



Life-skill development

Teacher's handbook



Erasmus+



SUPREM

INTRODUCTION

The main goal of the SUPREM project is to use international experience and diversity to provide assistance to 12-14 year olds and affected parents as well as educators in a complex way that supports students' lifestyle competencies.

As part of this, as a result of nearly 18 months of joint work, 10 student projects were born, which we also wholeheartedly recommend for implementation within the framework of school or leisure, youth activities.

The 10 modules are independent of each other, diverse in their content and nature, they can be used even during a school year (10 months), but the interested party can also look at some of them.

The 10 projects cover 10 thematic areas that are most important for the mentioned age group according to the project surveys.

Each project includes 240 minutes of activity, and in most cases a teacher manual and a student workbook form the project documentation.

The teacher manual also includes all the information, teacher instructions, and tips that we have formulated during the project, based on feedback from testing colleagues and students. However, projects can be transformed, modified, and adapted to the characteristics and needs of a given department or community.

We wish you much success in applying the projects!

The Authors

www.suprem.eu

SUPREM – EDUCATIONAL PROJECT PORTFOLIO

1. PLANNING OF THE FUTURE
2. DEFINING GOALS
3. PLANNING TO REACH THE DEFINED GOALS
4. RESPONSIBILITY, RESPONSIBLE DECISION MAKING – "12 MONTHS"
5. AUTONOMY, INDEPENDENT WORK-ORGANISATION – "UNINHABITED ISLAND"
6. ORGANIZING OWN LIFE – "OBSTACLE RACE"
7. COLLABORATION LEARNING FROM EACH OTHER – "IF I WERE..."
8. TIME MANAGEMENT
9. ROLE MODELS' IMPORTANCE
10. LEARNING AS AN EXPERIENCE – "LITERARY CAFÉ"

LEARNING OUTCOMES OF THE PROJECTS

	Knowledge	Ability	Attitude	Autonomy and responsibility
1. planning of the future	<p>He knows the stages of the human life path, their characteristics and the most important tasks.</p> <p>Recognizes the relationship between learning and future prosperity, employment, income relationships, social status.</p> <p>He knows his own strengths and weaknesses. You know how to develop your strengths and how to use it to lay the foundation for your future.</p> <p>He knows career options, different learning paths.</p>	<p>He is able to anticipate life path into adulthood.</p> <p>He makes a long-term plan for her own life.</p> <p>He is able to articulate what work activities make him/her happy and what activities are difficult.</p>	<p>He is motivated for long-term thinking.</p> <p>He is interested in his future.</p>	<p>The Student is in control of his life (according to his age).</p>
2. Defining goals	<p>He knows: how to listen to his mates; how to share his experiences with his peers; how to accept ideas an; thoughts different from his own; how to write down his experiences and stories.</p>	<p>He is able to: express and understand ideas, thoughts, feelings, experiences, in both oral and written form; interact adequately, on a linguistic-creative level, in relation to</p>	<p>To make a right decision the students need to focus on themselves and their needs, letting themselves be guided by their needs.</p>	<p>Students begin to know themselves and to understand what their abilities are.</p>

		<p>various contexts in the perspective of dialogue and mutual respect.</p> <p>He is able to: use the computer to document, store, present, exchange information relating to the work carried out; transfer what has been learned, through experience, in different contexts; persevere in learning to overcome any obstacles by optimizing time and information on an individual and collective level.</p>		
3. Planning to reach the defined goals	<p>He knows methods to break down the path to his goals.</p>	<p>He plans milestones and tasks.</p> <p>He operates with his tools.</p>	<p>He undertakes to overcome obstacles and difficulties that may arise.</p>	<p>He constantly monitors how he keeps things to do.</p>
4. Responsibility, responsible decision making	<p>He recognizes the information needed to make a decision, its credible sources.</p> <p>He is able to verify information and select</p>	<p>The Student makes the right decisions for the situation.</p>	<p>The Student is confident and dares to make her own decisions.</p>	<p>The Student is responsible for the consequences of his/her decisions.</p>

