



LELLE2

Let's Learn How to Learn! –

Learning skills development for secondary school students

2018-1-HU01-KA201-047839



Erasmus+

"How to Teach How to Learn?"

Training material for secondary-school teacher

Date: 2019

Version 1

Prepared by: UP, SPU, EKU



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CONCEPT NOTE

1. General information and background

The project entitled *Let's Learn How to Learn! – Learning skills development for secondary school students* (hereinafter “LELLE2”) was awarded to receive EU funding by the Erasmus+ Programme of the European Union, approved under the number 2018-1-HU01-KA201-047839. The project LELLE2 is based on the success of the project entitled *Let's learn how to learn! - Raising awareness to the importance of and providing an innovative solution for the inclusion of the training of learning skills in existing higher education curricula (LELLE)*.

LELLE2 is carried out in four countries – Estonia, Hungary, Romania and Slovak Republic – and by seven experienced partners as secondary schools, national education research and development institutions and a university: University of Pannonia having experience in learning skills development; EKU (OFI) and ŠPÚ having knowledge in supporting secondary school education; School project partners having practical school experience and broadening their international scope of view. Target group of the project include secondary schools of EQF Level 4, their students and teachers in Estonia, Hungary, Romania and Slovak Republic. Target groups of EKU (OFI) and ŠPÚ are other education research and support institution for dissemination of the project outcomes.

The overall objective of the project LELLE2 is to provide secondary school students with learning skills development and to equip them with skills that can be used in the job market and in the secondary and higher education.

Objectives of the project are: a) To promote innovative methods and pedagogies; create new teaching methods and tools in secondary education, b) To support the professional development of educators (teachers, mentors), especially in dealing with use of new teaching methods and tools, c) To support individuals in acquiring and developing key competences in the field of learning skills in order to foster employability, socio-educational and personal development, d) To develop relevant and high-quality skills and competences through creation of **innovative outputs**:

1. Best Practice Collection on Learning Skills Development,
2. How to Teach How to Learn – teachers training in secondary schools,
3. Learning skills assessment of secondary school students,
4. Educational materials for learning skills development,
5. European Learning Skills Development Gateway (website).

LELLE2 is also aimed at dissemination of the outputs to stakeholders relevant in the field of learning skill development, developing long-lasting partnerships between learning



institutions and education support bodies, with a view to promote lifelong learning through producing state-of-art educational materials and creating further collaborations that will serve the same goal.

2. Introduction of the training

The training module focuses on education and training of teachers in 3 learning skills: critical thinking, problem solving and managing own learning process.

Critical thinking

Ability to find the data quickly in short time, resolve most important issues and evaluate them critically in order to gain constant importance. The key competence of teachers is the ability to develop critical thinking, argumentation and presentation skills of his/her learners. The training module is aimed at the development of the following competences: 1) critical thinking in receiving information; 2) formulation of own arguments; 3) presentation skills.

Problem solving

In everyday life problems arise in different forms, they are simple or complex, expected or unexpected. All problems require a decision and a problem solving process is needed. The ability to solve problems is actually the ability to make decisions. The training module is aimed at education and training on increasing a couple of subskills of participants related to the problem solving activities.

Managing own learning process

The training module focuses on the following points: 1. To demonstrate reflection on the process of learning and thinking, processing new knowledge and information and applying different learning strategies. 2. To realize the need of autonomous learning as a means for self-improvement and personal development. 3. To evaluate own progress critically, collect feedback and realize further opportunities for development.

3. Objectives

- To get acquainted the participants with the possible methods of developing learning skills;
- To develop learning skills of trainees/participants (critical thinking, problem solving, managing own learning process);
- To prepare trainees for mentoring their colleagues in their schools;
- To prepare trainees to integrate the methods into different subjects and class lessons ;
- To test the draft training material on "How to Teach How to Learn?" and collect feedback;
- To plan activities for teacher training at national level.



4. Learning outcomes

- Participants become familiar with their task in the next steps of the project.
- They get ready to the “teaching” of their colleagues at the beginning of the next academic year.
- They have an idea on the mentoring of their participating colleagues in the implementation
- They prepare lesson plans for the three learning skills (PS, CT, MOLP).
- They create a strategic plan to implement the methods, improving the learning skills in their school.

5. Training time: 40 teaching hours (1 teaching hour lasting 45 minutes)

6. Materials for the participants

Before the training all participants will be provided with the draft version of the training material on "How to Teach How to Learn?".

7. List of trainers:

UP: Dr. Edit Kővári, Tamás Kigyós

SPU: prof. PaedDr. Silvia Pokrivčáková, PhD., Ing. Beata Menzlová

OFI: Dr. Mária Szabó

8. List of participants:

| | |
|------------------------|-----------------------------------------------------------------------------------|
| Máthé Imola Angella | Liceul Teoretic Téglás Gábor, Deva, Hunyad megye, Anemonelor utca 57/A, Romania |
| Kasler Kinga | Liceul Teoretic Téglás Gábor, Deva, Hunyad megye, Anemonelor utca 57/A, Romania |
| Ave Jõgi | Kuressaare Gymnasium, Nooruse 1, 93815 Kuressaare, Estonia |
| Maren Asumets | Kuressaare Gymnasium, Nooruse 1, 93815 Kuressaare, Estonia |
| Zsófia Fülöp | Cirkevná spojená škola MARIANUM, Ul. biskupa Királya 30, Komárno, Slovak Republic |
| Gábor Tóth | Cirkevná spojená škola MARIANUM, Ul. biskupa Királya 30, Komárno, Slovak Republic |
| Mária Erdélyi-Fodor | Béla I Secondary Grammar School, 7100 Szekszárd, Kadarka u. 25-27., Hungary |
| Judit Dr. Mikóné Csősz | Béla I Secondary Grammar School, 7100 Szekszárd, Kadarka u. 25-27., Hungary |



9. Training Agenda (1-5 July, Bratislava)

Arrival Day – Sunday, 30 June 2019

Arrival of project partners and participants

Day 1 – Monday, 1 July 2019

Time Setting /Topics

Training Day is facilitated by UP

8.45 Registration

9.00 Plenary

Introduction (Welcome; Organisers, trainers and participants will introduce themselves.)
Introduction to the Project
Introduction to the training (tasks for participants during the training, mentoring, reflecting, etc.)

10.30 Coffee break

11.00 Training on European Learning Skill **Critical thinking** (Methodology, theory and practice)
Questions & answers (*Introduction and simple activity in groups, see Annex A*)

12.30 Lunch break (*organised group lunch, self-paid*)

13.30 Training on European Learning Skill **Critical thinking** (Methodology, theory and practice)
Questions & answers (*Introduction and complex activity in groups, see Annex B*)
Teachers choose randomly an activity (pick from a bag) they work on in the afternoon.

Coffee break (*during the group work*)

15.00 Teaching and mentoring peer teachers (facilitated by UP)

Phase 1. How to inform colleagues about the project (aims, activities, expected outputs, tasks of the teachers), Introduction how to use O3 tools in school
Discussion and individual work (see Chapter 11)



16.30 Work in 2 parallel groups

Individual work

Preparation for training (Participants prepare the final set of **critical thinking** activities selected from the training material. See Activity resource bank for Critical Thinking, Annex G, CT1-CT7)

17.30 Summing up the day

The 2 groups will share their experiences and feedback.

18.00 End of Day 1

18.45 Dinner (*organised group dinner – booked table for participants, self-paid*)

<http://www.dunajskypivovar.sk/>

<http://www.dunajskypivovar.sk/data/files/jedalny-a-napojovy-listok-dunajsky-pivovar-63230.pdf>

Day 2 – Tuesday, 2 July 2019

Time Setting/Topics

Training Day is facilitated by SPU, OFI and UP

9.00 Training on European Learning Skill **Problem solving by SPU** (Methodology, theory and practice) Questions & answers (*Introduction and simple activity in groups, see Annex C*)

10.30 **Coffee break**

11.00 Training on European Learning Skill **Problem solving BY SPU** (Methodology, theory and practice) Questions & answers (*Introduction and complex activity in groups, see Annex D*)
Teachers choose randomly an activity (pick from a bag) they work on in the afternoon.

12.30 **Lunch break** (*organised group lunch, self-paid*)

13.30 **Teaching and mentoring peer teachers (facilitated by OFI)**
Phase 2. How involve their colleagues to the implementation
Discussion and individual work (see Chapter 11)

15.00 **Coffee break**

15.30 **Work in 2 parallel groups**
Individual work (*facilitated by SPU*)
Preparation for training (Participants prepare the final set of **problem solving** activities selected from the training material. See Activity resource bank for Critical Thinking, Annex G, PS1-PS9)

16.30 **Summing up the day** (*facilitated by SPU*)
The 2 groups will share their experiences and feedback.

16.45 **End of Day 2**

17.30 **A small tour in the Old city of Bratislava** (*organised – booked for participants; self-paid: 12 EUR/for 1 person; departure from SPU at 16:45*)
<https://www.tour4u.sk/en/services/old-town-tour/>

Dinner (*individual dinner*)

Day 3 – Wednesday, 3 July 2019

Time Setting/Topics

Training Day facilitated by OFI

09.00 Training on European Learning Skill **Managing your own learning** (Methodology, theory and practice)

Questions & answers (*Introduction and simple activity in groups, see Annex E*)

10.30 **Coffee break**

11.00 Training on European Learning Skill **Managing your own learning** (Methodology, theory and practice)

Questions & answers (*Introduction and complex activity in groups, see Annex F*)

Teachers choose randomly an activity (pick from a bag) they work on in the afternoon.

12.30 **Lunch break** (*organised group lunch, self-paid*)

13.30 **Teaching and mentoring peer teachers**

Phase 3. How to support colleagues in the testing process.

Discussion and individual work (see Chapter 11)

15.00 **Coffee break**

15.30 **Work in 2 parallel groups**

Individual work

Preparation for training (Participants prepare the final set of **managing your own learning activities** (See Activity resource bank for Critical Thinking, Annex G, MOLP1-MOLP7))

16.30 **Summing up the day**

The 2 groups will share their experiences and feedback.

Questions and answers

17.00 **End of Day 3**

17.00 **Dinner** (*individual dinner*)

Day 4 – Thursday, 4 July 2019

**Time Setting/Topics
Facilitated by SPU**

- 9.00 Presentation 1 (2 teachers from Marianum)**
Testing activities
Participant present materials prepared for a training to be carried out in their country.
- 10.10 Feedback of “trainers” and the feedback of “participants”**
- 10.30 Coffee break**
- 10.40 Presentation 2 (2 teachers from Kurressaare)**
Testing activities
Participant present materials prepared for a training to be carried out in their country.
- 11.50 Feedback of “trainers” and the feedback of “participants”**
- 12.10 Lunch break (*organised group lunch, self-paid*)**
- 13.30 Presentation 3 (2 teachers from TEGA)**
Testing activities
Participant present materials prepared for a training to be carried out in their country.
- 14.40 Feedback of “trainers” and the feedback of “participants”**
- 15.00 Coffee break**
- 15.15 Presentation 4 (2 teachers from I. Béla)**
Testing activities
Participant present materials prepared for a training to be carried out in their country.
- 16.25 Feedback of “trainers” and the feedback of “participants”**
- 16.45 End of Day 4**
- 17.00 – 19.00 Informal meeting (SPU conference room)**



Day 5 – Friday, 5 July 2019

Time Setting/Topics

Facilitated by UP

9.00 Summing up the week

- Evaluation of the training
- Feedback to the training material
- Organisational issues
- Questions & answers

11.15 End of the training

- Departure of participants



10. Training material on European learning skill

Critical thinking Simple Activity (Annex A)

| | |
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| Title of activity | Analysis of advertisements (Simple, Intermediate) |
| Competence | Critical Thinking |
| <p>Annotation</p> <p>To specify the content of the activity, max. 400 words (spaces included)</p> | <p>Description of activity: This task is to find scientific evidence on errors / lies / reasoning glitches in advertisements. Students formulate opinions about the advertisements, what is really adds for; how does it affect people; why adds needed etc.</p> |
| <p>Objectives</p> <p><i>(Main objective: what shall be achieved, what the overall result/outcome of the activity shall be.</i></p> <p><i>Specific objectives – what shall be achieved in each phase/part of the activity</i></p> <p>To formulate the objectives in the 3rd person singular, e.g. <i>Learner can identify...;</i> <i>Learner knows...; Learner can...;</i> <i>Learner distinguishes...)</i></p> | <p>The aim of the activity are three folded. By analysing advertisements learners are able to:</p> <ol style="list-style-type: none"> 1. distinguish between true and fake elements of the real and the advertised world. 2. set up their own criteria to analyse a read/seen advertisement 3. formulate their own opinions about advertisements |
| Methods | The method is to read/watch the adds and give aspects for the students to analyse and form their opinion. |
| <p>Organizational forms</p> <p>To indicate all organizational forms used in the activity, e.g. <i>frontal, group work, cooperative work, individual work, in</i></p> | Frontal, individual and group work, (in 4 small groups), cooperative |

| | |
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| <i>specialized class, outside the classroom...</i> | |
| <p>Duration</p> <p>To indicate the exact duration of the whole activity (it does not have to take only 1 lesson to carry out the activity)</p> | 45 minutes |
| <p>Resources/Aids To specify/to list all resources and aids used to carry out the activity (images, graphs, tables, worksheets, etc. shall be attached)</p> | Advertisements (text) or magazines/newspapers, laptop and projector to present adds, mobile phones/I-pads/Computers |
| <p>Implementation of the activity in the educational process</p> <p>To indicate the educational areas, subjects, cross-cutting themes – where the implementation of the activity is possible</p> | Literature, language, communication, economic specialization |

| Didactic process of activity | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| To give a detailed didactic-methodical description of the activity itself (e.g. content, procedure, actions carried out by the teacher, student, methodical procedure) | Teacher choose a recent add to show to learners. Before class teacher prepares some lead-in questions. Students will watch and/or read the advertisement of a product/service. After they discuss together by answering the questions. Then students get into small groups and by giving the aspect from the teacher find an add (read or watch) to analyse together in the group. Then they choose a presenter among them, who will summaries their findings to the class. |

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| <p>To give the teacher's instructions, questions, tasks for the student</p> | |
| <p>Phases/parts of the activity</p> <p>To specify the different phases (e.g. <i>evocation, awareness, reflection/motivation, exposure, fixation, diagnosis...</i>), or parts of the activity (e.g. <i>introduction, main part, final part</i>)</p> | <p><i>First step</i></p> <p>Teacher introduces an advertisement (<i>Annex 1.</i>) to learner (ask them to watch or read). Then before the second watching/reading teacher writes on the board the following aspects to observe (<i>Annex 2.</i>). Following the second watching/reading teacher evocates oral feedback from the class (8 minutes).</p> <p><i>Second step</i></p> <p>Teacher divides the class into 10 groups, as each group are given an example of evidence of error (pair work is also ok, if there are less students, then 5 groups are ok with 2 examples of evidence, or leave out some evidence). Teacher gives out an example of evidence of error (<i>Annex 3.</i>) and an observation list (<i>Annex 4.</i>) and asks learners to find an advertisement to analyse according to the evidence of error example given (they can find other aspect to detect errors/lies). The group members write down their founding in short. (15-20 minutes).</p> <p><i>Third phase</i></p> <p>Each group chooses a representative who explains or shows their adds, and summarise their findings. If it is too long they can continue in the next lesson.</p> |

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| | <p>After that teacher asks the whole class to give feedback, collect the similar and different errors/lies, influencing/manipulating elements. Furthermore she/he asks learners to state their opinion how to deal with new online adds/pop-ups. (10-15 minutes)</p> |
| <p>Conclusions, recommendations</p> <p>To give e.g. recommended conditions for the implementation of the activity, or other recommendations, observations (as appropriate)</p> | <p>Class can collect their advertisements and comments and take a picture which be placed in class, or on the school website calling the attention to peers how to deal with adds.</p> <p>Teacher can also ask learners individually to write a short (max 1 page) essay as homework.</p> |

| <p style="text-align: center;">Evaluation</p> | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Self-reflection</p> <p>(Student)</p> <p>Students briefly reflect on the activity from their own perspective, what impact the activity had on shaping their opinion</p> | <p>Students give feedback at each stage as teacher facilitate the activity. The short essay gives the opportunity to individually state what they learnt by analysing the advertisements. Teacher can ask at the end of the lesson the following:</p> <ul style="list-style-type: none"> • <i>What did you learn during this activity?</i> • <i>Has your opinion changed during the activity steps? If YES how?</i> • <i>What impact does this activity have on the way you watch/read advertisements?</i> |
| <p>Assessment</p> <p>(Student – teacher)</p> <p>Students assess the learning process</p> | <p>Teachers can prepare an assessment paper and ask student to fill in (Annex 5.).</p> |

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| management done by the teacher within the activity | |
| <p>Evaluation of the activity from the teacher's perspective</p> <p>Evaluation of the activity in terms of fulfilling the main objective</p> | <p>Teacher should answer to the following question about this activity:</p> <ul style="list-style-type: none"> • <i>Did students understand the main aim of the activity?</i> • <i>Were the explanations and instructions clear for everyone?</i> • <i>What went easy? What went difficult? Why?</i> • <i>What did students learn from this activity?</i> • <i>Did they realise it was to develop their critical thinking skill?</i> |

| Attachments | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Attachment</p> <p>All attachments shall be numbered (e.g. <i>Annex 1</i>, <i>Annex 2</i>), the name of the attachment may also be given if appropriate</p> | <p>Annex A1.: Advertisement to analyse together</p> <p>Annex A2.: Observation aspects</p> <p>Annex A3.: Example of errors/advertising lies, Resource: http://listverse.com/2013/01/22/10-advertising-lies-weve-all-been-fed/</p> <p>Annex A4.: Observation list</p> <p>Annex A5. Student assessment of the learning process</p> |

Annex A1. Advertisement to analyse together

<https://www.youtube.com/watch?v=YJ5q8Wrkbdw>



Annex A2. Observation aspects

1. Numbers
2. Colours
3. Key words
4. Non-verbal elements (body language, clothes etc.)
5. Movement (fast-slow)
6. Age
7. Gender

Annex A3. Example of errors/advertising lies

10 Advertising Lies We've All Been Fed

MORRIS M. JANUARY 22, 2013

Resource: <http://listverse.com/2013/01/22/10-advertising-lies-weve-all-been-fed/>

On an intellectual level, we know that adverts lie to us. No one seriously thinks that wearing *Axe* will get you laid or that changing toothpaste will make your smile more radiant. Yet there are certain basic assumptions we've become so used to making that we take them for granted—allowing canny advertisers to screw us over when we least expect it. I'm talking terrifyingly simple assumptions like:

CUT THE 10 EXMPLES WITH PICTURES SEPARATELY TO GIVE TO 10 GROUPS

1 KEYWORDS: Words Mean Something



Long, bitter experience has taught most of us that words like “deluxe” usually mean “anything but.” For example, take the *McLean Deluxe*, a McDonald’s flop that took “deluxe” to mean “full of water and seaweed”.

