professions. 4.They improved their communication, collaboration and group work skills.

Assignment:
Please write what you know about teacher's profession. Make a cluster diagram about the profession, including as many characteristics as possible.



Blogi darbai akis bado.

Indrė, Edgaras, Jovita, Gediminas, 2nd graders

Teachers could not work vishout help of other professions:

My Neighbourhood:
Jobs past and present

Country: Lithuania

Institution: "Vyturio" Primary School, Vilnius
Subject and year: Social Studies (Investigation of the world) in year 2
Name: Danguolė Ona Daukšienė

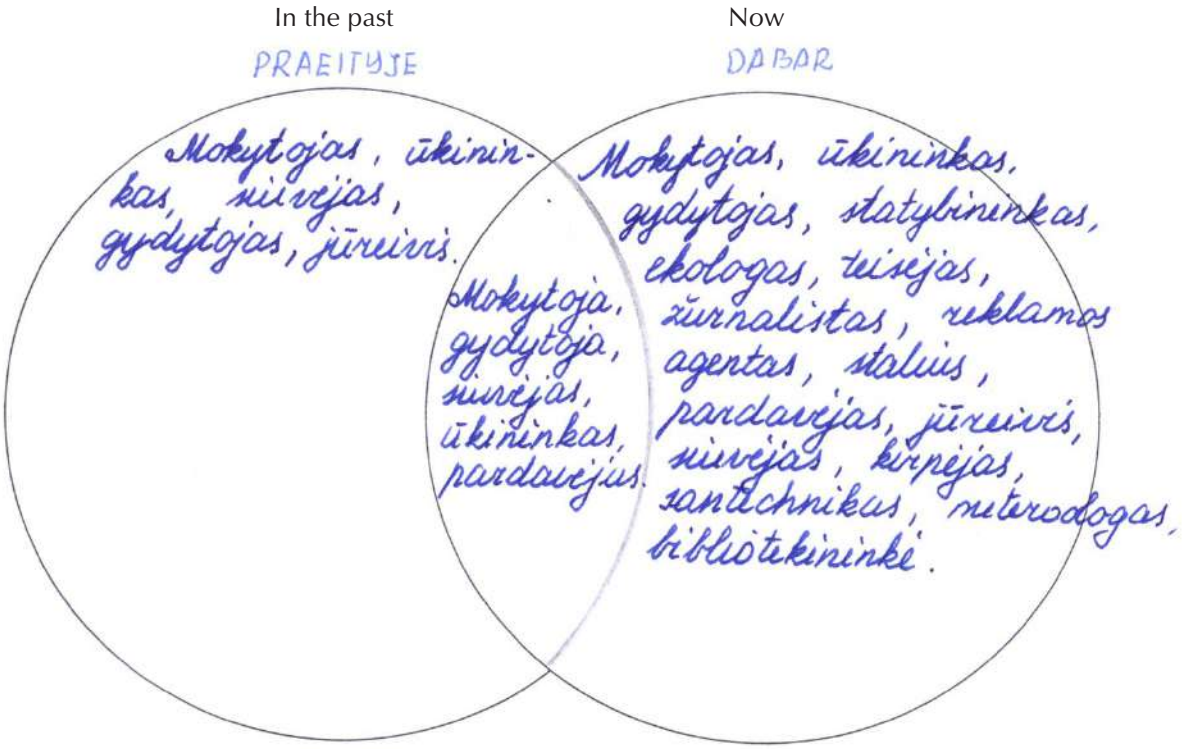
General topic descriptions:	Teacher tips
OBJECTIVES: 1.To acquaint children with various professions and jobs. 2.To teach awareness of change, and to identify differences between the jobs in the past and in the present. 3.To introduce new concepts. 4.To present the idea of *work* as a necessity, and *study* as preparation for acquiring a desirable profession. **KEY CONCEPTS:** Profession, speciality, intellectual work, physical work, worker, service sector, teaching institution. **METHODS AND STRATEGIES:** Definition of terms, open-ended questions, interviews, Venn diagram. **MATERIALS:** 1.Illustrations showing how jobs were performed in the past and how they are performed in the present. 2.Illustrated Children's Encyclopaedia. Vilnius. 2000. 3.Newspapers and magazines brought in by children. 4.Material to be distributed: list of professions and the Venn diagram. **TASKS AND ACTIVITIES:** 1.Working in groups, presentation of the professions of students' parents and grandparents. 2.Discussion of the resulting list of professions. 3.Filling in the Venn diagram. 4.Discussion of changes in the nature of jobs and in the types of professions. 5.Filling in the table 6.Formulation of questions. 7.Presentation of a selected profession, demonstrating its importance. **GENERAL OUTCOMES:** 1.The pupils will be introduced to various professions and jobs. 2.They will be able to explain how jobs in the past differed from the jobs in the present. 3.They will increase their knowledge of professions. 4.They will understand and use new concepts in their speech. 5.They will improve communication, collaboration and group work skills. **EVALUATION AND ASSESSMENT:** 1.The pupils have assimilated new concepts. 2.They can distinguish among professions of the past, those of the present, and professions that have continued from the past into the present.	**TARGET GROUPS:** Children aged 7-8, year 2. **TIME SHEET. DURATION:** 2 lessons, 1.5 hours. **TASKS AND ACTIVITIES:** 1.Compilation and presentation of a list of 5 words that identify necessary elements in human life (one of which is *work).* 2.Selection of the words that suit the topic "Jobs then and now" from the following words: *profession, specialty, friends, physical work, intellectual work, vacation*; explanation of the meanings of these words. 3.Teacher's revision of the students' definitions with the help of a dictionary. 4.Describing the jobs and professions of parents, and—later—of grandparents. 5.Clarification of any unfamiliar terms on the resulting list of professions. 6.Group discussion on why some of the listed jobs (ecologist, trade agent, journalist, etc.) were not performed by anyone's grandparents. 7.Filling in the Venn diagram: what professions existed in the past, what professions exist now, and what professions existed in both the past and in the present. 8.Grouping of cards describing the nature of various jobs and the preparation for various professions in the PAST and in the PRESENT. Presentation of choices to the class. 9.Guest presentations by representatives of various professions invited by the class. The guests tell about their professions, preparation for the profession, and their current jobs. 10. Research based on student-generated questions. Students collect as much information as possible, and look for illustrations in the press. 11. The groups role-play situations involving a selected profession to share the results of their research. **OPTIONAL METHODS:** Definition of terms, open-ended questions, Venn diagram, interviews. **TERMS AND CONCEPTS DISCUSSED:** Profession, speciality, intellectual work, physical work, worker, teaching institution, ecologist, engineer, meteorologist. **INTEGRATION OF THE SUBJECT INTO THE CURRICULUM:** The after-school activities are integrated into the social studies programme under the topic "Jobs then and now".

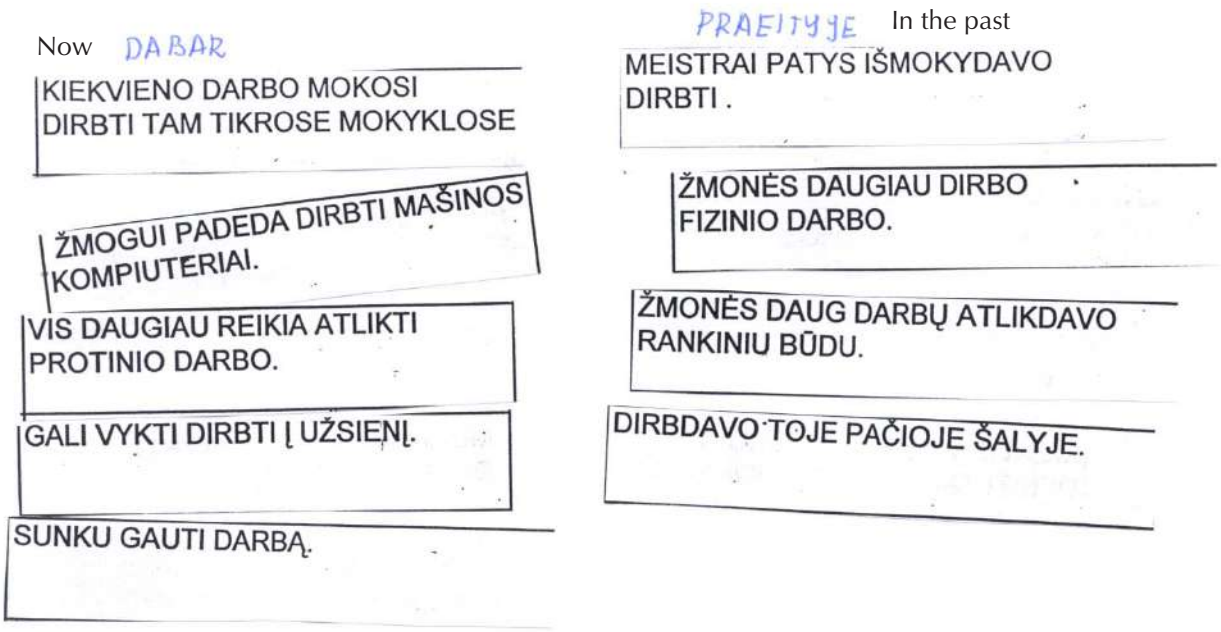
General topic descriptions:	Teacher tips
3.They can describe the nature of jobs in the past and in the present. 4.They can present information about professions in a format of their choosing, and demonstrate the importance of various professions. **TIME ESTIMATED FOR THE ENTIRE TOPIC:** 2 lessons, 1.5 hours.	**ADDITIONAL TOPICS:** "Learning a profession" "Professions of the people who work in your school" **ADDITIONAL MATERIALS:** 1.Current Lithuanian Language Dictionary 2.Illustrated Children's Encyclopaedia. Vilnius. 2000. 3.Newspapers, magazines. 4.Illustrations of jobs from the past and the present. 5.Material to be distributed: list of professions, the form for the Venn diagram. **SPECIAL NEEDS:** Egidijus, a student with special needs, participated in the group work with his friends. To complete the assignment, he not only had to find out about the professions of his parents and grandparents, but also had to prepare (write down, draw) a description of the professions and to present the material he had prepared. Because of his difficulties in reading and comprehension, the list of professions was read to him, and the unfamiliar professions explained to him individually. While the other children were reading their reports, Egidijus worked on grouping the pictures provided. He performed the other tasks together with the group. **GUEST SPEAKERS:** Parents and grandparents representing different professions. **HOME ASSIGNMENTS:** – **SPECIFIC OUTCOMES:** 1.The pupils were acquainted with new concepts and can apply them in their everyday speech. 2.They can describe specific professions and explain their necessity. 3.They are able to explain how jobs have changed from the past to the present. 4.They gained experience in addressing formal questions to adults.

Assignment:
From the given list please select jobs that existed in the past and jobs that exist now. What jobs and professions are the same now as they were in the past?

The list of the professions:
PROFESIJŲ SĄRAŠAS

MOKYTOJAS, GYDYTOJAS, ŪKININKAS, STATYBININKAS, EKOLOGAS, KELIONIŲ ORGANIZATORIUS, TEISĖJAS, ŽURNALISTAS, REKLAMOS AGENTAS, STALIUS, JŪREIVIS, PARDAVĖJAS, SIUVĖJAS, KELININKAS, INŽINIERIUS, KIRPĖJAS, MIŠKININKAS, SANTECHNIKAS, METEREOLOGAS, KOMPIUTERIŲ SPECIALISTAS, BIBLIOTEKININKAS.





My Neighbourhood:
Jobs past and present

Country: Greece, Rhodes
Institution: 8th Primary School
Teacher/ position: Primary school teacher
Name: Mr. D. Tserlikakis

General topic descriptions:

The topic includes:
a) Jobs that existed in the past but no longer exist today;
b) Various types of jobs that exist today.

OBJECTIVES:
a) To develop an understanding of why people work (both personal and social reasons) and why they want to be productive and useful
b) To help students understand that any kind of work—manual or intellectual—can be creative, and is essential for society in general.

KEY CONCEPTS:
Work, job, needs, manual / intellectual jobs, workplace, women's / men's jobs.

METHODS AND STRATEGIES:
Brainstorming, open-ended questions, analysis of texts and visual materials.

MATERIALS:
Photos, videos, newspaper clippings, literary texts, drawing, collage, pantomime, role-plays.

TASKS AND ACTIVITIES:
Children research how jobs were performed in the past and present this information to the class. They can also create a poster showing someone engaged in either intellectual / creative work or manual labor.

GENERAL OUTCOMES:
Children learn to appreciate and value all kinds of jobs, both manual and intellectual, and understand their importance to society in general. They also learn about the disappearance of certain jobs due to technological progress. They become aware that there are no "inferior" or "superior" jobs, and that both men and women are capable of doing any type of job.

EVALUATION AND ASSESSMENT:
Group evaluation, individual reflection.

TIME ESTIMATED FOR THE ENTIRE TOPIC:
Not more than two hours.

Teacher tips

TARGET GROUP:
First, second or third grade (children aged 6-8)

TIME SHEET. DURATION:
2-3 two-hour sessions, held either in the classroom or in a specific workplace.
Special activities: Children can engage in pantomime or role-playing. They might interview some working people.

OPTIONAL METHODS:
Children can observe people in their work places and interview them, and then present, discuss and analyze the information they have collected.

INTEGRATION OF THE SUBJECT INTO THE CURRICULUM:
If teaching is subject- based the topic could integrated into " My Language " for 4th grade, part: D, p.47, " Catching lobsters " or part: B, p.22, " The drunken miller "

ADDITIONAL TOPICS:
Short descriptions of a routine workday.

ADDITIONAL MATERIALS:
Books, pictures, etc…

SPECIAL NEEDS:
-

HOME ASSIGNMENTS:
Write a short essay about the gradual extinction of a traditional manual job (e.g. miller).

GUEST SPEAKERS:
Not at this stage.

SPECIFIC OUTCOMES:
Children will enjoy talking about their ideas and the information they have collected.

My Neighbourhood:
When I grow up

Country: Lithuania
Institution: The Centre of Modern School
Subject and year: Lithuanian Language, year 3
Name: Asta Navickaitė

General topic descriptions:

The pupils already know that EVERYONE, EVERYWHERE ALWAYS works. The children already have some skills and practice in observing. They know that there are many different types of jobs, and understand their importance. This topic is designed to acquaint the students with the abilities needed for different professions, and encourage them to think about the talents and skills they should consider in choosing a profession. They will also consider how to improve these qualities.

OBJECTIVES:
1.To acquaint the students with the following concepts: *profession, professional qualities, abilities*. To explain the meaning of these concepts and to teach students to apply them in their everyday activities.
2.To teach students to determine what qualities are necessary for various jobs.
3.To develop students' ability to relate their likes, hobbies and interests to their plans for the future.
4.To help them understand what abilities they will need to do their jobs successfully.

KEY CONCEPTS:
Profession, professional qualities, abilities.

METHODS AND STRATEGIES:
Brainstorming, open-ended questions, group work, "Gallery", "Author's chair".

MATERIALS:
Extracts from *The Little Prince* by Antoine de Saint-Exupéry; descriptions of positive qualities required for various professions (from the book *The Manual of Professional Careers*), outlines for group work.

TASKS AND ACTIVITIES:
1.Brainstorming in groups.
2.Reading texts provided.
3.Discussion, answering questions submitted in groups.
4.Group work: drawing of the character from the selected text.
5.Homework assignment: drawing "What I would like to be when I grow up".
6.Gallery of pupils' drawings.
7."Author's chair".

GENERAL OUTCOMES:
1.The children will be introduced to new concepts.
2.They will be acquainted with a broader circle of professions and will gain knowledge about particular professions.
3.They will acquire skills in communication, collaboration, and group work.

Teacher tips

TARGET GROUPS:
Year 3, children aged 9-10.

TIME SHEET. DURATION:
2 lessons (45 minutes each).

TASKS AND ACTIVITIES:
1.In small groups, the children discussed the meaning of the concepts *profession, professional qualities, abilities*. The groups presented their ideas to one another.
2.Each group (there were 5) read selections from *The Little Prince* by Antoine de Saint-Exupéry (chapters XIII, XIV, XXII, XXIII, XXV).
3.After reading the selections, the groups discussed the following questions:
- What professional qualities do the characters have (the businessman, lamplighter, geographer, switchman, merchant, salesman)?
- Do these professions exist today?
- What similar present-day professions do you know?

The pupils presented their ideas in writing.
4.The groups were given descriptions of similar present-day professions and the qualities needed for these professions. After analysing this material, they tried to identify the relevant qualities of the characters from the extracts read.
5.The groups drew pictures of the characters from the selections and wrote down their positive qualities.
6.At home, the pupils drew pictures depicting "What I would like to be when I grow up". They had to think about why they chose this particular profession.
7.During the next class the students' drawings were hung up in the classroom ("gallery"). After looking at their classmates' drawings, the students described what they learned from these pictures.
8."Author's chair": the pupils presented their work and explained why they had chosen a particular profession. They had to complete the sentence: "I want to be a …because…"
9.On their drawings, the students wrote why they chose this profession and what qualities they would need for their profession.

OPTIONAL METHODS:
Brainstorming, open-ended questions, group work, "Gallery", "Author's chair".

TERMS AND CONCEPTS DISCUSSED:
Profession, professional qualities, abilities.

INTEGRATION OF THE SUBJECT INTO THE CURRICULUM:
The topic was integrated into the Lithuanian Language lesson "Analysis of *The Little Prince* by Antoine de Saint-Exupéry".

General topic descriptions:	Teacher tips
EVALUATION AND ASSESSMENT: 1.The children were able to define the following concepts: profession, professional qualities, abilities. 2.They were able to describe the professional qualities of the characters from the selected texts. 3.They were able to describe the necessary qualities for choosing a given profession. **TIME ESTIMATED FOR THE ENTIRE TOPIC:** 2 lessons (45 minutes each).	**ADDITIONAL TOPICS:** - **ADDITIONAL MATERIALS:** Selections from "The Little Prince" by Antoine de Saint-Exupéry; descriptions of positive qualities required for various professions (from the book "The Manual of Professional Careers"), outlines for group work. **SPECIAL NEEDS:** Martynas, a boy with autism, participated in the group work with his friends: he presented his thoughts, participated in the group drawing of the picture, drew what he would like to be when he grows up, wrote why he would like to be a fireman and what qualities he should have for this. No special tasks were given to him. An assistant teacher worked with him. **GUEST SPEAKERS:** - **HOME ASSIGNMENTS:** - **SPECIFIC OUTCOMES:** 1.The pupils were introduced to new concepts and are able to apply them in their everyday speech. 2.They were acquainted with a broader range of professions. 3.They learned about qualities needed for different professions. 4.They improved their communication, collaboration, and group work skills.

Assignment

Read a selection from *The Little Prince*

Group discussion: What are the characteristics of various professions?

Think about: Do the same professions exist today?

What similar professions do you know of today?

Drawing: What I want to be and why

Jonas, Deividas, Meda, 1st graders

Part

CAREER EDUCATION PROGRAMME FOR BASIC / LOWER SECONDARY SCHOOL

Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.

FREIRE, PAULO

OBJECTIVES	TOPICS	SUBJECTS	TASKS	ACTIVITIES	RESULTS
I AM THE CREATOR OF MY OWN LIFE:					
TO DEVELOP: - self-awareness; - ability to define one's dreams, and to make connections between those dreams and future options. TO TEACH: - time management; - money management, considering personal budget in relation to life-style. TO INFORM: - about basic human needs and priorities; - about stages of human life and patterns of human behaviour.	- my growth and development; - aspirations and dreams; - planning a personal budget; - time management; - stages of life.	The syllabus should include: - ethics, - civic education, - native language and literature, - foreign language, history.	Describe your dream job. Estimate both your real budget and your dream budget; Design your own "Life Timeline." Discuss fundamental human needs; Analyse your needs with a focus on your future career.	Writing and creative work, oral presentations, work in pairs and in groups, filling in charts, compilation of data, calculation, planning your future, including your prediction and description of its most important events. Compilation and analysis of materials; Self-analysis, projects.	Students will: - be able to identify and discuss their feelings and dreams, linking them to their future; - improve their time management skills; - learn the relationship between the cost of living and their desired life-style; - link personal budget with life-style; - learn about fundamental human needs, including their relative importance; - understand the main characteristics of each stage of human life.

OBJECTIVES	TOPICS	SUBJECTS	TASKS	ACTIVITIES	RESULTS
	SELF- UNDERSTANDING:				
TO DEVELOP: - self-worth ; - self-esteem; - understanding of individual self-worth; - ability to link knowledge about personal traits to career possibilities; - conscious approach to career planning and work relations, in accordance with personality traits. TO TEACH: - self-knowledge (including character and personality type); - identification of personal desires, abilities, interests, and values; - conscious knowledge of feelings (ability to define one's feelings and control them). TO INTRODUCE THE CONCEPTS: - basic need; - ability; - interest; - value, system of values; - character and personality type. TO INFORM: - about the importance of self-knowledge, and its role in the planning of one's future.	- character and personality type; - goals and aims in life; - value of individualism; - ability and courage to maintain one's individuality and be oneself; - human feelings; - values and the system of values; - needs and priorities; - interests and likes; - abilities.	The syllabus should include: - ethics, - civic education, - native language and literature, - foreign language, - history, handicrafts and domestic skills.	Discuss: - human abilities and talents; - the meaning and importance of individual self-worth. Analyse your needs, your system of values, and your interests.	Group work, discussions, individual work, testing, role-play, creative work/ activities, practical activities.	Students will: - recognise their own unique qualities; - know themselves: their own needs and desires, abilities, possibilities and interests; and be able to relate them to an appropriate career choice; - improve self-analytical skills; - understand the importance of self-knowledge for career planning; - be introduced to the concepts *ability, interest, basic need, values, character, personality type*.

OBJECTIVES	TOPICS	SUBJECTS	TASKS	ACTIVITIES	RESULTS
	HUMAN RELATIONS:				
TO DEVELOP: - inter-personal relations based on mutual respect; - tolerance, consideration and appreciation of individuals of the opposite sex; - attitude to gender roles that is free of stereotypes. TO TEACH: - communication and co-operation; - identification and understanding of authority/ leader figures, and their role (not necessarily positive) in human life; - coherent presentation of one's ideas; listening to and understanding different views. TO INTODUCE THE CONCEPTS: - stereotype, - prejudice, - authority. TO INFORM: - about gender differences and the relationship between the sexes; - about gender stereotypes prevalent in society.	- children and parents; - friends; - gender relations; - gender stereotypes; - authority and its impact on society.	The syllabus should include: - ethics, - civic education, - native language and literature, - foreign language, - history.	Analyse and discuss: - human relations; - differences between the sexes; - relationships between the sexes; - gender stereotypes prevalent in society; - the impact of authority on individual lives; - the role of friends in personal decision-making.	Different types of discussion, brainstorming, individual and group activities, debates, creative work, etc.	Students will: - be able to treat individuals of the opposite sex with tolerance and consideration; - understand the role of stereotypes in gender relations; - improve their skills of communication and co-operation; - become aware of the role of authority in their own lives; - be introduced to the concepts *stereotype, stereotypical view, authority.*

OBJECTIVES	TOPICS	SUBJECTS	TASKS	ACTIVITIES	RESULTS
THE INDIVIDUAL AND SOCIETY:					
TO DEVELOP: - skills for living in a community; - ability to identify common needs; - ideals of volunteer work/ activities. - general knowledge of the primary principles and laws of civil societies and democratic states. TO TEACH: - ability to work in a group; - co-ordination of personal and group interests. TO INTRODUCE: - the concepts *group, team, community, human rights, democracy, democratic society*; - basic understanding of the Constitution ; - primary laws governing work and labour relations. TO INFORM: - about human rights; - about the rights of children (and related laws and documents); - about child welfare services (providing psychological and other help). - about basic principles of a democratic society.	- Living in a group; - Living in a community; - Individual rights and responsibilities; - Needs common to all humans; - Rules for living in a community; - Human rights, child rights; - Volunteer service; - Basic principles of a democratic society. - Laws and legislative processes. - Constitution of country; - Primary laws governing work and labour relations .	The syllabus should include: - ethics, - civic education, - native language and literature, - foreign language, - history.	TO ANALYZE AND DISCUSS: - rights, needs, and responsibilities of individuals and communities. - Human rights legislation. TO SHARE: - Information about human rights and responsibilities; - Experience and information about volunteer service. TO DISCUSS: - The Constitution of republic and laws governing work and labour relations.	Educational games, various forms of discussions, individual and group work, research, creative work, projects, reading, guest lecturers, field trips, etc.	Students will: - improve skills needed for living in a community; - be able to identify needs common to all people; - develop the skills necessary for volunteer work; - understand the principles of co-ordinating personal needs and group needs; - learn about basic laws defining human rights; - learn about child welfare services (providing psychological and other help); - learn about services available for children and youth and will learn to use this knowledge in cases of need; - be introduced to the principles of a democratic society; - understand the concepts *group, team, community, human rights, democracy, democratic society*, and will be able to relate these concepts to the laws established by the Constitution of state, including the laws governing work and labour relations.

