

# Teaching Materials

# Project ValiDE

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## Introduction to the Teaching Materials

In this publication, you will find six sets of teaching materials designed by participants of the ValiDE Student Exchange program 2023. The main purpose of the proposed materials is to enrich teachers' and school students' educational journey by embedding deeply important values essential for the holistic development of the young generation in today's diverse and dynamic world. These materials cover the following values:

- Participation and Co-Determination
- Diversity
- Respect
- Happiness
- Equality

These values have been carefully selected for their fundamental importance in fostering an inclusive, respectful, and joyful learning environment, while also promoting equality and the active participation of all students in their educational experiences.

Each set of teaching materials includes the following components:

- Description for the teacher
- Value
- Learning objectives and competencies
- Connection to the curriculum
- Didactic comments
- Information on materials

In addition, practical examples of lesson plans, worksheets, and other educational materials have been developed for each of the relevant values and are provided in the appendices.

By integrating these teaching materials into the curriculum, educators are equipped to provide a learning experience that not only imparts knowledge but also actively cultivates critical values among students. This approach aims to prepare learners not just for academic achievements but for a life filled with respect, happiness, and a deep appreciation for diversity and equality.

# Class representative



Description for the teacher	
<b>Age of school students</b>	3 grade (8/9 years)
<b>Authors of the materials</b>	Emilia Matera, Isabel Gunnerod, Anne Weiß, Lisa Müller
<b>Duration of the topic implementation</b>	1 lesson unit
<b>Teaching aids needed</b>	<ul style="list-style-type: none"> <li>• Projected (multimedia presentation)</li> <li>• Direct purposeful experiences</li> </ul>
<b>Methods applied</b>	<ul style="list-style-type: none"> <li>• Individual projects</li> <li>• Problems solving activities</li> <li>• Students portfolios</li> </ul>
<b>Related topics</b>	<ul style="list-style-type: none"> <li>• Democratic society</li> <li>• Respect</li> <li>• Tolerance</li> <li>• Human rights</li> </ul>

Description of the Value, to which the teaching materials are dedicated
<p><b>Participation and Co-determination</b></p> <p>School students learn that their voices and opinions are important and powerful for the class and society.</p> <p>Students should not only learn to express their opinions, but these opinions should also be considered. When students feel they are participating, they feel more comfortable.</p> <p>(<a href="https://forandringsfabrikken.no/elevs-medbestemmelse-kunnskap-fra-forskning-og-barn/">https://forandringsfabrikken.no/elevs-medbestemmelse-kunnskap-fra-forskning-og-barn/</a>)</p>

Learning objectives and competencies	
<b>Lesson goals</b>	The focus is on the school students and their outcomes, highlighting the importance and tasks of a class representative, as well as a poster created by the students
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Tasks of class representative</li> <li>• How election works</li> <li>• Basics of the democratic policy</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• How to vote</li> <li>• Make a presentation of themselves (strengths etc.)</li> <li>• Reflect on own strengths</li> </ul>
<b>Attitudes</b>	<ul style="list-style-type: none"> <li>• How to be a representative manager</li> <li>• How to be a responsible citizen</li> </ul>

### Connection to the curricula

<b>German educational system</b>	<ul style="list-style-type: none"> <li>• Election for class representation not before 3th grade</li> <li>• Interdisciplinary</li> <li>• Competences like „Describe and make appropriate use of opportunities for shaping and codetermining life together in the class and the school“</li> </ul>
<b>Polish educational system</b>	<ul style="list-style-type: none"> <li>• Election for class representation before 8th grade</li> <li>• Core value in the curricula 2020, interdisciplinary</li> </ul>
<b>Norwegian educational system</b>	<ul style="list-style-type: none"> <li>• Voting from 1st grade</li> <li>• Round about 8th grade: subject „social studies“ (voting, politics)</li> </ul>

### Didactic comment

<b>Basic idea</b>	<p>The aim of this lesson is to teach students the importance of the role of a class representative and the electoral process through interactive exercises and discussions. Students are expected to develop the ability to think critically and reflect on their own qualities and competencies, helping them to self-assess and understand their own strengths and weaknesses. The lesson also aims to increase students' involvement in the life of the class and enhance their understanding of the value of democracy and group co-determination.</p>
<b>Expected learning processes</b>	<p>The class starts with reading the book „I am for myself“ by Martin Baltscheit and Christine Schwarz, published in 2011 by Beltz. The intention of starting with the book is that the students can form their own thoughts and ideas about the topic before the teacher says anything. After the book, the students will find out the topic for the lesson. The class has an open discussion: <i>Who is class representation? Why do we need one? What are his/her tasks?</i></p> <p>At the description of how voting works, the students already learned that candidates of an election prepare and present themselves. In the following step, all students start preparing a profile of themselves, whether they want to become class representative or not. Every student has to do this exercise, because it helps them reflect on themselves. They learn about their own strengths, weaknesses and what they would improve in class. It is also interesting for the teacher to get feedback about the class, lessons, atmosphere, attitudes, etc. The students can make the worksheet digital or in a printed version. The teacher walks around and observes the pupils if they need help or feedback.</p>
<b>Observable student activities</b>	<p>The students are doing an activity about the responsibilities and character traits of a class representative. In this interactive exercise, the students can work in small groups or individually. They decide whether it is a responsibility or a character trait for the representative</p>

<p><b>Teachers' choreography</b></p>	<p>During the conclusion of the lesson, students can ask each other and the teacher any questions they have. The teacher can ask the students what they learned today and request feedback on the lesson.</p>
<p><b>Tips for classroom management</b></p>	<p>This enables the teacher to provide personalized support and feedback based on individual needs</p>
<p><b>Tips for differentiation of school students</b></p>	<ul style="list-style-type: none"> <li>• Allowing students to work at their own pace.</li> <li>• Providing options for digital or printed worksheets.</li> <li>• Encouraging self-reflection, which can be tailored to individual experiences and perspectives.</li> </ul>

**Practical examples of educational materials (see Appendix A.)**

- Presentation “Class representation” <https://www.canva.com/design/DAFv06dnXS8/2yrbFDN-TukaugWH26Blrg/edit>
- Worksheet “Student’s profile fo Class Representative” <https://www.canva.com/design/DAFv06dnXS8/2yrbFDN-TukaugWH26Blrg/edit>
- Movie number 1 - <https://youtu.be/fwFeBG5LcSA?si=RyNeFDGMGdhdWy1R>
- Movie number 2 - <https://youtu.be/gKBIJ6RGcU?si=vFVrFzx4gkoUouc8>



Movie number 1



Movie number 2



# What do you think when you hear diversity?



### Description for the teacher

<b>Age of school students</b>	3/4 grades (8/9/10 years)
<b>Authors of the materials</b>	Nadja Rendler, Lily Par Mang, Philomena Kleinheinrich, Kaja Antkiewicz
<b>Duration of the topic implementation</b>	1 day or split in lessons
<b>Teaching aids needed</b>	<ul style="list-style-type: none"> <li>• Question cards</li> <li>• Presentation (Tasks/Timetable)</li> <li>• Podcast equipment/ Phone/etc.</li> </ul>
<b>Methods applied</b>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• Cooperative Learning</li> <li>• Digital learning: Learning through creating a podcast</li> </ul>
<b>Related topics</b>	<ul style="list-style-type: none"> <li>• Valuing cultural diversity</li> <li>• Respect and tolerance</li> <li>• Communication and dialogue</li> <li>• Cultural traditions and customs</li> </ul>

### Description of the Value to which the teaching materials are dedicated

**Diversity** in school is essential for fostering an inclusive and equitable educational environment. It allows students from various backgrounds to see themselves represented, enhancing their sense of self-worth and engagement. It also equips them with the skills needed to thrive in a diverse workforce and promotes social harmony by encouraging mutual understanding and respect.

### Learning objectives and competencies

<b>Lesson goals</b>	Foster an understanding and appreciation of cultural diversity among students by exploring and discussing different aspects of their habits, cultural backgrounds, traditions, and beliefs. Develop students' communication and collaboration skills through group activities and discussions.
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Gain knowledge about various cultural traditions, foods, clothing, celebration days, and religious practices from their peers.</li> <li>• Create thoughtful and relevant questions that help uncover deeper insights into cultural backgrounds.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Learn to work effectively in groups, including delegating tasks, making collective decisions, and respecting different viewpoints.</li> <li>• Gain practical experience using audio recording tools and software to create podcasts.</li> </ul>
<b>Attitudes</b>	Develop an open-minded and curious approach to learning about different cultures and traditions, and build confidence in sharing their own cultural practices and personal stories with peers.

### Connection to the curricula

<b>German educational system</b>	<ul style="list-style-type: none"> <li>• Discussing diverse cultural and religious practices helps fulfill curriculum requirements for understanding ethical and religious diversity.</li> <li>• Enhance students' ability to express themselves clearly and listen actively, which is crucial for language arts and social skills development.</li> </ul>
<b>Polish educational system</b>	<ul style="list-style-type: none"> <li>• Explore various cultural and religious practices, supporting the curriculum's focus on ethical education and religious studies.</li> <li>• Encourage understanding of societal structures and cultural diversity.</li> </ul>
<b>Norwegian educational system</b>	<ul style="list-style-type: none"> <li>• Strengthen students' abilities to articulate their thoughts and engage in constructive dialogue.</li> <li>• Enhance understanding of societal and cultural issues, promoting civic knowledge and engagement.</li> </ul>

### Didactic comment

<b>Basic idea</b>	<p>The lesson focuses on exploring cultural diversity through group discussions and podcasting activities. Students will work in groups to develop questions about their habits, cultural backgrounds, and traditions, and then record podcasts to share their findings. This activity aims to enhance their understanding and appreciation of cultural diversity, develop communication skills, and foster a respectful and inclusive classroom environment.</p>
<b>Expected learning processes</b>	<ul style="list-style-type: none"> <li>• Knowledge Acquisition: Students will learn about different cultural practices, traditions, and perspectives from their peers.</li> <li>• Skill Development: Students will enhance their questioning, communication, and collaboration skills.</li> <li>• Attitudinal Change: Students will develop a greater sense of empathy, respect for diversity, and openness to different cultural experiences.</li> </ul>
<b>Observable student activities</b>	<ul style="list-style-type: none"> <li>• Mind Mapping: Students brainstorm and contribute ideas about diversity, which are recorded on a mind map.</li> <li>• Group Work: Students collaborate to create and answer questions about their cultural backgrounds.</li> <li>• Podcast Preparation: Students organize and plan their podcast, including roles, structure, and content.</li> <li>• Reflection: Students reflect on their learning experience and share their thoughts on respecting and appreciating diversity.</li> </ul>