	relevant and credible sources from conflicting information.			
5. Autonomy, independent work-organisation	<p>He knows how to achieve a specific result through what work activities.</p> <p>He knows the peculiarities of the project as a form of work and working method.</p> <p>He knows what a milestone means, knows the elements of the PDCA cycle and understands their application</p>	<p>The Student can divide a workflow into parts and outline a plan for their implementation.</p> <p>He is able to control a specific workflow.</p> <p>He is able to evaluate the workflow performed and identify areas for improvement.</p>	<p>The student collaborates with others by formulating constructive criticism.</p> <p>The student is self-reflective and realistically evaluates his own and his teammates' activities</p>	<p>The Student is able to cooperate. In order to achieve his/her goals, he/she is able to stand up for his opinion and argue for it. He/she is able to work independently and in collaboration with others.</p>
6. Organizing own life	<p>The student knows the strengths and weaknesses of his/her personality. He knows problem solving methods, recognizes and identifies life situations, chooses effective solving methods.</p>	<p>He is able to control himself.</p>	<p>The student definitely represents his views and solutions.</p>	<p>In its situation management, the student is independent of the influence of others, in his activities and does not need to be controlled by others.</p>
7. Collaboration learning from each other	<p>He knows: how to recognize others' emotions; how to recognize the narrator's point of view; how to</p>	<p>He is able to: analyze their own feelings and those of their peers; understand a literary text; work in teams;</p>	<p>Students have an empathic feeling with the others and use their critical sense.</p>	<p>Students work together in a peaceful atmosphere and mutual collaboration.</p>

	change the internal observer's point of view.	improve the ability to express themselves; develop mindful reading; manage and organize a task; develop technological skills; develop language skills.		
8. Time management	He knows time planning strategies and tools.	He is able to prioritize his tasks (based on urgency and importance). He schedules his time, using a (digital) design tool.	He is engaged to realize his own plans.	He adapts flexibly to unexpected situations.
9. Role models' importance	Students know human and social values. They recognize adults (people) whose life paths represent value.	Students identify role models for themselves. They define for themselves the values represented by the role model.	Students are interested in role models' lives and are encouraged to follow them.	Students make independent proposals for actions to be followed.
10. Learning as an experience	He knows: how to strengthen knowledge on the formal and linguistic aspects of each poetic text; how to learn about new allegorical figures; how to identify and analyze the central themes in a poem.	He is able to: promote a critical reflection on the fundamental values of society and of the person through the study classics; develop the linguistic, communicative and	They develop the attitude to teamwork, in which everyone has a task that is relevant for the whole work.	Students manage the whole activity, in all steps. They deal with economic and time resources. They learn how promoting organizational skills.

	<p>He knows: how to learn to paraphrase and comment a text; how to understand the denotative and connotative functions of a poetic text; how to identify the themes of a poetic text; how to know and use some rhetorical figures; how to compare poetic texts.</p> <p>He knows: how to express themselves clearly and correctly; how to read aloud clearly; how to understand the essential meanings of the various types of text; how to recognize the main steps of the historical evolution of the language; understanding and reporting the essential elements of reflection on cultural and social aspects of the language.</p>	<p>expressive skills of children; increase reading pleasure as a fundamental tool for one's growth.</p>		
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MODUL 1

PLANNING OF THE FUTURE

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	Knowledge	Ability	Attitude	Autonomy and responsibility
1. planning of the future	<p>He knows the stages of the human life path, their characteristics and the most important tasks.</p> <p>He recognizes the relationship between learning and future prosperity, employment, income relationships, social status.</p> <p>He knows his own strengths and weaknesses. You know how to develop your strengths and how to use it to lay the foundation for your future.</p> <p>He knows career options, different learning paths.</p>	<p>He is able to anticipate life path into adulthood.</p> <p>He makes a long-term plan for her own life.</p> <p>He is able to articulate what work activities make him/her happy and what activities are difficult.</p>	<p>He is motivated for long-term thinking.</p> <p>He is interested in his future.</p>	<p>The Student is in control of his life (according to his age).</p>

INTRODUCTION

Have you ever thought about what is important to you in life? What is important now and what will happen in ten, fifteen years? It is not easy to articulate especially not to set up order between the important things. What is important at all? Probably each of you think differently depending on how you live, what kind of person you are, what you have experienced from your parents. What seems relevant now may not be what will be in your life later on.