OBJECTIVES	TOPICS	SUBJECTS	TASKS	ACTIVITIES	RESULTS
DECISION-MAKING:					
TO DEVELOP: - decision-making ability; - understanding of personal responsibilities. TO TEACH: - methods and strategies for decision-making; - how to make individual decisions; - responsibility for personal decisions. TO INTRODUCE THE CONCEPTS: - *rational,* - *irrational.*	- rational and irrational decisions; - decision-making and evaluation; - freedom of choice and its limits; - responsibility; - mistakes; the feeling of guilt.	The syllabus should include: - ethics, - civic education, - native language and literature, - foreign language, - history, - handicrafts and domestic skills.	Practice making group decisions; Evaluate group decisions; Apply the model for decision- making to an individual decision making process; Discuss positive and negative consequences of possible mistakes in decision-making.	Educational games, discussions, debate, round table discussions, individual work, interviews, etc.	Students will: - learn methods and strategies for decision making; - attempt a practical application of decision- making model; - understand positive and negative consequences of possible mistakes in decision making; - be introduced to the concepts *rational* and *irrational.*
CONFLICT MANAGEMENT AND RESOLUTION:					
TO DEVELOP: - understanding and tolerance of different forms of "otherness": different views and values; - positive attitude to conflict as a stimulus for personality development. - TO TEACH: - to identify and control negative emotions during conflict; - conflict management and conflict resolution; - analysis and interpretation of conflict situations; - recognition of conflict. TO INTRODUCE THE NOTIONS: - *conflict,* - *conflict resolution,* - *conflict management.*	- inter-personal conflict; - conflict between an individual and a group/community; - anger and aggression; - conflict situations; - conflict resolution and management.	It is suggested to integrate into the syllabi of: - ethics, - civic education, - native language and literature, - foreign language, - history.	Observe and analyse conflict situations; Analyse your own behaviour and feelings during a conflict; Attempt a practical application of conflict management/resolution strategies.	Individual and group observation and analysis, practical tasks, educational games, analysis and discussion of videos, films, plays, etc.	Students will: - be able to recognise a conflict; - be able to identify their own interests during the conflict; - improve conflict resolution and management skills; - be able to analyse and interpret conflict situations; - understand the positive role of conflict in personality development; - learn the concepts *conflict, conflict management, conflict resolution* and be able to apply these concepts in practice.

OBJECTIVES	TOPICS	SUBJECTS	TASKS	ACTIVITIES	RESULTS
	MODELS OF COMMUNICATION:				
TO DEVELOP: - communication through language skills; - ability to communicate clearly one's position, feelings, views, and opinion; - public speaking skills. TO TEACH: - skills of oral and written argument; - techniques of writing essays, presentations, business letters and speeches; - how to defend one's stand, how to accept criticism, how to formulate questions and answer them. TO INFORM: - about the expectations for business, academic and belles-lettres writing style; - about various sources of information for the preparation of public speech. TO INTRODUCE THE NOTIONS: - *essay,* - *speech* - *abstract/summary,* - *review.*	- functional styles: presentation, address, discussion, conversation, argumentation, presentation and defence of one's opinion; - essay, review, abstract/summary, letter, address, text editing, public speaking, sources of information and their use.	The syllabus should include: - ethics, - civic education, - native language and literature, - foreign language, - history.	Prepare, create, and analyse different texts; Make a public speech: argue and defend one's position; answer questions.	Creation and analysis of texts, public speaking, discussion and debates, quizzes, interviews, etc.	Students will: - improve their practical language skills; - learn to create texts in different functional styles; - be able to use various sources of information; - acquire public speaking skills; - learn the concepts *essay, public speech, abstract/summary, review* and be able to apply them.

OBJECTIVES	TOPICS	SUBJECTS	TASKS	ACTIVITIES	RESULTS
WORK AND PROFESSION/OCCUPATION:					
TO DEVELOP: - awareness of lifelong learning; - understanding of the direct link between education and quality of life; - positive work habits; - sense of purpose, organizational skills, and creativity; - perception of work ethic; TO TEACH: - collection and organization of information about occupations and the requirements for them; - orientation to the world of occupations/ professions; - Work ethic. TO INTRODUCE THE CONCEPTS: - *job/work,* - *profession/occupation,* - *speciality/profession,* - *qualifications,* - *work ethic.* TO INFORM: - about requirements for various occupations; - about self-directed career search; - about organisations providing career guidance and information services; - about vocational training institutions, their programs of study, admission requirements.	- importance of education for one's future; - life-long learning; - vocational training institutions; - decision-making factors and stages in career-planning; - diversity of occupational activities; types of occupations; - requirements for various occupations; - structure of the world of work; - criteria of a "good job"; - skilled and unskilled work; - work values; - work ethic.	The syllabus should include: - ethics, - civic education, - native language and literature, - foreign language, - history, - handicrafts and domestic skills.	Collect, organize, analyse information about various occupations and jobs. Discuss: - decision-making factors and stages in career-planning; - importance of professional skills; - what is considered a "good" job. Observe people doing various jobs.	Observation, collection of data, analyses, visits to workplaces, vocational guidance and training centres; discussions, interviews, debates, etc.	Students will: - gain a better understanding of the necessity of lifelong learning; - link education with the quality of lifestyle; - be able to find information about different jobs and occupations, educational institutions, vocational guidance centres; - become familiar with the general features of work ethics; - be able to link information about oneself with a specific occupation; - be introduced to the concepts *work/job, speciality, occupation/ profession, work ethic.*

OBJECTIVES	TOPICS	SUBJECTS	TASKS	ACTIVITIES	RESULTS
	ECONOMICS IN SOCIETY:				
TO DEVELOP: - ability to connect information about the economy with one's own future options; - ability to link general trends in EU economic development with the situation in country and one's own future options. TO TEACH: - to analyse the relationships in a market economy; - to analyse the present situation and trends in the labour market situation in country; - how to research and analyse the labour market. TO INTRODUCE THE CONCEPTS: - *market economy;* - *labour market;* - *productivity;* - *unemployment.* TO INFORM: - about trends in the labour market in country and their impact on career decision-making.	- Historical trades/ occupations of homeland inhabitants, their development through history; - labour relations; - market economy; - labour market; - productivity; - unemployment; - trends in the EU economy and their impact on country; - economic geography of the state;	The syllabus should include: - ethics, - civic education, - native language and literature, - foreign language, - history, - handicrafts and domestic skills.	Collect information from different sources (TV, press, internet) about the economic life of country and the EU; Consider and analyse results of research in relation to one's future options; Investigate the position of one's future occupation in the labour market; Perform a historical-comparative analysis of a profession or occupation (e.g.: a dress-maker/ tailor, a physician, a shoemaker, etc.).	Essays, projects, speeches, discussions, reports, interviews, field trips, visits, etc.	Students will: - be able to find information about the economic situation, economic development, and economic trends in country and the EU; - understand historical developments and changes in economic life; - be able to link their knowledge about economic affairs with their future options; - understand the impact of other countries' economies on native country; - acquire information about trends in the labour market in country and their impact on career decision–making; - Be introduced to the concepts *labour market, market economy, productivity, and labour relations* and will be able to apply them in practice.

Part

GUIDEBOOK TO THE BASIC/ LOWER SECONDARY EDUCATION PROGRAMME

I am the creator of my own life:
Personal growth and change

Country: Greece, Rhodes
Institution: 8th Primary School
Teacher/ position: Primary school teacher
Name: Mr. Manolis Sofos

General topic descriptions:	Teacher tips
The biological and psychological changes students experience while growing up. As they become older children acquire new dreams and aspirations that contribute to the formation of their character. **OBJECTIVES:** to develop students' self-awareness and ability to define their dreams. They should also be able to relate those dreams to their future plans and opportunities. **KEY CONCEPTS:** myself, my desires and dreams, my abilities, my aspirations, my future plans, changes in myself, my body. **METHODS AND STRATEGIES:** brainstorming, open-ended questions, text analysis. **MATERIALS:** books, newspaper clippings, videos, photos. **TASKS AND ACTIVITIES:** Writing and various kinds of creative work, oral presentations, work in pairs and in groups. **GENERAL OUTCOMES:** children will learn to identify and describe their feelings and dreams. They will be able to relate them to their plans for the future. They will also form an image of their ideal occupation and start planning their future. **EVALUATION AND ASSESSMENT:** group evaluation, individual reflection. **TIME ESTIMATED FOR THE ENTIRE TOPIC:** not more than two hours.	**TARGET GROUP:** Fourth, fifth, and sixth grade (children aged 10-12) **TIME SHEET. DURATION:** no more than two hours, in the classroom. **SPECIAL ACTIVITIES:** Children describe their dreams, their future plans, etc **OPTIONAL METHODS:** analysis of visual materials **INTEGRATION OF THE SUBJECT INTO THE CURRICULUM:** Integrated into the subject, "My Language" for fifth grade, part: d, p.35, "The children of Cyprus" or "My Language" for sixth grade, part: B, p.63 "Modern Times" **ADDITIONAL TOPICS:** Biography of a prominent person **ADDITIONAL MATERIALS:** books, pictures, biographies of famous people etc… **SPECIAL NEEDS:** - **HOME ASSIGNMENTS:** Students write a short essay about their future plans. **GUEST SPEAKERS:** not at this stage. **SPECIFIC OUTCOMES:** children will enjoy talking about their dreams, aspirations and future plans.

I am the creator of my own life:
Aspirations and dreams

Country: Czech Republic, Novy Jicin
Institution: Special and Practical School
Teacher/ Position : Teacher of Civics, Director
Name: Ivan Janik

General topic descriptions:	Teacher tips

OBJECTIVES:
- to teach students how to define their dreams, and to make connections between those dreams and future options;
- to create self-awareness.

KEY CONCEPTS :
- dreams vs. dreaming,
- realistic plans and expectations,
- aspiration,
- ability.

METHODS AND STRATEGIES:
- discussion,
- interview,
- Individual work,
- work in pairs and in groups,
- writing,
- oral presentations.

MATERIALS:
- pens,
- paper,
- student worksheets.

TASKS AND ACTIVITIES:
Students will:
1)discuss their aspirations with someone they know;
2)interview an adult of their choice;
3)work individually and discuss in pairs and in groups;
4)write and then present an imagined memoir "My life—my memories".

GENERAL OUTCOMES:
Students will:
- be able to identify and talk about their feelings and dreams, linking them to their future;
- develop their ability to express themselves

EVALUATION AND ASSESSMENT:
- individual reflection;
- group evaluation.

TIME ESTIMATED FOR ENTIRE TOPIC:
4 – 5 hours

TARGET GROUPS:
3rd year high school students (18 years old)

TIME SHEET. DURATION:
3 lessons

SPECIAL ACTIVITIES:
1st lesson – students discuss the topic with someone they know; after discussion they are assigned *Worksheet 1* for homework
2nd lesson – students discuss their interviews, and at the end of this lesson they receive *Worksheet 2,* which they will finish as homework
3rd lesson – discussion of worksheets and completion of any missing information; at the end of this lesson students will be divided into groups to work on worksheet 3

OPTIONAL METHODS:
Discussion, interview, individual work, discussion in pairs and in groups, integration of the subject into the

CURRICULUM:
Integrated into Civics, 3rd year, part 2 : "People and morality…", topic 2 : "Motivation, attitudes and values, plans and ideals"

ADDITIONAL TOPICS:
As homework, students can write a paper on the topic "My Memories". They have to imagine themselves as old people looking back on their lives, and write about both their professional life (what they had to study, how they prepared for their profession, what their work was like), and personal life (their family, children, etc.). Students then present their papers to their classmates.

ADDITIONAL MATERIALS:
-

SPECIAL NEEDS:
Children with special needs may aspire to a profession that, due to their limitations, they will not be capable of. This situation requires great sensitivity from the teacher. The objective is not to dismiss the student's dream, but to show that if this dream cannot be fulfilled, there are other alternatives. It is helpful to emphasize that such a change of dreams may happen to anyone, and in fact is a frequent occurrence.

HOME ASSIGNMENTS:
Interview parents, worksheets, write "My Memories"

GUEST SPEAKERS:
Former teacher who is now the mayor of the town

SPECIFIC OUTCOMES:
Students learn that they must take action to fulfill their dreams, but on the other hand they do not need to be frustrated if their dreams do not come true. Students will understand the difference between positive dreams (aspirations), which provide motivation for action, and dreaming as an escape from reality.

Worksheet 1

ASPIRATIONS AND REALITY

interview - research

Your task is to find two persons; it depends on you, who it will be.
It can be parents, other adult relatives, teachers, family friends… Explain them that you work at school on topic Dreams and Aspirations and ask them politely for interview and ask them following questions. Tell them that if they will not want to write their name you can keep them in anonymity. Speak with them about dreams and aspirations.

Person # 1 :

1. What was your dream or your aspiration when you were younger ?

……

2. Did your dream or aspiration fulfill ?

……

3. If yes – what everything you had to learn to do …to reach the dream or aspiration ?

……

4. If not – are you unhappy or happy in your life ? What do you do ?

****

Person # 2 :

1. What was your dream or your aspiration when you were younger ?

……

2. Did your dream or aspiration fulfill ?

……

3. If yes – what everything you had to learn to do …to reach the dream or aspiration ?

……

4. If not – are you unhappy or happy in your life ? What do you do ?

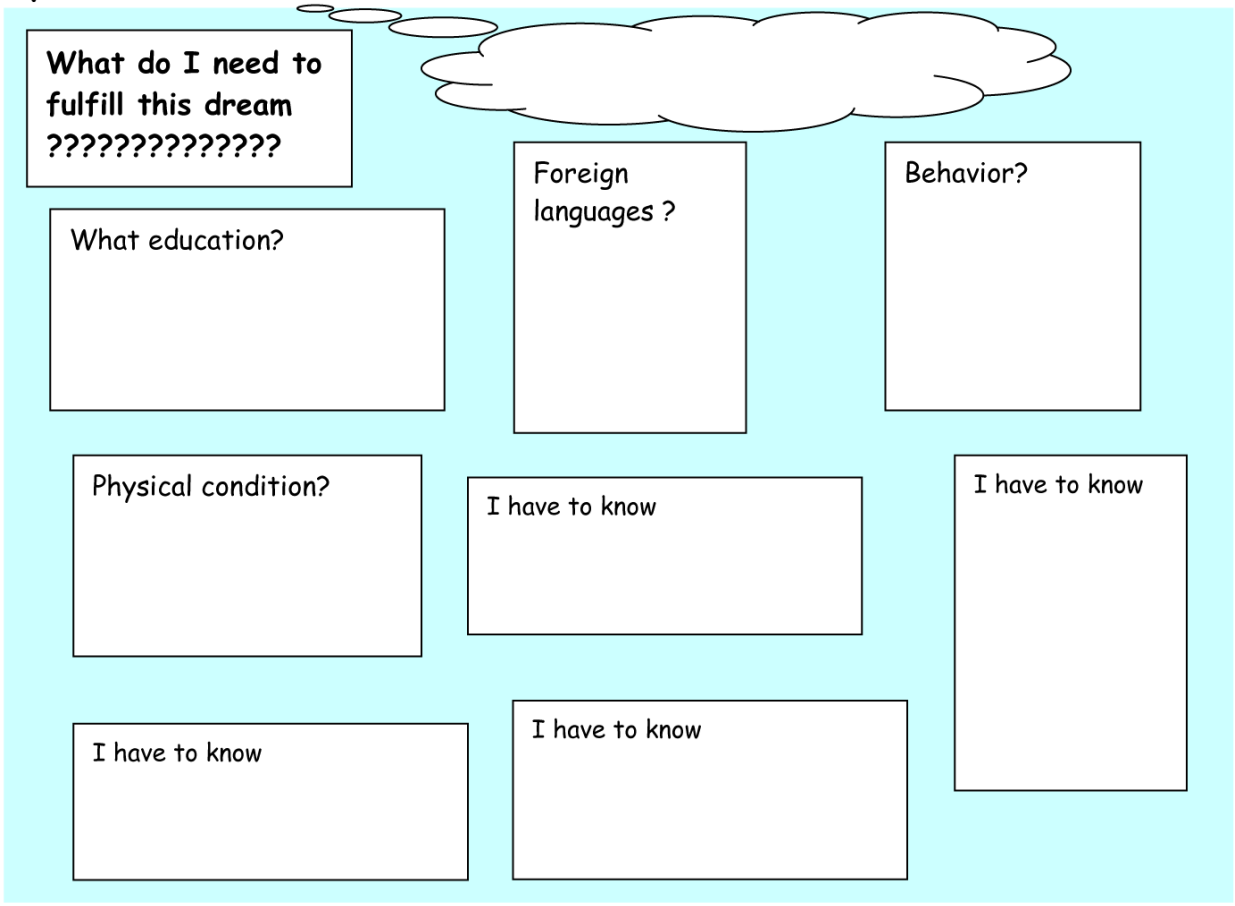
Discuss your research at school.

TWO „A"s

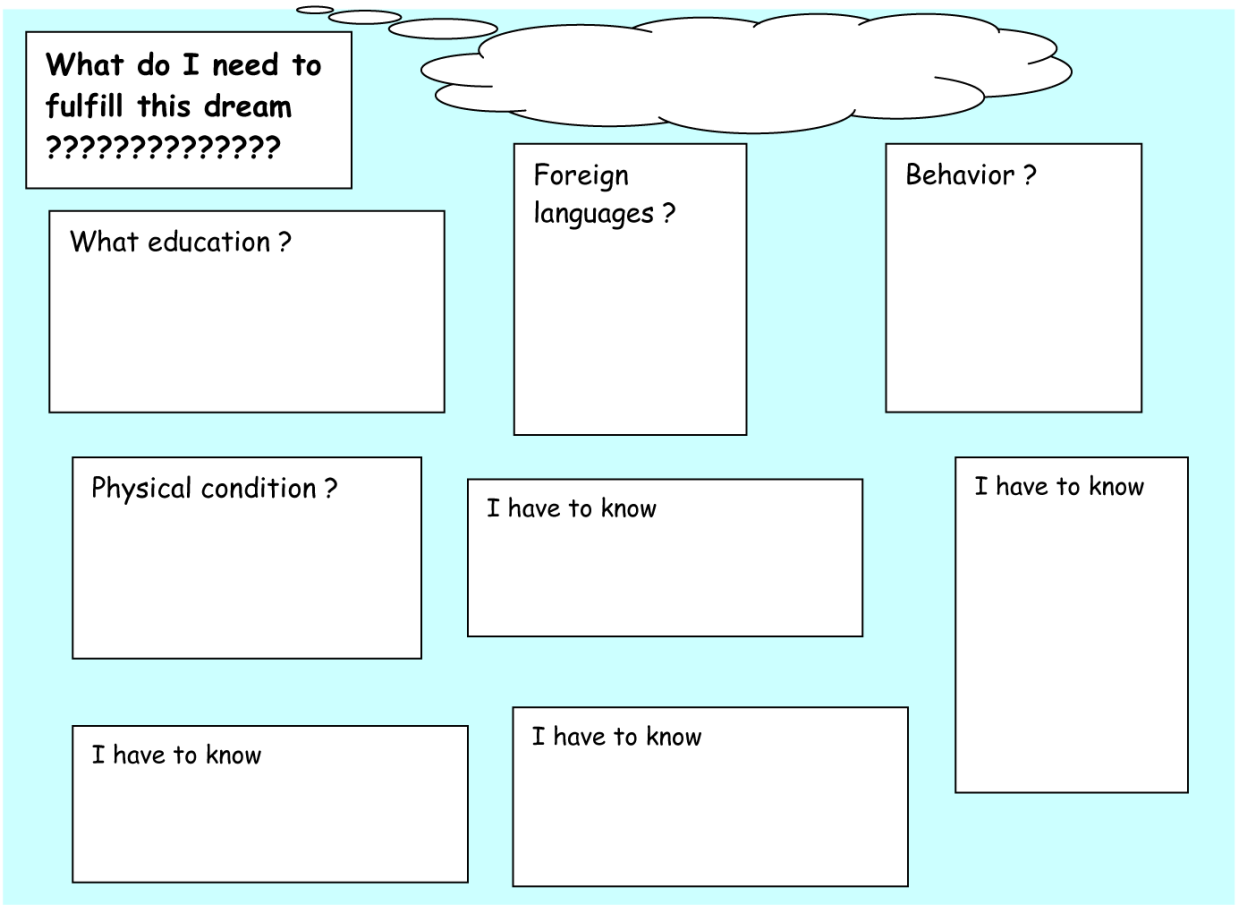
MY ASPIRATIONS AND ABILITIES

We believe that you have your dream. We would like to know two of them. Try to name them and then to think about questions which are written close to the dream.
If you have fulfilled something of some demands you can color the white space around. But color it only to this measure how much do you fulfill this concrete ability. Maybe you will have this white space colored only partly /it means that you have still to work on this ability/. As we do not know your dreams we do not know what abilities you should know. Write them …. and then color how much you have this ability.
It is possible, that some abilities are according you beyond your power – in this case color this space by red color. Maybe you will have more red spaces – in this case you should think about your dream, doesn't it mean "stop- this is not the right way" or did
I do everything what is in my power?

My dream # 1 :



My dream # 2 :



Did you fulfill this worksheet ?
Maybe some spaces stay empty.
Maybe you do not know what everything you need to know, what abilities you need. It will be good when you will consult it with somebody else.
Find somebody and tell one another what did you write.
You can create small groups in which you can mutually advice what everything you should need to manage.
Speak also about coloring your spaces. How much do you manage some abilities ?

ALPHABET OF ASPIRATIONS AND DREAMS

Almost everybody has dreams.
It is good.
Sometimes somebody said : „Man, follow your dreams."
But it is also truth, that nobody can think, that each dream is possible to fulfill, some of them will stay as dreams, some of them are possible to change into reality.
But our dreams will not fulfill by themselves. It is necessary to do something.
What is it ? What is necessary to do ?
It is difficult to answer, as each dream or aspiration has its own demands.
Nevertheless some demands relate to all dreams and aspirations.
We tried to put them together into alphabet.
We joined to each letter some notion or notions which express something what we should try to reach /or to work on/ during our way following our dreams.
Your task is to find why it is necessary. Try to explain how do you understand these notions in connection with following our dreams.
The alphabet is not whole, you can create other connections among letters and notions.

A – action
B – behavior
C – communication, cooperation, character, change, certificate
D – development, detail, dignity
E – effort, emotions, encouragement, enjoy, esteem, expense
F – family, friends, faith
G – growth
H – health, home
I -
J -
K -

MY MEMORIES

Imagine that you are an old person. You are in the end of your life. Somebody asks you what everything you did in your life, what did you achieve.

Write your life story – you can write about your school – what did you study, where did you work, something about your family, home ….

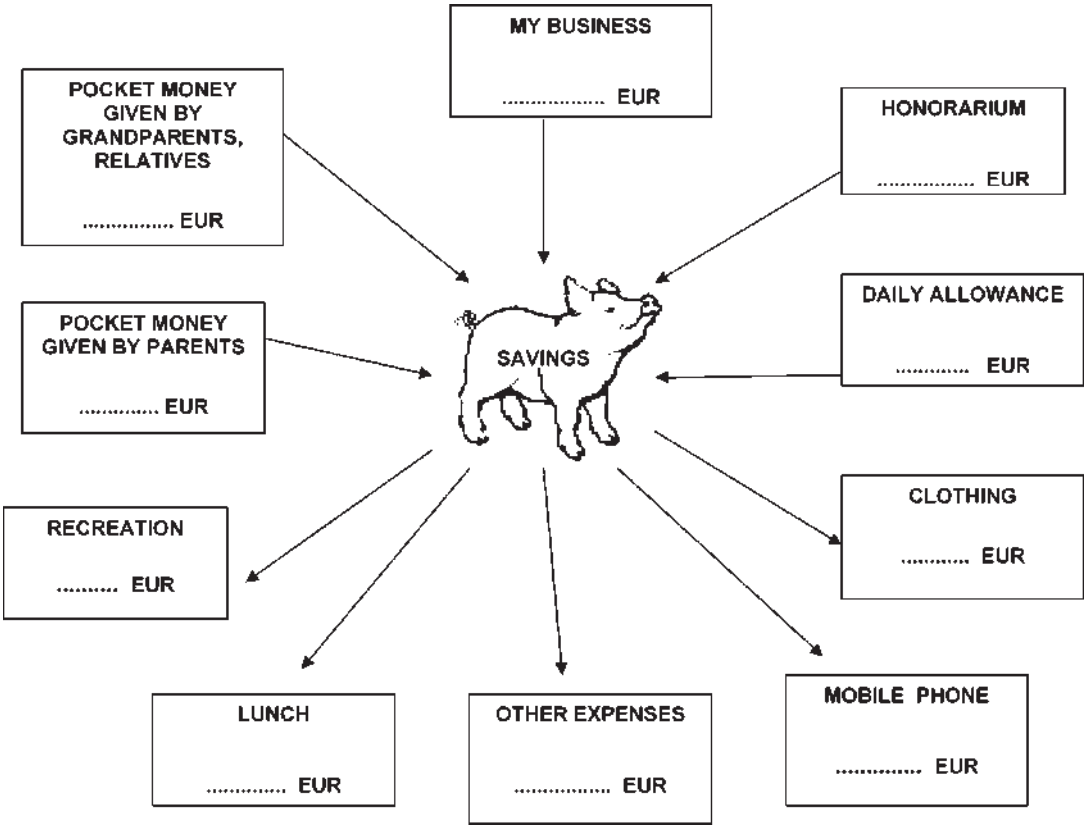
Enjoy during this work but know that you will present it to the whole class.