<b>Teachers' choreography</b>	<p>Introduction:</p> <ul style="list-style-type: none"> <li>• Start with a discussion on what students think of when they hear the word "diversity."</li> <li>• Create a mind map of their ideas using the SCAMPER technique.</li> </ul> <p>Task Explanation:</p> <ul style="list-style-type: none"> <li>• Explain the group activity, including the creation of questions and the podcasting task.</li> <li>• Emphasize the importance of respect and sensitivity during discussions.</li> </ul> <p>Group Formation:</p> <ul style="list-style-type: none"> <li>• Divide students into heterogeneous groups, ensuring a mix of backgrounds and experiences.</li> </ul> <p>Facilitation:</p> <ul style="list-style-type: none"> <li>• Distribute question cards and guide students in creating additional questions.</li> <li>• Monitor group discussions, providing support and encouragement as needed.</li> </ul> <p>Podcast Guidance:</p> <ul style="list-style-type: none"> <li>• Explain the steps for organizing and recording the podcast.</li> <li>• Provide technical assistance with recording devices if necessary.</li> </ul> <p>Moderation and Reflection:</p> <ul style="list-style-type: none"> <li>• Facilitate the podcast recording session.</li> <li>• Lead a class discussion reflecting on the podcasts and the experience of learning about diversity.</li> </ul>
<b>Tips for classroom management</b>	<ul style="list-style-type: none"> <li>• Clear Instructions: Provide detailed instructions for each phase of the activity to ensure students understand their tasks.</li> <li>• Time Management: Use a timer to monitor the different segments of the lesson, ensuring each group has adequate time to complete their tasks.</li> <li>• Respectful Environment: Establish and enforce rules for respectful communication to maintain a safe and inclusive environment for all students.</li> </ul>
<b>Tips for differentiation of school students</b>	<ul style="list-style-type: none"> <li>• Alternative Formats: Offer options such as written reports or visual presentations for students who may be uncomfortable with audio recording.</li> <li>• Peer Mentoring: Encourage peer mentoring within groups, allowing more advanced students to support those who may need additional help.</li> <li>• Individualized Feedback: Provide feedback tailored to each student's contributions and learning progress, addressing their specific needs and strengths.</li> </ul>

**Practical examples of educational materials (see Appendix B)**

- Presentation "Diversity"
- Worksheet "Question cards"

# Democratic Value – Respect: example with respect for the environment



### Description for the teacher

<b>Age of school students</b>	3/4 grades (8/9/10 years)
<b>Authors of the materials</b>	Astrid Jansen, Svenja Schledzewski, Weronika Maciasz, Frieder Brauchle
<b>Duration of the topic implementation</b>	1 lesson unit
<b>Teaching aids needed</b>	<ul style="list-style-type: none"> <li>• Large sheets of paper or whiteboards and markers in different colors</li> <li>• Audio-visual equipment</li> </ul>
<b>Methods applied</b>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Teamwork</li> <li>• Mind maps</li> </ul>
<b>Related topics</b>	<ul style="list-style-type: none"> <li>• Environment</li> <li>• Respect</li> <li>• Tolerance</li> </ul>

### Description of the Value to which the teaching materials are dedicated

**Respect** is a fundamental democratic value that involves recognizing the dignity and worth of each individual. In the context of environmental education, this respect extends to our interactions with and care for nature. It is central to fostering a sense of responsibility and stewardship toward the environment.

### Learning objectives and competencies

<b>Lesson goals</b>	Students improve their interpersonal communication skills and apply norms of social coexistence. They develop understanding and an empathetic attitude.
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• The impact of human activities on the environment.</li> <li>• The importance of respect as a democratic value.</li> <li>• Various ways to demonstrate respect for the environment.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Participate in debates and express opinions.</li> <li>• Create mind maps to organize knowledge.</li> <li>• Reflect on personal experiences and attitudes.</li> </ul>
<b>Attitudes</b>	<ul style="list-style-type: none"> <li>• Strengthened sense of community and solidarity with nature.</li> <li>• Positive attitude towards cooperation and dialogue with others.</li> </ul>

**Connection to the curricula**

<b>German educational system</b>	<ul style="list-style-type: none"> <li>• Promoting active participation in society and responsibility for the common good.</li> <li>• Developing environmental knowledge and fostering an attitude of ecological responsibility.</li> </ul>
<b>Polish educational system</b>	<ul style="list-style-type: none"> <li>• Developing environmental knowledge and an attitude of ecological responsibility.</li> <li>• Understanding the role of humans in nature and their impact on the environment.</li> </ul>
<b>Norwegian educational system</b>	<ul style="list-style-type: none"> <li>• Knowledge of sustainable development and environmental responsibility.</li> <li>• Promoting an attitude of respect for nature and its resources.</li> </ul>

**Didactic comment**

<b>Basic idea</b>	Learning about tolerance and respect while discussing in class the topic "environment"
<b>Expected learning processes</b>	During the lesson, students are expected to present both pro and con arguments on a specific environmental issue. They should independently find and present suitable arguments convincingly. Through this process, they will learn to engage with one another, consider different perspectives, and collectively understand and appreciate various viewpoints. This will help them develop respect, acceptance, and tolerance towards their peers and the environment.
<b>Observable student activities</b>	<p>First, students create a MindMap based on their prior knowledge. This MindMap will be supplemented with new insights gained from the discussion. Students will independently generate arguments for their assigned standpoint and then engage in small group discussions. This approach encourages even shy or reserved students to participate.</p> <p>After a brief evaluation, the topic of "environment" will be explored in a plenary session using role cards. The rules for participating in group discussions will be outlined beforehand. During the session, various groups will participate, with some students acting as silent observers who record arguments. One student will serve as the timekeeper, and another as the noise level monitor.</p> <p>Following the group discussion, an evaluation will assess the effectiveness of the discussion and adherence to the rules. Students will then add new ideas to their MindMap using a different color to reflect their learning progress. The class will brainstorm collectively on how each individual can contribute to the environment. Finally, the class will agree on five actionable ideas to be completed as "homework" over the following week.</p>
<b>Teachers' choreography</b>	<p>The lesson begins with students creating a MindMap based on their prior knowledge, which is then supplemented with new insights gained during the lesson. The teacher guides students in generating arguments independently and facilitates small group discussions, ensuring that even quieter students are encouraged to participate.</p> <p>After evaluating the discussions, the teacher introduces role cards and outlines the rules for a plenary discussion, providing guidance and feedback throughout the activity. The class then collectively brainstorms ideas for individual contributions to environmental conservation. Finally, the teacher assists the class in selecting five specific actions as "homework" to positively impact the environment. This structured approach promotes tolerance, respect, and environmental awareness within an engaging learning environment.</p>

<b>Tips for classroom management</b>	<ul style="list-style-type: none"> <li>• <b>Positive Reinforcement:</b> Use praise and positive feedback to recognize students who actively participate, contribute thoughtful arguments, and adhere to discussion rules.</li> <li>• <b>Model Behavior:</b> Demonstrate respectful and tolerant behavior during discussions to set an example for students.</li> <li>• <b>Consistency:</b> Apply rules for respectful and constructive discussions consistently in both small groups and the plenary debate.</li> <li>• <b>Active Monitoring:</b> Monitor group discussions closely to ensure all students have an opportunity to participate and that the rules are followed.</li> <li>• <b>Feedback:</b> Provide constructive feedback during and after discussions to help students improve their communication and tolerance skills.</li> <li>• <b>Role Assignment:</b> Assign roles such as timekeeper and noise monitor during the plenary debate to maintain order and encourage active engagement.</li> <li>• <b>Evaluation:</b> Conduct evaluations after each discussion, emphasizing the importance of respecting differing viewpoints and maintaining a respectful tone.</li> <li>• <b>Encourage Participation:</b> Use positive reinforcement to encourage shy or reserved students to contribute actively to discussions.</li> <li>• <b>Homework Assignment:</b> Clearly explain the homework assignment related to environmental contributions and ensure students understand their responsibilities.</li> <li>• <b>Random Group Creation:</b> Use <a href="#">ClassroomScreen</a> to create random groups for activities.</li> </ul> <p>By implementing these classroom management strategies, you can foster an environment that promotes tolerance, respect, and active engagement among students while discussing environmental topics.</p>
<b>Tips for differentiation of school students</b>	<ul style="list-style-type: none"> <li>• <b>Differentiate Roles:</b> Assign debate roles based on students' skill levels and interests to ensure each student can contribute effectively.</li> <li>• <b>Tailor Support:</b> Provide individualized support according to students' needs—some may require assistance in preparing arguments, while others might need help during the debate.</li> <li>• <b>Encourage Peer Leadership:</b> Invite more advanced students to take on group leader roles, helping to support and mentor less confident peers.</li> <li>• <b>Offer Diverse Expression Methods:</b> Allow students to express their thoughts in various ways—through oral presentations, written reflections, or mind map drawings.</li> </ul>

**Practical examples of educational materials (see Appendix C)**

- Presentation “Environment”
- Worksheet 1. “Keywords”
- Worksheet 2. “Role cards”
- Worksheet 3. “Name cards”
- Worksheet 4. “Discussion rules”



# The pursuit of happiness



Description for the teacher	
<b>Age of school students</b>	4th grade (9/10 years)
<b>Authors of the materials</b>	Aleksandra Kaczmarczyk, Tamara Angele, Even Kristiansen, Rikke Waagaard Halvorsen
<b>Duration of the topic implementation</b>	1 lesson unit
<b>Teaching aids needed</b>	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Worksheet</li> </ul>
<b>Methods applied</b>	<ul style="list-style-type: none"> <li>• <b>Student-Centered Approach to Learning:</b> The teacher functions more as a facilitator or "guide on the side," assisting with questions and examples when necessary. Students learn most effectively through group work and class discussions.</li> <li>• <b>Game-Based Learning:</b> The students play the game "one step forward". It will show them how different happiness could be.</li> <li>• <b>Kinesthetic Learning:</b> Students create their own "Shape of Happiness" paper, where they can draw, cut, and write to express their feelings and knowledge.</li> </ul>
<b>Related topics</b>	<ul style="list-style-type: none"> <li>· Diversity</li> <li>· Empathy</li> <li>· Freedom</li> </ul>

### Description of the Value to which the teaching materials are dedicated

**Happiness** By exploring concepts such as hedonism (pleasure) and eudaimonia (flourishing), students learn about emotional intelligence, resilience, and goal-setting. This approach fosters respect for diversity, critical thinking, and personal growth, encouraging students to appreciate different perspectives and build meaningful lives. Integrating the pursuit of happiness into the curriculum supports students in developing a positive mindset and achieving a balanced, fulfilling life.