But what about words with clear definitions, like “light” or “low fat”? Well, last year a consumer group ran a study that concluded the health difference between “light” and regular options was almost nonexistent. In one example, the study compared “light” with “normal” biscuits and found just eight calories of difference, while another measured the fat in “lighter” cheddar and concluded that it was still dangerously high.

The trouble is that advertisers play on the vast gap between a term’s legal meaning and its regular one. So while “lighter” cheddar may have the required thirty percent less fat, it’s still a guaranteed future coronary. Even worse are ambiguous words, which essentially get a free pass. So we get “premium” vodka that tastes like gasoline, and “improved” flavors that taste like lies.

2 NUMBERS



Most of us are familiar with the concept of “cherry picking;” that’s why we automatically tune out wild claims like “97% of women prefer Dove deodorant”. But numerical fudging affects entire industries. Fish oil is a good example: a couple of years ago a slew of companies triumphantly declared that trials had “proven” fish oil helped school children concentrate. They had data, figures, and serious-sounding statistics; they couldn’t be lying.

Except they could and they were. Then data came from a laughably small study on Omega-3, not on fish oil. Meanwhile an actual study into fish oil proved that it made no difference whatsoever. Yet fish oil pill sales boomed. Turns out that stuff like this goes on all the time in the health industries.

3 EXPERTS: Know What They're Talking About



Most of us are big enough to admit that we don't know everything. That's why we look to experts: so that they can bring us up to speed on topics about which our knowledge may be lacking. Which is great and all—except when the “experts” are jerks.

Last year, the drug company Pfizer was forced to shell out \$60 million when it turned out that employees were bribing doctors to recommend their products. While this was a massive scandal, similar stuff crops up all the time. Whether it's doctors rehashing company press-releases, or people making up credentials to sell you useless medicine, “experts” are often no more trustworthy than anyone else on the payroll.

We need to ask ourselves: is it more likely that a group of doctors really came to the conclusion that Walmart lard is good for our cholesterol, or that someone sent them a crate of champagne in exchange for a lazy quote?

4 SIZE: It Really Looks Like That



If you're anything like me, you've probably lost count of the number of times you've drunkenly staggered into McDonalds, seduced by the warm smell and mouth-watering pictures—only to wind up eating something that looks like it just came unstuck from the bottom of a hobo's foot. It has become so endemic that one guy even started a photo blog just to compare the adverts with reality—and the results are as depressing as they are expected.

Although companies are legally obliged to use real food in their promotional pictures, there's no law saying they can't airbrush it. Pots of glue, motor oil, brown shoe polish; if it can make that crappy burger look appetizing, food photographers will use it. So the moment we enter the store, we're already suffering from unrealistic expectations.

5 CREDIBILITY: It Really Does What They Say It Does



In the wake of SARS and other scares, the market for hand sanitizer was booming. People evidently thought it helped—but what caused this misconception?

That would be companies like Lysol and Kleenex. Around this time, they went out of their way to insinuate that their products would save us from infection—and many people lapped it up, despite the lack of evidence. You see examples of this all the time; one of them is the



entire homeopath industry, which is based on a set of unverified statements. Yet we keep on buying those herbal remedies, even when confronted with empirical proof of their ineffectiveness.

6 QUALITY is Objective

It sounds like a no-brainer: if one product fulfills its function (for example “being tasty” or “smelling good”) better than another, then its quality is better by all standards.

But that’s not exactly true. Our concept of “quality” can be pretty easily manipulated by advertising lies. Take the Italian lager *Peroni*. In the UK it’s an expensive premium drink; in Italy it’s cheap, bland swill for cheap, bland drunkards.

It turns out that human brains are hardwired to believe in hype. In a widely-reported study, researchers showed that people will believe a wine is of a high quality simply because they’re told it has a \$90 price tag. Brands take advantage of this; packaging, pricing, and wording is designed to make you associate their product with quality, even when it’s quite possibly worse than the competition.

7 BRAND: Branded Goods Are Better



Even people who are clued-up enough to understand that price doesn’t mean quality will often still be brand loyal. When a man of moderate means goes to buy coffee, and faces a choice between expensive Starbucks, mid-range Folgers and Maxwell House, and a forlorn-looking bag of Walmart own-brand—the man is most likely to choose anything but Walmart.

But here’s the kicker: in a blind taste test, Walmart coffee scored higher than Folgers and Maxwell House, and equal to Starbucks. This wasn’t a one-off; similar tests have proven that people often can’t differentiate between cheap and expensive products.

This all takes a weird twist when you read about the Pepsi vs. Coke challenge. Blind tasters repeatedly named Pepsi the better drink—until they were told it was Pepsi, whereupon they quickly changed their minds. Intrigued, scientists ran a brain scan and found out that the tasters were telling the truth about their enjoyment levels. Pepsi really did start tasting worse once people knew what it was.

8 CHOICE: Is it Yours?



How would Pepsi drinkers feel if they were told that they're more likely to be uneducated, read terrible tabloids, watch lowbrow TV, never leave the country, and rarely leave the house?

All of those statements come from a heavily biased survey with no scientific merit. Yet some people will have read that and thought, "sounds about right". That's our old friend confirmation bias rearing its ugly head. The same brain-fart that can make a hardcore Dem believe George Bush had the IQ of asparagus is exploited by advertisers to make us want to buy their brand.

They call it "identity marketing:" the act of transforming consumer products into lifestyle choices. We don't merely *drink* Coke; we are "Coke drinkers," and our drink choice is an extension of ourselves.

9 NUMEROUS OPTIONS: Choice is a Good Thing



The central tenet of advertising is that choice is a good thing. Not only is it common sense, it's backed up by several studies. Eliminate choice and you're left with a bleak world full of desperate people, which is why consumerism is such a godsend.

But it turns out that our consumer paradise isn't exactly doing us many favors either. Our brains, it seems, are the mental equivalent of the jerk you always get stuck behind at checkouts. Faced with an abundance of options, we stress out about choosing the wrong one, become convinced we've made the wrong decision, and spend our time in perpetual anxiety.

One study offering participants a choice of two chocolates from either a box of six or a box of thirty found that people who were faced with the smaller box were generally satisfied, while those picking from the larger box reported more frustration and less satisfaction. Other studies into speed dating and pension plans produced similar results. It seems our brains freak out when given too many options, leaving us dissatisfied and unhappy.

10 COMPENSATION FOR HAPPINESS: Spending Makes You Happy



There's a wealth of evidence to suggest that consumer culture is linked to poor mental health—especially in children. A depressing study by The Children's Society essentially blamed adverts



for kids’ unrealistic expectations and often negative self-image. A separate study for UNICEF pointed to the cycle of consumerism as the cause of British children’s comparative misery.

We adults aren’t exactly immune either; those of us who put emphasis on wealth and material gain are more likely to become anxious and depressed when confronted with our lack of possessions, while this study concluded that simply being in “the consumer mindset” is enough to turn most of us into jerks. Yet marketers keep pushing the myth of the “happy shopper,” because if that were to collapse, consumer culture in its entirety would come crashing down.

Annex A4. Observation list

| Name of the observed error/lie you were given: | Name of other observed error/lie: | Name of other observed error/lie: | Name of other observed error/lie: |
|-------------------------------------------------------|------------------------------------------|------------------------------------------|------------------------------------------|
| Evidence: | Evidence: | Evidence: | Evidence: |



Annex A5. Student assessment of the learning process

Please circle the word which best describes your opinion about this class activity and process

1. I understood the objective of the activity: YES-NO-MAYBE
2. There were clear instruction and information from the teacher during the activity:
YES-NO-MAYBE
3. I had the choice to express my opinion if I wanted: YES-NO-MAYBE
4. I could find my role and task in the group: YES-NO-MAYBE



Critical thinking

Complex Activity (Annex B)

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of activity | The E-U-R Method (What to do with waste?) (Complex, Intermediate) |
| Competence | Critical Thinking |
| Annotation To specify the content of the activity, max. 400 words (spaces included) | Description of activity: The activity is focused on finding ways to protect nature on the basis of concrete proposals. In the activities pupils will become aware of the threats posed by waste in nature which causes environmental pollution. On the basis of various information concerning impacts of environmental pollution on health of people and animals, pupils become aware of the need to protect nature. They search for various forms and ways how it is possible to protect environment. |
| Objectives (<i>Main objective</i> : what shall be achieved, what the overall result/outcome of the activity shall be. <i>Specific objectives</i> – what shall be achieved in each phase/part of the activity To formulate the objectives in the 3 rd person singular, e.g. <i>Learner can identify...</i> ; <i>Learner knows...</i> ; <i>Learner can...</i> ; <i>Learner distinguishes...</i>) | The aim of the activity is for pupils to learn to think, collect information about the topic, to examine, discuss and to give arguments. <ul style="list-style-type: none"> • The aim of the first phase (evocation) is to motivate pupils, to activate them and to collect information from their experience so far. • The aim of the second phase (awareness) is for pupils to acquire and process new information on the given topic. • The aim of the third phase (reflection) is for pupils to achieve awareness and reflection of what they learned, sorting of information, systematizing and strengthening new knowledge. • The aim of the fourth phase is for pupils to present results of their work, discuss about the given issue, argue and search for optimum solution. |
| Methods | Brainstorming. Role games. Discussion /debate. |
| Organizational forms To indicate all organizational forms used in the activity, e.g. <i>frontal, group work, cooperative work, individual work, in specialized class, outside the classroom...</i> | Group work, (in 4 small groups), frontal, cooperative |
| Duration To indicate the exact duration of the whole activity (it does not have to take only 1 lesson to carry out the activity) | 2x45 lessons: 1. lesson (45 minutes) divided in the following way: <ul style="list-style-type: none"> • First phase (evocation) takes about 25 minutes • Second phase (awareness) takes about 15 minutes • 5 minutes feedback and homework 2. lesson (45 minutes) divided in the following way: <ul style="list-style-type: none"> • Third phase (reflection) takes 35 minutes • Feedback and conclusion 10 minutes |

| | |
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| | |
| Resources/Aids To specify/to list all resources and aids used to carry out the activity (images, graphs, tables, worksheets, etc. shall be attached) | Role cards, worksheet, articles, Internet (allow to use mobiles, laptops or I-pads) |
| Implementation of the activity in the educational process To indicate the educational areas, subjects, cross-cutting themes – where the implementation of the activity is possible | Cross-curricular theme – environmental education forming part of biology, or ethical education, foreign language, but also applicable in any other lessons (e.g. literature, maths theories). |

| Didactic process of activity | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| To give a detailed didactic-methodical description of the activity itself (e.g. content, procedure, actions carried out by the teacher, student, methodical procedure) To give the teacher's instructions, questions, tasks for the student | This activity seems complex, yet it is step-be-step simple one for 2 lessons for all age, though we recommend mainly between age of 12-18. The steps and methods are described in the phases. It is a “noisy” lesson, where students will exchange and discuss their idea, apply verbal and non-verbal communications applying different skills (drawing, writing, reading and speaking). Teachers should encourage diversity and the respect others’ opinions. Teachers should act in different way: instructor, moderator, facilitator and assessors in the different phases. |
| Phases/parts of the activity To specify the different phases (e.g. <i>evocation, awareness, reflection/motivation, exposure, fixation, diagnosis...</i>), or parts of the activity (e.g. <i>introduction, main part, final part</i>) | First lesson <i>First phase (evocation)</i> 1. Teacher introduces pupils into the theme with help of questions. The aim is to obtain information which pupils already know. Framework questions (<i>Annex.1</i>): <ul style="list-style-type: none"> • What kind of waste is generated in your household and what do you do with it? • Do you know what happens with the waste which you throw into waste bin? • What do you think, what does the bottom of sea look like, what can be found in the sea? • What kinds of threats exist in the sea or nature due to high waste amount? 2. Teacher divides pupils into 4 groups (4 - 5 pupils per group) and each group gets a big paper/poster and questions. |

3. The task for the pupils is to exchange their experience and write on the poster everything they already know about the given issue (question which they got). Pupils discuss within the group and one pupil writes information to questions on the poster.

4. Groups exchange posters, they read what first group has written and provide additional information (their knowledge). In this way posters are distributed around (into every group). Each group adds to the poster of another group its own information.

5. In conclusion each group will get back its original posters. Pupils view information/notes which were written by their classmates from other groups. Pupils discuss new information on the poster.

6. In conclusion posters will be hung up in the classroom. Posters will be supplemented by new knowledge after awareness phase, or in the end.

7. Teacher writes a cycle on the board:

Plastic/plastic cover → Waste in nature → Organisms (animals) → (to be written by pupils) → Waste

Teacher asks pupils to supplement missing element which is missing in the circle.

(missing element is man who produces waste)

8. Teacher asks a question:

Imagine that there is a chip on the cover and you could follow its further destiny. Try to describe its journey.

Pupils express their opinions in plenary.

Teacher stresses what impact waste has on nature (animals,...). Together they make a summary of various risks which come up with waste on the board. Teacher also reminds pupils that it is necessary to help nature and protect it.

Second phase (awareness)

9. Teacher divides pupils into 4 groups (1st group: customer – 2nd group: manufacturer/scientist – 3rd group: lawyer (law) – 4th group: seller of goods /covers). Pupils draw cards (*Annex 2*). Each pupil draws one card and finds its group. Teacher stresses that each group will work in its position according to its group that they will now be manufacturers, lawyers, customers and sellers. Teacher explains pupils that their task in the group is to collect various information concerning waste, waste sorting, measures from the view of their task. Pupils search for information articles on Internet, or teacher prepares texts for them which they will process. For instance lawyers study Act on waste and 8 decrees, new changes occurred on 1st January 2018 or manufacturer/scientist: Waste as a precious

source. Or customers: Do you know what will happen with waste after you throw it into waste bin?
 Teacher reminds pupils that they will need information to prepare 3 proposals from their position which would help to improve environment.

Second lesson

Third phase (reflection)

1. Pupils divide tasks within the group of who will study what. After processing of their texts pupils exchange information within their group which they consider important.
2. Within the groups pupils process information together and prepare proposals for possible measures/solutions. Each group form its position: How would customer, manufacturer, lawyer and salesman resolve the situation.
3. There is an expert group formed which will consist of one member from each group, jury which will also consist of one member of each group. The jury will also include a teacher. The pupils will also determine one or two moderators. The moderators will lead in the discussion, give words to expert and jury groups, measure time (max. 6 minutes to group/1,5 minutes to each member) and then ask jury's opinion (maximum 5 minutes)
4. Each group will determine its representative/experts and jury member. Experts from individual groups will present proposals how to protect nature and defend an opinion and attitude of its team on "television", e.g. in the program discussion forum, or round table. Other pupils will be viewers and can react, assess individual proposals (*Annex 3*), give their arguments, or counter-arguments.
5. The jury assesses (*Annex 3*) each proposal and finally chooses best solutions. The jury must also justify why they chose that proposal and what improvement they expect in terms of its implementation.
6. In conclusion teacher summarizes once again along with pupils the results and asks them what they think, what measures they could start to implement by themselves right away. Pupils express their opinions in plenary.