I would like you to describe what is important to you now. What do I want from you?

Life is a process in which events are facing us without a break. We can not stop these but we can influence them. We can influence them to develop more favourably for us. Our attempts to influence events are OUR DECISIONS. If we make good decisions our life can turn out the way we want. If events do not turn out the way we want, it is important to be able to adapt to the life-shaped situations based on our past decisions. You are now at a stage in your life when you can make a decision to shape your future. I want us to help each other with that! I'm curious about you, and I think you are curious about each other, too. Do you agree?

You are expecting a busy day. You will shape your future, but only as a game. You make decisions and discuss them. You will be independent and you will be working in groups as well. I ask you to take these activities seriously because they can help you orient yourself in your future!

PROBLEM STATEMENT

EXERCISE 1 TASK - VALUES, GOALS

I spread cards on the table. These include VALUES that people tend to consider important in their life. Some of them are known and clear, but there are some which are difficult to interpret.

I ask you to come to the table in groups of five (the number of the students depend on the size of the group) and pull three cards according to what is important for you in your life. Not all cards have the same number. Someone may not get a certain concept. Replace one which has a similar meaning! This is already the adaptation.

When choosing cards there is no right or wrong decision. Everyone chooses his or her own judgement.

After you have chosen, memorize them, put them in an envelope, write your names on it and give it to me (group members choose and put the cards in the envelope).

Are you interested in what you choose? Are you interested in what is important in your life? Discuss it!

Feel free to ask each other for a few minutes.

Group members are given five minutes to talk. This already prepares the group formation.

You can print the cards according to your opinion.

Value cards

HEALTH	RICHES	PATRIOTISM
DELICIOUS FOOD	FREE TIME	POSSIBILITY OF INDEPENDENT DECISIONS
LOVE	CALM	LOYALTY
EXPERIENCES	ADVENTURES	CONTINUOUS LEARNING
RELATIONS	HAPPINESS	RECOGNITION
BIG FAMILY	EASY PROGRESS	A LOT OF MONEY
HONOUR	ROMANCE	FUN
FAME	CONSISTENCY, STABILITY	HEALTHY ENVIRONMENT

EXERCISE 2 – (ECONOMIC) SECTORS. GROUP-MAKING BASED ON CHILDREN'S INTERESTS

We can classify jobs and professions into "sectors". In this task, you have to choose one sector from the following ones which is the most interesting for you and seems to fit you.

You can see the names of sectors. Choose one and shade the cell of it with a pencil! You can choose only ONE! We show you the sectors' names in English too, try to memorize as much as you can.

It is worth checking the list with the students, and try to explain what is needed, or discuss some areas. You should answer students' questions because they have to name concrete jobs alone later on. Colours are meaningful too, as the same colours mean similar sectors. This will be important in group-making.

agriculture:	contains agronomy and stock-farming, but only means the procedure of base material's production. Local or regional examples.
catering:	commercial/trade of providing food and drinks for meetings or social events (mainly for consuming in a catering place) and sometimes giving entertaining activities. Local or regional examples.
state administration:	the form or process of government which centrally directs, controls, verifies and registers the working of society. It contains governments, parliaments, local governments and their administrative tasks and bureaucrats. Local or regional examples.
sport:	professional sportsmen and women are in this group, their trainers, coaches, and other specialists, like physiotherapists, personal trainers, sport managers. Local or regional examples.