### Learning objectives and competencies

<b>Lesson goals</b>	<ul style="list-style-type: none"> <li>• Understand that happiness is a deeply personal and varied experience.</li> <li>• Recognize the significance of diversity and individuality in achieving personal happiness.</li> <li>• Develop empathy and understand its implications for oneself and others.</li> <li>• Articulate and share their own thoughts and feelings effectively with others.</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Memorizing and listing personal definitions of happiness, including what makes them happy and what they believe is necessary for happiness.</li> <li>• Naming and selecting key words that best describe happiness.</li> <li>• Identifying and choosing specific things, experiences, or circumstances that contribute to their happiness.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Identifying and reflecting on important aspects and forms of happiness for oneself and others.</li> <li>• Discussing and analyzing moments when one can be certain of experiencing happiness.</li> <li>• Visualizing and prioritizing personal "shapes of happiness," then comparing and explaining these concepts with others, which may lead to new questions and discussions.</li> </ul>
<b>Attitudes</b>	<ul style="list-style-type: none"> <li>• Comparing personal meanings and attitudes about happiness with those of other students in the class.</li> <li>• Evaluating the differences between flourishing and feeling good, and selecting what contributes to their own happiness.</li> </ul>

Connection to the curricula	
<b>German educational system</b>	<p>Recognizing and expressing your own feelings and understanding the feelings of others. Recognizing friendship, cooperation and sharing joy as elements of happiness.</p> <p>The topic of happiness can also be dealt with in terms of values such as respect, empathy and solidarity: Understanding that one's own happiness is linked to the well-being of others.</p> <p>In the context of health education, personal happiness is seen as an important factor for general well-being.</p>
<b>Polish educational system</b>	<p>Discussions on values and moral principles that contribute to happiness.</p> <p>Developing awareness and concern for mental health as a crucial element of happiness.</p> <p>Engaging in discussions about how values and moral principles lead to happiness.</p>
<b>Norwegian educational system</b>	<p>Reflections on ethical issues related to the pursuit of happiness.</p> <p>Exploration of how different societies define and pursue happiness.</p> <p>Analysis of literary and non-fiction texts on happiness, including works by Norwegian authors.</p>
Didactic comment	
<b>Basic idea</b>	<p>The primary objective of this lesson is to introduce fourth-grade students to the concept of happiness, emphasizing the importance of tolerance, individuality, and diversity, while exploring the difference between hedonism and eudaimonia. Through activities such as a Mentimeter brainstorm, visualization of happiness, a short lecture, and the "Step Forward" game, students will engage in critical thinking, self-reflection, and discussions about what brings happiness and how it relates to diverse perspectives and values.</p>
<b>Expected learning processes</b>	<ul style="list-style-type: none"> <li>• Cognitive Engagement: Students will actively participate in brainstorming, visualization, and lecture activities to gain a better understanding of happiness and the theories surrounding it.</li> <li>• Reflective Thinking: Through personal reflection and discussions, students will consider their own beliefs, values, and the significance of diversity in the pursuit of happiness.</li> <li>• Critical Analysis: Comparing hedonism and eudaimonia will encourage students to think critically about different approaches to happiness.</li> <li>• Empathy Building: Activities focused on diversity and tolerance aim to foster empathy and respect for individual differences.</li> </ul>
<b>Observable student activities</b>	<ul style="list-style-type: none"> <li>• Engaging in a Mentimeter brainstorm to share their initial thoughts on happiness.</li> <li>• Creating visual representations of what happiness means to them.</li> <li>• Actively participating in a short lecture and presentation on flourishing and feeling good.</li> <li>• Playing the "Step Forward" game, taking steps based on personal associations with happiness triggers.</li> </ul>

<p><b>Teachers’ choreography</b></p>	<p>Metimeter Brainstorm (Opening Activity):</p> <ul style="list-style-type: none"> <li>• Introduce the Metimeter brainstorm activity.</li> <li>• Encourage students to share their thoughts on happiness using the Metimeter tool.</li> <li>• Facilitate a brief discussion based on students' responses, highlighting the diversity of opinions.</li> </ul> <p>Visualization of Happiness:</p> <ul style="list-style-type: none"> <li>• Guide students in creating visual representations of happiness using art supplies or digital tools.</li> <li>• Allow time for students to share and explain their artwork with their peers.</li> </ul> <p>Short Lecture and Presentation:</p> <ul style="list-style-type: none"> <li>• Deliver a concise lecture on the concepts of flourishing and feeling good, emphasizing hedonism and eudaimonia.</li> <li>• Use visuals and real-life examples to make the content engaging and relatable.</li> </ul> <p>Step Forward Game:</p> <ul style="list-style-type: none"> <li>• Explain the rules of the "Step Forward" game, where students take steps based on their associations with happiness triggers.</li> <li>• Facilitate the game, encouraging students to share their reasons for stepping forward or staying in place.</li> </ul> <p>Personal Values Reflection:</p> <ul style="list-style-type: none"> <li>• Provide time for students to reflect on their own values and what contributes to their happiness.</li> <li>• Encourage them to express their thoughts through collages, journals, or short written reflections.</li> </ul>
<p><b>Tips for classroom management</b></p>	<ul style="list-style-type: none"> <li>• Establish clear expectations for classroom behavior and active participation.</li> <li>• Use a timer to keep activities on schedule and maintain students' attention.</li> <li>• Encourage respectful listening and turn-taking during discussions.</li> </ul>
<p><b>Tips for differentiation of school students</b></p>	<ul style="list-style-type: none"> <li>• Provide additional support to students who may struggle with abstract concepts by using real examples and inclusive, supportive language.</li> <li>• Challenge advanced learners by asking probing questions and encouraging deeper analysis during discussions.</li> <li>• Offer a variety of artistic and written options for the visual representation activity to cater to different learning styles.</li> </ul>

**Practical examples of educational materials (see Appendix D.)**

- Presentation “What do I want - a road to figuring out your happiness”
- Worksheet 1. “Student Pamphlet ”For Shapes of Happiness”
- Worksheet 2. “Teacher Pamphlet ”For Shapes of Happiness”
- Link to the Application Mentimeter: <https://www.mentimeter.com/>

# Happiness – How to be happy



### Description for the teacher

<b>Age of school students</b>	4th grade (9/10 years)
<b>Author/-s of the scenario</b>	Moritz Seitter; Helene Engelstad; Anastazja Karwa; Leonie Heine
<b>Duration of the topic implementation</b>	1 lesson unit
<b>Teaching aids needed</b>	<ul style="list-style-type: none"> <li>· Presentation</li> <li>· Worksheet</li> </ul>
<b>Methods applied</b>	<ul style="list-style-type: none"> <li>· Individual work</li> <li>· Work in pairs</li> </ul>
<b>Related topics</b>	<ul style="list-style-type: none"> <li>· Physical and mental health</li> <li>· Freedom</li> <li>· Sense of well-being</li> </ul>

### Description of the Value to which the teaching materials are dedicated

**Happiness** is a fundamental aspect of the human experience and a desire that unites people all over the world, regardless of culture, age, or social status. In school education, understanding and pursuing happiness is crucial for students' well-being and personal development. This involves fostering positive relationships, developing resilience, and recognizing the importance of individuality and diversity.

### Learning objectives and competencies

<b>Lesson goals</b>	<ul style="list-style-type: none"> <li>• Make students understand the concept of happiness.</li> <li>• Help students understand their own emotions, feelings, needs, and values.</li> <li>• Teach students how to be grateful for what they have.</li> <li>• Encourage students to express their feelings and thoughts.</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>· Identify different sources of happiness, both tangible and intangible.</li> <li>· Learn how different cultures and traditions define and perceive happiness.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Improve students' abilities to express their thoughts and listen to others by participating in discussions and sharing insights.</li> <li>• Develop reflective thinking skills about their own lives, values, and sources of happiness.</li> </ul>
<b>Attitudes</b>	<ul style="list-style-type: none"> <li>• Become more aware of what makes them happy and understand that everyone has their own unique sources of happiness.</li> <li>• Respect other people's opinions and experiences, recognizing that happiness is a subjective and individual experience.</li> </ul>

Connection to the curricula	
<b>German educational system</b>	<p>Recognizing and expressing your own feelings and understanding the feelings of others. This also includes dealing with the concept of happiness.</p> <p>The topic of happiness can also be dealt with in terms of values such as respect, empathy and solidarity: Understanding that one's own happiness is linked to the well-being of others.</p> <p>In the context of health education, personal happiness is seen as an important factor for general well-being.</p>
<b>Polish educational system</b>	<p>Discussions about values and moral principles that lead to happiness.</p> <p>Developing awareness and care for mental health as an element of happiness.</p>
<b>Norwegian educational system</b>	<p>Developing critical thinking and reflection on the concept of happiness.</p> <p>Analyzing social and economic factors affecting the sense of happiness.</p>
Didactic comment	
<b>Basic idea</b>	<p>The basic idea of the lesson is to understand that happiness is a subjective experience, defined differently by different people. Students will learn that there is no one-size-fits-all recipe for happiness and will have the opportunity to reflect on their own sources of joy.</p>
<b>Expected learning processes</b>	<ul style="list-style-type: none"> <li>• Critical Thinking: Students will analyze and evaluate different definitions of happiness.</li> <li>• Self-Reflection: Students will reflect on their own experiences and values related to happiness.</li> <li>• Communication: Students will develop skills in expressing their thoughts and listening to others.</li> </ul>
<b>Observable student activities</b>	<p>Students receive a sheet with five stories about different children and, in pairs, decide whether each child is happy or not.</p>
<b>Teachers' choreography</b>	<p>At the beginning, the teacher welcomes the students and introduces the topic of the lesson along with its goals. The teacher explains that happiness is a significant concept and that everyone desires to be happy. The teacher might ask, "Have you ever thought about what makes you happy?" The teacher then says, "Today, we're going to explore the idea of happiness together. We'll find out what it means to be happy and discover all the different things that can make us smile."</p> <p>The teacher asks students what makes them happy and they complete the worksheet titled "Cauldron of Happiness." The teacher draws a cauldron on the board and invites students to provide examples of what makes them happy, with each student contributing one example.</p> <p>In conclusion, the teacher summarizes with, "There is no single recipe for being happy."</p>