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Conclusions, recommendations To give e.g. recommended conditions for the implementation of the activity, or other recommendations, observations (as appropriate)</p> | <p>In conclusion of the group they update their posters which hang in their classroom by new information they learned during respective activities.</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|

| Evaluation | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Self-reflection (Student) Students briefly reflect on the activity from their own perspective, what impact the activity had on shaping their opinion</p> | <p>Students can reflect to the activity as a whole or after each phases by answering the following questions:</p> <ul style="list-style-type: none"> • What do I know about waste and waste management? • What do I and my surrounding do for the environment: • What new information did learn here? • How do my groupmates see the issue? What is similar and different between me and their views? • How do I work in a group? What is my role in the groupwork? • How others opinion influence mine? • How do I act in my/different roles (e.g. as a lawyer)? • Can I see from the other stakeholders' viewpoints? • Etc. |
| <p>Assessment (Student – teacher) Students assess the learning process management done by the teacher within the activity</p> | <p>Teachers should decide beforehand to either develop and evaluation criteria to assess groupwork in the different phases or assess the outcome of the activities (poster plus role-plays). Also it is important to decide if individual work is assessed beside the groupwork. The suggestion here to do both. A 360 assessment would be the best solution where students assess themselves as individuals and also assess their own groups, while groups assess each other and teachers assess all groups plus the individuals. Thought the assessment should not be a grade, rather a positive and constructive feedback.</p> |
| <p>Evaluation of the activity from the teacher's perspective Evaluation of the activity in terms of fulfilling the main objective</p> | <p>Teacher could reflect on how different point of views influence each other and develops students' ways of thinking. Also teachers can indicate the advantages of critical thinking which is not criticizing but by collecting facts and listening to each other alter our opinion. It can bring to see one topic from different angels.</p> |

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|--------------------|
| Attachments |
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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Attachment All attachments shall be numbered (e.g. <i>Annex 1</i>, <i>Annex 2</i>), the name of the attachment may also be given if appropriate</p> | <p>Annex B1.: Posters with questions</p> <p>Annex B2.: Role cards pictures from www.pixabay.com</p> <p>Annex B3.: Viewers' and Jury's assessment paper, more resource and ideas here: https://www.dailyteachingtools.com/cooperative-learning-evaluate.html</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Annex B1 Posters with questions

| <p>What kind of waste is generated in your household and what do you do with it?</p> | <p>Do you know what happens with the waste which you throw into waste bin?</p> | <p>What do you think, what does the bottom of sea look like, what can be found in the sea?</p> | <p>What kinds of threats exist in the sea or nature due to high waste amount?</p> |
|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| | | | |

Annex B2 Role cards

LAWYER



CUSTOMER



MANUFACTURER



SELLER





Annex B3 Viewers' and Jury's assessment paper

| Experts | Feedback on proposal* |
|----------------|------------------------------|
| Lawyer | |
| Manufacturer | |
| Costumer | |
| Seller | |

* Viewers can give scores from 1-5 but explain with words why. Make sure they understand to assess the role not the other student personality. Before the activity prepare students what and how to assess assertively. Encourage students to give fair and constrictive feedback:

1-it was a very POOR expert proposal

2-it was a SATISFACTORY expert proposal

3-it was and OK expert proposal

4-it was a GOOD expert proposal

5-it was a very CONVINCING expert proposal



Problem solving

Simple activity (Annex C)

| | |
|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of activity | Pocket money |
| Competence | Problem solving (simple) |
| Annotation | The activity deals with solving problems in terms of financial literacy. It provides reasonable planning of expenditure to secondary school students on the basis of a simple example from practice. |
| Objectives | <p>Main objective: Learner develops his/her financial literacy.</p> <p>Specific objectives: Learner can realise the importance of his/her budget planning. Learner can realise the need to take responsibility for his/her expenditure. Learner can re-think the need of his/her expenditure. Learner can realise the need for saving finances. Learner can express his/her opinion and justify it. Learner can listen to the opinion of others and accept it.</p> |
| Methods | Green / Red Lights |
| Organizational forms | Individual work Pair work Group work |
| Duration | 90 minutes |
| Resources/Aids | Magnetic board Table: Budget – Pocket money (Annex C1) Coloured papers (red and green) Cards: Assessment (Student – Teacher), (Annex C2) Self-reflection sheet (Annex C3) If appropriate and needed during the class: Internet connection, computer, interactive board |
| Implementation of the activity in the educational process | Cross-curricular topic of social and financial education as part of natural sciences and humanity subjects |

| Didactic process of activity | |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Phases/parts of the activity | <p><i>First phase Self-knowledge and development</i></p> <p>1. Teacher gives students tables (Annex C1), he/she makes an introduction into the topic and asks them a question: <i>If you got 50 € pocket money for one month, how would you spend it?</i> Income must be equal to expenditure.</p> <p>Students have the task to make calculation. Their income is pocket money in the amount of €50. Students write down expenditure in a way that they do not exceed their income. If students do not know what the price is, they can find prices on Internet.</p> |

2. Teacher divides students into pairs and assigns them a task: Exchange your calculations (tables) and read what your partner would do with his/her pocket money. Students should consider whether each point in the list is necessary. Subsequently, students divide them into two groups: necessary (N = necessary) – not very necessary (U = unnecessary). They have a discussion afterwards. Framework questions: *Do you think that everything your partner has written is necessary for him/her?* Label individual items as necessary (N) and not very necessary (U). Discuss it with him/her. Your partner must think and defend his/her choice, why he/she thinks that it is necessary for him/her. Or he/she let himself/herself convince that it is not so necessary for him/her.

3. Teacher hands out green and red cards to students. The role of students is to write necessary things on green cards (one thing for each card) and things which they do not consider necessary on red cards.

4. All green and red cards will be clipped on the magnetic board. The cards will be sorted into groups according to their type (e.g. all cards related to interests into one group), so cards with the same content into one group. In this way they can state what they consider to be their priority, what is important for them, what they like to buy and what is less important for them. This part of the activity can be also organized on an interactive board where students write directly and divide their expenditure into groups on the board.

5. In conclusion of this activity students and teacher together assess which items they consider being necessary and which are considered less necessary and at the same time they would assess how discussion helped them in terms of changing of their opinion on importance and lower importance of their items in the list.

Second phase saving, planning and budget

6. Teacher tables a problem on cutting pocket money and asks students to think what they would leave out from their list. Framework question: *Parents will cut your pocket money by 20 €. Think again what you would leave out from your list.* Work independently and with your original table (calculation).

7. Students consider, review their list and adjust them according to the assignment.

| | |
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| | <p>8. Teacher asks students to take items from the magnetic board which they left out from their list due to cutting pocket money and to clip them on the side of magnetic board.</p> <p>9. In conclusion of this activity students together with teacher will assess what they left out from their list and why. Time: 70 minutes</p> |
| Conclusions, recommendations | In conclusion students together with teacher assess respective activities (see the activities and questions in evaluation table). |

| Evaluation | |
|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Assessment (Student – teacher) | <p>In conclusion students together with teacher assess respective activities. Teacher prepares cards with one question on each (Annex C2):</p> <ol style="list-style-type: none"> 1. <i>How did the discussion with partner help you in assessing importance and lower importance of the item in the list?</i> 2. <i>What convinced you of importance and lower importance of the items?</i> 3. <i>On what basis did you decide what you delete from your list?</i> <p>The number of prepared cards depends on the number of students, so each student can get one card (e. g. if there are 18 students in class, teacher will prepare 6 cards with the question number 1, 6 cards with question number 2, 6 cards with question number 3). Teacher will mix the cards and each student will chose one card. Students will form 3 groups according the question on their card (group 1 with the question number 1, group 2 with the question number 2, group 3 with the question number 3). Students discuss the question within the group and express their opinion. After the short discussion the group speaker presents the result of the group discussion in front of all groups. Time: 15 minutes</p> |
| Self-reflection (Student) | <p>Teacher gives each student a brief self-reflection sheet with following questions (Annex C3):</p> <ol style="list-style-type: none"> 1. <i>I realised the importance of my budget planning.</i> Yes – No 2. <i>I realised the need to take responsibility for my expenditure.</i> Yes – No 3. <i>I can re-think the need of my expenditure.</i> Yes – No 4. <i>I realised the need for saving finances.</i> Yes – No |



| | |
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| | Each student evaluates his/her own attitude and marks his/her answer. Time: 5 minutes |
| Evaluation of the activity from the teacher's perspective | Framework questions: <i>Did the students agree on important and less important items among themselves even without teacher's help?</i> <i>Were the students able to listen to the opinion of others and accept them?</i> <i>Were their argumentations justified?</i> |

| Attachments | |
|--------------------|--------------------------------------------------------------------------------------------------------------------|
| Attachment | Annex C1 Budget – Pocket money Annex C2 Cards: Assessment (Student – Teacher) Annex C3 Self-reflection sheet |



Annex C1 Budget – Pocket money

| Income | Needed items (N) Less needed items (U) | Expenditure – Items | Expenditure – Amount/Price | Expenditure – Amount/Price | |
|------------------------------|---------------------------------------------------|----------------------------|---------------------------------------|---------------------------------------|-------------|
| Pocket money 50 € | | | | | |
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| | | | | | |
| | | | | | |
| | | | | 50 € | - |
| | Reduction to 30 € | | | | 30 € |

Annex C2 Cards: Assessment (Student – Teacher)

1. How did the discussion with partner help you in assessing importance and lower importance of the item in the list?

1. How did the discussion with partner help you in assessing importance and lower importance of the item in the list?

2. What convinced you of importance and lower importance of the items?

2. What convinced you of importance and lower importance of the items?

3. On what basis did you decide what you delete from your list?

3. On what basis did you decide what you delete from your list?



Annex C3 Self-reflection sheet

| No. | Self-reflection statement | Answer Yes | Answer No |
|-----|-----------------------------------------------------------------------|------------|-----------|
| 1. | <i>I realised the importance of my budget planning.</i> | <i>Yes</i> | <i>No</i> |
| 2. | <i>I realised the need to take responsibility for my expenditure.</i> | <i>Yes</i> | <i>No</i> |
| 3. | <i>I can re-think the need of my expenditure.</i> | <i>Yes</i> | <i>No</i> |
| 4. | <i>I realised the need for saving finances.</i> | <i>Yes</i> | <i>No</i> |



Problem solving

Complex activity (Annex D)

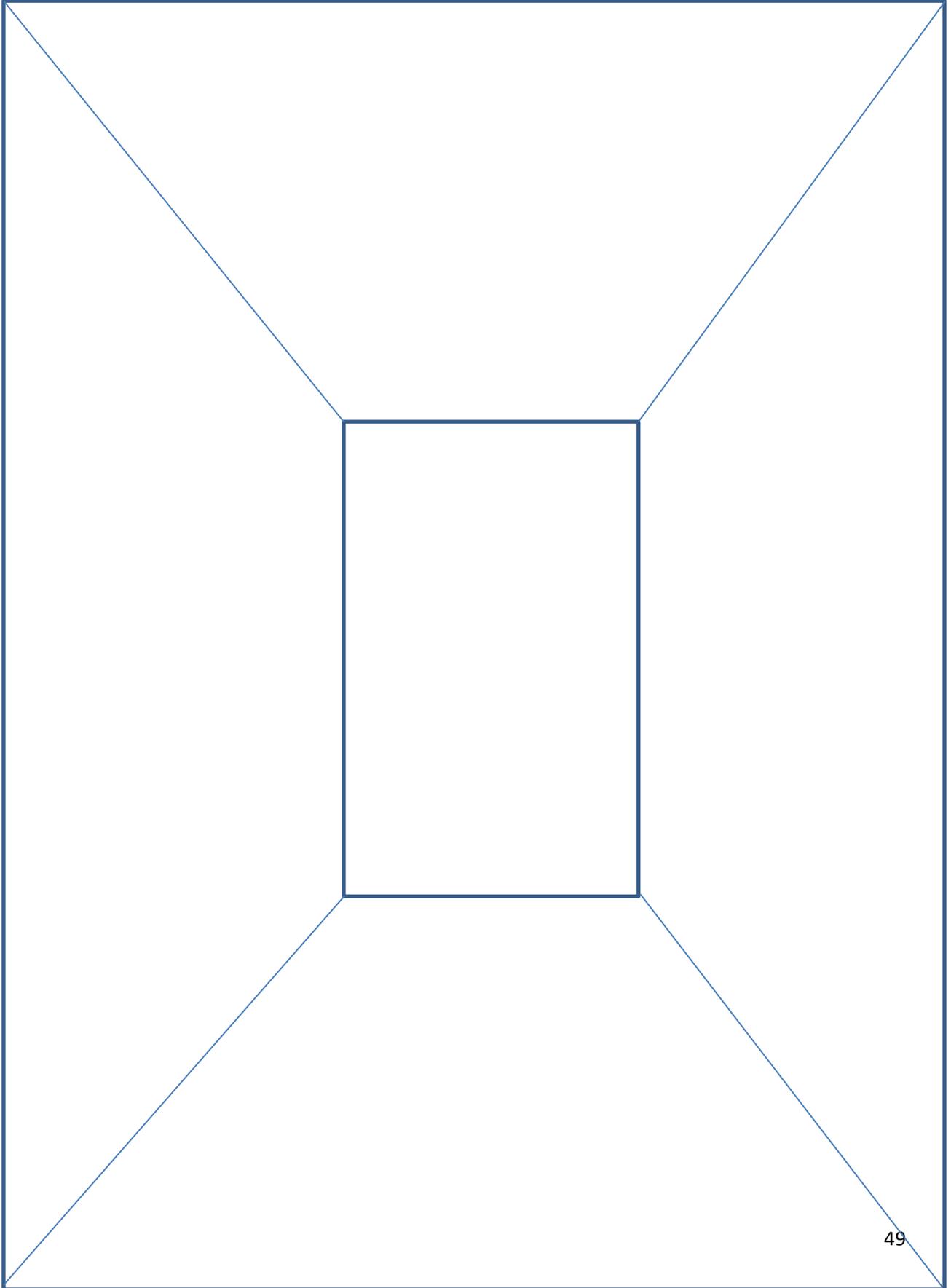
| | |
|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of activity | My political system |
| Competence | Problem solving (complex) |
| Annotation | This lesson is aimed at comparison of political systems in the world – parliamentary and presidential forms of government. Learners are also provided with an opportunity to propose their own political system. |
| Objectives | <p>Main objective: Learner can analyse a political system (parliamentary and presidential form of government) and evaluate it critically.</p> <p>Specific objectives: Learner can process information and present advantages and disadvantages of each political system. Learner can propose his/her "ideal" political system. Learner can evaluate the presented information critically and give arguments.</p> |
| Methods | Comparison of models |
| Organizational forms | Individual work Group work Class discussion |
| Duration | 135 minutes |
| Resources/Aids | Internet access – PC, mobile phone, tablet Flipchart paper Sheets of paper Poster (Annex D1) Markers in four different colours Cards in four different colours Scissors Self-reflection sheet (Annex D2) |
| Implementation of the activity in the educational process | Humanity subjects |

| Didactic process of activity | |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Phases/parts of the activity | <p>Searching and processing information on political systems – presidential form of government (USA) and parliamentary system of government (Slovak Republic).</p> <ol style="list-style-type: none"> 1. Teacher prepares cards in 4 different colours; the number of cards corresponds to the number of students in the class. Each student takes one card from the envelope. Students form 4 groups by card colour, each group works at one table. Teacher assigns a task to each group: <ul style="list-style-type: none"> Group 1: presidential form of government – advantages Group 2: presidential form of government – disadvantages Group 3: parliamentary system of government – advantages Group 4: parliamentary system of government – disadvantages 2. Each student searches for information from relevant sources on his/her group assignment and makes notes. Teacher continuously monitors the work of all groups and their selection of relevant sources of information. <p>Time: 15 minutes</p> 3. Each student re-evaluates the information obtained and writes it down in one of four outer boxes in the poster/flipchart paper prepared beforehand for each group by teacher (Annex D1). Students discuss all information written down within their group and agree on the most important information. This most important information is written in the rectangle in the middle of the poster/flipchart paper. Students cut the rectangle out and attach it to a magnetic board. <p>Time: 20 minutes</p> 4. Each group presents the discussion results in front of other groups (plenary). 5. Students are formed into 4 new groups. In each new group there is 1 representative from previous groups (representative no.1 – presidential form of government – advantages; representative no.2 – presidential form of government – disadvantages, representative no.3 – |

| | |
|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>parliamentary system of government – advantages; representative no.4 – parliamentary system of government – disadvantages).</p> <p>6. Based on the evaluation of all information obtained, each group proposes its own “ideal“ political system and writes the proposal down on a new poster/flipchart paper in a clear and comprehensible way.</p> <p>Time: 30 minutes</p> <p>7. Each group receives 1 marker in a different colour and comments the proposed “ideal“ political system of other groups. The poster of each group will move clockwise to the next group – from table to table. The group notes advantages, disadvantages and other suggestions to improve the political system. After 10 minutes, the poster/flipchart paper moves to the next group. In this way, each group comments all proposals of an "ideal" political system. The group studies the remarks and comments and discuss them. Based on the results of the discussion, the group can adjust its “ideal“ political system. Each group posts its poster in the classroom, others have the opportunity to review the changes made by other groups.</p> <p>Time: 45 minutes</p> |
| <p>Conclusions, recommendations</p> | <p>In conclusion, students together with the teacher assess the respective activities (see the activities and questions in the evaluation table).</p> |
| <p>Evaluation</p> | |
| <p>Assessment (Student – teacher)</p> | <p>Teacher opens class discussion with questions:</p> <ul style="list-style-type: none"> - <i>Which political system presented to you is more favourable and why?</i> - <i>What advantages were considered the most when choosing more favourable system?</i> - <i>What disadvantages were considered when proposing your “ideal“ political system?</i> - <i>What aspects of your “ideal“ political system are most important to you and why?</i> <p>After answering the questions and class discussion, students choose the most “ideal“ political system by voting. In case of the equality of votes, teacher may also vote.</p> <p>Time: 20 minutes</p> |
| <p>Self-reflection (Student)</p> | <p>The teacher gives each student a self-reflection sheet with the following statements: (Annex D2)</p> <ol style="list-style-type: none"> 1. <i>I understood the functioning of the parliamentary form of government.</i> <p><i>Yes – No</i></p> |

| | |
|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>2. <i>I understood the functioning of the presidential form of government.</i> Yes – No</p> <p>3. <i>I could point out the most relevant advantages and disadvantages of each political system.</i> Yes – No</p> <p>4. <i>I could use my knowledge to propose my “ideal” political system.</i> Yes – No</p> <p>5. <i>I could argue in favour of my “ideal” political system.</i> Yes – No</p> <p>Time: 5 minutes</p> |
| <p>Evaluation of the activity from the teacher's perspective</p> | <p>Framework questions: <i>Could learners point out relevant advantages and disadvantages of parliamentary and presidential forms of government?</i> <i>Did learners agree on the definition of their “ideal” political system within each group?</i> <i>Were learners been able to listen to each other and accept the opinions of others?</i> <i>Were their arguments relevant?</i></p> |
| <p>Attachments</p> | |
| <p>Attachment</p> | <p>Annex D1 Poster Annex D2 Self-reflection sheet</p> |

Annex D1 Poster





Annex D2 Self-reflection sheet

| No. | Self-reflection statement | Answer Yes | Answer No |
|------------|---------------------------------------------------------------------------------------------------|-------------------|------------------|
| 1. | <i>I understood the functioning of the parliamentary form of government.</i> | <i>Yes</i> | <i>No</i> |
| 2. | <i>I understood the functioning of the presidential form of government.</i> | <i>Yes</i> | <i>No</i> |
| 3. | <i>I could point out the most relevant advantages and disadvantages of each political system.</i> | <i>Yes</i> | <i>No</i> |
| 4. | <i>I could use my knowledge to propose my “ideal“ political system.</i> | <i>Yes</i> | <i>No</i> |
| 5. | <i>I could argue in favour of my “ideal“ political system.</i> | <i>Yes</i> | <i>No</i> |



Managing your own learning path

Theoretical introduction

In the 21. century where technology and the world of work changes rapidly, individuals have to adapt to constant change and learn throughout the whole life. For that reason preparing the students for LLL - and providing personalised learning renewing structures of education - became the most important task of education systems (Hargreaves, D. 2004). In preparing for LLL L2L, and within it, managing own learning path is the most important task.