green sector:	this social or human activity concerns the natural environment, how to improve and protect it. It contains the sustainable growth of production-consumption and the protection of nature (national parks, care of natural values). Local or regional examples.
entertainment:	also known as "show-business", the business of providing public entertainment, for example in the theatre, in films or in television. It's a purpose to fill in people's free time and distract their attendance. We can mention huge media-companies, entertaining centres, gambling, and telecommunication as well. International examples: Walt Disney, Time Warner, Pixar, 20th Century Fox, CNN.
beauty industry:	it contains hairdressers, barbers, beauticians, manicure and pedicure, stylists, models. International examples: Chanel, Johnson & Johnson, L'Oreal, Christian Dior.
culture:	the customs and beliefs, art, way of life and social organization of a particular country or group, and maintenance of the materials and intellectual values, like libraries, archives, community centres, performers. Local or regional examples.
art:	different forms of art, fields of civilization, like music, fine arts, film, theatre, literature – poetry. Local or regional examples.
automotive industry:	the complex system of car manufacturing, from the subcontractors to the assemblers: fixture manufacturers, rubber factories, electric appliances, mechanics, engineers, etc. International examples: General Motors, Mercedes, Toyota, Michelin.
health service:	a public service providing medical care for humans and animals. Its aim is to prevent, cure and treat illnesses. Doctors, vets, pharmacists are in this group.
food industry/ food technology:	to produce food products for human consumption. The base material is manufactured by agriculture. International examples: Nestlé, Coca-Cola, Danone, Unilever.
tourism:	services for travelling and free-time activities, like hotel trade and guidance. Local or regional examples.
transport:	a system for carrying people or goods from one place to another using vehicles, roads, rail or aviation. Local or regional examples.

education:	elementary- and intermediate/ secondary education, higher education, adult education, vocational/ professional training. Local or regional examples.
heavy industry:	producing durable consumer goods with high energy demand, often uses large machines to produce metal, vehicles, etc. Chemical industry, mechanical engineering, energy production, construction industry are in this sector. Local or regional examples.
law:	lawyers, judges, prosecutors, counsellors. Local or regional examples.
IT:	working, developing, product manufacturing with computers. Web-developers, programmers, software and hardware engineers, designers, system administrators are in this sector. International examples: Apple, Microsoft.
light industry:	manufacturing consumer's goods, small or "light" objects such as things used in the house. For example the textile industry, shoemakers, paper-industry and craftsmen. International examples: Nike, Adidas, Levi's
communication and technology:	connected with IT, focused on computers and audiovisual systems. Robotics, online media, social media and digital technology are in this sector. International example: Facebook
retail and wholesale:	selling goods to the public, usually through shops. They can sell goods again to make a profit. International examples: LIDL, Tesco, Spar.
science:	knowledge about the structure and behaviour of the natural and physical world, based on facts that you can prove, for example by experiments. Local or regional examples.
law enforcement and security:	defence forces, police, disaster management, neighbourhood watch, civic service, security and guarding. Local or regional examples.

Chosen sector:

In English:.....

Based on the chosen sectors, we are making groups. You are going to work in groups of three, but you have to fill in your workbook on your own. Maybe you and your group-members didn't choose the same area but your choices are from similar sectors.

The teacher's task is to form groups from students, who chose the same, or similar sectors. You have to form groups of three. If there are lots of students with the same sector, please, form other groups. If there are some children, who can't find partners, help them with other questions or with a "second chance".

My group members, and their choice:

Name:

sector:

sector in English:

.....

.....

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.....

.....

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EXERCISE 3

Teacher's Instructions: In this part, children have to work in groups of three. The first task of the students, who chose the same/similar economic sector, is collecting ten different jobs from the chosen sector. They can use IT tools. Links in the workbook can give some extra help for them.

Make sure that all children take part in the work: they can share the tasks, one of them can use the laptop, others can make notes, or fill the workbook. All of them have to record their achievement in their workbook!

Required tools: ICT tools for students, paper sheets, whiteboard, blu-tac, workbooks, pens and pencils, mobile phone

In this part, you are going to work together in groups. First of all, discuss your task; your teacher helps you. You can share your tasks, so you can cooperate and work faster and more effectively.