<b>Teachers' choreography</b>	<p><i>The teacher asks the students to share their decisions about the stories. For each story, the teacher reads it aloud and then asks students to raise their hands if they think the person in the story is happy. Those who believe the person is not happy should keep their hands down.</i></p> <p><i>The teacher then asks why some students think the person is happy while others do not. The teacher summarizes the discussion, highlighting key points and drawing attention to important issues that emerged from the students' responses.</i></p>
<b>Tips for classroom management</b>	<ul style="list-style-type: none"> <li>• Use open-ended questions to encourage students to participate in the discussion. For example, ask questions like, "What made you think the person in the story is happy?" or "Can you explain why you believe the person is not happy?"</li> <li>• Ensure each student feels comfortable expressing their thoughts and feelings. Foster an environment where all responses are valued and respected.</li> <li>• Be attentive to ensure that no answers are ridiculed or criticized. Encourage a supportive atmosphere where students feel safe to share their perspectives.</li> </ul>
<b>Tips for differentiation of school students</b>	<ul style="list-style-type: none"> <li>• Adapt Questions: Tailor questions to the students' level of sophistication. For more advanced students, pose more complex questions that require deeper reflection, such as, "How do you think the person's background influences their happiness?" For younger or less advanced students, ask simpler questions like, "What in the story makes you think the person is happy or not?"</li> <li>• Provide Extra Support: Offer additional help to students who may have difficulty expressing their thoughts. Encourage these students to work in pairs or small groups to discuss their ideas before sharing with the class. This collaborative approach can help them articulate their thoughts more effectively.</li> </ul>

**Practical examples of educational materials (see Appendix E.)**

- Presentation "Happiness"
- Worksheet 1. "Cauldron of happiness"
- Worksheet 2. "Is this child happy?"



# Equality



**Description for the teacher**

<b>Age of school students</b>	3-4th grades (8/9 years)
<b>Author/-s of the scenario</b>	Weronika Repetowska, Irmelin Riste Moltumyr, Theresa Schlumpp, Tabea Apprich
<b>Duration of the topic implementation</b>	1 lesson unit
<b>Teaching aids needed</b>	<ul style="list-style-type: none"> <li>· Computer</li> <li>· Notebook or paper</li> <li>· Pencil</li> </ul>
<b>Methods applied</b>	<ul style="list-style-type: none"> <li>· Inverted classroom</li> <li>· Technology enriched</li> <li>· Independent learning</li> </ul>
<b>Related topics</b>	<ul style="list-style-type: none"> <li>· Equality/Inequality</li> <li>· Respect</li> <li>· Responsibility</li> </ul>

**Description of the Value to which the teaching materials are dedicated**

**Equality** refers to the principle that all people should have the same rights, opportunities, and be treated with equal respect and dignity, regardless of their differences. In an educational context, equality is essential for promoting fairness, acceptance, and mutual respect within society.

**Learning objectives and competencies**

<b>Lesson goals</b>	A lesson on equality aims to not only enhance students' knowledge and skills but also to inspire reflection and action toward a fairer society. Students will gain a deeper awareness of the importance of equality and be motivated to participate in initiatives to address and eliminate inequalities within their environment.
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Identify different forms of inequality in society based on the video footage presented.</li> <li>• Be aware of historical and contemporary efforts for equality and social justice.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Analyze video content to extract key information about equality and Rosa Parks' perspective.</li> <li>• Express their thoughts and feelings about inequality by writing short stories or letters.</li> </ul>
<b>Attitudes</b>	<ul style="list-style-type: none"> <li>• Develop a heightened awareness of the problems of inequality and their effects on society.</li> <li>• Actively seek ways to contribute to reducing inequality and promoting equality within their community.</li> </ul>

### Connection to the curricula

<b>German educational system</b>	<ul style="list-style-type: none"> <li>• Considers the importance of values such as fairness and equality in both personal and social contexts.</li> <li>• Analyzes examples of inequality and discrimination, and formulates a stance against them.</li> </ul>
<b>Polish educational system</b>	<ul style="list-style-type: none"> <li>• Considers the impact of social inequality and discrimination on an individual's psychological and emotional well-being.</li> <li>• Identifies strategies to prevent and resolve conflicts arising from inequality.</li> </ul>
<b>Norwegian educational system</b>	<ul style="list-style-type: none"> <li>• Analyzes social structures and hierarchies that can lead to inequality.</li> <li>• Examines diversity and equality as key elements of both Norwegian and global society.</li> </ul>

### Didactic comment

<b>Basic idea</b>	<p>The lesson aims to encourage students to reflect on the concept of equality and its significance in both social and personal contexts. It will also focus on understanding the history and contemporary challenges in the struggle for equality. Additionally, the lesson seeks to develop empathy, foster an understanding of diversity, and promote respect for the rights and dignity of each individual.</p>
<b>Expected learning processes</b>	<ul style="list-style-type: none"> <li>• Students will analyze definitions of equality and reflectively evaluate how different forms of inequality impact individuals and society.</li> <li>• Students will learn about the history of emancipation and civil rights movements, with a particular focus on key figures such as Rosa Parks.</li> </ul>
<b>Observable student activities</b>	<ul style="list-style-type: none"> <li>• Creating Notes and Elaborating on Points of Experience: Students will document key thoughts and conclusions about inequalities, as well as their personal experiences related to them.</li> <li>• Writing Short Stories or Essays: Students will produce texts that connect the themes presented with their personal reflections and conclusions.</li> <li>• Presenting Ideas for Action: Students will share their ideas for actions to prevent inequalities and promote equality within their environment.</li> </ul>
<b>Teachers' choreography</b>	<ul style="list-style-type: none"> <li>• Introduction of the Topic: The teacher should clarify the purpose of the lesson and engage students in the topic of equality through introductory questions and a brief overview of the history and significance of equality.</li> <li>• Organization of the Discussion: The teacher should effectively moderate discussions, encouraging active participation from each student and allowing space for diverse perspectives.</li> <li>• Creative Writing Assignments: The teacher should provide clear guidelines for writing assignments, such as stories or essays, and offer support as needed.</li> </ul>

<b>Teachers' choreography</b>	Summary and Reflection: The teacher should conclude the lesson by summarizing the main points and encouraging students to reflect on their own experiences and thoughts regarding equality.
<b>Tips for classroom management</b>	<ul style="list-style-type: none"> <li>• Time Management: Effectively plan the timing for each part of the lesson to ensure a balanced approach between presenting material, facilitating discussions, and completing practical tasks.</li> <li>• Conflict Resolution: Be prepared to address potential conflicts or controversial topics, ensuring that all opinions and perspectives are respected and that discussions remain constructive.</li> </ul>
<b>Tips for differentiation of school students</b>	<ul style="list-style-type: none"> <li>• Task Adaptation: Tailor written tasks to accommodate varying skill levels among students, providing additional support or challenges as needed.</li> <li>• Consideration of Diversity: Account for the diverse experiences and perspectives of students when discussing and analyzing equality topics.</li> <li>• Emotional Support: Create a safe environment for students to express their feelings and reactions to discussions on inequality, offering emotional support as required.</li> </ul>

#### Practical examples of educational materials (see Appendix F.)

- Presentation "What is equality?"
- Movie <https://youtu.be/IMbYPUZYDjE?si=QfqgsRQOEGOePLjM>
- Online tool <https://www.menmeter.com/>



Movie

# Appendices



## Appendix A.

Practical examples of educational materials for the topic  
**Class representative**

- **Presentation “Class Representation”** (15 slides):  
<https://www.canva.com/design/DAFv0vkFLkY/FRgOGdqJSAACTGjfX83C5w/edit>
- **Worksheet “Student’s profile for Class representative”**:  
[https://www.canva.com/design/DAFv06dnXS8/2yrbFDN-TukaugWH26Blrg/edit?utm\\_content=DAFv06dnXS8&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFv06dnXS8/2yrbFDN-TukaugWH26Blrg/edit?utm_content=DAFv06dnXS8&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)





# CLASS REPRESENTATION

ValiDe Project



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# LETS DISCUSS!

Who is class representation?  
Why are we need one?  
What is his/her tasks?

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# TASK ON CLASS REPRESENTATIVE

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# WHAT IS VOTING?

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# 1. CHECK THE PROFILES OF THE CANDIDATES

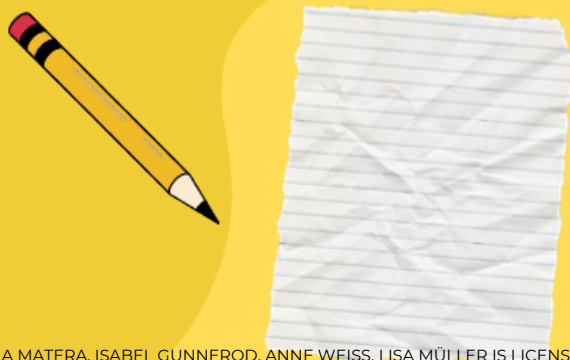
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## 2. THINK WHO DO YOU SEE AS YOUR CLASS REPRESENTATION?



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## 3. GET A PICE OF PAPER AND WRIGHT DOWN NAME OF YOUR CANDIDATE



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## 4. PUT IT IN THE BOX (DON'T SHOW IT TO ANYBODY!)