I am in charge of my own life:
Planning a personal budget

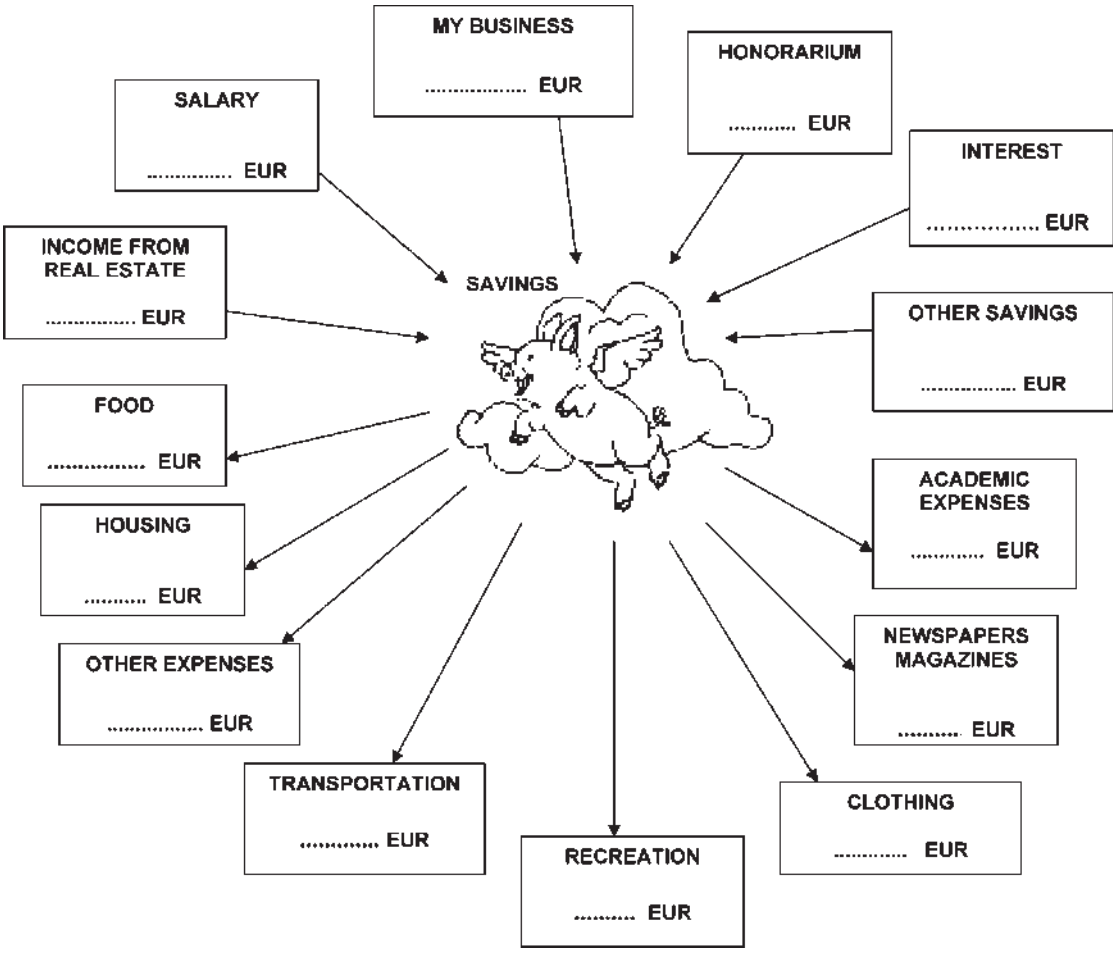
Country: Lithuania
School: Šakiai Varpas secondary school
Subject and class: 7th grade Mathematics
Teacher: Rita Grybienė

General topic descriptions:	Teacher tips
OBJECTIVES: To teach personal budget management and its relation to futureoptions. **KEY CONCEPTS:** Budget, income, expenses, cost of living, balanced budget, deficit spending. **METHODS AND STRATEGIES:** Projects. **MATERIALS:** Student worksheet "My personal budget". **ACTIVITIES:** Individual work: project writing "My personal budget and my dream budget". Presentation of projects in class. **GENERAL OUTCOMES:** Students will improve their financial management skills; Students will learn to estimate the actual cost of living; Students will understand the relationship between the cost of living and their desired lifestyle. **EVALUATION AND ASSESSMENT:** Discussion of project results in class, sharing personal impressions about the work. **TIME ESTIMATED FOR ENTIRE TOPIC:** 135 min (3 lessons, 45 min each)	**TARGET GROUP:** Secondary school (7th grade) **TIME SHEET. DURATION:** 3 lessons, 45 min each. 2 lessons – project assignment, planning, individual work; 1 lesson – presentation of projects in class; dicussion. **SPECIAL ACTIVITIES:** Each student calculates his/her present actual budget and a dream budget, organizes the data, and presents it in chart form. **OPTIONAL METHODS:** Individual work: writing "My personal budget and my dream budget"; discussion. **KEY CONCEPTS:** Budget, income, expenses, cost of living, balanced budget, deficit spending. **INTEGRATION OF THE SUBJECT INTO THE CURRICULUM:** Mathematics, secondary school (7th grade). Topic: "Percentages. Family budgets". **ADDITIONAL TOPICS:** Review of 6th grade topics: "Calculating interest," "Using graphs to represent data". **ADDITIONAL MATERIALS:** Student worksheet: " My personal budget" Student worksheet; " My dream budget" Paper, calculators, pencils **SPECIAL NEEDS:** - **GUEST SPEAKER:** - **HOME ASSIGNMENTS:** Calculate a family budget. **SPECIFIC OUTCOMES:** Students applied their theoretical knowledge to actual problems; Students learned to estimate the cost of living; Students considered their personal budget in relation to their lifestyle.

STUDENT WORKSHEET "MY PERSONAL BUDGET" (1 YEAR)



STUDENT WORKSHEET "MY DREAM BUDGET" (1 YEAR)



I am the creator of my own life:
Stages of Life

Country: Finland
Institution: Ikaalinen Basic School
Teacher/ Position
Name: Mirja Hanhikangas

General topic descriptions:	Teacher tips
OBJECTIVES: - To develop a sense of purpose in life; - To understand that each person is part of the circle of life; - To plan for a future career and fulfillment of personal aspirations. **KEY CONCEPTS:** - The circle of life; - Evolution; - Birth, death; - Transition of energy. **METHODS AND STRATEGIES:** - Drawing a family tree; - Making a list of hopes and aspirations for the future. **MATERIALS:** - Pictures of relatives and important events in one's life; - Drawing of the circle of life. **TASKS AND ACTIVITIES :** - Interviews of relatives; - Collage of one's own life; - Drawings showing plans for the future. **GENERAL OUTCOMES:** - Students learn about the order and cycles of nature; - Students develop respect for the value of life; - Students can use personal initiative to create a good life for themselves. **EVALUATION AND ASSESSMENT:** - Written questions on the topic; - Written evaluation of one's own life. **TIME ESTIMATED FOR ENTIRE TOPIC:** 5 hours	**TARGET GROUPS:** **TIME SHEET. DURATION:** **SPECIAL ACTIVITIES:** **OPTIONAL METHODS:** **INTEGRATION OF THE SUBJECT INTO THE CURRICULUM:** **ADDITIONAL TOPICS:** **ADDITIONAL MATERIALS:** **SPECIAL NEEDS:** **HOME ASSIGNMENTS:** **GUEST SPEAKERS:** **SPECIFIC OUTCOMES:**

Self-understanding:
The courage to be yourself

Country: Czech Republic , Novy Jicin
Institution: Special and Practical School
Teacher/ Position : Teacher of Civics, Director
Name: Ivan Janik

General topic descriptions:

OBJECTIVES:
- to convey the importance of self-knowledge and its role in planning for the future;
- to develop self-worth, self-esteem, self-understanding;
- to teach self-knowledge, including understanding of character and personality type.

KEY CONCEPTS:
- ability,
- interest,
- values, system of values,
- character and personality type.

METHODS AND STRATEGIES:
- individual work,
- discussion,
- lecture.

MATERIALS:
- pens,
- papers.

TASKS AND ACTIVITIES :
Children will complete worksheets and discuss their responses.

GENERAL OUTCOMES:
Children will :
- increase their self-knowledge;
- become more aware of themselves, their own needs and desires, abilities, interests and potential; and be able to relate these qualities to an appropriate and satisfying profession;
- learn the importance of self-knowledge for career planning;
- recognise their own unique qualities.

EVALUATION AND ASSESSMENT:
- individual reflection,
- group assessment.

TIME ESTIMATED FOR ENTIRE TOPIC:
2 lessons

Teacher tips

TARGET GROUPS:
1st year high school students, 15-16 years old

TIME SHEET. DURATION:
2 lessons

SPECIAL ACTIVITIES:
1st lesson – Students will complete *Worksheet 1*, then they will discuss their answers; teacher will close the lesson with a lecture about the importance of self-knowledge.
2nd lesson – Students will complete *Worksheet 2*, then discuss their answers in small groups. Again the teacher will emphasize the importance of self-understanding, this time in connection with prevention of various types of addiction.

OPTIONAL METHODS:
Individual work, discussion, lecture

INTEGRATION OF THE SUBJECT INTO THE CURRICULUM:
Integrated into 1st year Civics, part 3: "People and life-style"

ADDITIONAL TOPICS:
This topic can be connected with out-of-school activities – integrate it into topic "Myself".

ADDITIONAL MATERIALS:
-

SPECIAL NEEDS:
In work with children with special needs, be sensitive to the fact that such children have all too much experience with mistakes and failures, so they have a greater tendency to underestimate themselves. But they may pretend to high self-esteem. It is necessary be very patient, and strive for real self-understanding, including both recognition of positive qualities acceptance of weaknesses.

HOME ASSIGNMENTS:
-

GUEST SPEAKERS:
-

SPECIFIC OUTCOMES:
Self-understanding is of paramount importance. This topic can help students in all aspects of life, particularly in preventing drug addiction and in helping them resist other negative social pressures.

ME, MY UMBRELLA AND MY SHADOWS

Everybody has certain personal characteristics, which change during the course of our lives.
We need to know how these qualities influence our lives, both private and professional.
We also need to be aware that nearly everyone has both positive and negative qualities. To be successful in life, we must develop the positive qualities and work to correct the negative ones.
But in order to work on these qualities we must first identify them.

Now, please think about yourself and draw a picture of yourself on the next page.
But this is not the entire picture. Also draw an umbrella above yourself.
Why? Because just as a real umbrella protects us against bad weather, so this umbrella is a symbol of protection.

In life we must face many different kinds of "bad weather" – various difficulties, disappointments, betrayals, humiliations, etc…
What can help in such situations?
Self-esteem.
So we will now create an imaginary umbrella of self-esteem.
Draw an umbrella, and inside it write your positive qualities.

Of course, you also have qualities that are not positive.
Write them, too.
Where? In your shadow.
Draw your shadow, and in it write your negative qualities and weaknesses.

Now, please turn the page and begin your picture.

Thank you.

ME, MY UMBRELLA AND MY SHADOWS

Worksheet 2

I know how to…….
I am good at…….
I am interested in…….
My hobbies are…….
I feel happy when…….
I am sad when ……
I am sorry when…….
I am angry when…….
People love me when…….
People are angry with me when…….
When someone I know is sad or has a problem, I…….

My positive qualities	My weaknesses

It has been said that "all the world is a stage". We play many roles, both private and professional. Name the roles you would like to play in your life /e.g. wife/husband, father/mother, profession ?
As you write each role, add the qualities that role requires—what you need to know to fulfill that role……
Example :

Role	**qualities, abilities, knowledge….**
Mother	patience, kindness, conscientiousness….

Have you finished the assignments? If so, you have one last task. Compare yourself in the present with your imagined self in the future. Will you have to learn a lot of new things? Are there some things you have already learned? Discuss your answers with your classmates.

Self-Understanding:
Interests and likes

Country: Finland
Institution: Ikaalinen Basic School
Teacher/ Position:
Name: Mirja Hanhikangas

General topic descriptions:	Teacher tips
OBJECTIVES: - to learn about different hobbies; - to develop confidence and pride in one's expertise in a chosen hobby; - to develop a sense of individuality and form one's own opinions. **KEY CONCEPTS:** - expression of personal opinions; - personality; - skills and abilities, knowledge, talent; - conformity vs. individualism. **METHODS AND STRATEGIES:** - verbal and written expression; - drawings, videos; - guest speakers/field trips; - audio-visuals, demonstrations. **MATERIALS:** - photos; - hobby equipment. **TASKS AND ACTIVITIES:** - interview family members; - demonstration of a hobby, e.g. ballet, followed by introductory activities involving the whole class; - questions for the guest speaker; - gather further information from the library and/or from family members. **GENERAL OUTCOMES:** - students will get to know their classmates better; - they will gain more information and become interested in new hobbies; - they will acquire new hobbies; - they will learn to respect and appreciate each other as individuals. **EVALUATION AND ASSESSMENT:** - the class will be more sociable; - students will develop new friendships through common interests; - there will be fewer conflicts; - debates on the positive and negative aspects of each hobby; - all students are somehow actively involved. **TIME ESTIMATED FOR ENTIRE TOPIC:** 5 – 10 hours	**TARGET GROUPS:** **TIME SHEET. DURATION:** **SPECIAL ACTIVITIES:** **OPTIONAL METHODS:** **INTEGRATION OF THE SUBJECT INTO THE CURRICULUM:** **ADDITIONAL TOPICS:** **ADDITIONAL MATERIALS:** **SPECIAL NEEDS:** **HOME ASSIGNMENTS:** **GUEST SPEAKERS:** **SPECIFIC OUTCOMES:**

Self-Understanding:
Abilities

Country: Lithuania
Institution: J. Jablonskis Gymnasium
Subject and year: Class hour, year 10
Name: Danguolė Daugirdaitė

General topic descriptions:	Teacher tips
OBJECTIVES: To develop the following: • Concept of self-worth; • Sense of responsibility; • Consciousness of personal growth and change; • Decision-making strategies. **KEY CONCEPTS:** Character, ability, interests, intellect, value system, career. **METHODS AND STRATEGIES:** Discussion, brainstorming, structured activities, individual work, group work. **MATERIALS:** Dictionaries of International Words **WRITING MATERIALS;** Research worksheets; Book *A Glance to the Future. My Possible Choices* (Nancy Perry, Zark Vanzandt). **TASKS AND ACTIVITIES:** Discuss the importance of self-knowledge and a sense of self-worth. Analyse personal likes and abilities. Complete the research assignments. **GENERAL OUTCOMES:** The students will know themselves better and will be able to apply this understanding to practical situations. **EVALUATION AND ASSESSMENT:** Individual. **TIME ESTIMATED FOR THE ENTIRE TOPIC:** 2 class periods (90 minutes in total).	**TARGET GROUPS:** Year 10 (2nd year of gymnasium), 25 pupils aged 16-17. **TIME SHEET. DURATION:** Discussion of concepts: 20 minutes. Evaluation of personal abilities: 20 minutes. Identification and discussion of results: 20 minutes. Decision-making model: 30 minutes. **TASKS AND ACTIVITIES:** 1)Analysis of concepts (activities in Section I, Lesson 2 (see appendices)). 2)Activities in Section I, Lesson 3 (see appendices). 3)Activities in Section I, Lesson 4 (see appendices). 4)Activities in Section I, Lesson 7 (see appendices). **OPTIONAL METHODS:** Structured activities: Group work, discussion, brainstorming. **TERMS AND CONCEPTS DISCUSSED:** Capabilities, values, skills, personality, competence, hobby, priorities, alternatives. **INTEGRATION OF THE SUBJECT INTO THE CURRICULUM:** Integration into the work of class tutor. **ADDITIONAL TOPICS:** Relation between personal abilities and professions, suitability of a certain profession, model for making career decisions. **ADDITIONAL MATERIALS:** Dictionaries of International Words; writing materials; research worksheets; book *A Glance to the Future. My Possible Choices* (Nancy Perry, Zark Vanzandt). **SPECIAL NEEDS:** – **GUEST SPEAKERS:** – **HOME ASSIGNMENTS:** Using the model for decision-making, give several examples of personal decisions and explanations for these decisions. **SPECIFIC OUTCOMES:** Students increased their self-knowledge, identifying and evaluating information about their personal traits, and also gained decision-making skills.

Human Relations:
Gender relations

Country: Finland
Institution: Ikaalinen Basic School
Teacher/ Position :
Name: Mirja Hanhikangas

General topic descriptions:

OBJECTIVES:
- to recognize physical and psychological differences between men/boys and women/girls;
- to observe current and future changes in gender relations;
- to understand how the concept of gender equality applies in different contexts: the law, professions, marriage/common-law marriage, education, family life, different cultures, different religions.

KEY CONCEPTS:
- Puberty
- Friendship
- Dating
- Falling in love
- Marriage/common-law marriage
- Equality
- Domestic responsibilities
- Working life
- Career

METHODS AND STRATEGIES:
- students interview their parents about the parents' childhood and youth;
- written report about your personality: "What kind of person am I?";
- discussion of the roles of men and women;
- written assignment: report on a man and a woman in the same profession, for example nursing, teaching, office work.

MATERIALS:
- pen and paper.

TASKS AND ACTIVITIES :
- interview parents as a homework assignment;
- watch the film *Tootsie,* in which Dustin Hoffman plays a female hospital administrator, and use it as the basis for a discussion of gender roles;
- interview a man and a woman working in the same profession;
- essay: "The Man of my Dreams/Woman of my Dreams".

GENERAL OUTCOMES:
- students understand differences and similarities between men and a women;
- students treat men and women as equals.

EVALUATION AND ASSESSMENT:
- students avoid stereotypes and put-downs when talking about the opposite sex;
- students gain self-confidence as they come to know themselves better, and they are comfortable expressing their own opinions;
- dating and friendship with people of the opposite sex become easier because students are more knowledgeable about each other.

TIME ESTIMATED FOR ENTIRE TOPIC:
6 hours/class

Teacher tips

TARGET GROUPS:
Grades 6–9

TIME SHEET. DURATION:
6th grade: physical and psychological differences.
7th grade: friendship, dating. What kind of person am I?
8th grade: starting a family, gender equality.
9th grade: study, work, recreation…the roles of men and women.

SPECIAL ACTIVITIES:
- interview parents as a homework assignment;
- watch the film *Tootsie,* in which Dustin Hoffman plays a female hospital administrator, and use it as the basis for a discussion of gender roles;
- interview a man and a woman working in the same profession;
- essay: "The Man of my Dreams/Woman of my Dreams".

OPTIONAL METHODS:
- use role-play activities to explore gender roles, e.g. have a girl play the father of a family, or a boy play the role of a mother.

INTEGRATION OF THE SUBJECT INTO THE CURRICULUM:
- family education, biology, family and consumer science, educational guidance. Role-play can be integrated into Finnish language lessons.

ADDITIONAL TOPICS:
-

ADDITIONAL MATERIALS:
- costumes and props for role-plays;
- a film about family life;
- board game made by Population and Family Welfare Federation (on starting a family).

SPECIAL NEEDS:
-

HOME ASSIGNMENTS:
Interviewing parents.

GUEST SPEAKERS:
- school nurse at presents information about methods of contraception.

SPECIFIC OUTCOMES:
- Students will understand each other on a different level than before.
- Students will be more open to choosing professions without regard to gender stereotypes.

The individual and society:
living in a community

Country: Czech Republic , Novy Jicin
Institution: Special and Practical School
Teacher/ Position : Social sciences, director
Name: Ivan Janik

General topic descriptions:	Teacher tips
OBJECTIVES: - to foster the skills needed for living in a community; - to develop the ability to identify common needs; - to teach the skills needed to work in a group; - to teach consideration of individual and group interests; - to teach awareness of human rights. **KEY CONCEPTS:** - group, team, - community, - human rights, - democracy, democratic society, - responsibility, - freedom, - propriety, appropriate behaviour for community living. **METHODS AND STRATEGIES:** - brainstorming, - individual work, - work in small groups. **MATERIALS:** - paper, - pencils. **TASKS AND ACTIVITIES:** Students will brainstorm to state the rules of their own community. They will analyse and discuss these rules. Students will be divided into groups and each group will discuss one concept— human rights, democracy, responsibility, freedom—and try to define it. Then students will be given hypothetical situations, which they must interpret from the point of view of these concepts. **GENERAL OUTCOMES:** Students will be able to distinguish the interests of individuals from those of society, and will realize the limitations on human freedom imposed by the needs of others. Students will realize the necessity of observing social rules. **EVALUATION AND ASSESSMENT:** - individual reflection - group assessment **TIME ESTIMATED FOR ENTIRE TOPIC:** 2–3 lessons	**TARGET GROUPS:** **TIME SHEET. DURATION:** **SPECIAL ACTIVITIES:** **OPTIONAL METHODS:** **INTEGRATION OF THE SUBJECT INTO THE CURRICULUM:** **ADDITIONAL TOPICS:** **ADDITIONAL MATERIALS:** **SPECIAL NEEDS:** **HOME ASSIGNMENTS:** **GUEST SPEAKERS:** **SPECIFIC OUTCOMES:**

Individual and society:
Basic principles
of a democratic society

Country: Malta
Institution: Malta University

General topic descriptions:

OBJECTIVES:
- The children will better understand the term 'democratic society' and what it brings about.
- The children have the possibility to satisfy their natural inquisitiveness about the adult process of voting.
- Help students become aware of the rights and responsibilities of voting.
- To support children in becoming respectful of differences
- To encourage confidence in voicing one's opinions in a structured situation.

KEY CONCEPTS:
Democracy, election, voting, freedom of expression, respect for others.

METHODS AND STRATEGIES:
Brainstorming, discussion, open questions, real life experiences.

MATERIALS:
Story, voting box, votes, black and white cards, chart, contract, rope.

TASKS AND ACTIVITIES:

Step 1: (Introducing democracy) - Introduction
Children are presented with a story, (see story attached). The story, describes a situation, of a group of people who found themselves on an island after their boat has sank. The latter leads the children to realize the importance of some rules, leaders and a system which makes life much more easier.

After the story is read, the issue of democracy and the importance of leaders, rules etc. . . are highlighted. The children will be split into groups of four and together brainstorm the word democracy; thus write all the things that come up to their mind when they hear the word democracy. After ten minutes, the teacher asks the groups to give out their ideas on the subject. Hopefully the basic principles of democracy will come out from the brainstorming session

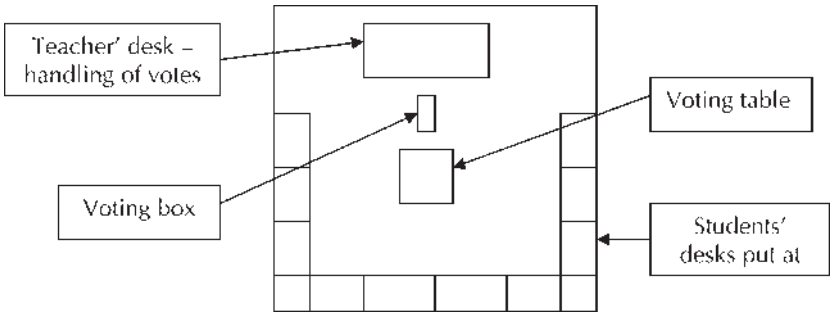
- Voting for a leader
- Importance of rules and punishments
- Freedom of Expression
- Preserving human rights
- Ensuring a peaceful society.

Step 2: (A Democratic Classroom)
The children are told that all the democratic principles are of utmost importance when sets of people are living together. The possibility to transform the classroom in a democratic one is then suggested. Electing class (prefects) leaders, and come up with a common set of rules will surely lead the way for a proper democratic class. Moreover, children will have the possibility to take part in an election, decide upon the leaders they want to elect, come up with classroom rules and try to abide by them. These factors will all help the children in the future when they have to vote for the 'real' election and be respectable citizens.

Step 3: (Voting in an Election).
The children who wish to be elected for classroom 'prefects' are asked to come in front of the classroom; so all of them will know the candidates that are going to run for the classroom election. The candidates' names are written on the whiteboard for all the children to see. It is then explained that all of the classroom members are going to vote but the candidates cannot vote for themselves. Furthermore, each candidate is asked to say to the whole class what work s/he will do if elected as class prefect to help the voters choose the right persons for the job. Meanwhile, all the children have to think and reflect on the three people they want to be elected, thus vote for them. (Here it is important that the responsibility of voting should be emphasised).

When all of this is settled, the children are shown how to fill in a voting card and afterwards are organised in alphabetical order outside the classroom. The first child enters the classroom, where s/he is presented with a voting card. The latter sits on the voting desk and mark his/her voting card as desired. The voting card will be then thrown in the voting box. (See below for classroom set up).

General topic descriptions:



After all the children cast their vote, they will resettle in the class and start counting the votes. Mathematics can be integrated with this step, by using tallying to check the votes and come up with the three class prefects. Children can give a helping hand to count the votes.

Children will be reminded that although the three children elected are their class prefects, their rights are still protected and they still have freedom of expression.

Step 4: (Establishing Classroom Rules).
The children have to pretend that they are entering the parliament of Malta, everyone makes sure that s/he is dressed properly and smart. After taking seats, the teacher takes the role of a speaker and manages the discussion:
"Children we met here today to discuss our classroom rules."
The children are asked:
- What they understand with the word rules
- How rules will influence and help us
- The importance of rights and duties is emphasised and some examples are given.

After this short discussion, the rules formation is going to take place where each individual can suggest an appropriate classroom rule. If children lack ideas, the teacher can ask probing questions to help them come up with some rules.
All the rules suggested are written down on the whiteboard and afterwards discussed. The teacher reads the rules, one at a time while the children will put a white card if they want it as their classroom rule or a black card if they disagree with it. As in any democratic society, the majority wins. After discussing all the rules, they are compiled on a chart to be placed in the classroom, so no one will forget them. Furthermore, the children are asked to sign a contract, which will be a proof that they accept the rules and are going to abide by them.

Some rules that can come up are:
- Keep the class clean
- Do the homework and schoolwork
- Pay attention during lessons
- Put a hand up if you want to talk
- Establish a set of punishments for breaking classroom rules.