Working together as a team is very important in this part. Maybe someone can play the role of the leader, as he/she can do his/her best in it. Others can be good at searching for information, and you need someone who can collect and record information and write down the team's results. It doesn't matter if working together seems hard for the first time. Don't forget that you can treat with your own interests, and you can help each other! If you get stuck, ask your teacher for help!

In the previous part, you chose that economic sector that fits you.

There are several companies and firms, both international and local ones in the same sector. Sometimes they work in different sectors, and there are sectors that you can find in every company and organization.

For example the financial sector, that exists in every organization, accountants, FINANCIAL OFFICERS work together everywhere.

Just think about your school! What kind of professionals work there?

You have to consider that there are not only teachers and students, aren't there?

Write down your findings!

Now think about the sector that you chose.

Search for professions that belong to your preferences.

Do you find any unknown words, professions that you have never heard about?

Discuss with your classmates!

If they find an unknown profession, first they can discuss it in the class, then if there is no answer, you can help them.

Choose the job that you think to be the best for you!

You have to consider it responsibly. Can you imagine yourself in this job in most of your active life (between the age of 18-65)

All students have to choose a profession, not the same if it is possible.

Write your chosen profession here!

Write the name of your profession onto a sheet of paper and put it to the whiteboard. Are there similarities?

Your group has 3 (or less) chosen professions. What are the advantages/disadvantages of your choices?

How can you reach your goal, which school do you have to attend? Is there an entrance exam? How long is the training period? Do you need any special professional practice/ technical training?

Discuss your opinion and experiences, if you have!

Collect some information with the help of the Internet, your mates, your acquaintance about the following aspects and write them down in your workbook!

It is worth dividing the tasks and discuss the roles. Use Internet sources or call your family members if it is possible.

Due to the task's difficulties, you have to take care of the timing. You have to be sure that all students work at the same time. It doesn't matter if they can't find data for all aspects, but they have to fill in the form as PARTICULAR as possible.

In principle, they will find the advantages and disadvantages of three different professions. But in the next part, they are going to present only the best known.

average wage	
free time	
dependency, the rigidity of the working frame	
stress level, stressor effect	
working period, working time	
responsibility	

career possibilities	
fulfilment	
working conditions	
anything else interesting	
level of education that is required	
length of education (from the age of the students)	
Which school do you have to choose to study for this job? (write valid, real examples)	

ANNEX

LINKS: JOB-DESCRIPTIONS, SITES FOR FUTURE PLANNING, CAREER PLANNING

<https://job-center.hu/szakmak>

<https://palyaorientacio.munka.hu/szulok/foglalkozas/listazo>

http://www.budapestedu.hu/data/cms54615/Szazszorszep_szakma_javitott2.pdf

<http://www.szakkesites.hu/>

<http://www.npk.hu/#!/tanulaseuropaban/orszagismertetok>

<http://www.npk.hu/#/>

<http://www.npk.hu/#!/tanacsadas/tarsasjatek>

<http://www.euroguidance.lt/en/career-guidance>

EXERCISE 4 – MAKING A PRESENTATION

In this activity groups of students have to use ICT tools. A desktop computer or a laptop is recommended, but any smart device is suitable if a presentation editing program/application is running. It is important to draw the students' attention that the presentation can be projected and shared. It is worth saving the completed presentation in the cloud where they can be accessed at any time. It is recommended to use a shared cloud folder if it is possible. Scheduling is very important. We monitor the work of the groups constantly. Students have 60 minutes to work.

In the previous, third activity your task was to collect sectors in your workbooks under different conditions you set up, and then you narrowed the sectors to one profession.

In this section, your task is to present a profession which you choose.

You need to give a presentation with the help of ICT tools – desktop, laptop, tablet, smartphone. Any platform can be used to do the presentation. For example, Office PowerPoint, Prezi, Keynote, but any program or application can be used. The point is that the completed presentation can be shared and projected.