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## 5. WAIT FOR THE RESULTS





## WHY IS IT IMPORTANT?

**YOUR VOICE MATTER!**

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# 100

## SHEET

in your profile you can write down:

- Something about yourself (What do you like? What's your hobby?)
- Your strengths
- Your weeknesses
- What do you want to change in your class?
- add a picture

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## **HOMEWORK**



## **ANALYSIS OF THE ANSWERS**

Read all the profiles of candidates and think who do you see as your class representation

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## **CONCLUSION**

Are you ready for voting?



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# THANK YOU

I hope you can get useful knowledge  
from this presentation. Good luck !

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# Worksheet "Student's profile for Class Representative"

**PICTURE**

**MY NAME IS...**

**MY HOBBY...**

**WHY I WANT TO BE A CLASS REPRESENTATIVE...**

**MY STRENGTHS**

**MY WEAKNESSES**

**WHAT I WANNA  
CHANGE IN MY  
CLASS:**

1

4

7

2

5

8

3

6

9

## **Appendix B.**

Practical examples of educational materials for the topic

### **What Do You Think When You Hear Diversity?**

- **Presentation “Diversity”** (9 slides)
- **Worksheet “Question cards”** (4 slides)



# Presentation “Diversity”

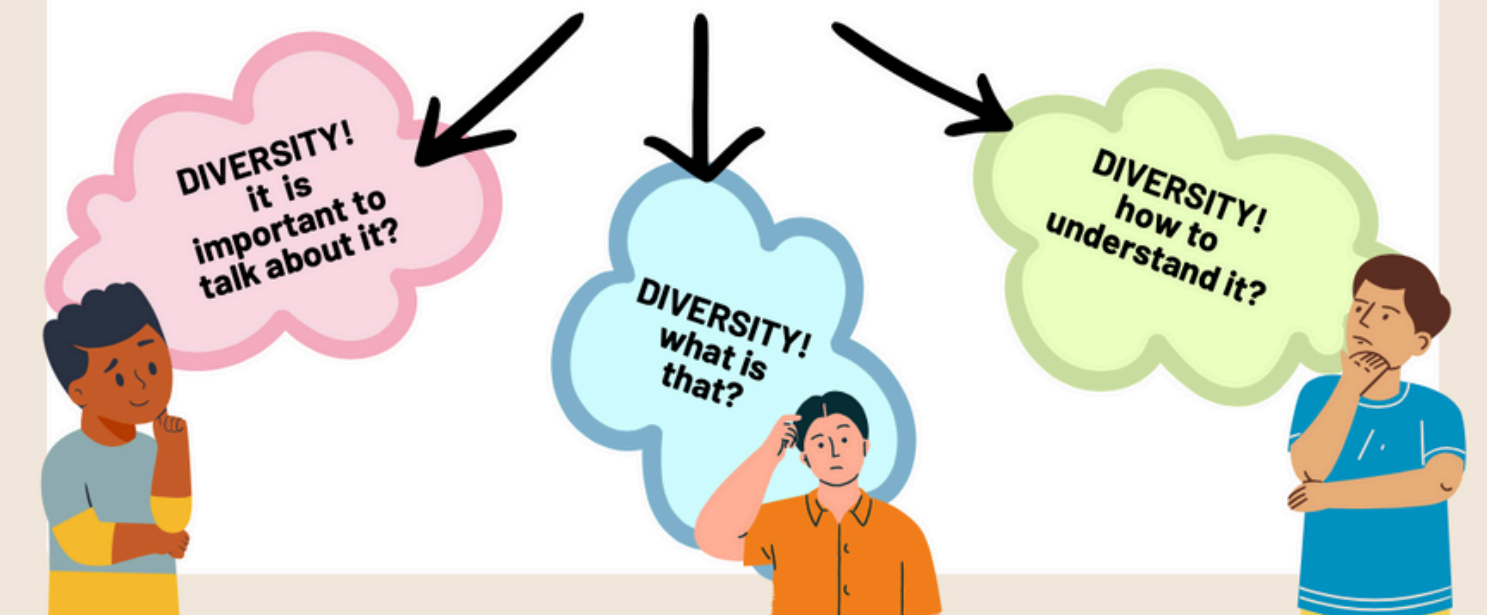
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# Diversity



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## MIND MAP





- Today's class will be about diversity
- Your task will be to create your own **PODCAST** on one of the suggested topic
- We will divide into groups of three or four people
- the recording should last at least ten minutes

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## WHAT IS A PODCAST?

- a webcast
- one or more people talk about something
- Podcasts are sometimes in video form -videocasts
- There are many types of podcasts



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**GROUP ONE:**

- 
- 
- 
- 

**GROUP TWO:**

- 
- 
- 
- 

**GROUP FOUR:**

- 
- 
- 
- 

**GROUP THREE:**

- 
- 
- 
- 

**GROUP FIVE:**

- 
- 
- 
- 

**GROUP SEVEN:**

- 
- 
- 
- 

**GROUP SIX:**

- 
- 
- 
- 

**FIND  
YOUR  
GROUP**



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## Choose your topic!

decide as a group which topic you want to talk about:

- food
- religion
- clothes
- celebrations days



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## listen to the suggested podcast



What do animal farts sound like? // Brains On! Science Podcast For Kids © 2019 by CC BY-NC-ND 4.0

## HOW TO PREPARE?



### Organize the podcast

*Choose a group leader, decide the order of the questions, decide what the introduction will look like.*



### Think and write down your ideas

*What would you like to say to others, write down some keywords.*



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# START RECORDING

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## 1. Theme: FOOD

Whats your  
favourite  
food ?

Do you have a  
traditional  
dish  
in your° family ?

From which  
Country/region  
is this dish ?

How do you  
prepare it ?  
What  
ingredients ?

Have you  
tried one of  
those dishes  
before ?

Can you find  
similarities  
in the different  
dishes before ?

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## 2. Theme: Traditinal clothes

Do you have  
Traditional  
clothes  
(from your country/region)  
?

Do you have  
Traditional  
clothes  
at home ?

Do your  
Traditional  
clothes  
have a name  
?

What are your  
feelings when  
you wear your  
traditional clothes ?

When do you  
wear your  
traditional  
clothes ?

What colour  
do your  
traditional  
clothes have ?

Describe how these  
clothes look like ?  
- Dress  
- Colours  
- length  
- Shoes  
- Accessoires

Can you find  
Similarites  
of your traditional  
clothes in your  
group ?

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## 3. Theme: Celebration Days

Which  
celebration  
days do you have  
in your family?

Which  
is your favourite  
celebration  
day?  
And why?

Can you find  
similarities  
of your  
celebrations?

What do you  
celebrate?  
-----  
What's the idea  
of the  
celebration?

Describe your  
celebration:

- With who? (family, friends, community)
- What are you doing at this day?
- What do you eat?
- Where do you celebrate it?
- What do you like most of this day?

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## 4. Theme: Religion

Are you religious?  
Or do you have any  
other beliefs?  
And  
what is it?

Do you have  
celebrations  
in your  
religion?

Do you go to a  
religious house?  
What is the name?  
(church, mosque, synagoge etc.)

Can you find  
similarities  
of your  
religions?

Do you have  
special  
clothes?

Do you have  
special rituals  
in your family?

What  
do you like  
about your  
religion?

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## Appendix C.

Practical examples of educational materials for the topic

### **Democratic Value – Respect: an example with respect for the environment**

- **Presentation “Environment”** (15 slides)
- **Worksheet 1. “Keywords”** (4 slides)
- **Worksheet 2. “Role cards”** (4 slides)
- **Worksheet 3. “Name cards”** (2 slides)
- **Worksheet 4. “Discussion rules”** (2 slides)



# Environment



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MIND MAP:  
What do you  
know about  
environment?



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# SHORT LECTURE

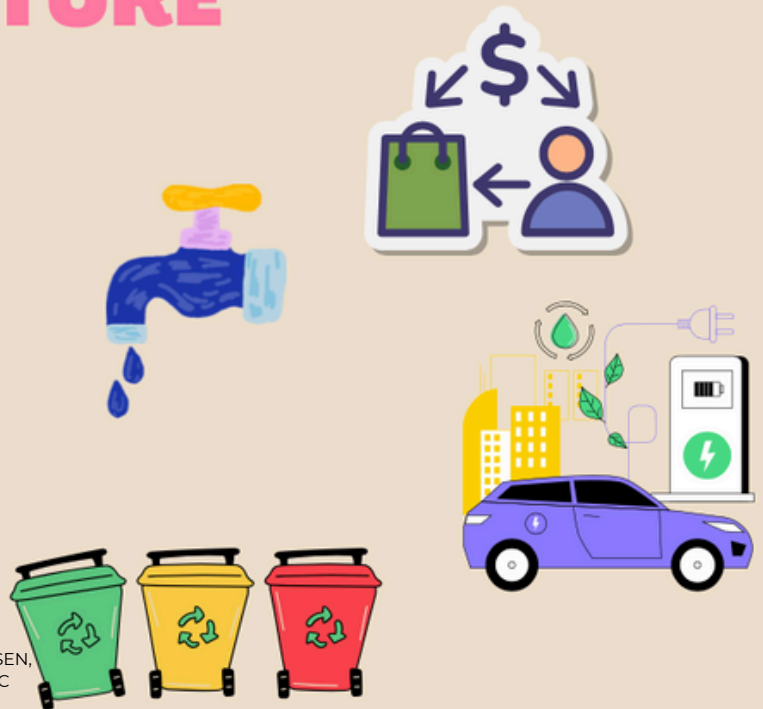
- **EXAMPLE TOPICS:**

- **Consumption**

- **Water use**

- **Electricity/gas use**

- **Recycling**



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# GROUP RESEARCH

Your task is: research different argument and wright them down



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## SMALL GROUP DISCUSSION

Sustainability involves finding a balance between social, economic, and environmental factors to ensure the long-term well-being of both the planet and its inhabitants



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### ROLE-PLAYING DEBATE



## Welcome to the European Environment Congress

How to debate respectfully and apply democratic values in discussions?.