Step 5: (Freedom of expression) - Conclusion
A rope or string is put in a straight line down the middle of the classroom and it would be explained that this line represents 'the great divide'. One side of it represents ' I agree' and the other side 'I disagree'. It will also be explained that as the teacher reads the statements, students must move to stand on one side of the rope or the other, according to how strongly they feel. Thus a person very strongly disagreeing would move as far away as possible from the rope in the middle, whereas someone 'not sure' would be close to or on the line. The children do not need to explain their choice unless they want to, in which case they put up their hand and the teacher will throw them the power ball to be allowed to speak. They can throw this to the next person whishing to speak.

General topic descriptions:

Ideally, the activity can start off with simple statements such as:
Leaders are elected fairly;
It is right to break a rule sometimes;
Children should vote.

Then move on to more controversial ones, for example:
Children should always do what their parents say;
Education should not be obligatory.

Here the children will feel confident and free to give their opinion, which in turn help them to appreciate and respect other people's ideas without any fighting. Thus another aspect one needs to live in a democracy.

The statement, which causes the greatest discussion, can be used to illustrate how a more formal debate is staged. This statement can be taken as the motion, with a chair and speakers for and against the motion and comments taken from the floor.

GENERAL OUTCOMES:
- Children develop a concern for the common good.
- Children experience the feelings and pressures an election brings about.
- They learn that what they wish done for their selves they do to others thus develop a disposition to work with and for other with sympathetic understanding.
- Children will develop thinking skills and decision-making.

EVALUATION AND ASSESSMENT:
Group assessment, individual reflection, and classroom cooperation.

TIME ESTIMATED FOR ENTIRE TOPIC:
Three to four hours which can be split up in different lessons.

CONTRACT

We the undersigned agree with the rules set in our class on the date_____.

In a deserted Island

It was a stormy night; black clouds covered the sky and the rain poured down heavily. Jim, Tom, Mary, Kate and Gregory stood in their boat trembling. All of them were terrified! They had never seen such a storm! All of a sudden a huge wave covered all the boat sending the five of them overboard! The boat sank in a split of a second and all the youngsters found themselves in the middle of the enormous ocean, being carried away by the outrageous waves.

In the morning, the rays of the sun woke Jim up. Where were they? What had happened? Jim woke the others and they were all bewildered. When they started walking through the forest, they realised that they were alone and they had to cope for themselves. They were in a deserted island. Panic struck and all of them asked questions like; who was going to collect the food? Who would find the wood for the fire? Tom came out with an idea. *"Don't Panic! We need to organise ourselves and make a plan of who will take care of things. If we don't do this, we would never survive"* Mary continued: *"You are right Tom, we should vote for a leader, who will conduct us and we could adjust ourselves in this deserted island."*
"So we would have a sort of democratic system right?" said Kate. *"Yes that's right Kate! Why don't we agree about some rules so we can all work together and no conflict will arise?"* carried on Tom.

ELECTIONS FOR CLASS PREFECTS

I WOULD LIKE THE FOLLOWING PERSONS TO BE MY CLASS PREFECTS.

1.
2.
3.

Decision-Making:
Freedom of choice and its limits

Country: Finland
Institution: Ikaalinen basic school
Teacher/ Position :
Name: Mirja Hanhikangas/teacher

General topic descriptions:	Teacher tips

OBJECTIVES:
- to accept responsibility for one's own choices;
- to understand that choices can have negative consequences;
- to respect and observe social customs, civil laws, and parental rules.

KEY CONCEPTS:
- Responsibility,
- Respect,
- Love,
- Limits,
- Liberated/democratic parenting,
- Authoritarian vs. democratic,
- Law.

METHODS AND STRATEGIES:
- discussion,
- visits by police officers,
- legal education.

MATERIALS:
- law books,
- regulations,
- police programmes .

TASKS AND ACTIVITIES :
- rules of our family,
- rules of our class/school,
- case studies.

GENERAL OUTCOMES:
- child knows how he/she should behave,
- child understands how limits serve to protect him/her.

EVALUATION AND ASSESSMENT:
- written test: What should you do if… ? (different situations).

TIME ESTIMATED FOR ENTIRE TOPIC:
2 hours

TARGET GROUPS:
Students from first to sixth grade.

TIME SHEET. DURATION:
2 hour classes 2 times a year.

SPECIAL ACTIVITIES:
Students act out hypothetical situations.

OPTIONAL METHODS:
Drama practice.

INTEGRATION OF THE SUBJECT INTO THE CURRICULUM:
apply the ideas in this topic during practical activities such as school camp, field trips, physical education classes, and recess.

ADDITIONAL TOPICS:
Sports, games.

ADDITIONAL MATERIALS:
Newspaper reports of accidents, crimes.

SPECIAL NEEDS:
-

HOME ASSIGNMENTS:
Determine the rules of your home by interviewing your parents.

GUEST SPEAKERS:
Police officer.

SPECIFIC OUTCOMES:
Children will try not to break the rules.

Conflict management and resolution:
Anger and aggression

Country: Czech Republic , Novy Jicin
Institution: Special and Practical School
Teacher/ Position : Teacher of Civics, Director
Name: Ivan Janik

General topic descriptions:

OBJECTIVES:
- to develop understanding of and tolerance toward different forms of "otherness"; different views and values;
- to learn to identify and control negative emotions.

KEY CONCEPTS:
- conflict,
- anger,
- aggression,
- responsibility,
- freedom,
- propriety,
- empathy,
- forgiving.

METHODS AND STRATEGIES:
- brainstorming,
- individual work,
- work in small groups,
- research.

MATERIALS:
- paper,
- pencils,
- worksheets.

TASKS AND ACTIVITIES:
Students will complete worksheets individually, then discuss in small groups. Each group will present their results. Discussion with the whole class.

GENERAL OUTCOMES:
Children will:
- be able to recognise conflict and take control of their feelings;
- improve conflict resolution and conflict management skills;
- understand the positive role of conflict in personality development.

EVALUATION AND ASSESSMENT:
- individual reflection,
- group assessment.

TIME ESTIMATED FOR ENTIRE TOPIC:
1 – 2 lessons

Teacher tips

TARGET GROUPS:
1st year high school students, 15–16 years.

TIME SHEET. DURATION:
1 lesson.

SPECIAL ACTIVITIES:
Students will complete *Worksheet 1* individually, then divide into small groups and discuss their answers. Then answers are discussed with the whole class. Next, students complete *Worksheet 2*. As they are working, the teacher writes the worksheet text on the board. When the students have finished, the teacher records the number of students agreeing with each sentence on the board. Discussion. Students defend their own opinions and listen to the opinions of others.

OPTIONAL METHODS:
Individual work, work in groups, discussion.

INTEGRATION OF THE SUBJECT INTO THE CURRICULUM:
Integrated into 1st year Civics, part 1, topic : "Violence, arrogance, aggression; preventing violence".

ADDITIONAL TOPICS:
For a set period of time (e.g. one week), students can watch television and other media and record instances of violence and aggression, noting when and where they occurred.

ADDITIONAL MATERIALS:
-

SPECIAL NEEDS:
Teachers should approach the subject of violence with an open and positive attitude.
Great patience and sensitivity are required. Many special needs children are from a disadvantaged social environment, and may encounter violence in their home or neighborhood.

HOME ASSIGNMENTS:
Observe and describe depictions of violence in the media.

GUEST SPEAKERS:
-

SPECIFIC OUTCOMES:
This topic is very relevant to students. Through patient explanation and discussion of the consequences of violence, the teacher can guide students' attitudes toward aggression and violence. In a classroom setting, they have time to think about consequences, and they can consider the importance of empathy and forgiving, something they generally do not do in their everyday lives.

TEN THOUGHTS ABOUT ANGER, VIOLENCE AND AGRESSION

1. Have you been exposed to violence or aggression ? Where ? / On television, in a magazine, on the street …../
2. Have you ever been angry? Could you describe your feelings?
3. How does an angry person look ?
4. What can we do to control our anger?
5. Do you know how to forgive someone?
6. Do you know how to resolve a conflict?
7. Can you be the one who takes the first step toward peace ?
8. When you are involved in a conflict, do you want to win ?
9. What are your feelings if you do not win?
10. Is it good to take revenge ?

WHEN ARE WE JUSTIFIED IN USING VIOLENCE ?

Read the following possible answers. Think about them and choose only one.

1. Never, on no occasion.
2. Only to protect another person
3. Only if our lives are in danger
4. Only when we are attacked
5. When we think that someone plans to attack us
6. When we want to show that we are really angry
7. Whenever it is necessary to reach our goals
8. Whenever we want to

Models of communication:
functional styles:
presentations, discussions…

Country: Finland
Institution: Ikaalinen basic school
Teacher/ Position :
Name: Mirja Hanhikangas

General topic descriptions:	Teacher tips
OBJECTIVES: - To be able to introduce oneself; - To be able to discuss politely; - To be able to say one's opinion clearly; - To be able to listen other people. **KEY CONCEPTS:** - Communication, - Gestures, facial expressions, - Body language, - Vocabulary, - Small talk –phrases, - Different roles. **METHODS AND STRATEGIES:** - Training in practice in real situations, - Drama exercises. **MATERIALS:** - Videos, - Audio tapes, - Visitors of people working in service branch. **TASKS AND ACTIVITIES :** - Drama practice in pairs and in groups, - Visits to f.e. old people's home, shop, library, bank. **GENERAL OUTCOMES:** - Polite words, - Greeting increase, - To be able to concentrate to listen other people. **EVALUATION AND ASSESSMENT:** - Self-evaluation **TIME ESTIMATED FOR ENTIRE TOPIC:** The whole school time from the first to the last class	**TARGET GROUPS:** **TIME SHEET. DURATION:** **SPECIAL ACTIVITIES:** **OPTIONAL METHODS:** **INTEGRATION OF THE SUBJECT INTO THE CURRICULUM:** **ADDITIONAL TOPICS:** **ADDITIONAL MATERIALS:** **SPECIAL NEEDS:** **HOME ASSIGNMENTS:** **GUEST SPEAKERS:** **SPECIFIC OUTCOMES:**

Work and profession/occupation:
Lifelong learning

Country: Czech Republic , Novy Jicin
Institution: Special and Practical School
Teacher/ Position : Social studies, director
Name: Ivan Janik

General topic descriptions:	Teacher tips
OBJECTIVES: - to develop appreciation for lifelong learning; - to develop understanding of the connection between education and quality of life; - to introduce organisations that provide career guidance and information; - to acquaint students with vocational training institutions, their teaching programs, admission requirements. **KEY CONCEPTS:** - job/work, - profession/occupation, - speciality/profession, - certification/re-certification, - lifelong learning, - unemployment. **METHODS AND STRATEGIES:** - interview, - visit of institutions, - discussion. **MATERIALS:** - paper, - pencils, - information bulletins. **TASKS AND ACTIVITIES:** Students will visit the Employment Office or other employment institutions to obtain information about selected professions, and find out about certification requirements. In groups, students will research requirements of various professions. They will interview people in various professions to find out what they had to do to prepare for these professions. **GENERAL OUTCOMES:** Students will understand the importance of lifelong learning. They will be introduced to institutions offering employment information. **EVALUATION AND ASSESSMENT:** - individual reflection, - group assessment. **TIME ESTIMATED FOR ENTIRE TOPIC:** 3 lessons	**TARGET GROUPS:** **TIME SHEET. DURATION:** **SPECIAL ACTIVITIES:** **OPTIONAL METHODS:** **INTEGRATION OF THE SUBJECT INTO THE CURRICULUM:** **ADDITIONAL TOPICS:** **ADDITIONAL MATERIALS:** **SPECIAL NEEDS:** **HOME ASSIGNMENTS:** **GUEST SPEAKERS:** **SPECIFIC OUTCOMES:**

Work and profession /occupation

Career decision making factors and stages

Country: Malta
Institution: Malta University

General topic descriptions:

OBJECTIVES:
- To inform about requirements for various occupations;
- To introduce the notions job/work, qualifications;
- To develop perception of work values.

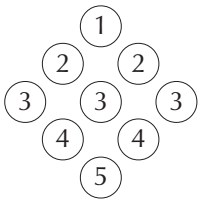
KEY CONCEPTS:
Work/jobs, speciality, occupation/profession, work ethics

METHODS AND STRATEGIES:
Brainstorming, ranking according to importance, negotiating a consensus, open questions, inclusion of parents and other members of society, decision taking steps, research.

MATERIALS:
Picture cards describing jobs, pictures of the jobs mimed, handout, questions for quiz, LCI Inventory (Christine Johnston), Certificates.

TASKS AND ACTIVITIES:

Activity 1:
Students are going to do a brief brainstorming exercise about what jobs the class thinks are present in the community and which they think is most valuable. Afterwards, students are going to rank a set of pictures in a diamond shape using the criteria of one most important to the community.
The picture of the employee who is considered most imperative to the society is positioned at the top of the diamond, then the next two are equal second. The three across the centre are next equal and so on. The one at the foot is considered least important. When the pairs have finished their assignment they form a group of six and each pair explains and seeks to validate its ranking to the other two pairs. The six then negotiate a consensus ranking for the whole group.



Questions useful for discussion:
- Which work did each group consider the most valuable? Why?
- Which was considered the least important? Why?
- What influenced your decisions?
- What do you think the actual individuals would say about their work?
- What jobs have been left out that you think should have been included?
- What jobs would you like to find out more about?

Teacher tips

TARGET GROUPS:
Students between age 10 to age 13; Junior years in Primary or early secondary school.

TIME SHEET. DURATION:
Activity 1: one hour lesson
Activity 2: one hour lesson
Activity 3: two hour research
Activity 4: two – three

SPECIAL ACTIVITIES:
Students get a clear idea of the career they wish to embark on in the future. They do this, through discussion, research and analysing the factors involved.

OPTIONAL METHODS:
Researching the exact procedures needed to get the career one wants.
Analysing personal traits to clarify the options that might fit.

INTEGRATION TO THE SUBJECT, INTEGRATION INTO CURRICULUM:
Civic Education
Community into school (One community – one group)

ADDITIONAL TOPICS:
Religion
We all need one another – help in our community
Language writing skills
Writing the job chosen, the reasons and the way to achieve it

ADDITIONAL MATERIALS:
Pictures, handouts LCI inventory, certificates.

HOME ASSIGNMENTS:
Discussing the issue of career in the future with parents and other family members.

GUEST SPEAKERS:
People representing a career for example doctor, teacher, nurse, manager, secretary etc and career councillors

SPECIFIC OUTCOMES:
They will be informed about the requirements for various occupations and focus on a range of careers they might be interested in. thus help them choose subjects which lead to the career in question.

General topic descriptions:

Continuation of this activity:
The activity could be repeated but with the criteria "Who do you think get paid most?" Discussion could then follow about whether both rankings were the same. IF not, why not? What should be the main influences on how people are paid? Are there any issues raised with regard to equal opportunities? An alternative opening to this activity is to give the students a picture each (of the community members) and ask them to write three sentences about why this person is valued.

Activity 2:
Some students are picked up to mime a job; for instance-mime a policeman/woman at work or a doctor/ teacher etc..
The rest of the class have to carefully observe and try to guess the job being mimed.
Moreover, the students who succeed to guess the job can say all that s/he knows about the respective job.
Meanwhile, the teacher will stick pictures of the jobs in discussion
Afterwards, the students are given a handout to work individually where the characteristics of certain jobs are to be highlighted. The handout will then be discussed as a whole class, to give students a clear idea of what the jobs on the market offer and require. In addition, students can also pinpoint the jobs that they probably wish and are capable of.

A quiz will conclude this lesson, where students are organized in groups of five. Together they have to cooperate in order to answer correctly. The teacher will give points to the groups that give the right answer (see quiz questions attached).

Activity 3:
Students can be asked to gather information about selected workplaces in the community. Appointments would need to be made for small groups of students to make a visit, observe workers at work and carry out interviews to accumulate facts to inform discussion about issues such as:
- The range of work opportunities in the confined community
- The necessity of local employers
- Employment practices in relation to equal opportunities
- Opportunities for young people from the local communities

Activity 4:
This activity will take place in the schoolyard and the teacher will ask the parents' assistance and other people representing a career. The yard will be organised in six stages (see plan attached). Students have to start from stage one and move on to the next stage respectively. To add some fun in this lesson, some physical activity can be included such as jumping hoops, hurdles etc. .

Stage 1:
In this stage, the students are going to find some adults, ranging from parents to a policeman/woman, priest, doctor. This way students can ask them questions about the career they wish to embark on in their future. Before leaving this stage, students have tow write a list of the careers that interest them.

Stage 2:
Through discussion and inventories such as the LCI (Christine Johnston – see example attached), some parents will help the students identify their strengths and weaknesses, learning styles, attributes and opportunities.

Stage 3:
Parents will help students compare and contrast the personality traits they have with the careers that interest them. For instance if the student is interested to become a manager, they must check whether they have any leadership skills – thus if the career is compatible with them.

Stage 4:
What qualifications and courses are needed for the career I intend to choose? Is the topic of this stage. Ideally, career councillors will accept the invitation to come. If they are not willing to come, teacher and parents should be informed beforehand and found leaflets with the necessary information to help students as best they can.

General topic descriptions:

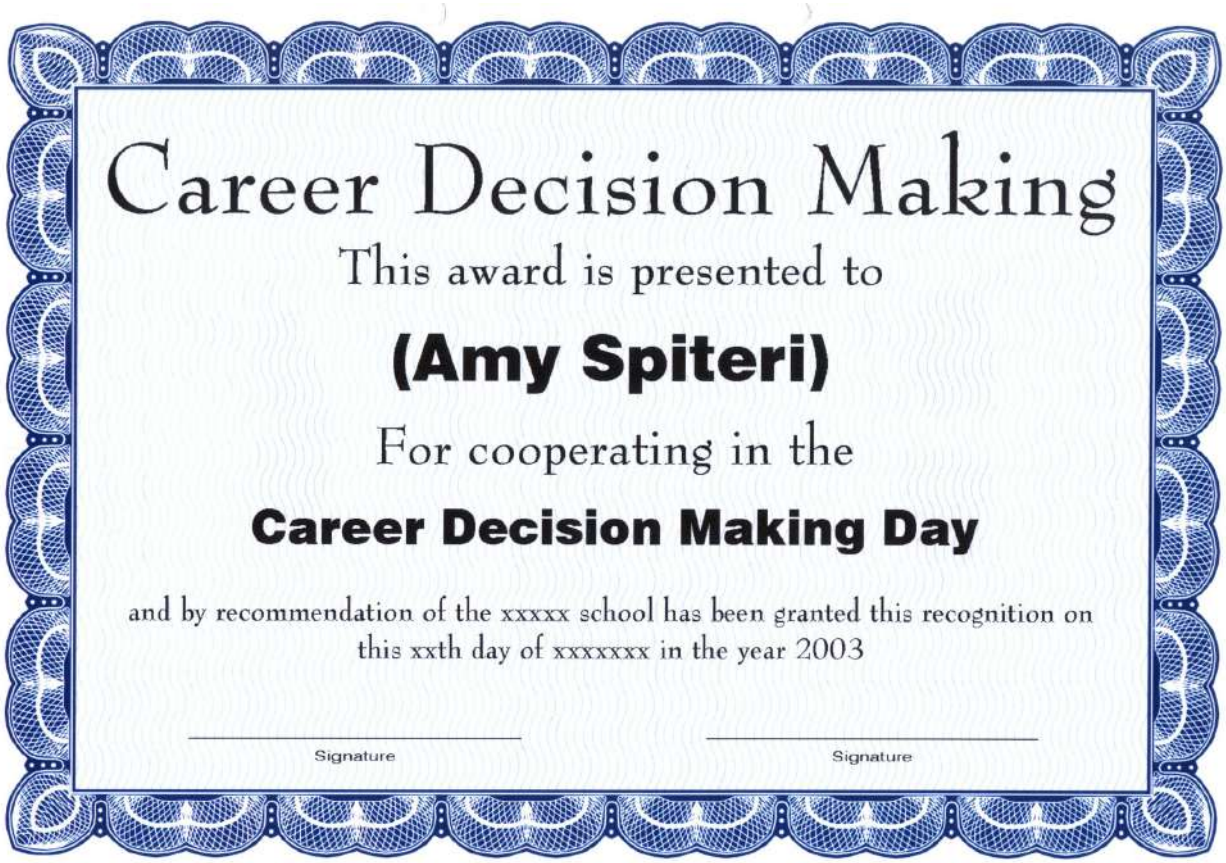
Stage 5:
Here students are going to plan their way that leads them to their desired career i.e. the exams they require and the years they ideally sit for them, the courses they need to attend and at what age etc. .

Stage 6:
Students are going to write down a report of the things they discovered, planned and seek to achieve and will sign it. Certificates are given to students that succeeded to make the best of this course.

GENERAL OUTCOMES:
- Students will be able to link education with the quality of lifestyle;
- Will be able to find information about different jobs and occupations, educational institutions.
- Will be able to link oneself with a specific occupation.

EVALUATION AND ASSESSMENT:
Individual assessment, group assessment, participation, eagerness and will to try.

TIME ESTIMATED FOR ENTIRE TOPIC:
Approximately six to seven hours.



MATCH THE WORK WITH THE RESPECTIVE JOB BY WRITING THE NUMBERS IN THE BOXES.

Mechanic

Clerk

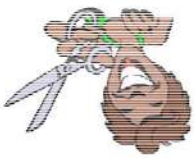
E.g. Receptionist

→ 2, 3, 6, 10, 13, 14.

Supermarket worker

Supervisor

Hairdresser



1. Work with your hands
2. Meet a lot of people
3. Dress smart
4. Use tools and machinery
5. Use grease and oil
6. Work on a shift basis
7. Keep records
8. Write a lot
9. Use numbers and count
10. Work with others
11. Work in a routine job
12. Clean
13. Give information
14. Standing up for a lot of time
15. Repeat the same work

Machine operator

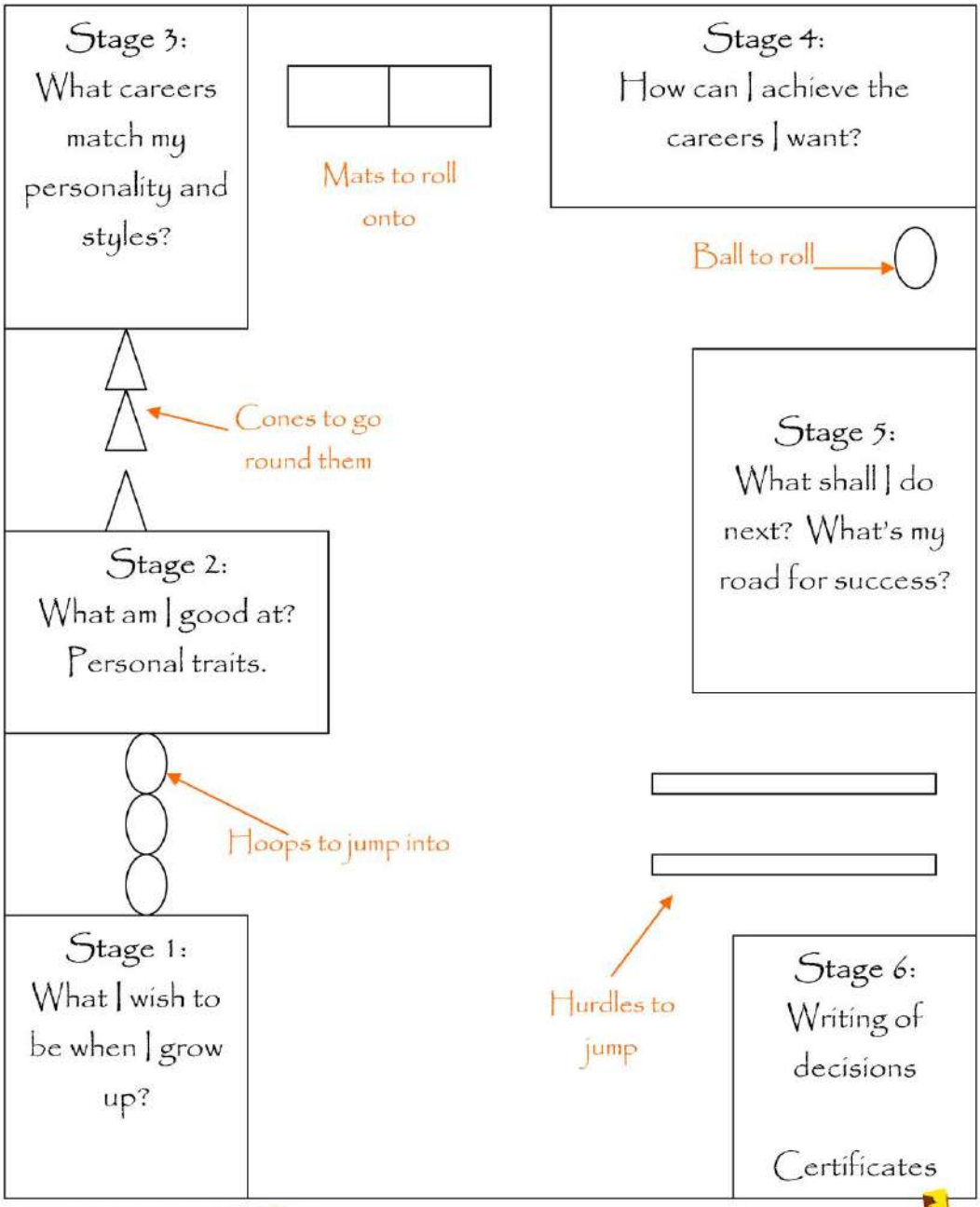
Policeman/woman

Waiter

Salesperson

Chef

15 x 32 +11
X58
FARES
ADULT £1
CHILD 50p
10 ITEMS OR LESS
12 12
MEGA DEALS
STOP
BABY'S DAY OUT
POLICE
10


Stage 3:
What careers match my personality and styles?
Mats to roll onto
Stage 4:
How can I achieve the careers I want?
Ball to roll
Cones to go round them
Stage 5:
What shall I do next? What's my road for success?
Stage 2:
What am I good at? Personal traits.
Hoops to jump into
Stage 1:
What I wish to be when I grow up?
Hurdles to jump
Stage 6:
Writing of decisions
Certificates
The yard

Economics in society:
Labour relations

Country: Czech Republic , Novy Jicin
Institution: Special and Practical School
Teacher/ Position: Teacher of Civics
Name: Ivan Janik

General topic descriptions:	Teacher tips
OBJECTIVES: - to inform students about regulations and laws governing employer-employee relations; - to develop attitudes and skills necessary for maintaining workplace relations based on mutual respect. **KEY CONCEPTS:** - Code of Work, - Workplace relations, - Workplace discipline, - Workplace conditions, - Safety. **METHODS AND STRATEGIES:** - work in small groups, - lecture. **MATERIALS:** - paper, - pencils. **TASKS AND ACTIVITIES:** Students are divided into small groups. Each group will prepare an explanation of two (or more) topics from the Code of Work. Teacher will close with a short explanatory lecture. **GENERAL OUTCOMES:** Children will: - learn about the Code of Work and its sections; - understand the meaning and importance of workplace relations. **EVALUATION AND ASSESSMENT:** - group assessment. **TIME ESTIMATED FOR ENTIRE TOPIC:** 2 hours	**TARGET GROUPS** 3rd year high school students (18 years old). **TIME SHEET. DURATION:** 2 hours. **SPECIAL ACTIVITIES:** 1st lesson – students are introduced to the Code of Work and then are divided into small groups. Each group prepares an explanation of two topics, and writes it on a large sheet of paper. They must answer the questions: WHAT does it mean? WHOM does it concern? WHEN does it apply? Teacher should divide topics carefully according to students' abilities, and at least two groups should be assigned to each topic. This will allow the groups to correct and complete one another's explanations. The teacher then provides a definitive explanation of each topic. 2nd lesson – the same, using new topics from the Code of Work. **TOPICS:** - beginning, changing, and leaving a job; - workplace discipline and rules; - wages; - protection of health and safety in the workplace; - concern for employees; - workplace conditions of women and juveniles; - compensation for damages. **OPTIONAL METHODS:** - work in small groups; - discussion; - lecture. **INTEGRATION OF THE SUBJECT INTO THE CURRICULUM:** Integrated into 3rd year Civics, 3rd part: "Economic considerations in everyday life", topic: "Workplace relations. Code of Work..." **ADDITIONAL TOPICS:** - **ADDITIONAL MATERIALS:** Code of Work, pens, papers. **SPECIAL NEEDS:** This topic can be quite difficult for children with specific needs, but it is very important. They are even more vulnerable than other workers, and their lack of knowledge of workplace relations can lead to serious consequences. Unfortunately, the "legalese" used in the regulations is sometimes incomprehensible, and it is necessary to explain workplace issues to special needs students in language they can understand. **HOME ASSIGNMENTS:** - **GUEST SPEAKERS:** - **SPECIFIC OUTCOMES:** Students will understand that workplace relations are of fundamental importance, and that ignorance of these issues may lead to serious problems.