It is important that each group has 5-10 minutes to present their presentation, the time frame should include projection and the comments!

Watch the time, make the students conscious of the time consumed, visually or acoustically.

THE PRESENTATION CONSISTS OF THE FOLLOWING PARTS:

"We are the... sector/group"

In this section, you introduce your chosen sector.

Why did you choose this sector?

Why is it important?

Does it have any uniqueness or speciality that makes it engaging?

Maybe role models, or celebrities.

"We collected the following professions"

A brief description of professions which was collected with the help of link collection: a short, few line description with pictures of the professions.

"We chose this profession"

Select one from the previous group of professions and present it in a little more detail.

How long do you have to study?

How can I get my degree?

What conditions must be met for the profession?

Does the profession have any speciality?

"We chose this profession because..."

The presentation of the advantages and disadvantages described in activity 3 in your workbook.

What are the advantages of the profession? (high salary, a lot of free time, flexible working time, career, etc.)

Are there any possible disadvantages of the profession? (have little free time, health damage, restrain, etc)

This is optional, of course, we have just outlined the main points that should be included, but if you find content that you would definitely share with others, you can add to it!

Pay attention to the presentation:

- **use short text (you supplement it verbally)**
- **the text parts contrast with the background – dark background – light letter, light background – black letter**
- **your presentation can be read remotely**
- **links and hyperlinks should not be included in the presentation**
- **use the same theme (background, colour, fonts)**
- **use the same transitions and/ or animations**

EXERCISE 5 – THE PRESENTATION

Divide the group into two parts

1. The group of speakers

Their task is to prepare for the presentation. Time: 5-10 minutes (depending on the number of groups)

Groups should ensure that all group members participate in the presentation

2. Audience

During the presentation, they complete the workbook activity based on what they hear. Under the guidance and moderation of teachers, an optional discussion is initiated with the speakers on the following topics:

a, the degree of importance of the sector:

according to the economy

according to environment protection- polluting or a very green sector

according to its impact on everyday life

b, highlighted the characteristics of a profession

career,

Is the salary worth it?...

free time yes/no,

"family-friendly"?

risk of burnout:

The task of the group of speakers:

It is time to present your presentation made in the previous part. Maybe your most important task is now to use your presentation time and convince your classmates why you had chosen the presented profession. Your available time is short, do not run out of time. Good luck!

Comments, discussion sentences can come from the audience - under the guidance of a teacher. You also need to be able to answer these questions!

We recommend that not only one group member give a presentation, but everyone to attend the presentation, sort of distributing the presentation!

The task of the audience:

Fill in the form below during the presentation:

Selected sector:

Collected professions:

The main profession:

Advantages:

Disadvantages:

OPTIONAL DEBATE

You could start a discussion with the speakers according to the following criteria:

- the degree of the importance of the sector
- according to the economy
- according to the environment protection- polluting or a very green sector
- according to its impact on everyday life
- career, salary, is worth?
- free time yes/no
- "family-friendly"?
- risk of burnout?

FEEDBACK

Feedback is an important part of the project. We have to discuss the experiences of the students and give them an overall wrap-up. Let's see what values they chose in activity one focus on the harmonisation of the values and the professions they selected.

Open the workbook of the students where they coloured the values or give them the envelopes with the cards.

Let's see what values they chose for themselves in Task 1, and then follow the tasks in sequence.

The extent to which the profession they have chosen is appropriate for achieving and maintaining the values they consider important.

After your presentation, think back to the values selected in Exercise 1. To what extent do the professions you have highlighted at the end of the journey correspond to the values you consider important? Discuss the experience with your teacher!

SUPREM – SUCCESSFUL PREPARATION MODEL FOR SCHOOLS



INTELLECTUAL OUTPUT 1
EDUCATIONAL PROJECT PORTFOLIO

MADE WITHIN
THE FRAMEWORK OF
2019-1-HU01-KA201-061091
PROJECT

The author of the modul 1
(Planning of the Future)

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