**listen actively,  
respect differences,  
compromise,**

**stay calm and polite,  
stick to the topic,  
support arguments with evidence,**

**give everyone a chance,  
respect time limits,  
moderator role,**

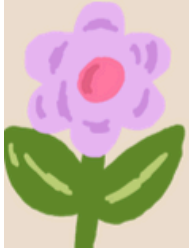
**respect majority rule,  
reflect on your own views,  
encourage questioning**



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**ROLE-PLAYING  
DEBATE**

# Welcome to the European Environment Congress



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**Environmental Activist - Alex**



**Economist - Mr. Johnson**



**Scientist - Dr. Smith**



**Local Business Owner - Sarah**



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**Wildlife Conservationist - Greg**



**Government Official - Mayor Davis**



**Future Generation Representative - Emily**

AS IF WE HAVE ANOTHER PLANET TO GO TO



**Consumer Advocate - Lisa**



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**Elementary School Teacher - Mrs. Rodriguez**



**Farmer's Association Representative - John**



**The Skeptic - Olivia**



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## Eco-Friendly Innovator - Frida



## Technology Innovator - Mark



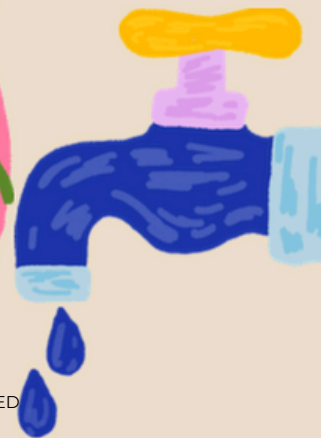
## Green Gardener - Marion



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**Let's Start  
The Debate!**



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MIND MAP  
(coninuation):  
What do you  
know about  
environment?



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# summary & homework



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# Thank you for your attention!



Frieder Brauchle  
Astrid Jansen  
Weronika Maciasz  
Svenja Schledzewski

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# Worksheet 1. "Keywords"

## Key words

Topics that can be used in the discussion

Reusable bags



Carbon dioxide



Co2



Recycling



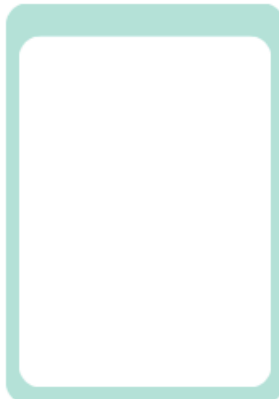
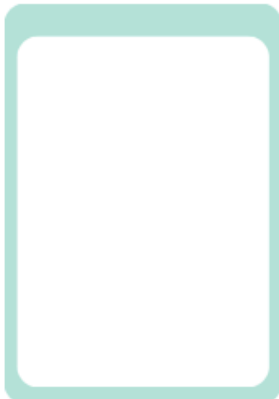
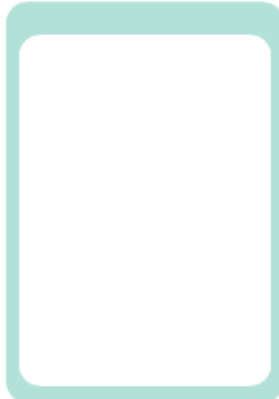
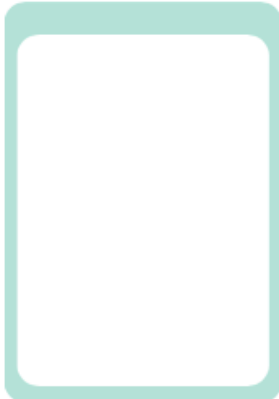
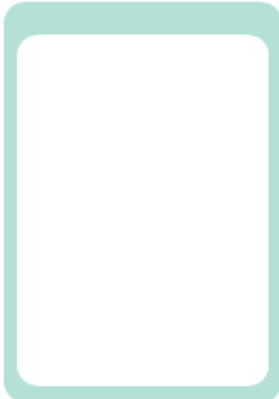
Power use



Green electricity



Water use



# Key words

Topics that can be used in the discussion

## Gobal warming



## Throwaway society



## Sustainability



## Consumption



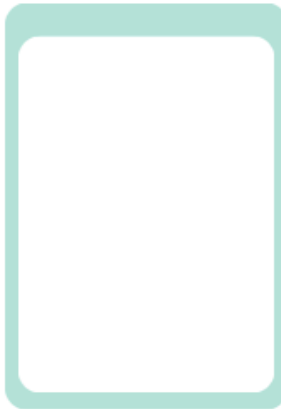
## electric cars



## Greenwashing



## Media



# Worksheet 2. "Role cards"

## Role cards

Roleplay Cards for  
Affirmative Side

**Alex**



**Dr. Smith**



**Emily**



**Greg**



**Mrs. Rodrigues**



**Frida**



**Marion**



**Future Generation Representative**

You represent the voice of the future generation and argue that we must respect the environment to ensure a better world for children and grandchildren.

Your arguments emphasize the long-term consequences of environmental neglect.

**Scientist**

You are a respected environmental scientist with years of research experience.

Your role is to provide scientific evidence supporting the need for respecting the environment, such as data on climate change, biodiversity loss, and pollution.

**Environmental Activist**

You are an enthusiastic environmental activist who believes that respecting the environment is a moral obligation.

Your arguments revolve around the importance of conservation, reducing pollution, and protecting endangered species.

**Role cards**

The children will have different roles in the debate.

These roleplay cards students provide various perspectives on respecting the environment, allowing students to explore the topic from different angles and engage in meaningful discussions about environmental responsibility.

**Green Gardener**

You are a green gardener who loves spending time outdoors and cultivating plants.

Emphasize the importance of green spaces, gardening, and planting trees for a healthier environment. Encourage others to appreciate and care for nature by tending to gardens and participating in tree-planting activities.

**Eco-Friendly Innovator**

You are an eco-friendly innovator who is excited about finding creative solutions to environmental challenges.

Highlight the importance of technology and innovation. Discuss sustainable inventions and ideas, such as renewable energy sources and eco-friendly products.

**Teacher**

You are an elementary school teacher who believes in educating children about respecting the environment.

Your role is to emphasize the role of education in instilling environmental values in future generations.

**Wildlife conservationist**

You work with wildlife conservation organizations and advocate for protecting endangered species and their habitats.

Your arguments center on the importance of preserving biodiversity and the unique value of each species in ecosystems.

## Role cards

Roleplay Cards for  
Negative Side

Mr. Johnson



Sarah



Mayor Davis



John



Lisa



Mark



Olivia



### Government official

You represent the government and argue that there are already regulations in place to protect the environment.

Your role is to highlight the government's role in balancing environmental concerns with other priorities.

### Local business owner

You own a small local business and are concerned that environmental regulations could negatively impact your livelihood.

Your arguments focus on the challenges that strict environmental policies may pose to small businesses.

### Economist

You are an economist who believes that economic growth is essential for societal well-being.

Your role is to argue that strict environmental regulations may harm the economy and lead to job loss.

### Role cards

The children will have different roles in the debate.

These roleplay cards students provide various perspectives on respecting the environment, allowing students to explore the topic from different angles and engage in meaningful discussions about environmental responsibility.

### The Skeptic

You are a skeptic who questions the validity of environmental science and the severity of environmental issues.

Express doubt about climate change, pollution, or other environmental problems and ask for concrete evidence. Challenge the need for environmental regulations and conservation efforts.

### Technology innovator

You work in the technology industry and believe that innovation and technology can help solve environmental problems without the need for excessive regulations.

Your arguments center on technological advancements as a way to address environmental issues.

### Consumer Advocate

You are a consumer advocate who believes that strict environmental regulations can lead to higher costs for everyday goods.

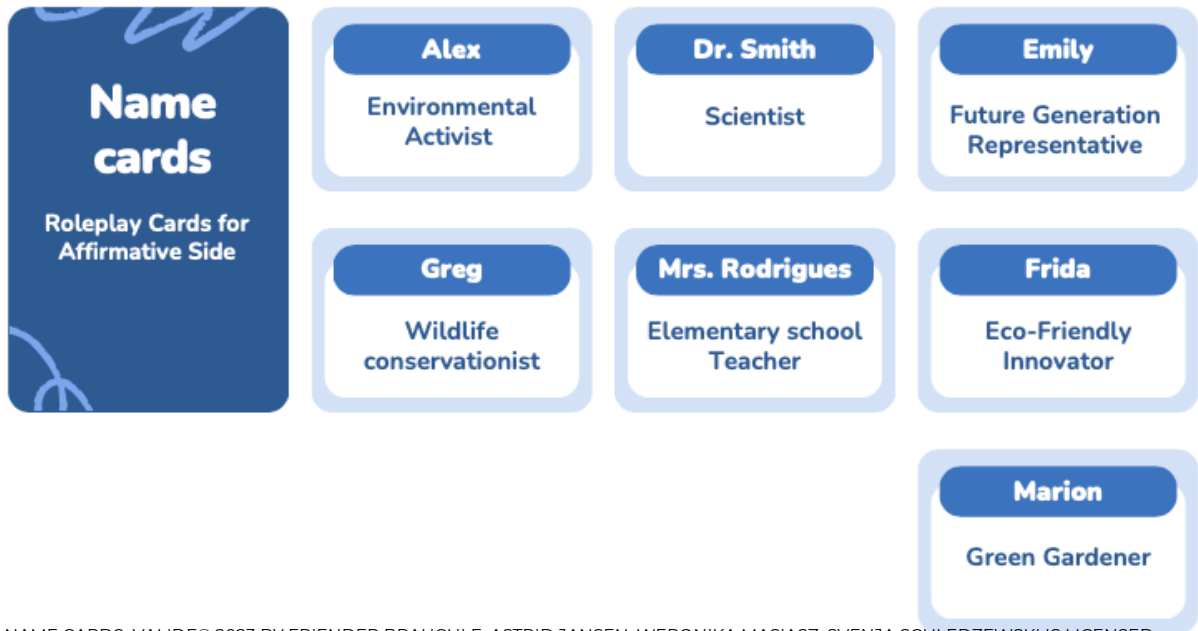
Your role is to argue that consumers may be negatively impacted by increased prices.

### Farmers' representative

You represent a local farmers' association and argue that strict environmental regulations can burden farmers and increase food prices.

Your arguments focus on the challenges faced by farmers in complying with environmental rules.