Part V

CAREER EDUCATION PROGRAMME FOR THE SENIOR / UPPER SECONDARY SCHOOL

Working hard overcomes a whole lot of other obstacles. You can have unbelievable intelligence, you can have connections, you can have opportunities fall out of the sky. But in the end, hard work is the true, enduring characteristic of successful people.

EVANS, REAR ADMIRAL MARSHA

OBJECTIVES	TOPICS	TASKS	ACTIVITIES	RESULTS
SOCIETY AS A SYSTEM OF LABOUR EXCHANGE				
TO DEVELOP: - an understanding of society as a system of labour exchange relationships; - the concept that every individual is part of labour exchange system; - a positive attitude to career development; - a positive attitude to work. TO TEACH: - awareness of how the present influences the future in the life of an individual. TO INFORM: - about the principles of a society conceived as a system of labour exchange relations. TO INTRODUCE THE CONCEPTS: System of labour exchange, social role, career.	- Society as a locus of labour exchange activities; - The relationship between individual and society (in a labour exchange system); - Social roles; - Career.	– Discuss the principles at work in a system of labour exchange; - Analyse the social milieu from the perspective a system of labour exchange relations; - Discuss existing social roles; - Analyse the individual's role in society; - Discuss the concept of *career*, its manifestations and meaning in the life of an individual.	Various forms of discussion, analysis of different situations and case studies, collection of data and career-related information, written compositions and projects.	Students will: - understand society as a locus of labour exchange activities; - understand the significance of work in a society; - be able to relate this understanding to their immediate environment; - be introduced to the concepts *society as a system of labour exchange relationships, social role, career.*
SELF-KNOWLEDGE AND SELF-EXAMINATION				
TO DEVELOP: - self-knowledge and self-esteem; - character traits fostering conscious engagement in a career; - Awareness of the importance of personal growth, change, and individuation. TO TEACH: - Self-knowledge, i.e. awareness of character, personality type; - Identification of desires, abilities, interests, and value systems; - Identification of personal strengths and weaknesses. TO INFORM: - About the importance of self-knowledge for career planning. TO INTRODUCE THE CONCEPTS: character, personality type, ability, interest, value.	– Personal growth, change, and individuation; – Likes; – Interests; – Abilities; – Value systems and personal orientations – Character and personality type; – Self-evaluation; – Strengths and weaknesses.	– Discuss the importance of self-knowledge and self-assessment for career planning; – Analyse and discuss personal inclinations, interests, abilities, strengths, and weaknesses; – Analyse possibilities for personal change.	Different types of discussions, debates, case studies, individual activities, self-analysis, role-play, brainstorming, tests, etc.	Students will: – understand the importance of self- knowledge for career-planning decisions; – develop self-knowledge; – identify their interests, value systems, abilities, strengths and weaknesses; – become aware of the process of personal development and opportunities created by personal change; – understand the importance of adequate self-assessment; – be introduced to the concepts: *character, personality type, ability, interest, values* and will be able to implement these concepts in everyday discourse.

OBJECTIVES	TOPICS	TASKS	ACTIVITIES	RESULTS
SUCCESSFUL COMMUNICATION				
TO DEVELOP: - tolerance; - active listening skills; - ability to say "no"; - co-operation. TO TEACH: - standards, norms of public conduct, and etiquette; - interpretation of non-verbal communication; - analysis and management of conflict. TO INTRODUCE THE CONCEPTS: non-verbal communication, etiquette; conflict; conflict management; co-operation.	- Understanding the other/interlocutor; - Verbal and non-verbal communication; - Active listening skills; - Ability to say "no"; - Conflict management; - Communication and co-operation in a group/team; - Norms and rules of public conduct.	- Listen to and analyse stories told by peers; - Discuss the topic: "Saying 'no'—Easy or difficult?"; - Analyse sample conflict situations; - Research the rules and norms of public conduct (etiquette).	Observation of human behaviour in different situations; analysis of different communication patterns through the use of visual aids, practical activities, role-play, brainstorming, etc.	Students will: - be able to understand and interpret body language/non-verbal codes of communication; - develop effective listening skills; - be able to analyse conflicts; - learn the basics of conflict management - acquire basic communication skills; - learn about etiquette; - be introduced to the concepts: *non-verbal communication, etiquette; conflict; conflict management; co-operation* and will be able to implement them in everyday discourse.
PROFESSIONS AND THE GLOBAL JOB MARKET				
TO DEVELOP: – focus and direction in career planning, organization; – open-minded attitude toward professions, free of stereotypes; – positive attitude toward volunteer work. TO TEACH: – collection and analysis of information about professions; – classification of professions/occupations; – identification of the advantages and disadvantages of self-employment and working for an employer. TO INFORM: - about types of professions and requirements related to each type; - about sources of career-related information. TO INTRODUCE THE CONCEPTS: - *profession/occupation, work/job, work activities, stereotype, labour market, unemployment.*	- The diversity of professions and professional activities; - Occupational categories; – The diversity of work environments; – Job-related requirements; – Working for an employer; – Self-employment; – Professions and gender stereotypes; – Labour market, unemployment; – Volunteer work.	– Explore different professions/occupations; – Research different professions; – Categorize professions; – Discuss different job environments and work conditions; – Discuss the advantages and disadvantages of self-em.	Research, storytelling, life stories, various types of discussions, debates, situation and case studies, role-play, individual activities, brainstorming, meeting people of different professions, interviews, polls, contests, etc.	Students will: – be introduced to different professions, and the variety of professional activities and work environments; – understand the negative effects of stereotyped attitudes to professions; – be introduced to the major sources of information on professions and the job market; – learn to collect, organize and analyse information about particular professions; – be able to analyse information about the job market and relate their analysis to a specific profession; – Be introduced to the concepts: *profession/occupation, work/job, work activities, stereotype, labour market, unemployment* and will be able to use these concepts in everyday discourse.

OBJECTIVES	TOPICS	TASKS	ACTIVITIES	RESULTS
	OCCUPATIONAL APTITUDE			
TO DEVELOP: – ability to relate information about oneself with information about professions. TO INFORM: - about methods for assessing aptitude for various professions; - about organisations that can provide aptitude testing and employment counselling.	- The concept of aptitude for an occupation; - The relationship between self-knowledge and occupational information.	– Analyse the importance of occupational aptitude; – Assess your own aptitudes using various self-assessment techniques.	Testing, individual consultations, group work, compilation and analysis of information, etc.	Students will: – be able to relate self-knowledge to occupational information; – be introduced to methods of assessing occupational aptitude; – learn about organisations that can provide aptitude testing and employment counselling.
	DECISION-MAKING AND CHOICE OF PROFESSION			
TO DEVELOP: – understanding of the importance of present decisions for future career-related developments; – ability to formulate personal goals; – responsibility for one's decisions. TO TEACH: – understanding of the relationship between goals and obligations; – recognition and evaluation of alternatives; – practical implementation of career-related decisions. TO INTRODUCE: – processes involved in career-related decision-making	– Long-term and short-term goals; – Career decision-making model; – Preliminary career decision-making.	– Analyse the differences between goals and obligations; – Discuss the importance of present decisions for one's future; – Using the career decision-making model, make a preliminary career choice.	Different types of discussion, situation and case studies, individual activities, brainstorming, listening to life stories, etc.	Students will: – understand the process of decision making; – understand the differences between goals and obligations; – be able to make informed decisions regarding career choice.

OBJECTIVES	TOPICS	TASKS	ACTIVITIES	RESULTS
	OPPORTUNITIES FOR PROFESSIONAL TRAINING			
TO DEVELOP: – organized and focused approach to setting career-related goals. TO TEACH: – collect and analysis of information. TO INFORM: – about the system of professional and vocational education in country; – about opportunities for career-related training at various levels; – about sources of information on educational institutions and programs; – about opportunities for study abroad.	– Professional training system in country; – Sources of information on educational institutions and programs; – Colleges and their programs of study; – Universities and their programs of study; – The value of studying abroad.	- Research educational opportunities in country and present this information to the class; - Investigate opportunities for study abroad.	Video materials, excursions, guest lectures, reading and analysis of reference sources, individual consultations, field trips, etc.	Students will: – become familiar with the system of high education in country; – learn about sources of information on educational institutions and programs; – learn to use information about educational opportunities; – Be introduced to opportunities for various levels of education in country and abroad.
	JOB SEARCH STRATEGIES			
TO DEVELOP: - ability to present oneself so as to make a favourable impression; - job-seeking skills. TO TEACH: – preparation of employment-related documents. TO INFORM: – about strategies for finding employment, and sources of information about the job market; – about laws regulating hiring and employment.	- Job search methods; - Job search sources; - Relevant documents, CV or resume, cover letter; - Job interviews; - Laws regulating hiring and employment.	- Find and analyse information on the current situation in job market: perspectives, prognosis, demand, and requirements for work force; - Write a CV or resume; - Write a letter explaining your reasons for applying for a specific job; - Role-play a job interview; - Find out what laws regulate employment and hiring procedures.	Lectures, video materials and discussion, case studies, preparation of documents, analysis of reference sources, situational analysis, contests, role-play.	Students will: - learn job-seeking strategies; - be able to use sources of information about employment opportunities; - learn to prepare the documents necessary for a job search; - be able to make a favourable impression during a job interview; - be introduced to the basic laws regulating hiring and employment.

Part V

GUIDEBOOK TO THE SENIOR / UPPER SECONDARY SCHOOL PROGRAMME

Society as a system of labour exchange: Socio-economic problems in the Republic of Lithuania

Country: Lithuania
Institution: Vilnius S. Daukantas Secondary School
Subject and year: History, year 12 (expanded course)
Name: Evaldas Bakonis

General topic descriptions:

The students analysed this topic for the first time in year 10. They also have firsthand knowledge of the socio-economic problems of present-day Lithuania. They can identify the most severe problems, such as unemployment, unequal distribution of property and other assets, social segregation, etc. The students understand that many different factors contribute to these problems. The purpose of this topic is to gather information on the causes of social problems, to suggest multiple strategies for solving these problems, and to encourage the students to think about the qualities they may need to secure their financial future, to provide for themselves and the people close to them.

OBJECTIVES:

Implementation of the standards for general secondary school education:

A. Evaluation of the social, economical, etc. development of Lithuania after the restoration of independence.
B. Description of the major social and economic problems in present day Lithuania and possible solutions.

Development of critical thinking and its application in career planning:

1. Reinforcement of the following concepts: social role, career, employment opportunities, unemployment. Understanding of these concepts and the ability to apply them in everyday conversation.
2. Establishing the connection between students' present activities and their future lives, and consideration of the qualities needed to fulfil various social roles and achieve a desired life-style.
3. Analysis of the economic environment (micro and macro) with regard to the labour market.
4. Recognition of the major obstacles students may encounter on the path to a future career.
5. Drawing logical conclusions from economic data and learning from positive examples.

KEY CONCEPTS:

Social role, career, employment opportunities, unemployment.

METHODS AND STRATEGIES:

Group work, brainstorming, "corners", five-sentence essay.

MATERIALS:

Gečas et al. *Lithuania and the World*. History textbook for year 12. Kaunas. Šviesa. 2001;
Internet material (see appendices: Handouts "Unemployment in Lithuania and elsewhere", "Causes of unemployment", "The Constitution guarantees. And what about us?")

Teacher tips

TARGET GROUPS:

Year 12 (students aged 18-19).

TIME SHEET. DURATION:

1 lesson (45 minutes).

TASKS AND ACTIVITIES:

1) The students were given the following assignment to prepare in advance: think of examples of successful and unsuccessful career paths (of family members, relatives, acquaintances, people in the media) after the restoration of independence in 1990.
2) Six groups (4-5 students each) divided up the collected examples and determined specific contributing factors for each.
3) The students determined the main causes of unemployment in the Republic of Lithuania according to three texts provided (two groups received the same text; 3 texts in all).
4) The causes determined by the students were written on the board and divided into two groups: 1) those dependent on the individual; 2) those not dependent on the individual.
5) The class divided into groups according to their answers to the question "What does a person's career success depend on: the policy of the government or his personal qualities (education, gender, place of residence, attitudes, etc.)?"
6) After each group had presented its arguments, the opinions shifted slightly, and some people moved from one group to another. They had to explain their motives for transferring to another group.
7) To summarise, every pupil wrote a five-sentence essay in support of one of the following three positions:
   a) Rescuing the drowning ones is the problem of the state;
   b) Rescuing the drowning ones is the problem of the drowning ones themselves;
   c) Rescuing the drowning ones is the mutual problem of the state and the drowning ones.
8) Essay structure: sentence 1—the essence of the problem; sentence 2—statement of the opposite opinion and argumentation; sentence 3—statement of one's own position; sentence 4—supporting arguments for one's own position; sentence 5—suggested measures for implementing the proposed solution.

OPTIONAL METHODS:

Group work, brainstorming, "corners", five-sentence essay.

TERMS AND CONCEPTS DISCUSSED:

Social role, career, employment opportunities, unemployment.

General topic descriptions:	Teacher tips
TASKS AND ACTIVITIES: Various discussions, analysis of situations and cases, collection of information. Specific tasks and activities include: 1. Group study of examples illustrating the topic. 2. Group analysis of texts, leading to conclusions on the issues analysed. 3. Brainstorming—identifying and writing down various causes of socio-economic problems. 4. "Corners"—formulating and substantiating one's own opinions. 5. Five-sentence essay—written expression of personal opinions and suggestions for action. **GENERAL OUTCOMES:** 1. The students will be introduced to new concepts. 2. They will get acquainted with a broader circle of professions and will gain specific knowledge about certain professions. 3. They will acquire skills in communication, collaboration and group work. **EVALUATION AND ASSESSMENT:** 1. The students reviewed the following concepts: social role, career, employment opportunities, unemployment. 2. They understood the necessity of certain fundamental qualities (education and attitudes) for fulfilling various social roles and achieving a desired life-style. 3. They analysed the internal and external obstacles to career success in Lithuania and other European countries. 4. They independently formulated some conclusions on the topic and took note of positive examples.	**INTEGRATION OF THE SUBJECT INTO THE CURRICULUM:** The topic was integrated into a history lesson concerning the major social and economic problems in present-day Lithuania. **ADDITIONAL MATERIALS:** Gečas et al. *Lithuania and the World*. History textbook for year 12. Kaunas. Šviesa. 2001; Internet material (see appendices: Handouts "Unemployment in Lithuania and elsewhere", "Causes of unemployment", "The Constitution guarantees. And what about us?") **HOME ASSIGNMENTS:** Draw several pie charts and bar graphs based on the statistical data in the textbook that was used in class. **SPECIFIC OUTCOMES:** 1. The students reviewed the following concepts: social role, career, employment opportunities, unemployment. 2. They understood the necessity of certain fundamental qualities (education and attitudes) for fulfilling various social roles and achieving a desired life-style. 3. They analysed the internal and external obstacles to career success in Lithuania and other European countries. 4. They independently formulated some conclusions on the topic and took note of positive examples.

APPENDICES:

Handout No. 1:
Retrieved from:
http://vingis.sc-uni.ktu.lt/sif/lt/moterys/html;
http://www.lrytas.lt/20030605/eko05_eu.htm

UNEMPLOYMENT IN LITHUANIA AND ELSEWHERE

Lithuania. The problem of unemployment did not officially exist before the restoration of independence. Already at the end of 1991 the number of unemployed registered was 4600. By the end of 1994 the number of unemployed increased to 33.3 thousand. In September 1996 there were as many as 317 thousand unemployed people.

Employment of citizens in 1997

	Total	Men	Women	City	Countryside
Citizens (thousands)	3712	1753	1959	2518	1194
Aged 14-74	2802	1321	1481	1935	867
Manpower	2037	1017	1020	1354	683
Employed	1720	862	858	1083	637
Unemployed	**317**	**155**	**162**	**271**	**46**
Registered in job centres	112.5	50.1	62.4		
Unemployment level, %	61.4	65.3	57.9	56.0	73.5
Employment level, %	**15.6**	**15.2**	**15.9**	**20.0**	**6.7**

The unemployed according to education

	Total		Men		Women	
	thousands.	%	thousands.	%	thousands.	%
Total	317	100	155	100	162	100
University	32	10.1	12	7.7	20	12.4
College	77	24.3	30	**19.4**	47	**29.0**
General secondary	101	31.9	48	31.0	53	32.7
Vocational	61	19.2	39	25.1	22	13.6
Other	46	14.5	26	16.8	20	12.3

In January and February 2003, the unemployment level in Lithuania was 12.1 %, in March – 11.8 %, in April – 10.8 %. In the beginning of June, a total of 162.9 thousand unemployed were registered in the country, that is, 16 % (31.3 thousand) less than a year previously and 7 % (12 thousand) less than in the beginning of April.

Elsewhere. In April 2003, the level of unemployment in the euro zone of 12 countries was 8.8 %. This is the highest level of unemployment in the past three years. There are about 12.4 million unemployed in the euro zone. The last time the unemployment level reached 8.8 % was in January 2000. The highest level of unemployment among the countries of the euro zone was registered in Spain (11.4 %) and Germany (9.4 %). The lowest level of unemployment in April was in Luxembourg (3.5 %), the Netherlands (3.7 % in March) and Austria (4.3 %).

The level of unemployment in the EU candidate countries is much higher than in the euro zone. In ten of the EU candidate states the level of unemployment in March was 14.7 %. The highest level of unemployment – 20.2 % – was in Poland, while the lowest was in Cyprus (4.3 %). The difference between the numbers of unemployed women and men is lower in the group of the EU candidate states than in the euro zone. In the candidate region, the number of unemployed employable women is 15.4 %, and the number of unemployed employable men is 14.1 %. In the euro zone these numbers are 10.2 % and 7.8 % respectively.

Handout No. 2
Retrieved from:
http://www.lrinka.lt/Komentarai/Koment36.phtml;
http://www.lrinka.lt/Straipsn/Ekpasekm.phtml

THE CAUSES OF UNEMPLOYMENT, ACCORDING TO THE EXPERTS

Guoda Steponavičienė

The Lithuanian government at the time [of independence] failed to implement certain structural reforms. The reforms were slow and inconsistent, whereas the economy of the state could have been rapidly reorganised instead and would have been able to function in the market economy. It is impossible to avoid an increase in unemployment due to reforms when the economy is reorganised, but this phenomenon is temporary. Thanks to the reform, the growing economy creates new jobs, and therefore unemployment decreases. However, when the reforms are inconsistent and drawn out over time, they do not provide a foundation for economic growth, and the level of unemployment remains high.

A second reason for the problem is government control of employment arrangements, such as the minimum wage, regulation of work hours and vacations, limitations on job contracts and the like. Such regulations prevent employers and employees from negotiating agreements that would be most suitable to both parties.

A third reason is the bureaucracy, which is not decreasing, and the resulting tax burden. The taxes on employers in Lithuania have increased again. Because of the combined burden of taxes, regulations and bureaucracy, and the threat of fines for the breach of laws, employers are not motivated to develop existing businesses (which would create new jobs) or to establish new ones.

A fourth factor contributing to increased unemployment is the economic crisis in Russia and the general economic decline in Lithuania. However, contrary to popular opinion, this is not the primary factor. When the conditions for business are favourable and the mobility of manpower is not restricted, the labour force in a country may move from one branch of the economy to another when difficulties arise. Yes, this means that people must change the nature of their work, but nevertheless they are able to avoid unemployment.

Unemployment is not a simple problem, which would disappear if the government or a political party were to announce a programme of "work place creation" or something of the like. The level of unemployment can only be reduced if its causes are well understood and appropriate measures are taken.

Ugnius Trumpa

In Lithuania, farmers decided to accept the support and market control measures offered by the government and, through these political measures, to reduce both their business risks and their income. In Soviet times, farmers had been merely agricultural workers. They worked when and where the government told them to work and received a salary from the state. They did not have to worry about the demand for their products in the market, price fluctuations, risks and benefits. Evidently this arrangement was acceptable to everyone, because today they continue to demand a guaranteed market for their products, price controls, and guaranteed income. Still, after ten years many people working in the agricultural sector have not yet grasped that their hard work might be better compensated under free market conditions, without relying on the continued generosity and favour of the government. It must be taken into account that the farmers of today are products of the old system. All through the period of independence, they were fed unrealistic promises about support from the government and subsidies from the European Union. Their land was not returned to them in a timely fashion, and the restrictions on selling land and changing its function prevented it from increasing in value.

From the Soviet administration Lithuania inherited large ineffective enterprises. Because of continued support from the government, social guarantees, market protections and the policy of privatisation, the majority of these enterprises were not able to reform themselves and move to cost-effective production. Their slide into bankruptcy was long and painful, so their workers were forced to spend long years in uncertainty about the future, receiving minimal salaries. The complex conditions for private business, high taxes and "harsh measures" deterred some people from entering private business, at the same time as the social support systems permitted a combination of illegal employment along with minimal income from the government.

However, subjective causes of unemployment must also be taken into account. Surveys by the Lithuanian Free Market Institute show that people are inclined to wait until they can get a good job, rather engaging in the risks involved in starting a business, which would create employment themselves and potentially for others. The majority of people do not want to relocate to obtain jobs, and those who do relocate tend to choose foreign countries. Also, some people would prefer to maintain a small farm or receive some type of free-lance income rather than actively seek a job, change their profession, or accept the first job offered by the job centre.

All the members of our society are economically interdependent, so deterioration of the lives of some inevitably has a negative effect on the others.

Handout No. 3
Retrieved from:
http://www.lrinka.lt/Pranesim/As.phtml;
http://www.takas.lt/cv/mstraipsnis.php?msgid=17&tipas=Karjera

THE CONSTITUTION GUARANTEES. AND WHAT ABOUT US?

> *Every person may freely choose an occupation or business, and shall have the right to adequate, safe and healthy working conditions, adequate compensation for work, and social security in the event of unemployment.*
>
> Constitution of the Republic of Lithuania, Article 48

Changes in the unemployment structure:

The number of unemployed who lack professional education is increasing. Young people without professional education constitute the fastest-growing group of unemployed. An increasing number of unemployed young people—nearly half of them—also lack basic secondary education. The groups hardest hit by rising unemployment have been people younger than 25, people older than 64, and those who previously worked in industry and agriculture.