The ability to manage own learning pathways, or self-regulated learning refer a way of learning, where *metacognition*, *learning strategies* (planning, monitoring, evaluation of personal development) and *motivation* for learning has crucial importance. In self-regulated learning individual autonomy and control have to be emphasized, since performances are managed, organised and assessed by the individual in relation to specific aims. (Paris et al. 2010) Those individuals who can learn this way, usually know their strenghts and weaknesses, they have a repertoire of strategies they appropriately apply to tackle the day to day challenges of academic tasks. Students who are self-regulated learners, have positive attitude toward learning, they practice their learning, develop a deep understanding of subject matter, and exert effort will give rise to academic success (Perry et al., 2006). Self regulated learners control their learning environment. They exert this control by directing and regulating their own actions toward their learning goals. Self-regulated learners usually exhibit a high sense of self-efficacy.

Most models of self-regulated learning are compounded of three phases: preparatory, performance and appraisal. As stated by Panadero (2017): "(a) *preparatory*, which includes task analysis, planning, activation of goals, and setting goals; (b) *performance*, in which the actual task is done while monitoring and controlling the progress of performance; and (c) *appraisal*, in which the student reflects, regulates, and adapts for future performances." According to Panadero's classification, task definition, goal setting and planning would belong to the *preparatory phase*, enacting to the *performance phase*, and adaptation to *appraisal phase*. During the task *perception phase*, students gather information about the task at hand and personalize their perception of it. This stage involves determining motivational states, self-efficacy, and information about the environment around them. *Next*, students set goals and plan how to accomplish the task. Several goals may be set concerning explicit behaviors, cognitive engagement, and motivation changes. The goals that are set depend on how the students perceive the task at hand. The students will then enact the plan they have developed by using study skills and other useful tactics they have in their repertoire of learning strategies. The last phase is *adaptation*, wherein students evaluate their performance and determine how to modify their strategy to achieve higher performance in the future or they may change their goals or their plan.



Preparing students for MOLP may take place in education institutions, where *teachers* can do most. Education institutions, with the approach of constructivist approach, and *personalized education* that support learners 'active participation in learning, can significantly contribute to the development of students' independent learning abilities (OECD, 2006). The role of teachers (e. g. methods, modeling) is very important and the learning environment as a whole, as well as school culture, is crucial.

The importance of the ability to learn self-directed learning is also illustrated by the fact that *learning to learn is one of the eight key competences* of the EU for lifelong learning, which was defined in an earlier document as follows: “Learning to learn in self-learning independently and in a group and its ability to organize and regulate. It is part of the ability to apply effective timing, problem solving, mastering, processing, evaluating, and integrating new knowledge, as well as new knowledge and skills in different contexts - at home, at work, in education. In general, learning to learn has a strong influence on how well an individual is able to manage his or her professional career. Among the competencies that make up the competencies are the knowledge of their own preferred methods, strengths and weaknesses, and. knowledge of available education and training opportunities and the importance of decisions related to them. Skills: Effective management of learning and careers. Scheduling learning, autonomy, discipline, perseverance and information management during learning. concentration. critical reflection. communication. Attitude: Self-image, motivation, belief in the ability to succeed is a positive attitude to learning, adaptability and flexibility. (ET May 18, 2004 Decision 9286/04) ”A 2016 document defines learning skills related to learning.

| Definition | Skills |
|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| 1. Demonstrate commitment to learning as a lifelong process. | S1. Ability to pursue and persist in different kinds of learning. |
| 2. Be a self-directed learner: go beyond basic mastery of skills to explore and expand your own learning and opportunities to gain expertise. | S2. Identifying available opportunities. |
| 3. Demonstrate initiative to advance skill levels towards a professional level. | S3. Ability to gain process and assimilate new knowledge, skills and qualification required for career goals. |
| 4. Reflect critically on past experiences in order to inform future progress. | |

Source: The 8 key competences of European Union <http://mobilitycompetences.com/wp-content/uploads/2016/10/The-8-key-competences-of-European-Union.pdf>

In the formulation of a new framework for EU key competences in 2018, learning to learn is no longer an independent competence, but a complex area of 'personal, social and learning to learn competence', combined with competences directly related to learning (Commission Staff Working Document 2018), like personal competences (eg motivation, perseverance, resilience) and social competences (e.g. in school situations or in workplace learning), acknowledging that self-regulated learning is strongly related to these too.



The LELLE project, supported by ERASMUS +, defined “Managing own learning process” as follows: “Strategy, training, time management. The ability to access, gain, process and assimilate new knowledge and skills. Four subskills were assigned to the competence. (O1 report, p.9) These are:

1. Strategy, training & time management
2. Manage Information
3. Organise & evaluate own learning process
4. Adjust ways of learning to own goals

Literature and resources

Commission Staff Working Document, Accompanying the document. Proposal for a Council recommendation on Key Competencies for Lifelong Learning. COM (2018) 24 final. EC

Developing, monitoring and reporting on personal learning goals. Learning Policies Branch Student Learning Division Office of Learning and Teaching, Dept. of Education Victoria. Australia. November 2006.

<https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/social/personal/devperslearngoal.pdf>

Hargreaves, D. (2004) Learning for Life. The foundations for lifelong learning. The Polity Press.

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Nahalka István (2002): *Hogyan alakul ki a tudás a gyerekekben? Konstruktivizmus és pedagógia*. Budapest, Nemzeti Tankönykiadó, Budapest

Key Skills of Junior Cycle. Managing Myself. NCCA. 2015. Ireland. https://www.ncca.ie/media/1152/managing-myself_april-2015.pdf

*Panadero, Ernesto (2017). "A review of self-regulated learning: Six models and four directions for research". *Frontiers in Psychology*. 8 (442): 422.*

*Paris, Scott G.; Paris, Alison H. (June 2001). "Classroom Applications of Research on Self-Regulated Learning". *Educational Psychologist*. 36 (2): 89–101.*

Personal Learning Paths. <https://www.21things4teachers.net/pd-modules/personalized-learning-in-the-classroom/personal-learning-paths/>



Managing your own learning path

Simple activity (Annex E)

| Title of activity | Emotional log |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Competence | Managing own learning process |
| <p>Annotation To specify the content of the activity, max. 400 words (spaces included)</p> | <p>Students keep track of their emotions using a written log. They should register feelings, beliefs, experiences that carry emotional charge and try to identify the sources of that emotion. This practice can help students to realize the connection between their actual emotion, which is determined by different internal and external elements, and their learning results in one hand, and supports them to regard their emotions as a source for successful learning. Different equipment could be used to show the actual emotions or feelings of the students. We can use emoticons, questionnaire, emotional thermometer, etc. Questions and a template could help to realize the activity.</p> |
| <p>Objectives (<i>Main objective</i>: what shall be achieved, what the overall result/outcome of the activity shall be. <i>Specific objectives</i> – what shall be achieved in each phase/part of the activity To formulate the objectives in the 3rd person singular, e.g. <i>Learner can identify...</i>; <i>Learner knows...</i>; <i>Learner can...</i>; <i>Learner distinguishes...</i>)</p> | <p>The <i>main objective</i> of the task is to support to understand own emotional intelligence, and increase the awareness of own emotions. <i>Specific objectives</i>: The learner</p> <ul style="list-style-type: none"> • can identify his/her emotions. • experiences how his/her emotions and behaviour affect each other. • tries some techniques to manage his/her emotions. |
| Methods | |
| <p>Organizational forms To indicate all organizational forms used in the activity, e.g. <i>frontal, group work, cooperative work, individual work, in specialized class, outside the classroom...</i></p> | <p>Individual work, voluntary sharing or discussing in small groups.</p> |
| <p>Duration To indicate the exact duration of the whole activity (it does not have to take only 1 lesson to carry out the activity)</p> | <p>5-6 minutes/lesson in different phases of the given problem or task. In the simplest case, it can take 2-3 minutes at the beginning, in the middle and at the end of a lesson.</p> |
| <p>Resources/Aids To specify/to list all resources and aids used to</p> | <p>One scheme for each student.</p> |

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| carry out the activity (images, graphs, tables, worksheets, etc. shall be attached) | |
| <p>Implementation of the activity in the educational process</p> <p>To indicate the educational areas, subjects, cross-cutting themes – where the implementation of the activity is possible</p> | <p>The activity is useable in any subject. A regular using in different situations and the reflection and discussion can solve a real support of the management of their own emotions of the students.</p> |

| Didactic process of activity | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>To give a detailed didactic-methodical description of the activity itself (e.g. content, procedure, actions carried out by the teacher, student, methodical procedure)</p> <p>To give the teacher's instructions, questions, tasks for the student</p> | <p>The teacher should inform students on the importance of the awareness of the emotional status. Positive feelings can strengthen the effective learning. They can contribute to the happiness of the learning, and support to reach better learning results. Students have to be aware of the importance of the self-educating for the positive thinking, to improve emotional intelligence.</p> |
| <p>Phases/parts of the activity</p> <p>To specify the different phases (e.g. <i>evocation, awareness, reflection/motivation, exposure, fixation, diagnosis...</i>), or parts of the activity (e.g. <i>introduction, main part, final part</i>)</p> | <p>The teacher ask students to characterize their actual emotion in different phases (e.g. at the beginning, in the middle, at the end and after) of an activity, or connected to a situation or an event. A very simple tool to do this could be an emoticon, or a ‘feeling thermometer’, a short questionnaire. Using different colours to describe the actual emotion could be very interesting. It is important to discuss the results of this very simple task, and clarify, that an emotion can determined by several internal (e.g. hungry, fatigue, health) and external (e.g. weather, human relations, the environment) factors. Students have to be aware of their emotional situation to know how to evaluate or manage it. If we use colours to show the emotions, we have to discuss about the meanings of different colours. E.g. Blue, like the sky, could be a symbol of a bright or a happy feeling, but a blue, like a river could sign a turbulent or uncertain feeling. Detecting the change of the feelings and discussing on the reasons of the change is very important for an individual and for a group as well.</p> <p>In advanced level of managing emotions, students can reflect on their emotions and can plan to manage them.</p> |

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Conclusions, recommendations To give e.g. recommended conditions for the implementation of the activity, or other recommendations, observations (as appropriate)</p> | <p>We should start this method with the simple signs, and use it several times. When students can detect their emotions easily, we can ask them to write an emotional log.</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Evaluation | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Self-reflection (Student) Students briefly reflect on the activity from their own perspective, what impact the activity had on shaping their opinion</p> | <p>Students can reflect to the activity by answering the following questions: How easily could I express my actual emotion? What was my emotion comparing to my class mates? What could be the reason(s) of the differences and the differences? What were the reasons of the changing?</p> |
| <p>Assessment (Student – teacher) Students assess the learning process management done by the teacher within the activity</p> | <p>Working in pairs or in small groups, students can reflect on their activities, how they felt, what was good and what was not so good for them and what learnt they from the activity. It is important, that teachers not obliged anybody to do this in a plenary.</p> |
| <p>Evaluation of the activity from the teacher's perspective Evaluation of the activity in terms of fulfilling the main objective</p> | <p>Teacher could reflect on the attitude of the students. He or she can emphasize the importance of detecting the emotions. (In several cases not easy to identify emotions.) In some cases talking about the feelings could be useful. Several homepage can help this discussion but a short list of emotions can find in the attachment 5.</p> |

| Attachments | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Attachment All attachments shall be numbered (e.g. <i>Annex 1</i>, <i>Annex 2</i>), the name of the attachment may also be given if appropriate</p> | <p>Annex E1.: Emotion thermometer You can find several printable emotional thermometer here: http://www.canbum.net/cdn/23/2006/191/</p> <p>Annex E2. : A possible scheme for emotional log Annex E3.: An alternative possibility for the emotional log scheme Annex E4. :An alternative possibility for the emotional log scheme Annex E5.: A list of different emotions https://www.verywellmind.com/an-overview-of-the-types-of-emotions-4163976</p> <p>Annex E6.: Examples for different types of emotions</p> |

Annex E1.: Emotion thermometer

(<https://i.pinimg.com/564x/bd/63/35/bd6335774505a7ca37f0df96da42b6a1.jpg>)

Emotion Thermometer

| | | |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| | <div style="display: flex; flex-direction: column; align-items: center;"> <div style="width: 20px; height: 20px; background-color: red; margin-bottom: 5px; display: flex; align-items: center; justify-content: center; border-radius: 5px;">5</div> <div style="width: 20px; height: 20px; background-color: orange; margin-bottom: 5px; display: flex; align-items: center; justify-content: center; border-radius: 5px;">4</div> <div style="width: 20px; height: 20px; background-color: yellow; margin-bottom: 5px; display: flex; align-items: center; justify-content: center; border-radius: 5px;">3</div> <div style="width: 20px; height: 20px; background-color: lightgreen; margin-bottom: 5px; display: flex; align-items: center; justify-content: center; border-radius: 5px;">2</div> <div style="width: 20px; height: 20px; background-color: green; margin-bottom: 5px; display: flex; align-items: center; justify-content: center; border-radius: 5px;">1</div> <div style="width: 40px; height: 40px; background-color: blue; margin-bottom: 5px; display: flex; align-items: center; justify-content: center; border-radius: 50%; border: 2px solid black;">0</div> </div> | |
| | | |
| | | |
| | | |
| | | |
| How do you feel? | | What are you doing? |

Social Emotional Workshop ©2017

Annex E2 A possible scheme for emotional log

| | | | | | |
|-------------------------------------------|-----------|------|----------|--------|-------------|
| Time and date | | | | | |
| What was the task/problem? | | | | | |
| How did I feel | very bad | bad | neutral | good | very good |
| at the beginning, | very bad | bad | neutral | good | very good |
| throughout, | very bad | bad | neutral | good | very good |
| at the end? | very bad | bad | neutral | good | very good |
| Positive or negative feelings? | negative | | positive | | |
| How strong were they? | very weak | weak | medium | strong | very strong |
| How could I manage them | | | | | |
| What do I think, why did I feel this way? | | | | | |

Annex E3 An alternative possibility for the emotional log scheme

| | | | | | |
|-------------------------------------------|-----------|------|--------|----------|-------------|
| Time and date | | | | | |
| What was the task/problem? | | | | | |
| How did I feel | | | | | |
| at the beginning, | | | | | |
| throughout, | | | | | |
| at the end? | | | | | |
| Positive or negative feelings? | negative | | | positive | |
| How strong were they? | very weak | weak | medium | strong | very strong |
| How could I manage them | | | | | |
| What do I think, why did I feel this way? | | | | | |



Annex E4 An alternative possibility for the emotional log scheme

| | | | | | |
|-------------------------------------------|----------------------------------------------------------------------------|------|--------|----------|-------------|
| Time and date | | | | | |
| What was the task/problem? | | | | | |
| How did I feel | Please, infill the cell with a colour, which can show your actual feeling! | | | | |
| at the beginning, | | | | | |
| This colour is like the... | | | | | |
| This colour means for me | | | | | |
| throughout, | | | | | |
| This colour is like the... | | | | | |
| This colour means for me | | | | | |
| at the end? | | | | | |
| This colour is like the... | | | | | |
| This colour means for me | | | | | |
| Positive or negative feelings? | negative | | | positive | |
| How strong were they? | very weak | weak | medium | strong | very strong |
| How could I manage them | | | | | |
| What do I think, why did I feel this way? | | | | | |

Annex E5 The six basic emotions by Paul Eckmann

Anger

Disgust

Fear

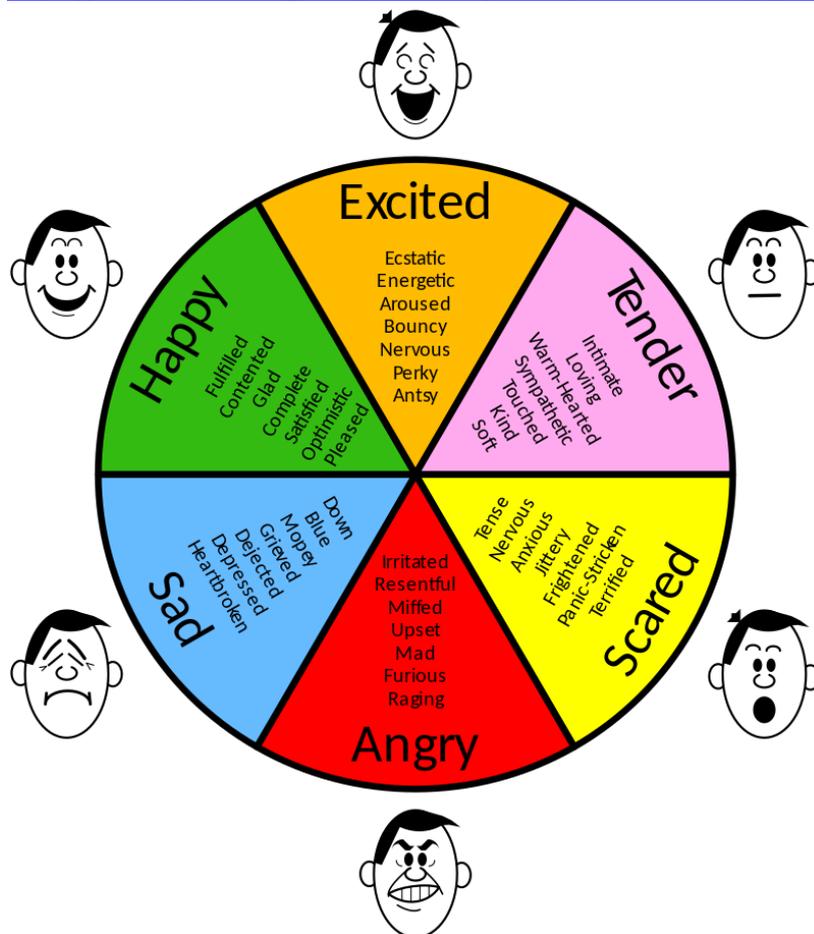
Happiness

Sadness

Surprise

Annex E6.: Examples for different types of emotions

<https://en.wikipedia.org/wiki/Emotion#/media/File:Emotions - 3.svg>





Managing your own learning

Complex activity (Annex F)

| Title of activity | Personal SWOT analysis |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Competence | Managing own learning process |
| <p>Annotation To specify the content of the activity, max. 400 words (spaces included)</p> | <p>SWOT analysis is a technique mostly used in business context to identify the strengths, the weaknesses of the organisation and the opportunities and the threats of its environment in connection with the development of strategies to make the company more successful.</p> <p>Performing a personal SWOT analysis can help students to get closer to the realistic self-image that is the basis of MOLP. Self-knowledge and the improvement of it is an important topic in the classroom curriculum so filling in the matrix (available on the internet) is a task on classroom lessons. Form teachers help in interpretation of the matrix labels with questions leading to recognise the strengths and the opportunities useful in achieving personal goals and face the weaknesses and the threats to eliminate or at least reduce in order to move forward..</p> |
| <p>Objectives (<i>Main objective</i>: what shall be achieved, what the overall result/outcome of the activity shall be. <i>Specific objectives</i> – what shall be achieved in each phase/part of the activity To formulate the objectives in the 3rd person singular, e.g. <i>Learner can identify...</i>; <i>Learner knows...</i>; <i>Learner can...</i>; <i>Learner distinguishes...</i>)</p> | <p>The <i>main objective</i> of the task is to support students in a better self-knowledge.</p> <p><i>Specific objectives</i>:</p> <ul style="list-style-type: none"> • The learner can identify his/her strengths and weaknesses. • The learner understand the importance of the environment in reaching a good learning result. • The learner can create his/her special learning targets. |
| Methods | |
| <p>Organizational forms To indicate all organizational forms used in the activity, e.g. <i>frontal, group work, cooperative work, individual work, in specialized class, outside the classroom...</i></p> | Individual work, supported by a teacher |
| <p>Duration To indicate the exact duration of the whole activity (it does not have</p> | <p>The task has several steps.</p> <ol style="list-style-type: none"> 1. Making a story line from the life of the class - 10 minutes. 2. Filling the SWOT matrix on the basis of the moving story - 10 minutes |