## Worksheet 3. "Name cards"



**Name cards**  
Roleplay Cards for Affirmative Side

- Alex**  
Environmental Activist
- Dr. Smith**  
Scientist
- Emily**  
Future Generation Representative
- Greg**  
Wildlife conservationist
- Mrs. Rodrigues**  
Elementary school Teacher
- Frida**  
Eco-Friendly Innovator
- Marion**  
Green Gardener

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**Name cards**  
Roleplay Cards for Negative Side

- Mr. Johnson**  
Economist
- Sarah**  
Local Business owner
- Mayor Davis**  
Government Official
- John**  
Farmers' Association Representative
- Olivia**  
The Skeptic
- Mark**  
Technology Innovator
- Lisa**  
Consumer Advocate

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# Worksheet “Discussion rules”

## Discussion rules

- **Moderator Role**

Assign a moderator. The moderator's job is to ensure that the rules are followed, everyone gets a chance to speak, and the discussion remains respectful.

- **Listen Actively**

listen carefully to what others are saying without interrupting. Wait for your turn to speak and avoid talking over others.

- **Respect Differences**

It is important to respect diverse opinions and viewpoints. It's okay to disagree but not okay to be disrespectful or dismissive of others' ideas.

- **Compromise**

Compromise is a valuable part of democratic discussions. Sometimes, it's necessary to find common ground and reach agreements that benefit everyone.

- **Stay Calm and Polite**

Express your thoughts and feelings calmly and politely. Avoid using hurtful language or resorting to name-calling.

- **Stick to the Topic**

Stay on topic during a discussion or debate. Avoiding tangents and unrelated issues helps keep the conversation focused and productive.

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## Discussion rules

- **Support Arguments with Evidence**

Back up your arguments with facts, examples, or evidence. This will help you to develop critical thinking skills and make your points more convincing.

- **Give Everyone a Chance**

Ensure that all participants have an opportunity to speak.

- **Respect Time Limits**

Set time limits for each person to speak or for the overall debate. This helps ensure that everyone gets a fair opportunity to participate.

- **Respect Majority Rule**

In a fair discussion or vote, the majority opinion should prevail, and everyone should accept the outcome gracefully, even if it's not their preferred outcome.

- **Reflect on Your Own Views**

It's okay to change one's mind if presented with compelling arguments or new information.

- **Encourage Questioning**

Teach kids to ask questions to seek clarification or a better understanding of others' viewpoints. Encourage open dialogue and a willingness to learn from others.

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## **Appendix D.**

Practical examples of educational materials for the topic

### **The Pursuit of Happiness**

- **Presentation “What do I want - a road to figuring out your own happiness”** (14 slides)
- **Worksheet “Student Pamphlet ”For Shapes of Happiness”** (7 slides)
- **Worksheet “Teacher Pamphlet ”For Shapes of Happiness”** (5 slides)

# PRESENTATION “WHAT DO I WANT - A ROAD TO FIGURING OUT YOUR OWN HAPPINESS”



## What do I want

A road to figuring out your own happiness

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## Plan of the day

- Mentimeter: What is Happiness?
- Introduction to happiness
- Game: One Step forward
- Lecture: Feeling good and flourishing
- Activity: Shapes of happiness
- Mentimeter: What makes you happy?



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# Mentimeter: What is Happiness?



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## What is Happiness

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- That type of feeling?
- The difference between feeling good and flourishing
- A process or a condition/ an ultimate goal or both?
- Shapes of happiness. Do they have to be the same for all?
- Do I have to pay attention to how I behave so that others can be happy?

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## One Step Forward Game



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## The questions

Playing games make me happy

Ice cream makes me happy

Homework makes me happy

Spending time with my friends make me smile

Music makes me happy

I love to read

I get happy when my friend gets a good note

I am happy when I'm alone

I get happy when I learn something new

Skiing makes me happy

Tripping a friend into the pool makes me smile

Playing football makes me happy

My family makes me happy

I am happy

**Student activity:** game

**Student goal:** To show that everyone can be happy for different reasons and that one way isn't better than the other.

**Activity:**

The students all stand behind a line. At the other end of the room or area is another line. The teacher will say a statement or ask a question and the students that agree take a step forward.

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Feeling good  
and  
flourishing!

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## Shapes of happiness

### Activity

What do you think of when you hear the words "shapes of happiness"?

*Draw it*

Share your drawings in pairs and talk about why you chose to draw what you did

*Collect the drawing*

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The connection between feeling good/flourishing and a sense of accomplishment



"I did it!"



Taking a step back and appreciating your creation

But.....  
All children need  
this sense of  
accomplishment

Remember to  
share!

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# Mentimeter: What makes you happy?



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## Where do we go from here?

Student reflection: Use the student pamphlet for the rest of the semester to think about your own happiness

At the end of the semester, we will look through your pamphlet and see your happiness

Source for pamphlet:

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Here's a  
picture of  
your  
pamphlet



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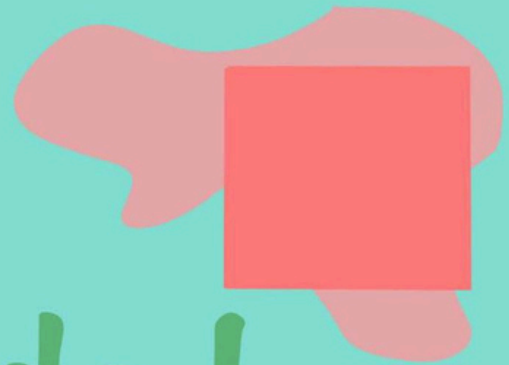


End of  
lesson!

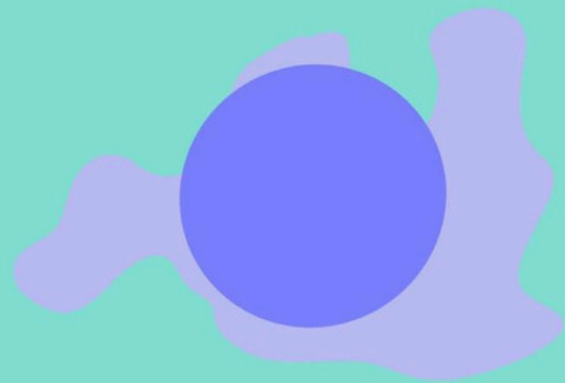
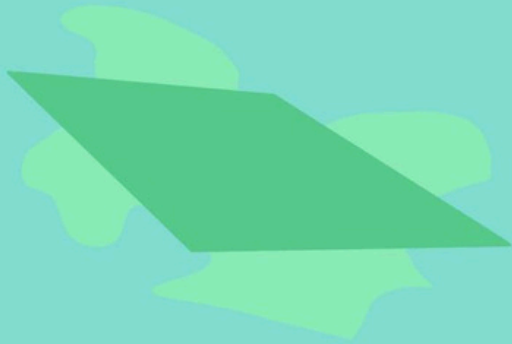
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# What do I want?



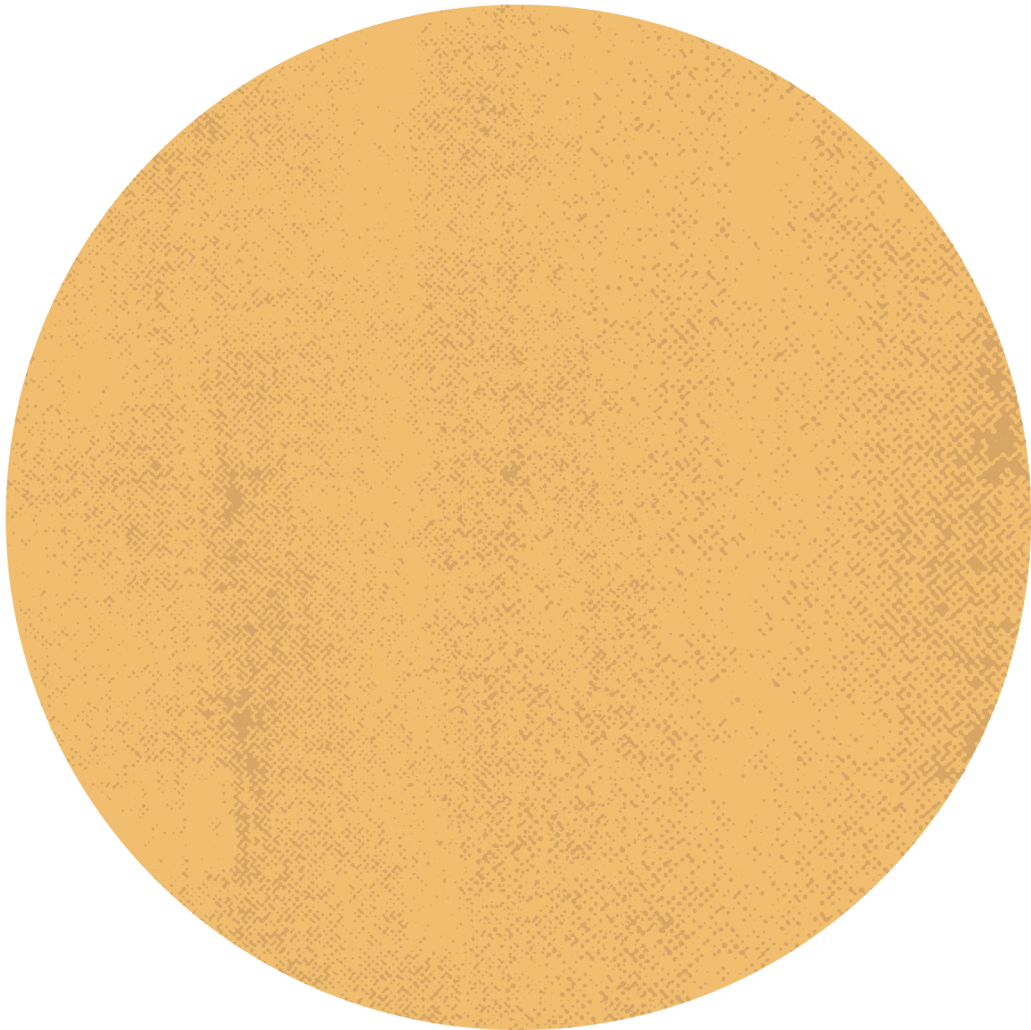
The road to figuring out your own happiness



Collection pamphlet for «Shapes of Happiness»

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# Shapes of happiness



What do you think of when you hear the words  
“shapes of happiness”?  
Reflect and fill the space above.