The employment situation for women is shaped by some specific challenges. A woman who goes on maternity leave is often not able to return to the job market. Her knowledge and skills are quickly outdated due to the rapid development of science and technology, and she is no longer qualified for her previous job. It is harder for women to find employment for various reasons: greater devotion to the family, public perceptions of the role of women, physical limitations, etc.
Sociological studies have found that:
- 80 % of women believe that the social, economic and political condition of women is worse;
- 68 % of employed men agree with this assertion.

On the other hand:
- Approximately 60 % of men think that the woman is responsible for taking care of the family and the children;
- Approximately 68 % of employed women disagree with the idea that the woman is

Possible reduction of unemployment

The main strategies for reducing unemployment and poverty are support for the creation of new workplaces, support for employment, increasing workers' flexibility and adaptability to change, and providing easily accessible employment information and consulting.

But… Education, technical knowledge and skills are not enough…

A frequently-heard term is "Emotional intelligence".

Emotional intelligence, which encompasses a person's ability to control himself or herself and communicate with other people, is twice as important to career success as IQ or technical skills. Studies have shown that such factors as self-confidence, self-control, self-understanding, a sense of responsibility, and honesty are the factors that determine individual success. Two-thirds of the qualities correlated with success are features of emotional intelligence, for example, reliability, the ability to adapt to changing circumstances, and the ability to collaborate. On the basis of workplace surveys, researchers determined that two qualities are valued most in selecting new employees: initiative and the ability to communicate. All these abilities are factors of emotional intelligence.

So, what is this emotional intelligence? It is:

Self-understanding—the ability to know what you are feeling at a given moment.

The ability to identify your feelings and to talk about them with others.

Empathy and sympathy—The ability to understand the emotions of other people and to feel compassion for them.

Balance—The ability to make decisions based on a balance of emotion and intellect.

Responsibility—To take responsibility for your own feelings and happiness, not blaming others for "making" you feel something.

Five step plan for control of feelings:
1. Identification of the main feelings. What do I feel?
2. Identification of the causes of the feelings. Why do I feel this way?
3. Asking "what/who would help me/you feel better?"
4. Thinking of various possible actions/behaviour.
5. Selection of the best variant.

Society as a system of labour exchange:
The relationships between individual and society representing the system of labour exchange

Country: Malta
Institution: Malta university

General topic descriptions:

OBJECTIVES:
- Students develop the notion that every individual is part of labour exchange system.
- Students will be informed about the principles existing in a society regarding labour exchange relations.

KEY CONCEPTS:
System of labour exchange, social role.

METHODS AND STRATEGIES:
Listening to a story, hands on experience.

MATERIALS:
Story, cardboard, scissors, ruler, pencil, colours .

TASKS AND ACTIVITIES:

Activity 1:
The teacher starts off the lesson by narrating a story to the students where they have to listen attentively and try to elicit the real reasons of the problems in the story. (see story attached).
Questions for discussion:
- Why did Mr. Williams worked harder when labour exchange did not exist?
- What are the advantages of Labour exchange?
- What could happen if a worker does not cooperate? E.g. the baker does not exchange the bread with other things?
- What is the most important job in society? (They are all important – point for discussion).

Activity 2:
In this activity the class will be divided in two where each group pretend to have a jeans factory. (For this activity cardboard jeans). One group will use a system of labour exchange while the other group will not.
In group A, students will have a specialized job to do for instance, one student can take care of the cloth (cardboard), cut it etc., another student can colour the cardboard (sewing the jeans), the makers then can buy buttons from a button factory instead of doing them themselves, (two students can do the buttons) and then sell the jeans to a marketing company instead of doing the marketing themselves.
In group B, all the students will do their own pair of jeans from start to finish.
The students will actually try this out in class and afterwards observe the differences between one group and another.

Example:
- Group B needed more tools and equipment, more scissors, colours etc.
- Group A was faster and produced more
- The jeans of Group A were much more neat because each student was a specialist in his//her -job etc.

The teacher will emphasise that if a person from group A did not do her job, there could be problems, in fact each and every job is of utmost importance to society.

GENERAL OUTCOMES:
QStudents realise the importance of Labour exchange.
QStudents understand that each and every job is important.

EVALUATION AND ASSESSMENT:
Individual assessment, group assessment, participation, analysing and interpreting facts.

TIME ESTIMATED FOR ENTIRE TOPIC:
Approximately three hours.

Teacher tips

TARGET GROUPS:
Students between age 14 to age 16; at secondary school.

TIME SHEET. DURATION:
Three hours:
1 lesson – 1 hour
1 lesson – 2 hours

SPECIAL ACTIVITIES:
Students pretend to work in a factory and even experience such a situation.

INTEGRATION TO THE SUBJECT, INTEGRATION INTO CURRICULUM:
Integrated with economics or business studies and social studies.

ADDITIONAL MATERIALS:
Story, cardboard, scissors, ruler, pencil, colours

HOME ASSIGNMENTS:
Write a short essay describing the importance of Labour exchage.

GUEST SPEAKERS:
Not applicable

SPECIFIC OUTCOMES:
Students understand the importance of Labour exchange.

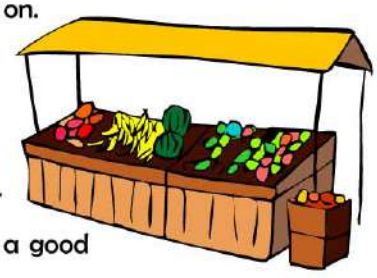
Labour exchange

Mr. Williams used to live many years ago were the labour exchange did not exist. Life was difficult for him, as he had to take care of his wife and five children. He worked non-stop from five in the morning till eleven in the evening, which left him with no time to enjoy his wonderful family and spend some precious time with them.

In the early morning he used to go in his fields to take care of the crops, watering them, picking the ripe vegetables and planting other seeds. Afterwards he used to go in his small farm to feed the animals, milk the cows, collect the eggs and to do other jobs required in the farm. By the time he was ready from the farm work, he used to feel already exhausted but unfortunately he could not go to take a nap. Taking care of the household was another important thing. Repairing furniture, cutting wood for the fire, repairing the roof, fishing and millions of other chores.

As the days passed and the months rolled by he had an idea. He met with all the men in his neighbourhood and together they made a plan. They decided that each person should specialize on one piece of work and then exchange the goods so they will have everything they need just the same. So the jobs were allocated: farmer, carpenter, woodcutter, ironmonger, baker etc.

Mr. Williams was a farmer and so his new life started. He used to wake up a bit later than usual and go straight in his fields which now where much larger. He watered them, plant other seeds, and pick the vegetables and so on. After his work was ready he used to go in the village to exchange some vegetables with meat, milk, eggs, wood etc and then go straight home to his wife and children with all the things they needed and enjoy the rest of the day with them. Labour exchange was excellent and was wonderfully working!! He had a good idea indeed.



Society as a system of labour exchange:
My dream career

Country: Lithuania
Institution: J. Jablonskis Gymnasium
Subject and year: Russian Language, gymnasium year 3
Name: Margarita Mosunovienė

General topic descriptions:	Teacher tips
OBJECTIVES: - To develop non-stereotypical attitudes towards professions. - To classify professions. - To inform students about the requirements of various professions. **KEY CONCEPTS:** Profession, job, job activities, unemployment. **METHODS AND STRATEGIES:** Teacher's presentation. Individual research. Group work. **MATERIALS:** Photographs, magazine illustrations, help-wanted advertisements; Children's picture book "What should I become?" (in Russian) by V. Majakovsky. **TASKS AND ACTIVITIES:** The students identify professions shown in the illustrations in the book by V. Majakovsky, and describe these professions in Russian. Alternative assignment—preparation of computer graphics showing professions. Professions: woodworker, engineer, doctor, worker, driver, pilot. **GENERAL OUTCOMES:** The students will be acquainted with the diversity of professions and will be able to relate information on the job market with specific career plans. **EVALUATION AND ASSESSMENT:** The students will evaluate each other, as the work will be done in groups of 2-3. **TIME ESTIMATED FOR THE ENTIRE TOPIC:** 2 lessons (90 minutes in total).	**TARGET GROUPS:** Gymnasium year 3, 15 students aged 16-17. **TIME SHEET. DURATION:** Lesson I-a: 15 minutes Lesson II-a: 20 minutes. **TASKS AND ACTIVITIES:** Four students will create short presentations (in Russian) on what they would like to become, for example: engineer, doctor, pilot. **OPTIONAL METHODS:** Students will dramatize poems about these professions. The students themselves will talk about the three above-mentioned professions (in Russian). **TERMS AND CONCEPTS DISCUSSED:** Profession, job, job activities, unemployment. **INTEGRATION OF THE SUBJECT INTO THE CURRICULUM:** The curriculum for the Russian language course includes "professions" as one of the examination topics, so the topic is integrated into this course. In the textbook "Русский язык" ("The Russian Language"), year 8, the authors Jelena Brazauskienė and Irena Vološina provide ideally-suited material on professions and seeking employment (pages 43-69, 58-35). The title of our lesson was "My future profession". **ADDITIONAL TOPICS:** My parents' professions. **ADDITIONAL MATERIALS:** Photographs showing parents' jobs, for example "My father is a surgeon and neuropathologist" (Student Vytas' father). **SPECIAL NEEDS:** Studnent Evaldas P. is taught at home; he draws very well. He prepared three advertisements for professions with illustrations. **GUEST SPEAKERS:** Deputy Director N. Stočkuvienė, who is responsible for the teaching of foreign languages. Juozas Pėkis, Director of the Travel Agency "Kauno Piligrimas", who described jobs in the travel industry. **HOME ASSIGNMENTS:** Talk with parents or other adults about a profession and describe that profession in Russian. **SPECIFIC OUTCOMES:** We got acquainted with several professions that the students were interested in, for example doctor, pilot, engineer. The students increased their understanding of these careers.

Self-knowledge and self-examination:
interests and abilities

Country: Lithuania
Institution: Šakiai "Varpas" secondary school
Teacher: Jūratė Stankaitytė, psychology

General topic descriptions:

OBJECTIVES:
- To help students identify their own aspirations, interests, and abilities, and relate this information to future career plans;
- To inform students about the importance of self-esteem.

KEY CONCEPTS:
- Interests,
- Abilities,
- Self-esteem.

METHODS AND STRATEGIES:
"Brainstorming", discussion, reflection.

MATERIALS:
Student activity sheet.

TASKS AND ACTIVITIES:
Individual activity (self-analysis), discussion.

GENERAL OUTCOMES:
Students will increase their knowledge of their own interests and abilities; and will understand the importance of this knowledge for future career planning.

EVALUATION AND ASSESSMENT:
Individual reflection, sharing experiences in small groups.

TIME ESTIMATED FOR ENTIRE TOPIC:
45 minutes

Teacher tips

TARGET GROUPS:
11th grade (secondary school), ages 17-18

TIME SHEET. DURATION:
Lesson (45 minutes): 10 min—introduction to the topic; 15 min—"Brainstorming"; 15 min—individual completion of activity sheet; 10 min—discussions in small groups; 10 min—class discussion; reflection.

SPECIAL ACTIVITIES:
1.Students brainstorm "What determines our career choices?"
2.Students individually complete student activity sheets;
3.Students share their personal experiences and impressions with their classmates in small groups;
4.Class discussion, reflections on the assignment, analysis.

OPTIONAL METHODS:
a) "Brainstorming";
b)Individual activity (completing student activity sheet);
c) Small groups' activity;
d)Class discussion, conclusion.

CONCEPTS INTRODUCED:
Interests, abilities, self-esteem, positive self-image, personal goals, destiny.

INTEGRATION OF THE SUBJECT INTO THE CURRICULUM:
Psychology course, topic "Opportunities and choices".

ADDITIONAL TOPICS:
A. Maslow's pyramid of needs.
Importance of self-esteem.

ADDITIONAL MATERIALS:
Student activity sheet, drawing materials, descriptions of professions ("Guide to professions").

SPECIAL NEEDS:
-

GUEST SPEAKERS:
-

HOME ASSIGNMENTS:
-

SPECIFIC OUTCOMES:
Students reflected on and evaluated their needs, aspirations and opportunities in the light of future career planning.

I would like to be ……

List at least five items in each column:

A. Things I like to do:

-
-
-
-
-

B. Things I can do well:

-
-
-
-
-

Are there any items that are the same in the two columns "Things I like to do" and "Things I can do well"?

Answer the following questions:

1. What occupation would be suitable for a person with your interests and abilities?
2. How important are these abilities for your dream profession?
3. What skills do you need to develop or improve to achieve your goals?

Self-knowledge and self-examination:
Abilities

Country: Lithuania
Institution: J. Jablonskis Gymnasium
Subject and year: Class hour, year 10
Name: Danguolė Daugirdaitė

General topic descriptions:

OBJECTIVES:
To develop the following:
- Concept of self-worth;
- Sense of responsibility;
- Consciousness of personal growth and change;
- Decision-making strategies.

KEY CONCEPTS:
Character, ability, interests, intellect, value system, career.

METHODS AND STRATEGIES:
Discussion, brainstorming, structured activities, individual work, group work.

MATERIALS:
Dictionaries of International Words

WRITING MATERIALS;
Research worksheets;
Book *A Glance to the Future. My Possible Choices* (Nancy Perry, Zark Vanzandt).

TASKS AND ACTIVITIES:
Discuss the importance of self-knowledge and a sense of self-worth. Analyse personal likes and abilities. Complete the research assignments.

GENERAL OUTCOMES:
The students will know themselves better and will be able to apply this understanding to practical situations.

EVALUATION AND ASSESSMENT:
Individual.

TIME ESTIMATED FOR THE ENTIRE TOPIC:
2 class periods (90 minutes in total).

Teacher tips

TARGET GROUPS:
Year 10 (2nd year of gymnasium), 25 pupils aged 16-17.

TIME SHEET. DURATION:
Discussion of concepts: 20 minutes.
Evaluation of personal abilities: 20 minutes.
Identification and discussion of results: 20 minutes.
Decision-making model: 30 minutes.

TASKS AND ACTIVITIES:
1)Analysis of concepts (activities in Section I, Lesson 2 (see appendices)).
2)Activities in Section I, Lesson 3 (see appendices).
3)Activities in Section I, Lesson 4 (see appendices).
4)Activities in Section I, Lesson 7 (see appendices).

OPTIONAL METHODS:
Structured activities:
Group work, discussion, brainstorming.

TERMS AND CONCEPTS DISCUSSED:
Capabilities, values, skills, personality, competence, hobby, priorities, alternatives.

INTEGRATION OF THE SUBJECT INTO THE CURRICULUM:
Integration into the work of class tutor.

ADDITIONAL TOPICS:
Relation between personal abilities and professions, suitability of a certain profession, model for making career decisions.

ADDITIONAL MATERIALS:
Dictionaries of International
Writing materials;
Research worksheets;
Book *A Glance to the Future. My Possible Choices* (Nancy Perry, Zark Vanzandt).

SPECIAL NEEDS:
–

GUEST SPEAKERS:
–

HOME ASSIGNMENTS:
Using the model for decision-making, give several examples of personal decisions and explanations for these decisions.

SPECIFIC OUTCOMES:
Students increased their self-knowledge, identifying and evaluating information about their personal traits, and also gained decision-making skills.

UNIT ONE: SELF KNOWLEDGE

SESSION THREE: How Am I Doing?

OVERVIEW:

Students will use an assessment of their progress in school to explore the impact of one's education on future career options.

DURATION:

Approximately 30 minutes.

OBJECTIVES:

1. Students will be able to describe how their performance in school can have an influence on future career options.
2. Students will be able to assess their current strengths and challenges in academic areas.

MATERIALS NEEDED:

None.

PREPARATION:

None.

ACTIVITY:

1. Explain that today's lesson focuses on how people's perceptions of their competence influences their career choices. Teenagers often make judgments about their abilities based on how well they are doing in school. Ask them whether their past or current performance influences how well they do in the future? If so, how is it influenced?

2. On a piece of paper, have students list all the subjects they have studied in school. Next to each subject, have the students place one of the following codes based on their estimation of how competent they are in that subject area:

   A A high level of competence
   S Satisfactory
   M Major challenge

3. Have students put a * next to any subject where they think they have the potential to do better now that they are more mature.

DISCUSSION:

- Why is it important to assess your overall progress in school, as well as your progress in individual subject areas?
- How does your performance in school influence your perceptions of yourself?
- If a student is finding a subject to be particularly challenging, what are some possible actions the student could take to improve?
- How is academic success related to career success?
- Besides academics, what other areas of success contribute to career success?

OPTIONAL ACTIVITY:

Have students create Plans of Action for improving their performance in academic subjects that provide particular challenges. Monitor their progress in meeting their goals

UNIT ONE: SELF KOWLEDGE

SESSION FOUR: In My Spare Time

OVERVIEW:

Students will explore how hobbies or active involvement in leisure activities can contribute to a successful life.

DURATION:

Approximately 30 minutes, with some additional time spent outside class.

OBJECTIVES:

1. Students will be able to explain how leisure activites and hobbies contribute to a satisfying life.
2. Students will be able to name at least 5 hobbies or activities that they find personally enjoyable.
3. Students will be able to distinguish between those hobbies and activities that offer occupational possibilities and those that would be less satisfying if they were linked to their occupations.

MATERIALS NEEDED:

None.

PREPARATION:

None

ACTIVITY:

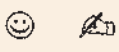
1. Put students in groups of 5-6. Give them 10 minutes to brainstorm a list of things people can do as hobbies or purposeful leisure activities. Encourage them to generate the longest list possible. Make sure each group has a recorder who writes down the suggestions. After 10 minutes, have each group share 10 hobbies or activities from their lists.

2. On separate pieces of paper, have students individually list 5 hobbies or activities that they find most satisfying or rewarding.Tell them to put an "X" next to any hobby or activity in which they could see themselves being involved as an occupation. Have them share their list with others in their small group.

DISCUSSION:

- In what ways can hobbies or leisure activities contribute to a person's level of satisfaction in life?
- What happens when people don't have things to do in their spare time?
- What are some drawbacks to pursuing occupations that are closely linked to your hobbies and other leisure interests?
- Do hobbies and other leisure activities have to cost a lot of money to be fun or rewarding?
- What are some important lessons we can learn about career development from our involvement with hobbies and planned leisure activities?

OPTIONAL ACTIVITIES:



1. Have students interview adults and ask them about the role of leisure in their lives.

2. Have students identify hobbies in which they are *not* involved currently but would like to be in the future. Have them develop a plan for pursuing the hobby.

UNIT ONE: SELF KNOWLEDGE

SESSION SEVEN: Decision-Making by the Numbers

OVERVIEW:

A mathematical model of decision-making will lead to a discussion about personal styles of decision-making.

DURATION:

Approximately 30-45 minutes.

OBJECTIVES:

1. Students will be able to employ a mathematical model of decision-making for addressing a significant school-based or personal issue.
2. Students will be able to explain their personal models of decision-making.

MATERIALS NEEDED:

None.

PREPARATION:

On the board, place the following grid:

Values	Priority	Alternatives		
	1-10	#1	#2	#3

Be sure to go over the directions to the mathematical decision-making model to make sure you understand them and can use the model with various decisions posed by students.

ACTIVITY:

1. Explain that today the class will be talking about decision-making. When it comes to making career choices, the actual act of making a decision is where many people get "stuck."

2. For this lesson, students will be using a mathematical/logical model of decision-making. Other more intuitive models will be explored later.

3. Here's how the mathematical model works:
   a. Have the students identify a significant decision that they must make (e.g., where to go on a date, whether they should smoke or not, choosing the theme for a school dance, etc.)
   b. List the alternatives. (Try to have more than two, if possible, so the decision does not seem so "black-and-white.")
   c. Brainstorm all the values that should be considered as a part of the decision (e.g., costs, health issues, respect, environment, fun, risk, etc.
   d. Place the values in rank order based on personal priorities. [This will be rather arbitrary, since the whole class has input about what the priorities should be.] Put in the Priority column on th grid. If there are 10 or fewer values, use a 10-point scale, with the #10 being assigned to the most important value, then the #9 for the next most important value, an so on down to #1 being assigned to the least important value. If there are more than 10 values, use a 15- or 20-point scale. It is all right to skip a number when there is a large discrepancy between one value and the next one.
   e. Now (without concern for the numbers at this point), go back to the alternatives and rate each one in comparison to the listed values on a "Favorability Scale." If a particular alternative favorably addresses the value in every way, it receives a "++". If it meets the value in most ways, but has some drawbacks, it receives a "+." If it seems pretty neutral in the way it meets values, give it a "+/-". If it has more drawbacks than positive ways of complementing the value, give it a "-". If it in no way addresses the value and is seen as a total negative, give it a "- -". Do this on the grid so that each value, when matched with an alternative, receives a favorability rating.
   f. Once this is done, point out that each "+–" is worth 2 points, each "+" is worth 1 point, each "+/-" is worth 0 points, each "-" is worth -1 point, and each "__" is worth -2 points.
   g. Now it's time for more complicated math: Multiply the Priority Value Rating by the Favorability Score, and place the number on the grid next to the +'s or -'s.
   h. Add the columns under each alternative
   i. Decide whether the alternative with the highest score is the best alternative.
   j. The most important part of the decision-making model is the discusson that it generates, since the value ratings and favorability scores may change depending on the circumstances.

DISCUSSION:

- How many people liked this model of decision-making? How many didn't like it? Why do some people prefer a more logical process of decision-making and others trust themselves to make decisons that "feel" right?
- What did you learn about decision-making from this lesson?
- What are some examples of times when you wish you had been more logical in your decision-making?
- How do people use decision-making in work situations?
- How is decision-making related to career development?

OPTIONAL ACTIVITY:

1. As a Language Arts/Writing assignment, have each student write a paragraph explaining his or her personal decision-making model.

TEACHER ALERT: **Homework Assignment**

Self-knowledge and self-examination:
Individual strengths and weaknesses

Country: Lithuania
Institution: Kaunas J.Jablonskis gymnasium
Subject: English language and literature
Teacher / Position: Teacher and methodologist
Name: Audronė Masiulytė

General topic descriptions:

OBJECTIVES:
To develop a positive attitude towards oneself and learn to identify personal strengths and weaknesses.

KEY CONCEPTS:
Moral values, capacities, strengths and weaknesses, humanism, fatalism, pessimism, optimism, uncertainty.

METHODS AND STRATEGIES:
Discussion / debate, Brainstorming, Role-play.

MATERIALS:
Videotapes, audio tapes, books, illustrations.

TASKS AND ACTIVITIES:
Students analyze the tragedy of Hamlet or Cain and compare themselves with these figures. Students analyze opportunities for personal change and development.

GENERAL OUTCOMES:
Students learn to examine themselves and others critically.

EVALUATION AND ASSESSMENT:
Group assessment, individual reflection.

TIME ESTIMATED FOR ENTIRE TOPIC:
4 hours 30 min.

Teacher tips

TARGET GROUPS:
1st year high school/gymnasium (age 15)

TIME SHEET, DURATION:
2 hours 15 min.

SPECIAL ACTIVITIES:
Students read the tragedy Hamlet (at home). They analyze Hamlet's character and compare him with themselves.

OPTIONAL METHODS:
Discussion, Role play, Brainstorming.

INTEGRATION OF THE SUBJECT INTO THE CURRICULUM:
English literature: works of Shakespeare (which is part of the English language curriculum).

ADDITIONAL MATERIALS:
Books, illustrations, video of Hamlet with Lawrence Olivier and Mel Gibson.

HOME ASSIGNMENTS:
Write a character sketch of Hamlet describing his strengths and weaknesses.

SPECIFIC OUTCOMES:
Students learn to evaluate and appreciate themselves and others.

HAMLET CHARACTER SKETCH

Hamlet is the principal character of Shakespeare's work. This tragic hero is noble person surrounded by violent unjust society.

It is difficult to define precisely what drives him most: reason or feelings. He is rather extraordinary sensitive, emotional and nervous. Hamlet mostly acts under momentary strong emotional experience. When he learned about his father treacherous murder by Claudius, he swears to devote all his life to revenge. But instead of this he starts to contemplate, costs reproaches upon him and others not undertaking any decisive actions until purely kills villain. This only emphasizes tragedy, as he has to kill his own uncle. Philosophically thinking, acquired permanently excuse by education mind Hamlet analyzes social surrounding, tries to clear up where is the root of all-evil. The hero discovers various aspects of life, which previously were unimaginable to him: his mother married for the second time hastily after burial of her husband. Hamlet learns how deceitful and corrupted is the court of Denmark. All this he characterizes as "the garden weeded by brushwood". Hamlet is humanitarian thinker not only for himself but "fights evil of the world, keeping in mind all oppressed". But this is impossible mission even for the most powerful man. That's why his good infections were converted into black pessimism. He starts to despise the whole world, including his own life.

Then the dilemma of existence arises.

I think his life and his death were mean full, as he managed to insight the evil and opposed it.

Sima Kuzmickaitė II d.

Character Sketch of Cain

Cain was a main character of George Gordon Noel Byron's "Cain". He was a son of the first people on Earth, Adam and Eve, and this legend Byron borrowed from Bible. Cain had one brother Abel and two sisters Adah and Zillah.

As we know, Cain believed in only the things that he had seen. So, that's why he wanted more knowledge. When he met Lucifer, the biggest God's enemy, he asked him for more knowledge. Lucifer told Cain how evil God is and to prove, he took Cain through all the limits of space and showed the destiny of past and the future worlds. Lucifer also took him to hell and showed him the creatures that lived before the humans and how grandly they were. He also showed Cain how human – God's creations are unworthy. When Cain saw the Land of Death he didn't want to return to Earth anymore, because he started to like Lucifer's land. But he had to leave, because that land was suitable only for dead.