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>to take only 1 lesson to carry out the activity)</p> | <ol style="list-style-type: none"> 3. Defining the logical connections between the fields and the listed elements of the fields. – 10 minutes 4. Creating personal goals on the basis of the identified strengths and opportunities – 10 minutes 5. Reflections – 5 minutes 6. Filling a personal SWOT matrix in connection with a subject on the level of the group needs about 30 minutes. |
| <p>Resources/Aids To specify/to list all resources and aids used to carry out the activity (images, graphs, tables, worksheets, etc. shall be attached)</p> | <p>The easiest SWOT chart for each actor. (Find in Annex 1) Markers.</p> |
| <p>Implementation of the activity in the educational process To indicate the educational areas, subjects, cross-cutting themes – where the implementation of the activity is possible</p> | <p>The activity can be used in any subject.</p> |

| Didactic process of activity | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>To give a detailed didactic-methodical description of the activity itself (e.g. content, procedure, actions carried out by the teacher, student, methodical procedure) To give the teacher's instructions, questions, tasks for the student</p> | <ol style="list-style-type: none"> 1. Before the activity, the teacher asks students to remember of a story, connected to the learning of the given subject and most fellows in the class are familiar with it. 2. At the beginning of the lesson, the teacher asks one student to tell the story. Others can add some details to the beginner, and the teacher writes the most important element of the story to a board. 3. Based on the common story, students have to fill in the SWOT matrix. It is important to emphasise, that strengths and weaknesses are the characteristics of the actor, and opportunities and threats are the characteristics of the environment. The teacher can help students to fill in the matrix with several questions. It is important, that each of the actors have to have his/her own matrix. So the group has to make as many matrix, as many actors are in the story, but at least one. Examples for the leading/supporting questions: <ul style="list-style-type: none"> ○ Who are the actors, from where did they start at the beginning, what did they know then and do they know now? |

| | |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> ○ What was the exercise, what kind of description/definition did the students get, did they understand the exercise, were they motivated, how did they evaluate the feasibility? ○ What difficulties arose? ○ Who could help, could the pupils ask for or accept help, who could they rely on or couldn't? ○ What kind of intellectual, physical, financial, objective, emotional resources were available? What knowledge and resources were used while performing tasks? ● What were the consequences? How did the own story end? Will there be a next one? <p>4. Selecting and rating the most important strengths, weaknesses, opportunities and threats. The group chooses the 3-5 most important elements of each category and will continue the work only with these selected items.</p> <p>5. Defining the logical connections between the fields and the listed elements of the fields. The following questions can be used to realize this part of the activity:</p> <ul style="list-style-type: none"> ● How do a strength help to realise opportunities? ● How do a strength help to avoid threats? ● How do a weakness be a bar of using opportunities? ● How can a given weakness be a bar of avoiding threats? ● How can reduced a weakness with the help of using strengths and opportunities? ● How can achieve better results by using a strength? <p>6. Creating a strategic (learning) goal. It is an important task for the teacher to make clear for the students the difference between the goal (that is a required status or situation in the future) and the activities, which are things, doing to reach the required future status. Keep in mind the characteristics of a good target, that is a SMART (specific, measurable, attractive, realistic and time kept) one.</p> <p>7. Reflection on the task. The following questions can help students to reflect on the activity.</p> <ul style="list-style-type: none"> ● Am I able to articulate a learning goal for myself? ● Am I able to articulate my own learning strategy with the help of SWOT, based on my own story? |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Phases/parts of the activity To specify the different phases (e.g. <i>evocation, awareness, reflection/motivation, exposure, fixation, diagnosis...</i>), or parts of the activity (e.g. <i>introduction, main part, final part</i>)</p> | <ol style="list-style-type: none"> 1. Introduction: Find a story, that is familiar for the whole class or group, it is not too complicated and not too long, and the topic is connected to the learning. 2. Main part 1.: Finding strengths and weaknesses of an actor and opportunities and threats of the environment. This activity can realized in a whole class, led by the teacher. If the story has enough actors, in the second round the teacher can separate students into smaller groups, and of them can fill in a SWOT table or even his or her strengths and weaknesses for other actors of the story. 3. Main part 2.: To find the logical connection between different elements of the chart, students have to make a priority list of each element of the chart. The easiest method for that is a priority numbering. Each student have to give a ranking number of the 5-8 elements of each category of the SWOT chart. (The most important gets the 1, and the less one gets highest number.) The group will continue the task only with the 3 most important items of each subgroups. After the ranking is possible to find the logical connection between different elements, using the supporting questions. 4. Main part 3. Creating goals is an important element of this activity. The teacher has to make clear the most important characteristic of a good goal. The assessment possibility of the realization is a very important element of a good goal. 5. Final part: We have to finish the activity with the reflection of the students. |
| <p>Conclusions, recommendations To give e.g. recommended conditions for the implementation of the activity, or other recommendations, observations (as appropriate)</p> | <p>Working on a common story is very important. The common experience of the whole class creates a free and easy climate, and helps the engagement of each student in one hand. On the other hand it creates a distance to the task that makes easier to find as much as possible element of each category of the SWOT.</p> |

| Evaluation | |
|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Self-reflection (Student) Students briefly reflect on the activity from their own perspective, what</p> | <p>Students can reflect to the activity by answering the following questions: How easily could I find the strengths and the weaknesses of the chosen actor? Could this activity help me to find my own strengths and weaknesses according to the learning?</p> |



| | |
|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| impact the activity had on shaping their opinion | Could I find the logical connections between different items of my own SWOT chart? |
| Assessment (Student – teacher) Students assess the learning process management done by the teacher within the activity | Working in pairs or in small groups, students can reflect on their activities, how they felt, what was good and what was not so good for them and what learnt they from the activity. It is important, that teachers not obliged anybody to do this in a plenary. |
| Evaluation of the activity from the teacher's perspective Evaluation of the activity in terms of fulfilling the main objective | Teacher could reflect on the attitude of the students. He or she can evaluate the created goals on the basis of the definition, and can show the elements of a SMART goal in some good examples. Students can fill in an evaluation questionnaire (Annex 2) |

| Attachments | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| Attachment All attachments shall be numbered (e.g. <i>Annex 1</i> , <i>Annex 2</i>), the name of the attachment may also be given if appropriate | Annex F1: The SWOT chart Annex F2: Questionnaire for evaluation of the personal SWOT analysis |



Annex F1: The SWOT chart

| STRENGTHS | WEAKNESSES |
|----------------------|-------------------|
| | |
| OPPORTUNITIES | THREATS |
| | |



Annex F2: Questionnaire for evaluation of the personal SWOT analysis

In what extent can you agree with the statements below? Make a sign to the box of the chosen answer.

| Statement | not | not really | more or less | yes | totally |
|-----------------------------------------------------------------------------------|------------|-------------------|---------------------|------------|----------------|
| I think that making a personal SWOT analysis helps me to know myself better. | | | | | |
| I can identify my strengths and weaknesses in the theme of my effective learning. | | | | | |
| I understood that the environment can influence my learning results. | | | | | |
| I think that I can create special learning goals for myself. | | | | | |
| I do not want to create special learning goals for myself. | | | | | |



11. How to teach the teacher colleagues?

Teaching and mentoring peer teachers

The situation in the project

Two teachers from each school partners participate in the training in the first week of July. At the end of August they have to prepare their colleagues to implement some new methods of three learning skills (CT, PS, MOLP) into their daily work. Their task is:

- to inform their colleagues about the LELLE2 project and their special role in it.
- to inform them about the results of the summer training and
- involve them in the implementation.
- to support them in planning and implementing the new methods in their every-day work.

To realize these tasks successfully, they have to be familiar with the basic ideas of peer teaching, professional learning and mentoring, and have to use methods of them as well.

Basic ideas of peer learning and mentoring, used to support professional learning in a learning community

11.1. Differences between the main characteristics of the teaching children or students and colleagues

- a. The main characteristics of teaching students and colleagues (who are adults, have the same profession and degree, and have several professional experience)

| | Teaching students | Teaching colleagues |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| age of the learners | homogenous | heterogeneous |
| Position | hierarchical | horizontal |
| goal of teaching | <ul style="list-style-type: none"> • Fulfil the curriculum • Support students to reach their personal learning goals | getting better learning results of the “common” students, or/and the school |
| Methods | based on the teachers professional believes and decisions | <ul style="list-style-type: none"> • based on the common agreement, or the common needs |

| | | |
|---------------------------|----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| | | <ul style="list-style-type: none"> • “professional learning”, which is based on the own experience of the participants |
| learning materials | textbooks, other teaching materials and tools etc. | handouts, online materials |
| assessment | led by the teachers | based on the learning results of the students |

b. Consequences

Trainers, who teach their colleagues, have to be aware of

- and make clear the horizontal relation
- and stress the mutual interdependence
- the characteristics of the professional learning and build the training on them (create learning goals, make rules of the common work, give floor for sharing, use the previous experience, possibility for discussion and reflection, etc.)

They should use

- the “learning by doing method” – giving possibility to the participants to try the new methods

c. Characteristics of the role as teacher of teachers (What to do and how to do?)

- collegial style and tonality in the professional communication

11.2. Suggestions to prepare and realize the teaching the colleagues activities

- Make an agenda, and keep the planned time frame.
- Create as friendly environment (room, furniture, light, snacks, water, coffee, equipment, etc.) as possible.
- Define common learning goals and make possible for the colleagues to create theirs owns as well.
- Inform your colleagues about the methods and give them written materials at the end of the meeting, but
- give them possibility to share their previous experience, ideas, beliefs, fears, etc.
- Create a common plan of using the new methods in a longer period, and for the first month of the academic year as well. To do this, you can use your material, created in the July training. Give them possibility to make their own plan!
- After a discussion, make a short summary and a common agreement on the topic. You can use the sentence e.g.: “If I understand well, we can agree on this and that...”
- Creating a “Minutes” can support the common understanding of the tasks.
- Do not forget, that all big change should realize in several small steps.



11.3. How can you support your colleagues (with different speciality, age and professional interest) to try the chosen methods?

a. Supporting instead of telling

Keep in mind that your colleagues can fear of using a new method. Make them possibility to share their feelings and their experiences as well. Do not assess them! Give them positive feedbacks. Share your feelings and experiences, or give them ideas using the “if I were you” formula. You can use metaphors, and good examples of others. Visit each other’s lessons, and discuss on the experience. Creating common tools, or sharing them could help the implementation as well.

b. Patience and calmness

Your colleagues need to feel in safe. At the beginning of any changing process they can disappointed, angry or nervous. You have to stay at their side. You have to understand them. They have to feel that difficulties are normal parts of the renewing. You, as their mentor have to give them patience and power to try the method. You have to strengthen your colleagues in their strengths, which is the basis of their renewing. You have to be aware of the importance of time. Implementing a new paradigm takes time.

c. Active listening

Sharing problems could be a half solution. Sometimes the mentor’s task is the active listening. It means a positive attitude to the person, who has problems. If you listen her/him, she/he can find the solution for her/his problem. Feeling a solidarity and an understanding from your eyes and body language, if you give her time to formulate the questions and tell the uncertainty, can create a safe environment, where problems are not the signs of the weakness, but the possibilities for development.

d. Possibility for the reflection of the practice

Telling the stories of the implementations can support to make positive feelings. Reflection on our own professional activities are the best way to be aware of our strengths and be conscious in our professional work.



12. Activity resource bank

In this activity resource bank you will find simple and complex activities that Lelle2 project partners collected during the O1 phase of the project. These activities can be the base of teachers' lesson plans and syllabi to develop students' **critical thinking**, **problem solving** and **managing own learning path** skills. Based on the developed lesson plans in Annex A-F, teachers are able to develop theirs.

Summary of the activities

| Critical Thinking | Problem solving | Managing own learning path |
|------------------------------------------|-------------------------------------------------|------------------------------------------------------|
| CT1 Analysis of famous speeches S | PS1 Problem Based Learning C | MOLP1 Personalized Learning C |
| CT2 T-Table S | PS2 Making decisions & flexibility C | MOLP2 Career Guidance C |
| CT3 Time Axis S | PS3 Analysis of problems through songs C | MOLP3 Peer mediation S |
| CT4 Complex-evaluation C | PS4 Micro- inquiry C | MOLP4 Difficulty level assessment exercises C |
| CT5 Cinquain S | PS5 Board games C | MOLP5 Contracting C |
| CT6 Guided Reading S | PS6 Written brainstorm S | MOLP6 Drama in Education C |
| CT7 The Debate C | PS7 Is your guess as good as mine? C | |
| | PS8 Comparison of models C | |
| | PS9 Learning from mistakes S | |

S = simple activity; C = complex activity

Critical Thinking (Annex G)

Activity CT1

| NAME/TITLE | Analysis of famous speeches |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SKILL targeted | Critical thinking / Problem solving / Managing own learning path |
| Skill development level | Basic / Intermediate / Advanced |
| Difficulty level of task | Simple / Complex |
| Detailed description | <p>The aim of the task is to examine communication patterns and the nature of public speaking, learn about critically evaluating texts. The students watch a video of a famous speech (eg. Martin Luther King's, or JFK's speeches) and get the transcript of it, or just read the text of a speech. Then they have to select (highlight) key sentences and analyse the context and meanings of the speech. They can also surf the web to find evidence for the impact of the speech. They also can analyse the possibilities of the influence of the speech on their thinking.</p> <p>Questions: What was the context of the speech, why was it necessary? What was the key intention of the speaker? What is the main message? How did he/she communicate the key message(s)? What would happen if somebody gave the speech today? If the recording is available, the group can analyse the communication style and nonverbal aspects of the speech.</p> |
| Time | Part I.: watching, listening, reading, 10 minutes Part II.: analysis, highlighting (individual task), 10 minutes Part III.: discussion, 20 minutes Part IV.: Wrap up by teacher, 5 minutes Total: 45 minutes |
| Materials needed | Printed out copies of the transcript of the speech for everybody Highlighter pens for everybody Video / audio of speech (if available) |
| Comments | In Hungarian, the speeches of Lajos Kossuth are available here: http://www.elib.hu/04800/04834/html/index.htm Subject suggestions: History, Foreign languages, Literature and grammar classes, Headmaster's class, Psychology, Communication and media, Social and political life classes |

Activity CT2

| NAME/TITLE | T-Table |
|----------------|-------------------------------------------------------------------------|
| SKILL targeted | Critical thinking / Problem solving / Managing own learning path |

| Skill development level | Basic / Intermediate / Advanced | | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|--|----------------------|--------------------------|--|--|
| Difficulty level of task | Simple / Complex | | | | | | |
| Detailed description (details on what the exact task is about, what does the teacher do, what should the students do, what is the setting, process and evaluation of the task) <i>please be as specific as you were in the discussion</i> | <p>The T-table is an easy method to compare pro-contra arguments or different features. The students are asked to list all pros and cons of a desired/hated subject/concept in a table. These arguments can be organized into groups or offsets, or can be ranked by a dimension. Students can also vote on how crucial is a certain argument.</p> <p>An other use of the T-table is to gather opposing arguments on any kind of issue, for example emotional reactions (positive/negative) possible outcomes (successful/unsuccessful), effects (positive/negative), etc.</p> <p>The table looks like this:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2" style="text-align: center;">Title (eg. Should we wear school uniforms?)</th> </tr> <tr> <th style="text-align: center;">Arguments for</th> <th style="text-align: center;">Arguments against</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> <td></td> </tr> </tbody> </table> | Title (eg. Should we wear school uniforms?) | | Arguments for | Arguments against | | |
| Title (eg. Should we wear school uniforms?) | | | | | | | |
| Arguments for | Arguments against | | | | | | |
| | | | | | | | |
| Time (time plan of the task with regard of the possible sub-tasks) | <p>Introducing the subject, 5-10 minutes</p> <p>Collecting arguments, 15 minutes</p> <p>Ranking, voting, grouping arguments (optional) 10-20 minutes</p> <p>Discussing the result, 10 minutes</p> | | | | | | |
| Materials needed (any kind of things needed: papers, scissors, computers, smartphone apps, clay, fake monex, etc.) | Description of the issue for the teacher to present the problem (Black)board / flip chart, chalks / markers | | | | | | |
| Comments (practical info, additional comments on what to expect from the task, is there any kind of setback or special attention needed) | | | | | | | |

Activity CT3

| NAME/TITLE | Time Axis |
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| SKILL targeted | Critical thinking / Problem solving / Managing own learning path |
| Skill development level | Basic / Intermediate / Advanced |
| Difficulty level of task | Simple / Complex |
| Detailed description (details on what the exact task is about, what does the teacher do, what should the students do, what is the setting, process and evaluation of the task) <i>please be as specific as you were in the discussion</i> | The application of time axis as a method helps to create the understanding about the sequence and logics of events. In history lessons it serves as a useful method to understand the events and their impact. It is a good option for introducing a new period or for drawing conclusions. It is also possible to add extensions to the method e.g. telling a story, adding facts etc. <i>Example: tick-tack-toe in the lesson of art history. The teacher puts to the blackboard (where she has drawn squares beforehand) dates, styles, photos of artists, names and their works, leaving the majority of cards on the table. Now a student is asked to the blackboard and her task is to fill empty squares with the right cards. Another student can be asked to check the performance or involve the whole class in the comments – the mistakes and their corrections will mobilise the material the most effectively.</i> |
| Time (time plan of the task with regard of the possible sub-tasks) | Depending on the context 5 minutes can be used for introduction, but the whole lesson can be based on this method if the objective is for example to add dates, provide examples, tell a story etc. <i>Example: the game will not take up much time, it is easy to prepare and finish – just good for using at the end of the lesson.</i> |
| Materials needed (any kind of things needed: papers, scissors, computers, smartphone apps, clay, fake monex, etc.) | Beforehand elaborated picture materials, cards with the events' names on them etc. Time axis can be created using web tools like Dipity, Timetoast, MyHistro. <i>Example: non-web materials created by the teacher: playing cards, which are attached to the blackboard with magnetic glue or blackboard magnets (could also be the result of creative task). The teacher compiles the sets for each taught art style or era. It is beneficial for revising shorter periods of time axis or as a surprise task to recall the material studied earlier. It is very visual and playful and in addition also exciting.</i> |
| Comments (practical info, additional comments on what to expect from the task, is there any kind of setback or special attention needed) | The application of Time axis method is beneficial for creating sequences, understanding, seeing a bigger picture, correlations etc. It is suitable to use in the subjects where understanding of time dimension is relevant. <i>Example: blackboard tick-tack-toe can be played in those subjects where dates, persons and pieces of work are dealt with, basically in all subjects – history, art history, music history literature, foreign languages (books, authors, topics). It can be also adapted for other subjects: physics (e.g. authors of discoveries, time, context, usage etc.), geography (e.g. country, capital, production, climatic zone), biology (e.g. tree, leaf, habitat).</i> |

Activity CT4

| NAME/TITLE | Complex-evaluation |
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| SKILL targeted | Critical thinking / Problem solving / Managing own learning path |
| Skill development level | Basic / Intermediate / Advanced |
| Difficulty level of task | Simple / Complex |
| <p>Detailed description (details on what the exact task is about, what does the teacher do, what should the students do, what is the setting, process and evaluation of the task)</p> <p><i>please be as specific as you were in the discussion</i></p> | <p>By the end of gymnasium, the objectives of teaching mother tongue and literature in gymnasium are the following:</p> <ul style="list-style-type: none"> – a student is capable to express himself clearly, purposefully and according to norms of general literary language both in oral and written communication; – is capable of evaluating critically media and other publications and recognises the means of influence; – understands the social, historical and cultural importance of literature; – values a writer as a creator and literature as the enricher of the world of feelings and experiences, an evolver of the world of imagination and thinking; – knows the relevant Estonian and worldwide authors and their pieces of work, associates them with the eras and cultural context; – knows the most important literature streams and genres and is able to distinguish poetic manners and basic patterns. <p>Detailed description: Topic: Characterization of eras in literature. Antique-Greek, Antique-Rome, middle ages, renaissance, baroque, classicism, enlightenment, romanticism, realism, naturalism, symbolism. The class is divided into groups of three students and each group chooses one era for their topic. Task:</p> <ol style="list-style-type: none"> 1. General characterization of the era (time in centuries, what happened, characteristic keywords, which genres were widespread, which main types of literature were more evaluated). 2. Overview of relevant writers (facts of life, impact on literature) and their most essential masterpieces (why these are essential in the history of literature?). 3. Choose the suitable presentation environment from the portal Koolielu. NB! PowerPoint is not allowed. <p>When the task is accomplished, the students must share the web environment link with the teacher. Summary: Evaluation model consists of four criteria that are evaluated:</p> |

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| | <ol style="list-style-type: none"> 1. Agreeing on the tasks of the project: <ol style="list-style-type: none"> a) No problems occurred while distributing tasks, all group members understood their tasks completely. b) One problem occurred while distributing tasks (name it). c) Several problems occurred (name them). d) Task was not completed. 2. Your contribution in group work: <ol style="list-style-type: none"> a) All members of group fulfilled their tasks by deadline. b) A couple of problems occurred to accomplish the task by deadline. c) The task was presented by the right week, but the presentation was not ready by the deadline. d) The task was not presented by the deadline and not presented in the right week (people from the group were absent). 3. Content of the presentation: <ol style="list-style-type: none"> a) Content is profound and correct. b) Material is almost profound and correct. c) Inaccuracies occur and there should be more material. d) Material is completed superficially and in a hurry. 4. Form of presentation: <ol style="list-style-type: none"> a) Presenters shared additional materials to their slides, the voice was clear and audible, it was interesting, presenters observed the audience and could answer additional questions. b) Presenters read the text clearly and correctly from the slides, communicated with the audience, answered to additional questions. c) Presenters got in trouble while pronouncing the names from the slides or the presentation was delivered very quietly. d) Presenters were very quiet, there was no eye contact with the audience, they looked only at the screen and papers. Presentation skills inadequate. <p>Points: a) 4 points, b) 3 points, c) 2 points, d) 1 point.</p> |
| <p>Time (time plan of the task with regard of the possible sub-tasks)</p> | <p>To accomplish the task students were given three weeks. During the three lessons of the first week the tasks are distributed and material found (also evaluation model is introduced). During the second week students work individually on presentation and during the third week the presentations are delivered. Time limit for presentations of the groups is 10 minutes.</p> <p>After presentations each group evaluates their results independently basing on evaluation model.</p> <p>Each group meets with a teacher, introduces the grades of the group members and in cooperation with the teacher the students receive a conclusive grade.</p> |
| <p>Materials needed</p> | <p>Literature textbooks that introduce correspondent eras. Various websites. Projector and computer for the presentation.</p> |

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| (any kind of things needed: papers, scissors, computers, smartphone apps, clay, fake monex, etc.) | |
| Comments (practical info, additional comments on what to expect from the task, is there any kind of setback or special attention needed) | The given complex evaluation can be applied in most subjects while working on one topic. The evaluation model for the certain topic must be worked out and introduced to the students in the first lesson dealing with the topic and afterwards the students can estimate individually which level they achieved. |

Activity CT5

| NAME/TITLE | Cinquain (5-verse poem) |
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| SKILL targeted | Critical thinking / Problem solving / Managing own learning path |
| Skill development level | Basic / Intermediate / Advanced |
| Difficulty level of task | Simple / Complex |
| Detailed description | <p>The aim of the task is to analyse and understand a short literary text (e.g.: poems, short stories etc.).</p> <p>The students read the text.</p> <p>Then they have to write a cinquain about the text with these rules:</p> <ol style="list-style-type: none"> 1. The number of words in each line follows the pattern 1-2-3-4-1 (so that the first line has one word, the second has two, and so on) 2. The first line is a noun, the second line is composed of adjectives that describe the noun in the first line, the third line has an action, the fourth line contains a longer description, and the fifth line is a noun that relates to the noun in the first line. <p>Students work individually or in pairs.</p> |
| Time | Reading 10 minutes Writing the cinquain 20 minutes Total: 30 minutes |
| Materials needed | Printed copies of the analyzed text for everybody. Exercise book or paper for everybody Pen or pencil for everybody |
| Comments | Subject suggestions: Foreign languages, Literature and grammar classes, Headmaster's class, Communication and media |

Activity CT6

| NAME/TITLE | Guided Reading |
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| SKILL targeted | Critical thinking / Problem solving / Managing own learning path |
| Skill development level | Basic / Intermediate / Advanced |
| Difficulty level of task | Simple / Complex |
| Detailed description | <p>The aim of the task is to analyse and understand a literary text which is unknown for the students (e.g.: short stories). The teacher writes the title on the board. Then the whole class speculates over the title, with the help of questions. (Who might the hero be? What can we presume about the story? What kind of story do we anticipate? etc.)</p> <p>The story is divided into passages. All the students get the passages one-by-one. They read them and after each passage they answer the questions of the teacher. The teacher's questions refer not only to the passages they just have read, but also to the forthcoming parts. (Some examples: What have you anticipated similarly to what actually appears in the text? What do we get to know about the protagonist? How will the story continue? What is your opinion on the character? What do you think the end of the story will be? etc.)</p> |
| Time | Total: 45 minutes |
| Materials needed | Printed passages of the analyzed text for everybody. |
| Comments | <p>It depends on the decision of the teacher whether the whole story is going to be read on the lesson, or the students will have to finish it at home. If they have gotten motivated enough, they will read the text at home surely.</p> <p>Subject suggestions: Foreign languages, Literature</p> |

Activity CT7

| NAME/TITLE | The Debate |
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| SKILL targeted | Critical thinking / Problem solving / Managing own learning path |
| Skill development level | Basic / Intermediate / Advanced |
| Difficulty level of task | Simple / Complex |
| Detailed description (details on what the exact task is about, what does the teacher do, what should the students do, what is the setting, process and evaluation of the task) <i>please be as specific as you were in the discussion</i> | <p>The ideal number of students for a debate is 10-20. There needs to be a “judge” or “referee” who oversees the discussion and who decides at the end about the winner of the debate. The judge can be the teacher for the first few debates, but this role can be eventually taken over by a student.</p> <ol style="list-style-type: none"> 1. The first phase is the enunciation of the debate statement, a statement that is related to the lesson’s topic and that is open to interpretation. In order to get students involved, it should be something either contentious or controversial, something of interest to the students. It needs to be a statement that evokes “pro” and “con” or “agree” and “disagree” reactions in order for the students to split up in two groups. 2. The students split up in two groups based on their views. It is not a problem if there is a big discrepancy in the number of individuals from a group. 3. The brainstorming phase where students from each group discuss and jot down ideas to sustain their choice. Their arguments need to be structured logically, they need to be clear and coherent, and above all, they need to be convincing. They can provide examples (even from personal experience) or factual data to defend their standpoint. 4. The demonstration phase where a representative from each group presents the reasons for their choice. During this time the other team members listen carefully and take notes if necessary so that they can argue the points they do not agree. The speech needs to be coherent and persuasive. 5. The free discussion in which students further discuss the points in their argumentation. They can reject the other team’s ideas and they can debunk their arguments by coming up with solid counter arguments. Not only do the participants develop communication skills, but they also develop their listening skills. They need to listen actively and patiently and they need to be ready to respond spontaneously. Even though teams need to have a strong |

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| | <p>standpoint, they also need to be open to accept other's opinions or to admit if they have mistaken or if their arguments are poor.</p> <p>5. The closure is when the conclusions are formulated at the end of the debate. The "judge" has to declare the winning team based on</p> <p>Another alternative: split the class in two teams randomly. Read the statement for the debate and set for both teams what they need to argue for. In this situation students need to fight for a cause even if they do not agree with it.</p> |
| <p>Time (time plan of the task with regard of the possible sub-tasks)</p> | <p>Total time: 40 minutes</p> <ol style="list-style-type: none"> 1. Presentation of the topic and clarification of possible queries related to it – 3-5 minutes; 2. The division of the students into two groups, namely the "for" and the "against" group – 2 minutes; 3. The brainstorming phase where students come up with and structure their arguments – 7-8 minutes; 4. The demonstration stage where both groups present the arguments in favour of their choice – 5 minutes; 5. The debate itself in which students further discuss freely and try to convince the opposing group – 15 minutes; 6. The closure in which the "judge" or "referee" draws the conclusions and declares the winner of the debate – 5 minutes. |
| <p>Materials needed (any kind of things needed: papers, scissors, computers, smartphone apps, clay, fake monex, etc.)</p> | <ul style="list-style-type: none"> - Notebooks or just papers for noting down the ideas and structuring the arguments; - Smartphones – in case students need to do some beforehand research on the topic or to look up some specific data on the internet essential for their argumentation. |

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| <p>Comments (practical info, additional comments on what to expect from the task, is there any kind of setback or special attention needed)</p> | <p>This method can be applied to a variety of fields:</p> <ul style="list-style-type: none"> - Foreign languages: here the themes can be countless, they can be taken from our textbooks (which either way cover a variety of fields) or can be taken from any other territory as long as the topic is “hot” - i.e. is of interest to the students and is adequate; - Literature: for example, certain controversial actions of a character can be debated - “do you agree or disagree with what he/she did?” or “would you proceed the same way as X did?”. Through a debate like this, the student can better understand the plot and the themes of a literary work, be it a short story, a poem, a play or a novel; - History: for example debate on particular crucial moments that changed the course of history; - Biology: for example a debate on vaccination or euthanasia of dogs; <p>Entrepreneurship, other social sciences, form teacher classes.</p> <p>The setback is that, probably, not all students will get involved in the speaking part. If these students at least contribute to the brainstorming phase of writing down the arguments, then the teacher can be contented. Ideally, this method should be used several times with a class so that students can develop their argumentation skills and so that, in time, the more introverted students also find courage to intervene.</p> <p>The risk of a heated debate can sometimes occur. Some students can be so vehement in the discussion that they can even become hostile. They can raise their voice too much, their tonality might get aggressive and their face expressions might show repulsion. It is the teacher’s task to discourage such conduct and to point out that hostility constitutes a disadvantage in any discussion.</p> |
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Problem Solving (Annex H)

Activity PS1

| NAME/TITLE | Problem Based Learning |
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| SKILL targeted | Critical thinking / Problem solving / Managing own learning path |
| Skill development level | Basic / Intermediate / Advanced |
| Difficulty level of task | Simple / Complex |
| Detailed description (details on what the exact task is about, what does the teacher do, what should the students do, what is the setting, process and evaluation of the task) <i>please be as specific as you were in the discussion</i> | <p>Problem Based Learning (PBL) is a method, which was developed in an international cooperation of schools and universities. It supports the effective learning of science, but it can be implemented in any subject. The main idea of the method is the solution of a real-life problem in an active cooperation of students.</p> <p>Key element of the effectiveness is the chosen problem. The main characteristics of a smart problem are the following:</p> <ul style="list-style-type: none"> • The problem must motivate students to seek out a deeper understanding of concepts. • The problem should require students to make reasoned decisions and to defend them. • The problem should incorporate the content objectives in such a way as to connect it to previous courses/knowledge. • If used for a group project, the problem needs a level of complexity to ensure that the students must work together to solve it. • If used for a multistage project, the initial steps of the problem should be open-ended and engaging to draw students into the problem. <p>Main steps:</p> <ol style="list-style-type: none"> 1. Choose a central idea, concept, or principle that is always taught in a given course, and then think of a typical end-of-chapter problem, assignment, or homework that is usually assigned to students to help them learn that concept. List the learning objectives that students should meet when they work through the problem. 2. Think of a real-world context for the concept under consideration. Develop a storytelling aspect to an end-of-chapter problem, or research an actual case that can be adapted, adding some motivation for students to solve the problem. More complex problems will challenge students to go beyond simple plug-and-chug to solve it. Look at magazines, newspapers, and articles for ideas on the story line. Some PBL practitioners talk to professionals in the field, searching for ideas of realistic applications of the concept being taught. 3. The problem needs to be introduced in stages so that students will be able to identify learning issues that will lead them to research the |

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| | <p>targeted concepts. The following are some questions that may help guide this process:</p> <ol style="list-style-type: none"> What will the first page (or stage) look like? What open-ended questions can be asked? What learning issues will be identified? How will the problem be structured? How long will the problem be? How many class periods will it take to complete? Will students be given information in subsequent pages (or stages) as they work through the problem? What resources will the students need? What end product will the students produce at the completion of the problem? <ol style="list-style-type: none"> Write a teacher's guide detailing the instructional plans on using the problem in the course. If the course is a medium- to large-size class, a combination of mini-lectures, whole-class discussions, and small group work with regular reporting may be necessary. The teacher's guide can indicate plans or options for cycling through the pages of the problem interspersing the various modes of learning. The final step is to identify key resources for students. Students need to learn to identify and utilize learning resources on their own, but it can be helpful if the instructor indicates a few good sources to get them started. Many students will want to limit their research to the Internet, so it will be important to guide them toward the library as well. |
| | <p>The method has a detailed professional literature and a toolkit, developed and tested by the participating schools. These can be found in the following web pages:</p> <p>http://www.studygs.net/magyar/pbl.htm https://citl.illinois.edu/citl-101/teaching-learning/resources/teaching-strategies/problem-based-learning-(pbl) http://www.sails-project.eu/</p> |
| Time (time plan of the task with regard of the possible sub-tasks) | It depends on the complexity of the task. |
| Materials needed (any kind of things needed: papers, scissors, computers, smartphone apps, clay, fake monex, etc.) | It depends on the problem. |
| Comments (practical info, additional comments on what to expect from the task, is | Students should work in small groups. Each of them would have a special task in the groupwork. |