After coming back to the Earth, Cain is gloomier than he was before. He is angry with his brother and kills him saying "Thy God loves blood". He didn't want to kill his brother, but he didn't know what the death was.

While reading Cain reminds of the oriental tales with their romantic, lonely, gloomy and strong personalities who rebel against injustice and tyranny. But closer reading proves its significant difference in content, form and ideas.

Finally, we can say that Cain believed in the things that he sees and he believed that God is not a creator but a destroyer, because all his creations die. Eve and Adam claimed that God loves his creations, but Cain replied that if he really loves, he would show it. So Cain never prayed. That shows that he was very persistent and stubborn.

Vytautas Petronis, Ic

Successful communication:
Verbal and non-verbal communication

Country: Lithuania
Institution: Kaunas J.Jablonskis gymnasium
Teacher/position: methodologist
Name: Eglė Lingvevičienė

General topic descriptions:

OBJECTIVES:
1. to develop tolerance;
2. to develop skills of effective observation;
3. to teach students how to recognize and interpret non-verbal information.

KEY CONCEPTS:
verbal, non-verbal, body language.

METHODS AND STRATEGIES:
brainstorming, team/group work, role-play, staging.

MATERIALS:
overhead projector, visuals, cards, illustrations.

TASKS AND ACTIVITIES:
Students are divided into groups. Members of the groups take turns drawing cards with tasks and present them to another group without saying anything. Other groups must guess what is being depicted.

GENERAL OUTCOMES:
Students learn to understand body language and non-verbal expression, and learn to express ideas and emotions using nonverbal communication.

EVALUATION AND ASSESSMENT:
Group and individual assessment, depending on the tasks.

TIME ESTIMATED FOR ENTIRE TOPIC:
2 hours

Teacher tips

TARGET GROUPS:
3rd year of gymnasium/high school (15-16 years old)

TIME SHEET. DURATION:
1 hour. The topic can also be integrated into other lessons without special allocation of time.

SPECIAL ACTIVITIES:
Students make up stories and present them to their classmates using only actions. They can also bring pictures to class and explain them to the rest of the group through non-verbal communication.

OPTIONAL METHODS:
Role play, team/group work.

INTEGRATION OF THE SUBJECT INTO THE CURRICULUM:
English language class. Using the textbook: Stanton A., Stephens M. *Fast Track to FCE*, Longman, 2001, the topic can be integrated into any of the following units:
- Unit 1 Entertainment
- Unit 2 Challenges
- Unit 8 Travel
- Unit 10 Crime
- Unit 12 Careers

ADDITIONAL TOPICS:
Can be used to stage any poem or story in literature lessons.

ADDITIONAL MATERIALS:
Overhead projector, visuals, pictures.

SPECIAL NEEDS:
-

HOME ASSIGNMENT:
-

GUEST SPEAKERS:
-

SPECIFIC OUTCOMES:
Students understand specific features of body language. They learn to convey information using non-verbal communication.

Successful communication:
Ability to say 'no'

Country: Malta
Institution: Malta University

General topic descriptions:

OBJECTIVES:
- To become aware that saying 'yes' when they mean 'no' is a silly thing to do.
- The students will identify polite or acceptable ways to tell someone 'no'.
- To identify with the attitude of an assertive person instead of an aggressive or passive one.

KEY CONCEPTS:
Say no when you mean it, do not be rude, assertive, aggressive, passive behaviours.

METHODS AND STRATEGIES:
Reflections, discussion, role play.

MATERIALS:
Story, power point presentation, handout, situations for role-plays.

TASKS AND ACTIVITIES:
Step 1: (What would you do?) - Introduction
As an introduction to this topic, the students will listen to a story, (see story attached) and afterwards come up with a discussion. Some guidelines for the discussion can be the following:
- What would they do if they were instead of the girl?
- How would they deal with the situation if they encounter something similar?
- How would they reject the drugs given?
- Asked if they encountered something similar in their life.

Step 2: (The ability to say 'no')
The children are going to see a power point presentation, where the difficulty of saying no, and the way to say it are highlighted. Moreover, understanding is going to be assessed with two class work exercises. In groups the students are going to work two handouts related with material covered through the power point presentation. (see handouts attached).

Step 3: (Pretending).
The class will be organised in three groups, where each group will be give a situation on a paper. Some members of each group have to role-play the respective situation in front of the whole class.

After each role-play, a discussion will take place so the students will come up with the following factors:
- How would they react in that situation?
- How they would answer?
- What could happen if they answer in a rude way?

GENERAL OUTCOMES:
- Practising saying 'no' for simple things will help students say 'no' in more serious situations such as drugs, alcohol etc.
- Students will think of good excuses to say 'no' in a polite way, for instance: "I have to go to the post office", "I am planning to go shopping", " I can't drink anything because I am just coming from the dentist."
- In situations where they want to say 'no', they can suggest other things to do.

EVALUATION AND ASSESSMENT:
Group assessment, individual reflection.

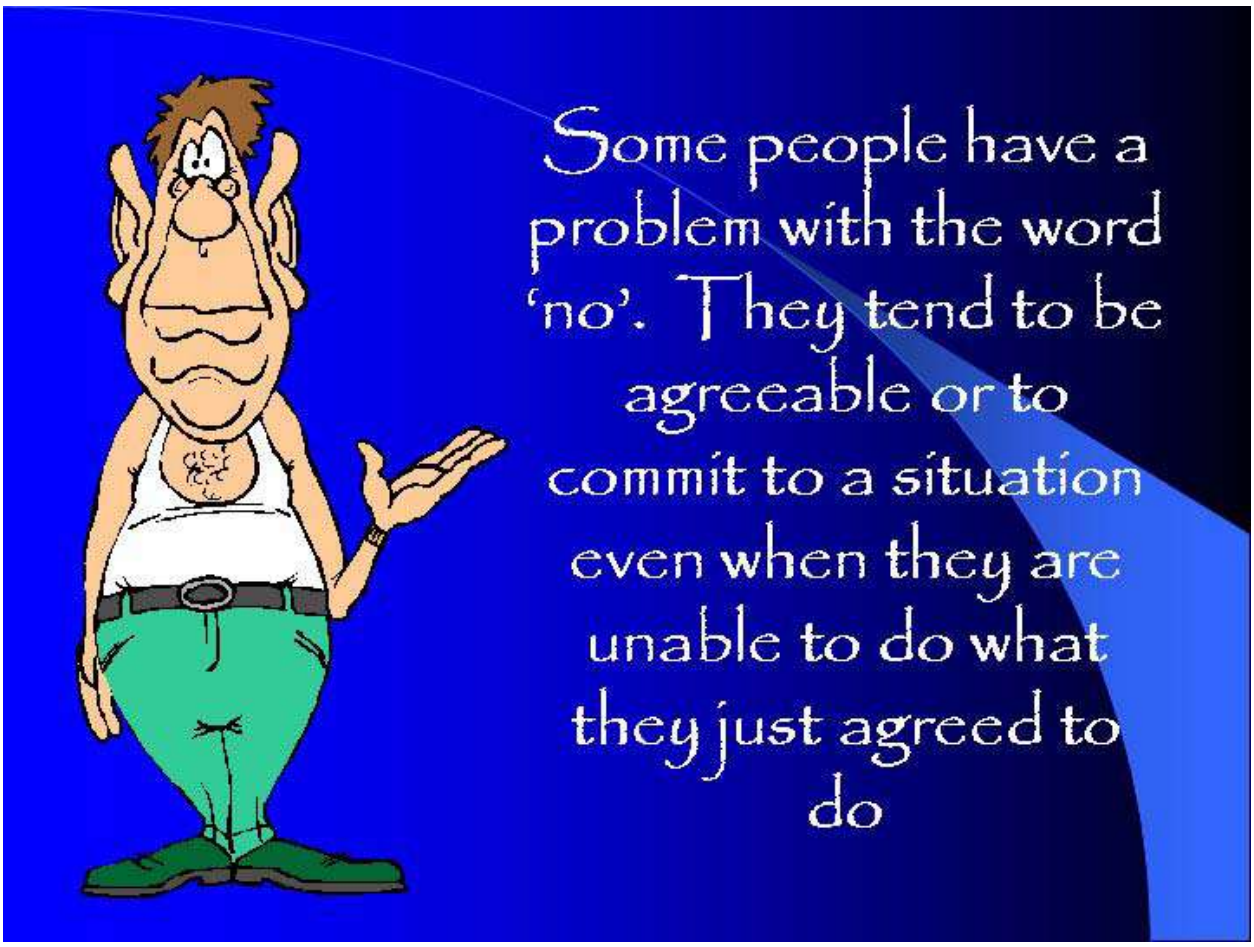
TIME ESTIMATED FOR ENTIRE TOPIC:
One and a half hours.

It is not always easy to say "No"

- All of us, regardless of our ages, want to be accepted by our friends and our neighbors.

- Finding the right words to turn down an invitation is not always easy.

Even adults
trouble sa
'no'
Practicing ah
of time will n
saying no ea


Some people have a problem with the word 'no'. They tend to be agreeable or to commit to a situation even when they are unable to do what they just agreed to do

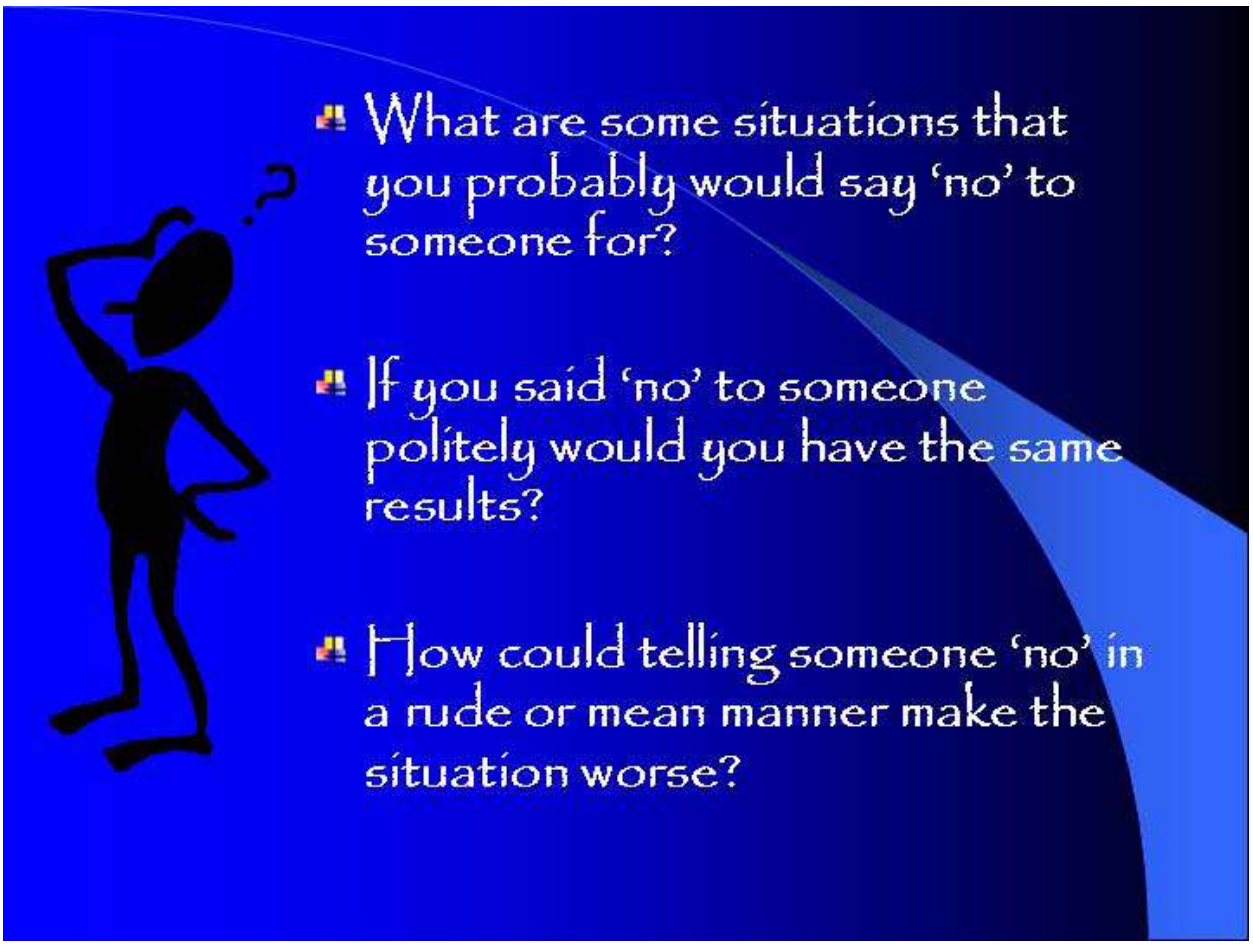
Questions for discussion:
Have you ever agreed to do something for someone else even though you really didn't want to do it?
Did it turn out to be a problem for you? If so how?

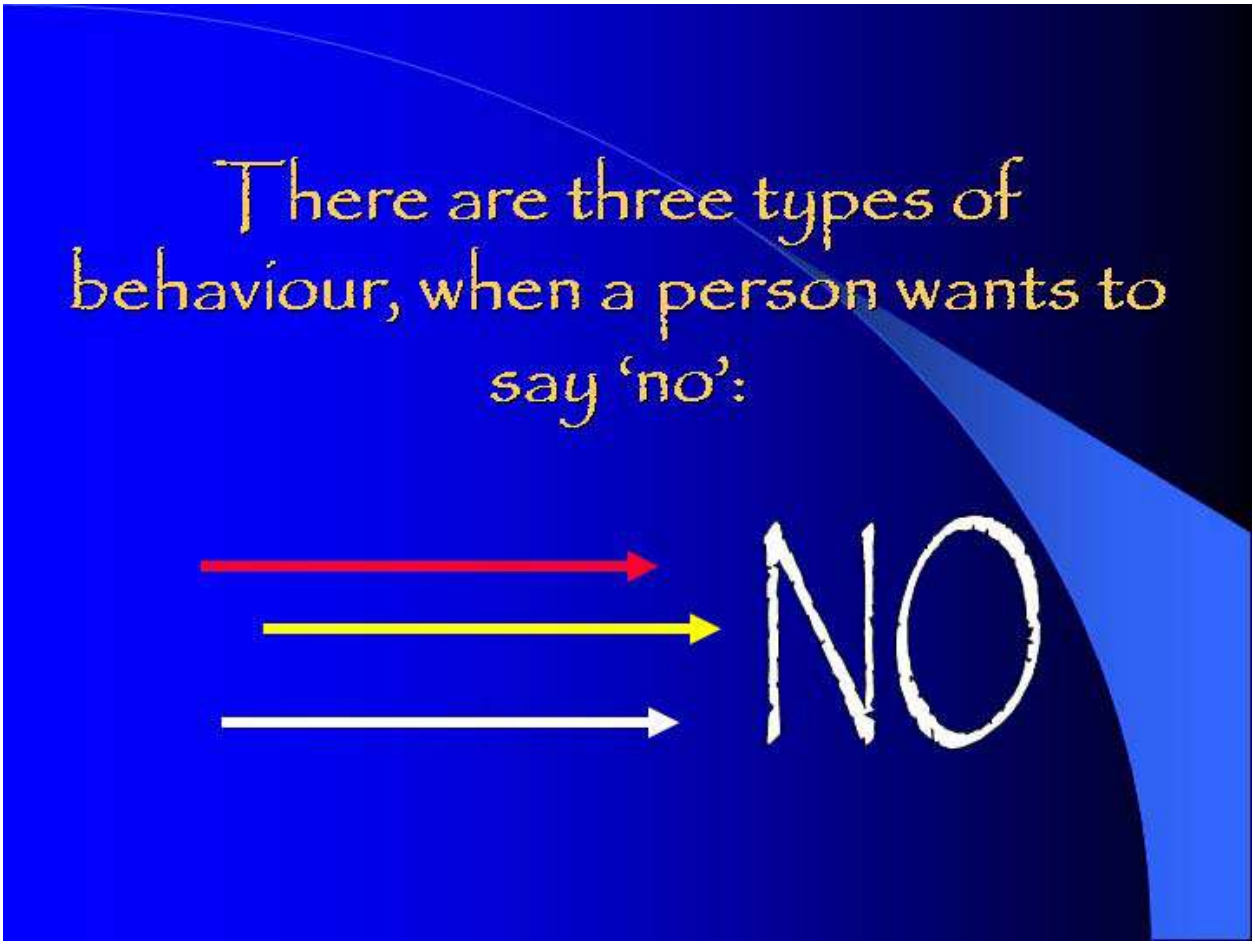
- Are there times when you really should say 'no' to someone when they ask? What?
- Why do you think people agree to do things when they know it isn't the right time or could be dangerous?

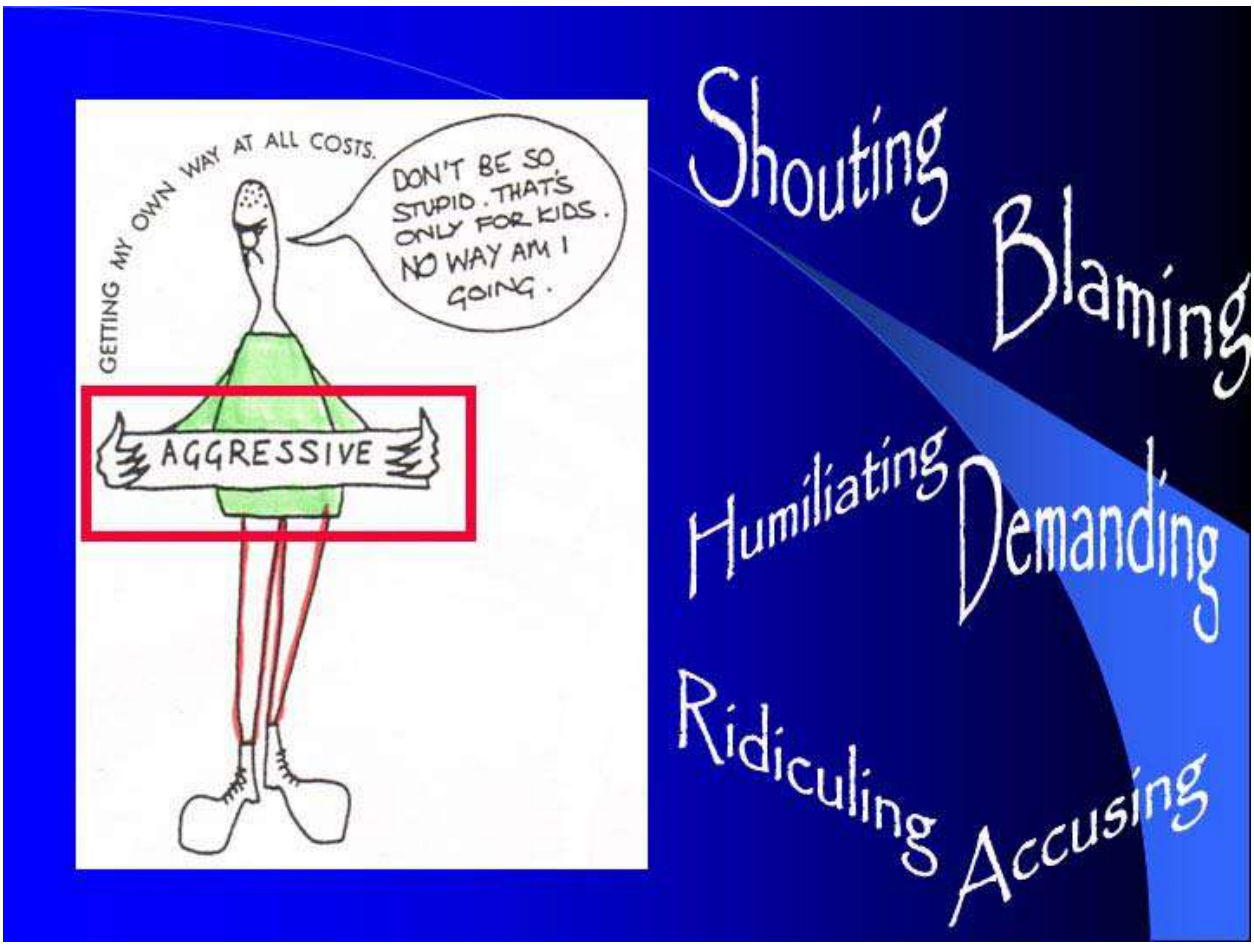
- What's the worst thing that might happen if you told someone 'no'?
- Is it better to put up with an embarrassing consequence that to find yourself in trouble or danger?

Many times we are in situations where a refusal is perfectly acceptable.
However turning someone down or telling someone they can't have their way or wants can sometimes be done in a hostile manner.

Questions for discussion:
If someone came up to you and asked for all your money and your best jeans, what would you tell him or her?
How could you let that person know the answer is "no" in a very polite way?


What are some situations that you probably would say 'no' to someone for?
If you said 'no' to someone politely would you have the same results?
How could telling someone 'no' in a rude or mean manner make the situation worse?


There are three types of behaviour, when a person wants to say 'no':
NO

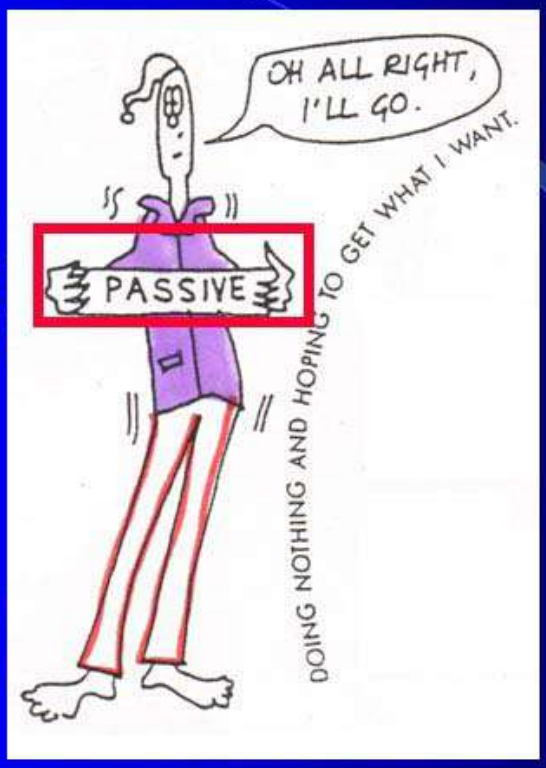

GETTING MY OWN WAY AT ALL COSTS.
DON'T BE SO STUPID. THAT'S ONLY FOR KIDS. NO WAY AM I GOING.
AGGRESSIVE
Shouting
Blaming
Humiliating
Demanding
Ridiculing
Accusing

Standing up for myself
Respecting the other person
Saying what I mean
Being confident
EXPRESSING MYSELF HONESTLY WITH REGARD FOR OTHERS' FEELINGS.
I'D PREFER NOT TO GO. IT'S NOT MY KIND OF FILM. BUT THANKS FOR ASKING ME.
ASSERTIVE

Giving in

Hesitating

Apologising



Putting myself down

Reflect upon these three types of behaviour:

Are you aggressive?

Are you assertive?

Are you passive?

Saying 'No' without sounding Rude

These left hand students are saying 'No' in a rude way. Can you write down their answer in a more polite way?

What? You want to use my car? Forget it creep! No!

No. I won't pass you the ketchup. Get it yourself.

No, you can't come with us tonight. You are a horrible person.

A group of friends were planning to go for an entire day in the countryside, where they could play, run, climb on trees and have fun. They arranged with each other about the things that they could bring with them.

With them there was a friend, Ian, who was sitting on a wheelchair. He could not run or climb a tree but he could do various interesting things. Ian could not go with them for the outing. Rebecca, one of the group, felt that they could go somewhere else for the sake of Ian, but she was afraid that her friends would be angry with her.

On a Saturday night, Melvyn and Sharon were in a pub chatting. Melvyn bought alcoholic drinks for both of them. Sharon knew that she was under age and wasn't supposed to drink alcohol but was ashamed to reject them. One drink after the other, made her drowsy and she was laughing and shouting without even knowing. Melvyn, offered to accompany her home, but he was not driving in her home's direction. He was going somewhere else. What for?

Lisa entred the most famous disco in town with her friends. She was really excited about it, and was as happy as a lark. The atmosphere in the disco was fantastic, everybody dancing, laughing and enjoying the evening. After some minutes, she saw three of her friends talking at a side and went near them. She was shocked as they offered her drugs. She didn't even know that her friends were drug users. Lisa wanted to reject the offer and was going to tell them that she doesn't take drugs but her friend James told her that now she is a grown up and taking drugs is a modern way to demonstrate it. He carried on saying that rejecting drugs would be the silliest thing she could do.

Lisa didn't want to be silly and accepted the offer. She took the drugs!!