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| there any kind of setback or special attention needed) | |
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Activity PS2

| NAME/TITLE | Making decisions & flexibility (Entrepreneurship Skills) |
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| SKILL targeted | Critical thinking / Problem solving / Managing own learning path |
| Skill development level | Basic / Intermediate / Advanced |
| Difficulty level of task | Simple / Complex |
| Detailed description (details on what the exact task is about, what does the teacher do, what should the students do, what is the setting, process and evaluation of the task) <i>please be as specific as you were in the discussion</i> | The basis of the learning is a situation, in which a group of students decided to make and operate their own enterprise. The group, which works together for an academic year, have to define the profile and the mission of their enterprise. Based on these they create their strategic goals, and the steps and activities to attain these goals. By the end of the academic year all groups have to create their own business plan and they have to present it to the class. It is a really complex task. Students have to think over the life of the enterprise from different aspects. (marketing, operative management, financial management, etc.) While they work in groups, cooperation is one of the most important competences to solve their task, but all of those three competencies, which are in the focus of the LELLE2 project, are important. Problem solving could be the most important, while during the year they have several real (lifelike) problems to solve. |
| Time (time plan of the task with regard of the possible sub-tasks) | A whole academic year, or one thematic week Students have to create their own strategic plan, which is evaluated by the teacher on the basis of concreteness and feasibility. The strategic plans are also for the subject of peer assessment: students give presentations about their planned projects, and after the presentation their peer ask questions and can make critical remarks on it. |
| Materials needed (any kind of things needed: papers, scissors, computers, smartphone apps, clay, fake monex, etc.) | computers, smartphones, paper |
| Comments (practical info, additional comments on what to expect from the task, is there any kind of setback or special attention needed) | Groups have to plan the milestones of their whole-year working, and teachers should discuss with the groups time by time on the basis of these milestones. |

Activity PS3

| NAME/TITLE | Analysis of problems through songs |
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| SKILL targeted | Critical thinking / Problem solving / Managing own learning path |
| Skill development level | Basic / Intermediate / Advanced |
| Difficulty level of task | Simple / Complex |
| Detailed description (details on what the exact task is about, what does the teacher do, what should the students do, what is the setting, process and evaluation of the task) <i>please be as specific as you were in the discussion</i> | <p>The main objective is to find possible answers to a problem, analysing songs.</p> <p>The students are asked to analyse their favourite song's lyrics or music video in the context of different problems: are there any explicit problems in the verses? are there possible solutions? can they find a connection between everyday life and the text?</p> <p>For example: Songs that are about tough decisions in life</p> <ul style="list-style-type: none"> - How many songs can we find that deal with life decisions? - What are these decisions about? - What are the songwriters' ideas about the decision? - How does the song approach the problem? - Analysis of the lyrics, music, music video (metaphores, pictures, tone, melody, etc.) - An example: Bobby McFerrin: Don't Worry Be Happy, Album: Simple Pleasures, Released: 1988, Genre: Jazz <p>The teacher can select songs too for analysis. The lyrics can be visualized as well by the students.</p> <p>This task can be an individual task or a group task or homework with guiding questions.</p> |
| Time (time plan of the task with regard of the possible sub-tasks) | <p>Introducing the problem (environment, love, work, etc), 5 minutes</p> <p>Collecting relevant songs and lyrics 10 minutes</p> <p>Individual / group analysis, 20 minutes</p> <p>Discussion, 10 minutes</p> |
| Materials needed (any kind of things needed: papers, scissors, computers, smartphone apps, clay, fake monex, etc.) | <p>Description of problem for the teacher</p> <p>Board / flipchart</p> <p>Smartphones with head/earphones OR computer with loudspeakers and internet access OR printed out copies of the lyrics</p> |
| Comments (practical info, additional comments on what to expect from the task, is there any kind of setback or special attention needed) | <p>Literature genres can also be introduced through lyrics.</p> <p>There are many songs about numbers, mathematics and STEM subjects.</p> <p>Folk songs are the collective memory of a nation.</p> |

Activity PS4

| NAME/TITLE | Micro- inquiry |
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| SKILL targeted | Critical thinking / Problem solving / Managing own learning path |
| Skill development level | Basic / Intermediate / Advanced |
| Difficulty level of task | Simple / Complex |
| Detailed description (details on what the exact task is about, what does the teacher do, what should the students do, what is the setting, process and evaluation of the task) <i>please be as specific as you were in the discussion</i> | The aim is to find a research topic that the students are interested in, and then plan a short and easy research framework. For example, a group of 3-6 students would like to discover healthy dishes for fellow students with allergies. Therefore they launch a Micro- inquiry and interview the parents of classmates to collect recipes. At the end, the results of the project are presented in the form of a poster or online magazine. |
| Time (time plan of the task with regard of the possible sub-tasks) | Setting up the framework (what is the problem? what should we examine?), 5-10 minutes Compiling interview plan (questions, rules, sample), 20-30 minutes Run the Micro- inquiry: homework, after school, weekend, etc. Discussion of results and „publishing”: the next class (45 minutes) |
| Materials needed (any kind of things needed: papers, scissors, computers, smartphone apps, clay, fake monex, etc.) | notepads sheets of paper, pens internet access, computers/smartphones (to deeply examine the problem and to find other aspects for the questions) For the publication: depending on the final method |
| Comments (practical info, additional comments on what to expect from the task, is there any kind of setback or special attention needed) | Maintain the rules of research, be specific and precise, polite and effective. |

Activity PS5

| NAME/TITLE | BOARD GAMES |
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| SKILL targeted | Critical thinking / Problem solving / Managing own learning path |
| Skill development level | Basic / Intermediate / Advanced |
| Difficulty level of task | Simple / Complex |
| <p>Detailed description (details on what the exact task is about, what does the teacher do, what should the students do, what is the setting, process and evaluation of the task) <i>please be as specific as you were in the discussion</i></p> | <p>The aim of the task is to help students revise acquired knowledge, practice asking questions and highlight the most important pieces of information in a given topic. Students also practice working in a group, listening to each other and solving problems together.</p> <p>The activity can be carried out two ways.</p> <p>In the first case groups of three or four students play a board game in which each field includes a question related to the material of previous lessons. If students can't sufficiently answer to the question they've stepped on, the general rule is that they miss a turn. The teacher observes the game but ultimately, it is the students who evaluate what they accept as an answer from their group mates and what they don't.</p> <p>The other implementation of the game does not include the questions in the first round. Groups of three or four students get an empty sample of the board game and it is their task to fill it with relevant questions or problems. This activity helps them to revise what they find especially significant in the given topic. It also helps them to form questions. We find student motivation can be increased in this activity if we allow them to create some „tricky” fields such as „miss a turn” or „go back 2 spaces”. We can also help them take responsibility for their own learning process if we tell them that some of the questions they come up with will be included in the final test. In the second round of this activity the groups play with each others' games.</p> <p>In both cases, the groups are allowed to modify the rules among themselves, for example they may decide that the consequence of not being able to answer a question is going back 5 spaces instead of missing a turn. They can also judge what they find a sufficient answer to a question or how many seconds they wait for one. We have observed that when the groups have to fill in an empty template, they tend to come up with their own rules and sometimes even write short instructions to the other groups.</p> <p>Since the students throw a dice before stepping on the next field, luck is a factor in the game. However, it is clear to them that the real point of the activity is not who gets to the end first. Each game ends with a discussion among the whole class about what questions or</p> |

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| | <p>problems they have found the most difficult and what they have learnt from the others' answers.</p> |
| <p>Time (time plan of the task with regard of the possible sub-tasks)</p> | <p>Based on experience, the time it takes for students to fill in an empty template generally takes 35-40 minutes. Playing with a completed board game takes about 25-30 minutes. However, this can vary depending on the size of the groups.</p> <p>An additional 10 minutes is needed for the teacher and the whole class to evaluate the questions.</p> |
| <p>Materials needed (any kind of things needed: papers, scissors, computers, smartphone apps, clay, fake money, etc.)</p> | <p>Printed board games with questions previously filled in by the teacher or empty templates of board games. When forming their own questions, the students can also use any learning material.</p> <p>Dices depending on the number of groups.</p> <p>Each student chooses their own piece (a rubber, a sharpener, a bottle cap, etc.) to step on the fields with.</p> |
| <p>Comments (practical info, additional comments on what to expect from the task, is there any kind of setback or special attention needed)</p> | <p>When preparing this activity it is important to know beforehand that when the sizes of the groups vary, the smaller groups tend to finish earlier. In these cases, it is suggested to give them another task; they could create an alphabet or solve a short crossword puzzle relevant to the topic.</p> <p>This activity can be used in any subjects but we mostly suggest it at the end of a bigger unit, before a final test.</p> <p>In foreign language lessons completing the templates with questions of a specific tense can help students practice the relevant grammatical structure.</p> <p>It is also important to emphasise that if a student steps on a question another group mate has answered before, they still have to answer it or even add further information.</p> <p>The questions are always answered in speech but students can volunteer to create a written answer key at home for extra credit.</p> <p>In each case, the groups do not only focus on content but also on working as a team to implement rules and solve problems.</p> |

Activity PS6

| NAME/TITLE | WRITTEN BRAINSTORM |
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| SKILL targeted | Critical thinking / Problem solving / Managing own learning path |
| Skill development level | Basic / Intermediate / Advanced |
| Difficulty level of task | Simple / Complex |
| <p>Detailed description (details on what the exact task is about, what does the teacher do, what should the students do, what is the setting, process and evaluation of the task)</p> <p><i>please be as specific as you were in the discussion</i></p> | <p>The aim of the task is to let students share their problems in written form.</p> <p>Many students feel ashamed and puzzled when they have to talk about any topic, especially about their problems. Introvert students choose to be silent instead of sharing their thoughts with their peers or teachers. Written brainstorming allows them to reveal a problem and realise that what is problem for them it is just an easy activity for others and they can see that their difficulties or obstacles can be destroyed by listening to others. Moreover, there are more ways to solve the given problem.</p> <p>As highlighting a problem is anonymous, even shy and reserved students dare to pick up a problem to be sorted out.</p> <p>Form teachers who do not teach the whole class can find out lots of problems which could be hidden for a long time without using this useful technique.</p> <p>Solving a given problem allows students to use their previously acquired knowledge, practice asking questions and highlight the most important pieces of information in a given difficulty. Students also practice working in a group, listening to each other, see situations from different points of view and solving real problems together. They also learn how to prioritize, compare a given obstacle with other problems and evaluate how serious a problem is.</p> <p>Added values: By solving a problem together they learn to be open-minded, sociable and helpful step by step. Experience shows that they never focus on the question who wrote about a given difficulty, they focus on the ways how it can be sorted out. All in all, their EQ is constantly developed further.</p> <p>At the beginning students can watch a video about a problem and its solution written in the previous occasion. Then they can analyse the key scenes, analyse the context and discuss if they would do the same or they would decide on a different solution.</p> <p>They can also surf the web to find further solutions.</p> <p>Later students do not even need any help to find solutions for a given problem. Experience shows that they get extremely creative how to sort out problems effectively.</p> |

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| | <p>Teachers also can suggest a special problem related to the class/subject/certain situation to be solved.</p> <p>Questions: What is the core of the problem? Who are involved in the inconvenient situation? How would you feel if you were in their shoes? What would you say to comfort the person in trouble? How would you solve the problem? Would you ask for help? Who would you ask?</p> |
| <p>Time (time plan of the task with regard of the possible sub-tasks)</p> | <p>Part I.: writing the problem, 8 minutes Part II.: analysis, highlighting (individual or group task), 10 minutes Part III.: discussion, 20 minutes Part IV.: Wrap up by teacher, 7 minutes Total: 45 minutes</p> |
| <p>Materials needed (any kind of things needed: papers, scissors, computers, smartphone apps, clay, fake money, etc.)</p> | <p>A/5 sheets of papers to write down a problem (if any) and to take notes Pens for everybody Video (if necessary)</p> |
| <p>Comments (practical info, additional comments on what to expect from the task, is there any kind of setback or special attention needed)</p> | <p>There good sources for form teachers to find solutions and suggestions to solve a problem on https://osztalyfonok.hu/</p> <p>Subject suggestions: History, Foreign languages, Literature and grammar classes, Form Teacher's class, Science subjects, Communication and media, etc.</p> <p>According to one of our stakeholder who works in car industry, a key in development of problem solving is teaching students how to prioritize. At the company he works for there is a working system which allows the factory workers to share their own ideas of development on their field to make production more effective. These written suggestions are collected and discussed by the senior managers, experts. Workers get feedback on their suggestions and they can even get rewards for their useful suggestions.</p> |

Activity PS7

| NAME/TITLE | IS YOUR GUESS AS GOOD AS MINE? |
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| SKILL targeted | Critical thinking / Problem solving / Managing own learning path |
| Skill development level | Basic / Intermediate / Advanced |
| Difficulty level of task | Simple / Complex |
| <p>Detailed description (details on what the exact task is about, what does the teacher do, what should the students do, what is the setting, process and evaluation of the task) <i>please be as specific as you were in the discussion</i></p> | <p>The aim of this practice is to pay the students' attention on the correlation of the different problems in a certain subject or in more subjects (thinking inter-disciplinary); to make them use their knowledge in practice, to get experiences in finding the most adequate and useful solution. This practice improves the students' problem solving skills effectively.</p> <p>Example of the use of this practice in Mathematics: Topic1 : coordinate geometry – exercises in connection with triangles</p> <p>Knowledge required to deal with the exercises: basic level correlations on geometry and algebra. Relying on different data it is possible to specify the area of a triangle in five different ways (using different formulas). There are more possibilities to solve a problem. Students have to compare the possibilities and find the best one, the most practical one. To find the best solution they have to argue either in small groups or frontally. This practice is very useful on lessons to sum up a topic or in the finish of the preparation for the final exam.</p> <p>Questions to ask: What data are available? What data do we know? What is the connection between the known data and other data? Relying on our previously gained knowledge and the known data how can we get the data in question? Let's plan the ways of solution. What other problems can we solve with the further gained data? Reveal your ways of solutions. Let's discuss which solution is the most effective/the quickest?</p> <p>Topic2: systems of equations</p> <p>They are important tools to solve word problems or geometric problems (e.g. finding out intersection point of lines) Solving these kinds of exercises it is essential that students have routine in working with systems of equations. It is important that students can use the ways of solutions skilfully.</p> <p>Questions:</p> |

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| | <p>Which system of equation is the most effective/the quickest/the most practical to use to solve the given task? How should we start? Let's try it. Let's count it / solve it in different ways. Why is the given solution the best/the easiest?</p> <p>Students can successfully use their problem solving skills, obtained by solving the above mentioned exercises, in practice as well. To give some examples, they can easily decide if a given round steal or paper shape is big enough to cut out a triangle from it to prepare come decoration. This knowledge can be really useful in the future when they want to have their roof repaired and they would like to count the amount of material needed and the cost of work. To give a last example, the above mentioned skill is useful if they have to decide whether a sphere-shaped object, like a ball, can be hidden into a cube-shaped gift-box as a birthday present.</p> |
| <p>Time (time plan of the task with regard of the possible sub-tasks)</p> | <p>Part I: to analyse data, to plan – 3 minutes Part II: to count the necessary data using the formulas – 5 minutes Part III: to solve the possible problems and to discuss the solutions – 12 minutes</p> <p>Total: 20 minutes</p> |
| <p>Materials needed (any kind of things needed: papers, scissors, computers, smartphone apps, clay, fake money, etc.)</p> | <p>Exercise-book, pen or pencil, calculator, collection of formulas, tables of functions</p> |
| <p>Comments (practical info, additional comments on what to expect from the task, is there any kind of setback or special attention needed)</p> | <p>Students can work individually, in pairs or in small groups. Working in small groups can save time when students solve a complex exercise (everyone can count different parts or can find solutions for different problems).</p> <p>Added values: In case students work in small groups they can learn from their peers. The stress-level of students lessens as they can share their responsibility. Students learn how to work in team which ability is essential in the field of work. EQ of the students rises as students must help each other, they should listen to each other and they have to share information effectively to be able to sort out a given problem.</p> <p>Subject suggestions:</p> <p>History <i>Source Processing</i> (students can analyse the same source – it can be a short video as well – focusing on different elements, e.g. one can focus on the style of speech, others can focus on the garments of</p> |

the people, eating habits, hierarchy, scenery, etc. In the end they can share their knowledge)

Literature

This practice can be useful to improve writing skills in literature. For example students can gain experiences of the possibilities to start an essay or an interpretation of a literary work of art by having a task to write the introduction (the first paragraph) of a text as homework then discussing their solutions in small groups. They can get ideas from each others. They can compare the different versions and decide on the best, they can plan the whole text via writing a sketch. The sketches can be written individually or in groups and are also good to discuss them as possible ways of solutions. The best examples can be stuck up on a poster and left on the wall of the classroom for a while. To avoid the too many similar solutions of the introduction students can be sorted into groups according to the content of the first paragraph given in advance. After the discussion of their solutions in a group of students with the same content prescribed, the groups can be reorganised to form groups of students with different types of given content. This is a version of peer teaching, called 'expert mosaic' method. It is possible to use this practice to improve writing skills in foreign languages, too. Since this method is quite complex, it needs at least two lessons and precise preparation of either the task or the formation of groups. Materials needed: cards with short description of the content to write about; cards with as many numbers in different colours as the number of the prescribed content (students with the same number get the same type of content to write about; the number of colours equals the number of groups we would like to form to share the experiences of 'experts' of a certain way to write a text); posters; paper; pens; blue tack. Comments: Since the possibilities regarding the content of an introduction can be on different level of difficulty it is worth taking into consideration to pay attention to the students' abilities when sorting the task.

Foreign Languages

e.g. *teaching Tenses* – Which tense should we use in a certain situation to allow the listener to precisely understand our intention of communication and avoid misunderstanding? e.g. I have done my homework.

Chemistry, Physics

Experiments – What do we expect to see? What tools we need? What do we experience? Let's compare if our assumptions meet the result of the experiment?