Opportunities for professional training:
The value of studying abroad

Country: Lithuania
Institution: Kaunas J.Jablonskis gymnasium
Subject: English language
Teacher / Position: Teacher and methodologist
Name: Jūratė Paražinskienė

General topic descriptions:	Teacher tips
OBJECTIVES: To develop reasonable objectives for future studies. **KEY CONCEPTS:** Career, study programmes, motivation. **METHODS AND STRATEGIES:** Lecture, gathering and storing information; work with database. **MATERIALS:** Articles from mass media, posters , brochures, video. **TASKS AND ACTIVITIES:** To gather and analyze information about opportunities for study abroad and present the information in class. **GENERAL OUTCOMES:** Students learn how to research and compare programs for study abroad. **EVALUATION AND ASSESSMENT:** Group assessment, individual reflection. **TIME ESTIMATED FOR ENTIRE TOPIC:** 65 minutes.	**TARGET GROUPS:** 3rd year of gymnasium/high school (16-17) **TIME SHEET. DURATION:** 45 minutes **SPECIAL ACTIVITIES:** 1.Students present the material they have gathered about different Universities abroad. 2.Watch video on the program in Riga, which is followed by special comments and explanation given by Rokas Šalaševičius the former student of Jonas Jablonskis gymnasium. **OPTIONAL METHODS:** Group work. Students present brochures with information from different universities. **INTEGRATION OF THE SUBJECT INTO THE CURRICULUM:** “Fast track to FCE Unit 3- topic: “Education”, Unit 10 topic: “Technology”, Unit 12 topic: “Careers”. **ADDITIONAL TOPICS:** “Career”, “Education”, “Technology”. 1.Which is more important: a good upbringing or a good education. 2. What are advantages and disadvantages of using the Internet? 3.What jobs do you think your classmates will be doing in 10 years time? **ADDITIONAL INFORMATION:** 1.http://www.support4learning.org.uk/careers/study_away.htm 2.http://www.australiangraduate.com/ 3.http://www.utsc.utoronto.ca/~admliaison/else.htm 4.http://www.between.ne.jp/sij/en/ryugaku/gakunenreki.html 5.http://www.sasnet.lu.se/swededuc.html **SPECIAL NEEDS:** - **HOME ASSIGNMENTS:** Gather information about opportunities for study abroad. **GUEST SPEAKERS:** Rokas Šalaševičius, former student of Jonas Jablonskis gymnasium. **SPECIFIC OUTCOMES:** Students acquire information on programs for study abroad.

Job search strategies:
Applying for a job

Country: Lithuania
Institution: Kaunas J.Jablonskis gymnasium
Subject: Computer science
Teacher: Jovyta Kumpiene

General topic descriptions:

OBJECTIVES:
Provide students with different ways of presenting themselves to an employer.

KEY CONCEPTS:
- CV ;
- Recommendations and references;
- Cover Letter ;
- Application ;
- Interview;
- Major Relevant Accomplishments.

METHODS AND STRATEGIES:
- Lecture;
- Practice;
- Group/team work.

MATERIALS:
- Computer and Software;
- Digital camera;
- Sample business documents;
- Paper;
- Interview situations (internet films)

http://www.dilbert.com/comics/dilbert/archive/index.html
http://dir.yahoo.com/Entertainment/Humor/Job_Humor/

TASK AND ACTIVITIES:
- Prepare necessary documents using computer technologies;
- Film mock interviews;
- Analyze both the interviews filmed in class and those from the internet sites: http://www.quintcareers.com/interviewing-dos-donts.html;
- Question parents about their professions and discuss these interviews in class.

GENERAL OUTCOMES:
- Students learn to prepare documents properly;
- Students form a self-assessment questionnaire;
- Students are provided with job-hunting strategies

EVALUATION AND ASSESSMENT:
- Individual assessment based on the prepared documents
- Group evaluation based on mock job interviews, including suggestions for both the “employer” and the “job applicant.”

TIME ESTIMATED FOR ENTIRE TOPIC:
6 hours

Teacher tips

TARGET GROUPS:
3rd year of gymnasium/upper secondary level (age 16-17)

TIME SHEET. DURATION:
Text editing and formatting lesson:
1.Introduce text formatting tools (tabs, indenting, columns, and bullets) and give examples of their use in different types of documents (15 min);
2.Introduce CV writing requirements (5 min);
3.Students write their own CV (20 min)

SPECIAL ACTIVITIES:
Create a CV using MS Word.

OPTIONAL METHODS:
Individual computer practice.

KEY CONCEPTS:
Formatting a CV

INTEGRATION OF THE SUBJECT INTO THE CURRICULUM:
Subject: Modern computer technologies
Text formatting using special Templates and Tabs

ADDITIONAL TOPICS:
Differences in business practices and procedures in Lithuanian and English language.

ADDITIONAL MATERIALS:
- Computer;
- MS Word (word processing software);
- Paper;
- Computer Office-work textbook (http://www.lm.lt)

SPECIAL NEEDS:
-

HOME ASSIGNMENTS:
Acquaint parents with fundamental principles of CV writing

GUEST SPEAKERS:
-

SPECIFIC OUTCOMES:
Students learn how to write a CV and how to present themselves to an employer.

GLOSSARY OF MAIN TERMS AND CONCEPTS

Ability Characteristic indicative of an individual's competence in a particular field. The word "ability" is frequently used interchangeably with aptitude, although many psychologists use "ability" to include what others term "aptitude" and "achievement."

Academic discipline A subject of academic study and research.

Active job search An active job search is one that could have resulted in a job offer without further action on the part of the job seeker.

Active learning An approach to learning that encourages inquiry and discovery.

Activity The conditions of being active or moving about.

Analysis question A question that invites students to examine sub-parts of a topic in light of general understandings, and with an awareness of the thinking process.

Application question A question that invites students to solve a problem or generalize an idea to a new situation.

Assessment The measure of the processes and attainment of students' learning.

Attitude / knowledge / skills The attitude to perform (to want to perform), the knowledge upon which that attitude is based (to know what is required to want to perform) and the skills necessary to perform.

Authors chair Place in front of the classroom for students oral or written presentations to the rest of the classroom.

Basic education Generally refers to early childhood, primary and lower secondary education, as well as education in literacy, general knowledge and life skills. The number of years of education consider as basic education may vary among education systems.

Behavior The way one conducts oneself; manners; the treatment of others; moral conduct.

Bloom's Taxonomy A framework proposed by Jeremiah Bloom to describe a hierarchy of cognitive processes-knowledge, comprehension, application, analysis, synthesis, evaluation.

Brainstorming The act of freely generating many ideas about a topic, initially without critical restraint.

Budget an estimate of the income and expenses needed to carry out programs for a fiscal year.

Career Is a lifestyle concept that involves a sequence of work and leisure activities in which one engages throughout a lifetime. Careers are unique to each person and are dynamic, unfolding throughout life. They include not only occupations, but prevocational and post vocational concerns as well as how persons balance their work and personal life roles.

Careerist Person predominantly or overly concerned with personal advancement in a career.

Children and youth at risk Students with socioeconomic hardships, such as poverty or teen pregnancy, which could place them at an academic or social disadvantage.

Cinquain A five-line unrhymed form poem, used as a device to encourage students to reflect on a topic.

Classroom assessment An assessment developed, administered, and scored by a teacher or get of teachers with the purpose of evaluating individual or classroom student performance in a particular area.

Clustering Sometimes referred to as cognitive or semantic mapping, clustering is a strategy for displaying the relations between parts of a topic.

Comenius Part of the European Programme, Socrates. Its overall objectives are to enhance the quality and reinforce the European dimension of school education, by encouraging transnational cooperation between schools, contributing to the improved professional development of staff directly involved in the school education sector.

Communication Transmitting of information.

Comprehension Understanding; linking what is unfamiliar with what is familiar, and hence expanding what one knows.

Confidential Entrusted with secrets.

Confirmation Verifying that a prediction or a speculation is borne out by what has been revealed.

Conflict Disagreement between two or more persons.

Conflict management The ability to manage conflict effectively.

Constructivism A branch of learning theory in which it is held that people create or construct meaning through acts of discovery and interpretation.

Content areas As opposed to study that develops the abilities of reading, writing, and thinking, this term refers to that which is studied, such as history, mathematics, science, and literature.

Cooperation Common pursuing of object, participating in common activity.

Cooperative learning An instructional task design that engages students actively in achieving a lesson objective through their own efforts and the efforts of the members of their small, heterogeneous learning team.

Critical thinking Having ideas that go beyond what was given; seeing new dimensions in a topic; finding and solving problems; also discrimination among ideas, as in argumentative writing or debate.

Critical writing The use of writing as an aid to reflection and learning.

Corners Is cooperative learning activity that is intended to generate debate and use group processes to stimulate constructive arguments.

Cross-curriculum An approach that is based on finding links and similarities in the contents of different subjects and in relating them to show curriculum knowledge in a differing light.

Cubing An instructional technique that invites students to ask six different kinds of questions about a topic. The questions correspond to the levels of questions in Bloom's Taxonomy.

Curriculum A tool for some more or less systematic transmission of a certain portion of a selected cultural heritage from one segment of a population to another. It involves change at both the "macro-level" of policy making and the "micro-level" of implementation.

Curriculum development The process of assessing needs, formulating objectives, and developing instructional opportunities and evaluation.

Curriculum evaluation The gathering and analysis of evidence so as to inform judgments in relation to the qualities of courses of study.

Debate A competitive exchange of ideas, according to formal or informal rules.

Debriefing Following an activity, a period of review and reflection on that activity.

Decision making Having the desire and ability to make wise choices.

Discrimination The unequal treatment of individuals on the basis of their personal characteristics, which may include age, sex, sexual orientation, ethnic or physical identity.

Discussion Conversation on specific subject, a debate.

Discussion Web A cooperative technique for managing the discussion of a binary question (that is, "right" versus "wrong") using a graphic organizer.

Dismissal Dissolution of labour treaty on employer's initiative

Drafting This is the phase in the writing process in which writers write out their ideas in a tentative way to see what they have to say. The term implies that the work at this stage may yet be rewritten.

Editing This is the review and correction of a piece of writing for "mechanical" concerns, such as spelling, punctuation, and grammar.

Education A complex process by which related skills, attitudes, knowledge and behaviors and enhanced, developed and supported through a planned series of experiences.

Education system Education system is comprised of many interacting elements, and that the effects of each element are dependent to a great extent upon other elements of the system. There are four levels of educational systems: (a) the learning-experience level; (b) the instructional system that implements those learning experiences; (c) the administrative system that supports the instructional system; and (d) the governance system that owns, rules, and funds the entire educational or training enterprise.

Employee means a person who is permitted, required or directed by any employer to engage in any employment for consideration of direct gain or profit. A person separated from employment while receiving a mandated benefit, including but not limited to workers' compensation, unemployment compensation and family medical leave, is an employee for the period the person receives the benefit and for a minimum of 30 days beyond the termination of the benefit. A person separated from employment while receiving a nonmandated benefit is an employee for a minimum of 30 days beyond the separation.

Employer means any person, partnership, corporation, association or other legal entity, public or private, that employs one or more employees.

Evaluation Assessment for the purpose of making a value judgment, e.g. to judge the effectiveness of a teaching program and using it to form judgements that, in turn, may be used in decision-making. Evaluation is often used interchangeably with assessment. Evaluation can be summative or formative. Summative evaluation is a method of judging the worth of a program at the end of the program activities. The focus is on the outcome.

Evaluation question A question that invites students to form judgments or opinions according to the application of some system of values to their understanding of the topic.

Evocation A phase in a lesson in which students are asked to think about what they already know about a topic, to raise questions about the topic, and to set purposes for learning.

Evocation; Realization of meaning; Reflection (ERR) Evocation—The beginning phase of the RWCT framework for teaching and learning, in which students' curiosity is aroused and they are encouraged to set purposes for learning.

Realization of meaning—In the RWCT framework for teaching and learning, this is the middle phase, in which students inquire and construct meaning.

Reflection—In the RWCT framework for teaching and learning, this is the end phase, in which students reflect on what they have learned in light of the questions they set out to answer: They apply the learning to new situations, they question or debate the ideas, and they begin to reorder their thinking to accommodate what they have learned.

Extension activity Following a lesson or unit of study, an activity that extends the ideas into further study of real-life applications.

Formal education A highly institutionalized, chronologically graded and hierarchically structured education system, spanning from the primary schools to the tertiary schools.

Framework A set of (often substitutable) ideas in relation to one another: For example, the evocation/realization of meaning/reflection framework allows the substitution, within categories, of teaching strategies that serve similar purposes.

Framework for teaching and learning A pattern of teaching methods suitable for the beginning, middle, and end of a lesson or learning activity.

Gallery A place for students works exhibition with goal to re-examine their products in comparison to the others and review the comments left on their own work by others.

Games and simulations Teaching and learning tools designed to model reality. A simulation can focus on specific aspects of the situation and provide an essentially non-threatening environment for the learning experience. Educational games are usually simulations of reality, which introduce the competitive element.

Gender bias Conscious or unconscious differential treatment of females and males based on their sex. Gender bias can occur in a textbook, by a teacher, or by an employer.

Group Number of people working together.

Group conflict Disagreement between groups.

Group method Useful method for engaging a small group of students in discussion to encourage them to share and discuss their ideas with others, and to see how others receive and interpret information.

Groupwork This is a way of organizing students in which the teacher assigns tasks to groups of students or students who must then learn through organizing themselves.

Higher-order learning through exploring the foundations, justification, implication, and value of a fact, principle skill, or concept.

Higher order thinking Thinking that stresses analysis, comparison, interpretation, application, debate, innovation, problem solving, or evaluation of a line of thinking.

Higher-order questions Questions that require thinking and reflection rather than single-solution responses.

Homework The regular setting and marking of homework is a normal feature of school life in the *secondary* phase, and increasingly at the tap end of the *primary school too.*

Implementation Putting an idea into practice, as in trying out new teaching methods in a classroom.

Inclusion A process whereby students who are in the special education program enroll in general education classes. The students are officially included on the general education roster and are graded by the general education teacher, while continuing to receive support by the special education teacher. Compare with "mainstreaming".

Inference Using reason to derive a conclusion that is not directly stated.

Inner conflict Clash of almost the same strong, but oppositional motives, requirements, interests.

INSERT Interactive Noting System for Effective Reading and Thinking, a procedure that begins with searching prior knowledge and asking questions for marking texts, and then marking the different kinds of information that are found in the texts.

In-service meeting / training A workshop, class, or seminar designed to provide practicing teachers or administrators with an opportunity for professional development in order to reach specific goals.

Instruction Occurs when a learner follows, and is able to do, something he or she has been shown or told by an instructor. Instruction is usually thought of as being less complex than teaching.

Integrated curriculum Subject matter from two or more are as combined into thematic units.

Interest Subject, hobby, etc. in which one is concerned.

Interpersonal conflict Disagreement between people, which seek different aims, have different point of view about values and norms and try to implement its in interrelations.

Interpretation question A question that invites students to discover relations among ideas, facts, and values.

Interpretive question In the Shared-Inquiry procedure, this is an important question, specific to a text that must be answered by a process of interpretation or inference.

Interviewing Is a rehearsal technique that involves a partner**.** Students give questions to each other or people outside classrooms and get, fix answers.

Intuition Immediate apprehension by the mind or sense without reasoning.

Jigsaw A cooperative learning strategy in which students participate first in expert groups, where they learn about a particular aspect of a subject, and then return to learning teams.

Job place Is a respondent's place of paid employment, except for those respondents who work unpaid in a family business, in which case it refers to the place at which the respondent works unpaid for that business.

Job search methods Determines all the ways the respondent looked for paid work in the four weeks prior to the census including: looked at job advertisements wrote, phoned or applied in person to an employer contacted Department of Work and Income to look for a job contacted friends or relatives for help in finding a job contacted career advisers or vocational guidance officers other job search methods.

Job search Personal efforts to find the job.

Job seeker Person who has no job and want to have it, or person who have work but want to change work place.

Job/work A paid position requiring a group of specific attributes enabling a person to perform a configuration of tasks in an organization.

KWL (Know, Want to know, Learn) Students identify what they know about a topic, what they want to know, and after reading or instruction, identify what they learned or would still like to learn.

Labour exchange Institution, which mediates between employers and job seekers and helps to get the job.

Labour force That part of the working age population participating in work or actively job searching. Retired people, students, people not actively seeking work or unavailable for work for other reasons are not part of the labour force.

Labour laws The laws, which regulate the interrelationships between employers and employees, regulate their rights, obligations and labour conflicts management.

Labour market Arena where those who are in need of labour and those who can supply the labour come together.

Leadership Those behaviors, usually of an individual, that help the group move toward the accomplishment of its objectives.

Learning The act or process, which develops or changes the behavior of the learner to a degree of permanence, usually with the intervention or support of an educator.

Learning community The creation of more personal collaboration between teachers and students to promote similar academic goals and values.

Levels of education Refers to pre-primary, elementary, secondary, post-secondary and higher levels.

Lifelong learning Refers to the idea that people can be involved in a range of learning activities, at any time in life and in a wide range of environments (schools, colleges, community centers, workplace, etc) It means regarding learning as an everyday activity, so people can return to learning throughout their lives to update and acquire skills, knowledge and experience.

Literacy Information processing skills, including numeracy, that adults need in order to perform tasks encountered at work, at home or in the community.

Lower order learning Learning by rate memorization, association, and drill. There are a variety of forms of lower order learning in the schools, which can be identified by understanding the relative lack of logic informing them.

Memory question A question that invites recognition and recall of information.

Mini-lesson A short instructional session, usually focused on developing one skill or conveying one insight and not lasting more than 10 minutes. The skill that is taught is usually applied immediately by the students to a piece of their writing.

Model An example of a coherent method, approach, procedure, or strategy of teaching or of teacher evaluation, as defined by its key or unique assumptions, propositions, attributes, supportive theory, research, practical precedent, or foundation, and which implicitly defines accomplished or good teaching.

Modelling Demonstrating; providing an example that can organize someone else's ideas or activities.

Monitoring Keeping track of the performance of a system, largely by the use of performance indicators focused on outcomes.

Multicultural education Educational policies and practices that not only recognize but also affirm human differences and similarities associated with gender, race, ethnicity, nationality, disability, and class.

Needs assessment A broad-based appraisal of objectives and conditions in a particular situation as they interrelate; an attempt to relate goals to existing strengths, weaknesses, and feasible changes.

Non-formal education Any organized, systematic educational activity outside the framework of the formal system to provide selected types of learning to a cross-section of population and across age groups.

Non-verbal communication The transfer of information between persons without the use of speech.

Objective A specific, usually observable and measurable, desired outcome of a lesson.

Open-ended questions Questions, that have no direct answer "no" or "yes" . They invite students to reflect, speculate, reconstruct, imagine, create.

Organization Group of people formed for implementing some activity or work.

Ownership The state of taking personal responsibility for, pride in, and investment of enthusiasm in a piece of writing.

Passive job search A job search that will not result in a job offer unless the job seeker takes further action.

Personal responsibility Being accountable for your own actions without blaming others.

Placement The concluding of labour treaty between employer and employee.

Portfolio An alternative way of assessing students in which the teacher and student collect and organize the student's work throughout a course or class year. Grades are based on this packet of materials, which measures the student's knowledge and skills, and often includes some form of self-reflection, by the student.

Portfolio assessment An approach to authentic assessment in which students collect writings and other artefacts that demonstrate their learning of a subject during a fixed period, and are asked to reflect on their own learning.

Prediction Anticipating the yet-to-be-revealed on the basis of what has been revealed.

Prejudice A negative attitude based on faulty generalizations about members of selected racial and ethnic groups.

Presentation of self Erving Goffman's term for people's efforts to present themselves to others in ways that are most favorable to their own interests or image.

Prestige The respect or regard with which a person or status position is regarded by others.

Primary schools Refers to education provided for children aged 5/6/7 to 11/14, which varies in different countries. In some countries primary school has 8 grades, which are divided in lower primary (classroom teachers) and upper primary (subject teachers). Usually primary schools are composed by 6 grades and taught by classroom teachers.

Priority Precedence in rank.

Problem approach This methodology is designed to facilitate educational planning and policy considerations, and to identify underlying laws and principles governing the education process.

Problem solving A method of learning in which students evaluate their thinking and progress while solving problems. The process includes strategy discussion-determining solution strategies to similar problems and pinpointing additional problems with in the context of their investigation.

Profession/occupation A group of similar jobs found in different industries or organizations; an occupation that requires special skills and advanced training.

Publishing The sharing of a piece of writing with an audience other than the teacher.

Questionnaire An instrument consisting of a series of queries and statements that is used to collect data and information from a teacher concerning such factors as educational background, goals and objectives, instructional plans, teaching context, attitudes and opinions, and professional activities, and from others (e.g., students, parents) concerning the teacher's performance.

Realization of meaning A phase in a lesson in which students inquire and search for knowledge and, as a result of their activity construct or realize meaning.

Reflection A phase in a lesson in which students look back over the ideas they have encountered and the meaning they have realized, and question, interpret, apply, debate, challenge, and extend that meaning to new areas of endeavour.

Revising This is the phase in the writing process in which writers look over and rewrite their work in order to make it more complete, focused, and coherent.

Roundtable Is a cooperative structure in which by systematic passing of paper and pencil around, each student or group has possibility to express ideas , approaches and views.

Rubrics Criteria on which a grade is based, and which are communicated explicitly to the students.

Salary The compensation an employee receives for accomplishing the basic responsibilities of the job.

School Institution recognized by the state, which undertakes educational operations.

School-based curriculum development The process of designing and developing the curriculum at school, where the learner and teacher meet. The degree of freedom that teachers have on curriculum design depends on the system, starting from very centralized till totally decentralized. Teachers need freedom to regulate the range and tempo of curriculum tasks, to form the educative relationships with students which externally imposed syllabuses and examinations distort, and to use the local environment and culture as a curriculum resource.

Secondary education The stage of for mal education following the primary level concerned essentially with continuing basics education and expanding it to include the learning of employable/gainful skills, usually corresponding to four years of high school. There are various kinds of secondary schools. *Note:* Such schools may be called high school, lyceum, gymnasium, college, etc. under different systems.

Self concept The totality of our beliefs and feelings about ourselves.

Self respect The secure feeling that no one, as yet, is suspicious.

Self seeking/careerism Seeking one's own welfare before that of others.

Self-assessment and self-reflection The process of having students (or teachers) look at their own work and apply agreed upon criteria to judge the quality of their work. When students self-reflect, they think about their own learning and use both their thoughts and collections of their work as a mirror to look at their own strengths, weaknesses and overall achievement.

Self-employed Someone who is self employed works for profit or fee in his/her own business. Does not apply to superintendents, foreman, or managers who manage a business or farm, or to salesman who work for commission. The business does not have to be incorporated for the respondent to be self employed.

Self-esteem A person's evaluation of his or her self concept.

Self- knowledge Understanding the essential components of oneself.

Self-reliance Reliance on ones own resources.

Shared Inquiry The Great Books Foundation's technique for managing discussions, in which the teacher poses select interpretive or open-ended questions, and groups of students cooperate to discuss each question in depth.

Skill An attribute a worker has to complete a work task.

Social conflict Open struggle over values and meanings or property, income, and power, or both. Social conflict derives out of inequality of power and authority within and between social organizations.

Social skills Social and interpersonal *skills* are interrelated. In social situations in schools, colleges and workplaces, successful participants communicate sensitively and effectively. Thus, students and students need to practice these skills. See *collaborative/cooperative groupwork; personal and social education* (PSE).

SOCRATES The European programme for education. Its aim is to build up a Europe of knowledge and thus provide a better response to the major challenges of this new century: to promote lifelong learning, encourage access to education for everybody, and help people acquire recognized qualifications and skills. It seeks to promote language learning, and to encourage mobility and innovation.

Special education Schooling for those who are very different in one or more ways in intellectual, physical, social, or emotional development from the usual student.

Staff Body of persons employed in a business

Stereotype A set of beliefs or perceptions of groups of people, or ideas held by a number of people, often not based on fact.

Stress The condition that comes about when the demands of a situation place a strain on a person's resources.

Student One who regularly attends an educational institution of secondary or higher level.

Synthesis question A question that invites students to reconstruct ideas into unique or original forms.

Taxonomy of objectives A classification system of organizing information and translating aims into instructional objectives. The idea is particularly associated with Bloom's work in the cognitive domain' of learning.

Team Effective group, in which the each person participation is indispensable.

Tendency The direction in which some process is going on.

Textbook A book used for instructional purposes, especially in schools and colleges.

Thematic unit A unit of instruction that approaches a topic from several disciplinary perspectives.

Tolerance Ability to accept the differences of other people without depreciation and belittling.

Training The provision of instruction and planned activities to facilitate the learning of specific knowledge, skills, abilities, attitudes, and behaviors.

Translation question A question that invites students to change information into new forms.

Unemployed Include all persons who did not work during the survey week, who had made specific efforts to find a job within the past 4 weeks, and who were available for work during the survey week (except for temporary illness). Also included as unemployed are those who did not work at all, were available for work, and were waiting to be called back to a job from which they had been laid off, or were waiting to report to a new wage or salary job within 30 days.

Unemployment rate The percentage of unemployed persons in the labour force actively seeking jobs.

Unemployment When an individual is not employed, is looking for work, and is available for work. Unemployment is an involuntary loss of wage income. Official unemployment or those counted in the unemployment statistics are those who cannot find paid employment, and are actively looking for a job.

Value A collective idea about what is right or wrong, good or bad, and desirable or undesirable in a particular culture.

Value added This term is used to denote the extent to which a school or an educational process provides additional benefit to learners.

Venn diagram. It is construction of two or more large partially overlapping circles with space in the middle. It can be used to contrast ideas and show overlap between them.

Vocational / technical education Learning that is organized to prepare students for with the skills and competence for participation I in the labor market.

Volunteerism Extending time and effort to help others.

Whole curriculum The whole curriculum of a school incorporates the basic *curriculum* and all other curricular provision.

Working age The population aged 16-65 years.

Writing process This term describes a process by which both professional and student writers create compositions. The process consists of activities to plan or rehearse ideas for writing, drafting, revision, editing, and (sometimes) publishing.

Writing workshop This is a classroom session that is characterized by the student activities of writing and sharing, and with supervision and occasional brief instruction by the teacher. Students in a writing workshop may be working on different phases of writing at the same time.