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| | <p><i>Making models</i> – What is a proper model? e.g. Modelling gases it is not the colours of the model balls what counts but the size of the balls and the way and force of their collision. (further possibilities: modelling orbits of planets, modelling collision of cars or wagons) Using formulas we can compare our experiments and the rules of physics/chemistry, we can sort out what can cause the differences.</p> <p>Form teacher's Lessons</p> <p><i>A Class trip Project</i> – How to plan the trip? What do we have to think about? (e.g. time, distance, costs, food, activities, individual interests, educational purposes, etc.) How can students do their share in organizing the trip effectively? Planning the trip this way allows students to feel that the trip is planned for their pleasure and education and they are given autonomy to decide in certain questions. They can feel themselves useful and valuable. As an added value their EQ also rises. After the trip students have the opportunity to discuss their experience – what was good, what should be improved next time.</p> |
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Activity PS8

| NAME/TITLE | Comparison of models |
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| SKILL targeted | Critical thinking / Problem solving / Managing own learning path |
| Skill development level | Basic / Intermediate / Advanced |
| Difficulty level of task | Simple / Complex |
| <p>Detailed description (details on what the exact task is about, what does the teacher do, what should the students do, what is the setting, process and evaluation of the task)</p> <p><i>please be as specific as you were in the discussion</i></p> | <p>Objective: A student is able to distinguish between relevant and irrelevant issues; can setup problems, finds a suitable solution strategy.</p> <p>Description of the method:</p> <ol style="list-style-type: none"> 1. Comparison and analysis of models: usage of Venn's charts while comparing objects (different processes, images, phenomena, concepts); solving equation systems with the help of different ways; graphic-integrating-substitution pattern; comparison of graphs. 2. Creation of new models; solution of text tasks as a creation of a new model; deriving a formula or regularity with the help of existing knowledge (e.g. deriving a parallelogram area formula from a triangle). <p>Example (analysing different models, creating a new model / regularity):</p> <p><i>Objective: while looking into different polygons a student finds a regularity for calculating the sum of polygonal interior angles.</i></p> <p><i>Description: The teacher asks students to draw different polygons, starting from triangle up to heptagon. The students get the task to find out a formula to calculate the sum of interior angles and determine what the association between the sum of angles and interior angles is, basing on previous knowledge about the</i></p> |

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| | <i>geometric shapes. The students may use a protractor or the method dividing the polygon into triangular diagonals from the summit. To fasten the process it can be carried out in pair work or in groups, distributing different geometric shapes between students.</i> |
| Time (time plan of the task with regard of the possible sub-tasks) | The usage of the method depends on the part of the lesson and the objective: it can be used as an introduction or method to acquire a new material or method to revise a studied material. <i>The example is a part of presentation of a new material and expected time for that is 15-20 minutes.</i> |
| Materials needed (any kind of things needed: papers, scissors, computers, smartphone apps, clay, fake monex, etc.) | <i>Tools: technical drawing tools, protractor.</i> |
| Comments (practical info, additional comments on what to expect from the task, is there any kind of setback or special attention needed) | Mathematics. Physics: Comparison of different phenomena, processes etc. by using Venn's chart; Chemistry: it is possible to examine chemical compounds and properties of the substances; Geography: exploring and contrasting different countries. |

Activity PS9

| NAME/TITLE | Learning from mistakes |
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| SKILL targeted | Critical thinking / Problem solving / Managing own learning path |
| Skill development level | Basic / Intermediate / Advanced |
| Difficulty level of task | Simple / Complex |
| Detailed description (details on what the exact task is about, what does the teacher do, what should the students do, what is the setting, process and evaluation of the task) <i>please be as specific as you were in the discussion</i> | Students take higher responsibility for their studies. The student acknowledges his mistakes, learns through them and realises that even a failure serves as development. The final result is a perfect performance. There is no need to evaluate the process. The first performance of the student can be considered as pre-evaluation. The task can be performed either individually or in pair-work, where the students support each other in finding mistakes and discussing which rule they missed. Example: Tasks in English grammar. <ol style="list-style-type: none"> 1. A teacher controls students' tasks, marks the mistakes but does not correct them. 2. A student gets the work and determines the rule he has missed and writes the rule down. 3. A student corrects the mistake, writes the sentence correctly in his notebook, underlines or circles the point he made a |

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| | <p>mistake with. It effective too use different colours to draw attention to the mistaken form.</p> <ol style="list-style-type: none"> 4. A teacher gives a student a similar task, which (hopefully) is now correctly performed and a student gets a grade. 5. If necessary, the process will continue until a student has acquired the theme and no more mistakes occur. |
| Time (time plan of the task with regard of the possible sub-tasks) | Learning from one's mistakes can take up the whole lesson, because different students have different amount of mistakes. Also the speed of performance can be different. The students who have accomplished the analysis of their mistakes, present it to the teacher and can compile the similar task by themselves. |
| Materials needed (any kind of things needed: papers, scissors, computers, smartphone apps, clay, fake monex, etc.) | <p>The task checked by a teacher, where the mistakes have been pointed out.</p> <p>A decent notebook with necessary materials, also option to seek materials from the Internet.</p> <p>Set of pens with different colours.</p> <p>The task with similar topic from the Internet.</p> <p>Tasks with self-check options.</p> |
| Comments (practical info, additional comments on what to expect from the task, is there any kind of setback or special attention needed) | The method can be exploited practically in teaching all subjects. |



Managing Own Learning Path (Annex I)

Activity MOLP1

| NAME/TITLE | Personalized Learning |
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| SKILL targeted | Critical thinking / Problem solving / Managing own learning path |
| Skill development level | Basic / Intermediate / Advanced |
| Difficulty level of task | Simple / Complex |
| Detailed description (details on what the exact task is about, what does the teacher do, what should the students do, what is the setting, process and evaluation of the task) <i>please be as specific as you were in the discussion</i> | <p>Personalized learning is ‘a learning experience designed for <i>each student</i> with their specific needs in mind.’</p> <p>In personalized learning, content, pacing, sequence, technology, learning models, learning spaces, audience and purpose, and any other ‘learning component’ are adjustable according the knowledge demands, curiosity, genius, and learning purpose of each student.</p> <p>Teachers have to hear students voice on their needs, and students have to create their personal learning goals (according to their competencies and skills), and the learning strategies, connected to the given topic of the subject. These smart goals are the basis of their learning path and the assessment of their learning.</p> <p>Teachers facilitate the personal learning pathways either of each students, based on their personal learning aims, personally, or in groups.</p> |
| Time (time plan of the task with regard of the possible sub-tasks) | It takes a couple of week or months at least. |
| Materials needed (any kind of things needed: papers, scissors, computers, smartphone apps, clay, fake monex, etc.) | The technical background of the method is a laptop or a tablet for all and each students. All of them have a digital exercise book. |
| Comments (practical info, additional comments on what to expect from the task, is there any kind of setback or special attention needed) | <p>The method can be used in any subject.</p> <p>Digital environment can support the realization of the personalized learning. Most of the students like to use digital equipment, and this possibility strengthens their positive attitude to learning. Digital environment makes the teachers’ work easier as well. They can make for each students their own personal curriculum. This digital learning space gives a new interpretation and possibilities for task- and the time management.</p> <p>This technology supports the creation of different learning strategies, which is the basis of personalized learning. In a traditional learning environment this would be very complicated.</p> |

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| | Partnership and cooperation can be managed easily in a digital space, and the information management is a core element of learning in this space, |
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Activity MOLP2

| NAME/TITLE | Career Guidance |
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| SKILL targeted | Critical thinking / Problem solving / Managing own learning path |
| Skill development level | Basic / Intermediate / Advanced |
| Difficulty level of task | Simple / Complex |
| Detailed description (details on what the exact task is about, what does the teacher do, what should the students do, what is the setting, process and evaluation of the task) <i>please be as specific as you were in the discussion</i> | To find a good job and to choose a direction and a higher education institution for further education is a real problem for all students in secondary schools. This is a strong motivator to improve their self-understanding and the self-directed learning. The programme can be implemented in the framework of the headmaster's class, but should be supported by (a career-guidance) group of teachers. (The members of this support group should be graduated or at least interested in the mentoring). The main task of the support group is to create several tasks for students of different ages (grades) from the very simple ones to the complex ones. Most of these tasks are solved in the "lessons of the form-masters" (osztályfőnöki óra). By the result of the programme students become familiar with the world of the work and by their age of 16 they have a vision about their career, and their intended job. The very popular element of the programme is the workplace-visit, organized for the students of the 11th grade. It is an important element of the career guidance programme. Students can decide about their jobs or/and workplace they are interested in and want to visit. They can make several choices, but they have to prioritize their 'desire list'. On the basis of these lists, the school organises a daylong visit for each students. They meet with and talk to a representative of the chosen job |
| Time (time plan of the task with regard of the possible sub-tasks) | 4-6 academic years. |
| Materials needed (any kind of things needed: papers, scissors, computers, smartphone) | A pool of different tasks for different grades. |

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| apps, clay, fake monex, etc.) | |
| Comments (practical info, additional comments on what to expect from the task, is there any kind of setback or special attention needed) | This real life experience is good not only for the students, but for the workplaces as well. For supporting the students' career guidance, schools can organize a job-orientation thematic week. |
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Activity MOLP3

| NAME/TITLE | PEER MEDIATION |
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| SKILL targeted | Critical thinking / Problem solving / Managing own learning path |
| Skill development level | Basic / Intermediate / Advanced |
| Difficulty level of task | Simple / Complex |
| Detailed description (details on what the exact task is about, what does the teacher do, what should the students do, what is the setting, process and evaluation of the task) <i>please be as specific as you were in the discussion</i> | <p>The aim of the task is to make students declare their purposes in connection with the results. They have to put down their aims on a piece of paper collected, checked and retained by the teacher. This practice is useful for general objectives shared with the form teacher or for special subject objectives shared with subject teachers.</p> <p>Form teachers should mediate between the students and subject teachers (of course if a subject teacher uses this practice the direction of mediation is the contrary). The teacher can decide on the form of remarks about the objectives designed by the students. Sometimes individual negotiations are needed or help to identify the milestones more exactly. Negotiation between the student and the teacher can be very useful. It can help the students to highlight the possible problems with their learning process and to make them aware of their responsibility about it. Checking the fulfilment of the objectives should be done on the level of the group and individually as well by the students themselves and by the teacher, too. The students have to get back their notes about their purposes and they have to give remarks about the fulfilment. They can give feedback about their earlier plans using emoticons as well. It makes easier for them to express their feelings.</p> <p>Comparing the results achieved using the practice of peer mediation with the earlier results can be motivating and make the students get used to self-evaluation.</p> <p>It is practical for the teacher using this practice to sum up the students objectives in a chart to make it easier to follow the changes.</p> |

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| Time (time plan of the task with regard of the possible sub-tasks) | Explanation of the activity requires about 15 minutes; Teachers have to give feedback and evaluate the students' objectives at least twice during the academic year. Feedback can be given either frontally or individually (preferably both) that requires quite a lot of time depending on the number of students. One lesson of evaluation and reorganisation at the end of the semesters is a must. (This process needs more time from the part of the teacher than from the part of the students as the teacher has to evaluate all students' objectives.) |
| Materials needed (any kind of things needed: papers, scissors, computers, smartphone apps, clay, fake money, etc.) | A/4 sheets of papers to write down the objectives and later the remarks about fulfilment and reorganisation. Pens for everybody Computer to do the summing up chart of the students objectives. |
| Comments (practical info, additional comments on what to expect from the task, is there any kind of setback or special attention needed) | The objective designed should be measurable or well described. If they are too general, it is very difficult to follow their fulfilment. This is a rather time consuming practice but it has a lot of advantages from the point of view of MOLP skill and from the point of view of the students' – teachers' partnership as well. |

Activity MOLP4

| NAME/TITLE | DIFFICULTY LEVEL ASSESSMENT EXERCISES |
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| SKILL targeted | Critical thinking / Problem solving / Managing own learning path |
| Skill development level | Basic / Intermediate / Advanced |
| Difficulty level of task | Simple / Complex |
| Detailed description (details on what the exact task is about, what does the teacher do, what should the students do, what is the setting, process and evaluation of the task) <i>please be as specific as you were in the discussion</i> | Using test exercises with difficulty level indication we can provide a free choice according to the individual purposes. Teachers have to use tests consisting basic and advanced level tasks as well (with the indication of the difficulty level). Doing the basic level tasks students can achieve a '3' (a medium level mark) and doing the advanced level tasks they can achieve a '5' (a top level mark). It is their responsibility to decide which level they prefer. For the very best students teachers can provide really challenging, advanced + tasks for an extra good remark. It is very important for the students to be aware of their purposes and abilities in connection with different subjects. Indication of the difficulty level helps students manage with their time and energy. |
| Time | Depending on the amount of tasks to do. |

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| (time plan of the task with regard of the possible sub-tasks) | |
| Materials needed (any kind of things needed: papers, scissors, computers, smart phone apps, clay, fake money, etc.) | Test sheets of tasks with indication of the level of difficulty. A pen or a computer for every student (depending on the subject concerned). |

Activity MOLP5

| NAME/TITLE | Contracting |
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| SKILL targeted | Critical thinking / Problem solving / Managing own learning path |
| Skill development level | Basic / Intermediate / Advanced |
| Difficulty level of task | Simple / Complex |
| Detailed description (details on what the exact task is about, what does the teacher do, what should the students do, what is the setting, process and evaluation of the task) <i>please be as specific as you were in the discussion</i> | <p>Contracting is the method of creating discipline. The teacher and the students together formulate the behavioural rules they are compelled to follow during lessons. In case of breach of rules, it is sufficient to refer to the rules conveyed on by all parties involved.</p> <p>The Teacher launches a question: <i>“How does a beautiful class look like in your opinion?”</i> and asks the Students to think about the answer for a few seconds and then share their answers with their desk mate/ another classmate – discussion/ pair work.</p> <p>The Teacher walks around the classroom, listens to the Students talking and when they are done, the Teacher elicits some Students to share their views with the whole class (OCFB – open-class feedback).</p> <p>Then, the Teacher announces the Students they will <u>create a contract together</u> (both Teacher and Students), and that they will refer to two parties – Teacher and the Students. The contract will be agreed upon in majority, signed and complied with throughout the school year.</p> <p>In this respect, the Teacher gives each of the Students a blank paper and asks them to put down all the ideas they can come up with in 5 minutes (personal opinions) – written Brainstorm. They will refer to the two parties of the contract (Teacher and the Students) and to two aspects: Rights and Obligations.</p> <p>The Teacher then collects the papers, and tells the Students she/ he will select the most frequently met ideas and make a collection. On the next day, the Teacher hands out a copy of the collection to each Student and asks them to vote every idea presented (Yes/</p> |

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| | <p>No).</p> <p>After that, the Teacher draws up a two – party contract: the Teacher and the Students, with each party’s rights and obligations. When a draft is ready, the Teacher reads it to the class and awaits confirmation. When it is given, all parties sign the contract. The contract will be posted in a visible spot inside the classroom and will stay there throughout the school year serving as guidance and authority.</p> |
| Time (time plan of the task with regard of the possible sub-tasks) | <p>3 classes (not full)</p> <p>Class 1 – written brainstorm 15’ – 20’</p> <p>Class 2 – presentation of selected ideas, comments and class vote 10’</p> <p>Class 3 – class reading and signing 5’</p> |
| Materials needed (any kind of things needed: papers, scissors, computers, smartphone apps, clay, fake monex, etc.) | Papers and pens, a computer for typing the contract and a printer for printing the contract out. |
| Comments (practical info, additional comments on what to expect from the task, is there any kind of setback or special attention needed) | <p>The contract helps create calmness and a sense of peer respect; it also promotes emotional tune-up to the curriculum.</p> <p>This method is suitable for any subject.</p> |

Activity MOLP6

| NAME/TITLE | Drama in Education |
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| SKILL targeted | Critical thinking/ Problem solving / Managing own learning path |
| Skill development level | Basic / Intermediate / Advanced |
| Difficulty level of task | Simple / Complex |
| Detailed description (details on what the exact task is about, what does the teacher do, what should the | <p>This analysis deals with the practice of role-playing, more exactly the case of “what would you do if you were...”</p> <p>Depending on the topic from the class, the teacher chooses a character that they need to impersonate. In this context the impersonation does not require copying that person’s behavior,</p> |

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| <p>students do, what is the setting, process and evaluation of the task)</p> <p><i>please be as specific as you were in the discussion</i></p> | <p>gestures or way of speaking. The student needs to put himself/herself in the character's shoes and either give a solution to a real life contemporary problem or give an alternative choice of a decision from past events. Examples of this could be from a form teacher class where the use of mobile phones in school is discussed: "What would you do if you were the headmaster of your school?" Another example in Hungarian literature could be from the novel "Traditions of Fanni" where students imagine being the main character, Fanni and they would have to say what actions would they have taken in her place concerning her father wishes: "What would you have done if you had been in Fanni's shoes?"</p> <p>The set up for this activity is simple. It should be incorporated in the lesson, at the right moment. The teacher asks the specific question "What would you do/say if you were..." The answer can be given individually or it can be formulated in pairs or even groups. Students can either answer immediately or they can be given time to work out the response. The same question can be asked from more than one student and the answers can be compared. Teacher needs to give feedback whether the answer was appropriate. Furthermore, this discussion can be continued in the form of a debate.</p> |
| <p>Time</p> <p>(time plan of the task with regard of the possible sub-tasks)</p> | <p>Total time: depends on the students that will express their points of view. For one student/group this would be the time sequence:</p> <ol style="list-style-type: none"> 1. Presentation of the imagined situation and the "what would you do if" question and clarification of any queries – 3-5 minutes; 2. Optional: allocating time for the student to work out the answer – 7-8 minutes; 3. The student/students' answer – 2-5 minutes; 4. Feed-back from the teacher – 2 minutes; 5. Optional: further open discussion or debate with the rest of the students – 8-10 minutes. |
| <p>Materials needed</p> <p>(any kind of things needed: papers, scissors, computers, smartphone)</p> | <ul style="list-style-type: none"> - Notebooks or just papers for noting down and structuring the ideas; - Smartphones – in case students need to do any kind of research on the topic. |



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| apps, clay, fake money, etc.) | |
| Comments (practical info, additional comments on what to expect from the task, is there any kind of setback or special attention needed) | In order for the student to give a relevant and appropriate answer, he or she has to be well-informed beforehand on the theme and character they are treating. |