# ACTIVITIES, THAT SPARK JOY

## What to do to FEEL GOOD

1. DO SOMETHING YOU ENJOY



4. EAT SOMETHING COMFORTING



6. CREATE SOMETHING



2. TALK TO A FRIEND



5. TAKE A WALK IN NATURE

3. DISCOVER SOMETHING NEW



7. SPEND SOME TIME WITH YOUR FAMILY



# ACTIVITIES, THAT SPARK JOY

## What to do to **FLOURISH**



1. GRATITUDE  
JOURNALLING



4. IMAGINE AND REFLECT ON  
YOUR BEST POSSIBLE SELF



6. ACTS OF KINDNESS



2. TRY  
SOMETHING NEW



3. SLOW DOWN AND  
SAVOUR THE GOOD

5. PEER MENTORING



7. VOLUNTEERING



# This makes ME happy...:

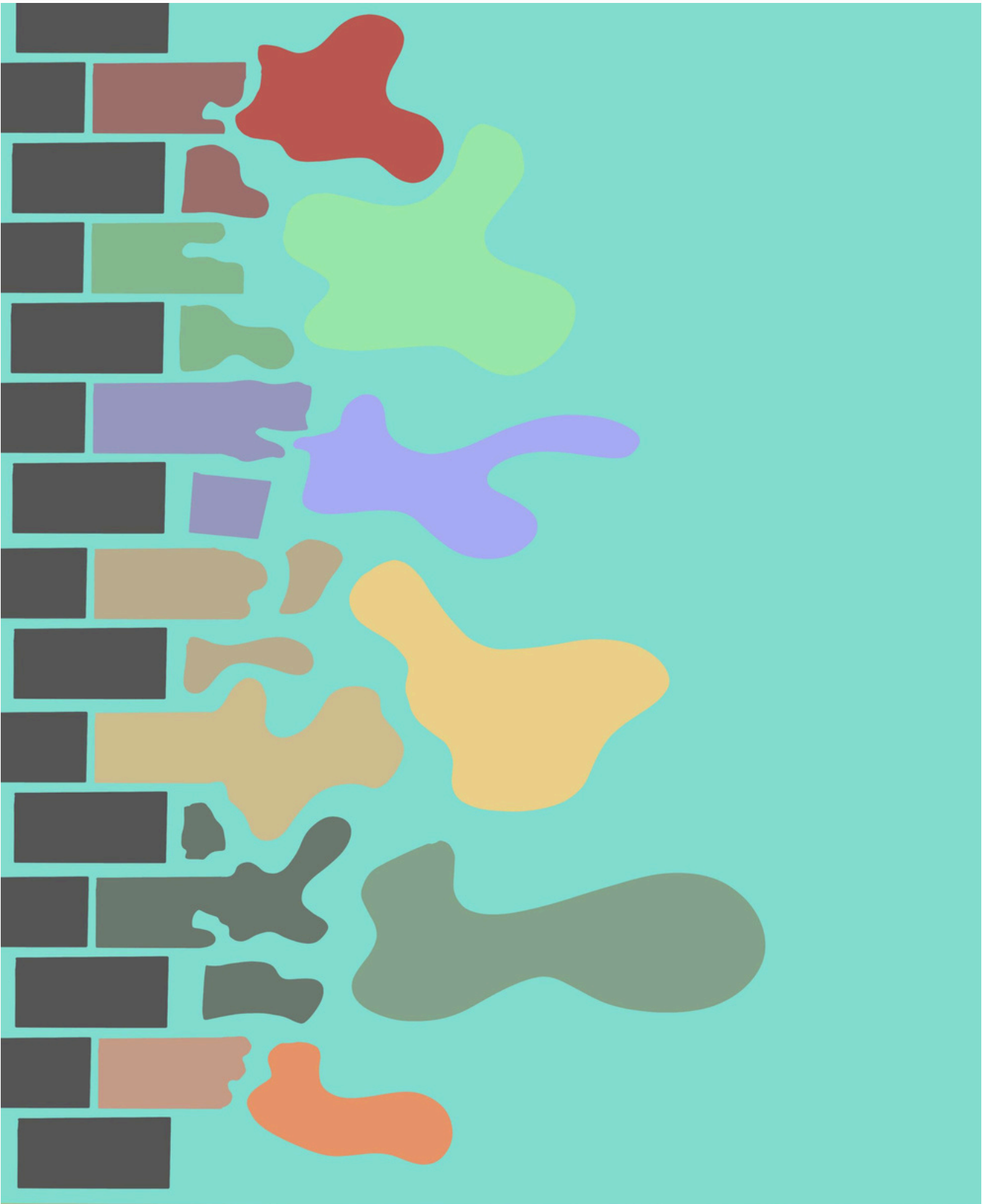


WHAT  
DO YOU  
THINK?



# This week, this made me happy...

A large grid of small squares, intended for students to write their responses to the prompt 'This week, this made me happy...'. The grid consists of approximately 30 columns and 30 rows of small squares.



An idea by ValiDE 2023 (Group 4)

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# What do I want?



The road to figuring out your own happiness



Collection pamphlet for «Shapes of Happiness»

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## Content

1. Lesson Schedule
2. How to use Mentimeter
3. One-Step Game

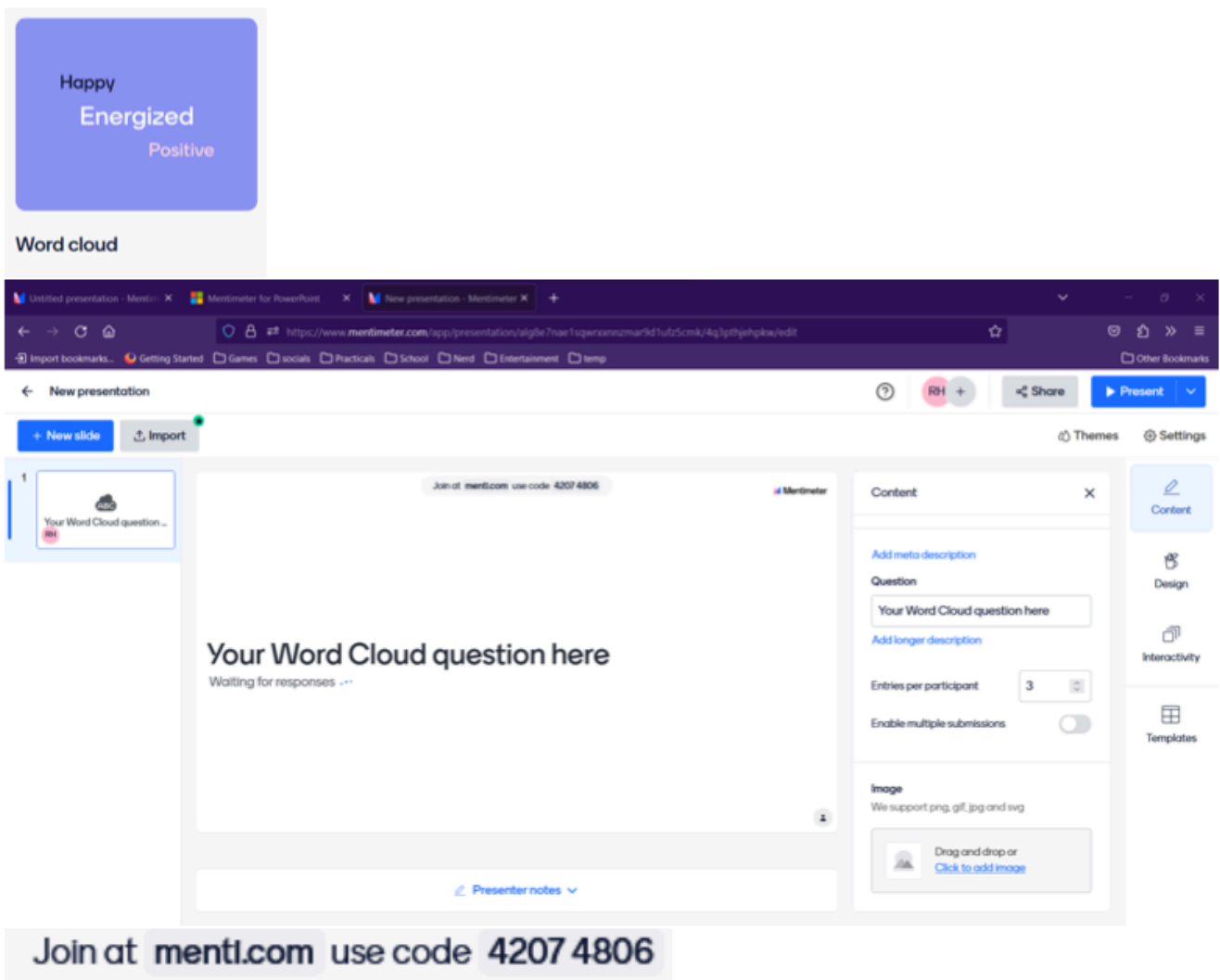
### Lesson Schedule:

1. Mentimeter: What is Happiness?
2. Introduction to happiness
3. Game: One Step forward
4. Lecture: Feeling good and flourishing
5. Activity: Shapes of happiness
6. Mentimeter: What makes you happy?

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## How to use Mentimeter:

1. Go to <https://www.mentimeter.com/>
2. Create an account using your email
3. Choose Word Cloud
4. Choose a template
5. Edit your template
6. Press present
7. The students will join at menti.com with the code at the top of the screen
8. The students will add their responses and the answers will show on the screen
9. There is also an add-in for PowerPoint at the Microsoft store, so you can add Mentimeter directly to your PowerPoint.



The image shows a screenshot of the Mentimeter web interface. At the top left, there is a blue box with the text "Happy Energized Positive" and the label "Word cloud" below it. Below this is a browser window showing the Mentimeter website. The main content area displays a presentation slide with the text "Your Word Cloud question here" and "Waiting for responses ...". The right sidebar contains settings for the question, including "Add meta description", "Question", "Add longer description", "Entries per participant" (set to 3), and "Enable multiple submissions". At the bottom, there is a "Presenter notes" section. A banner at the bottom of the screenshot reads "Join at **menti.com** use code **4207 4806**".

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## One step forward

### Student activity: game

**Student goal:** To show that everyone can be happy for different reasons and that one way isn't better than the other.

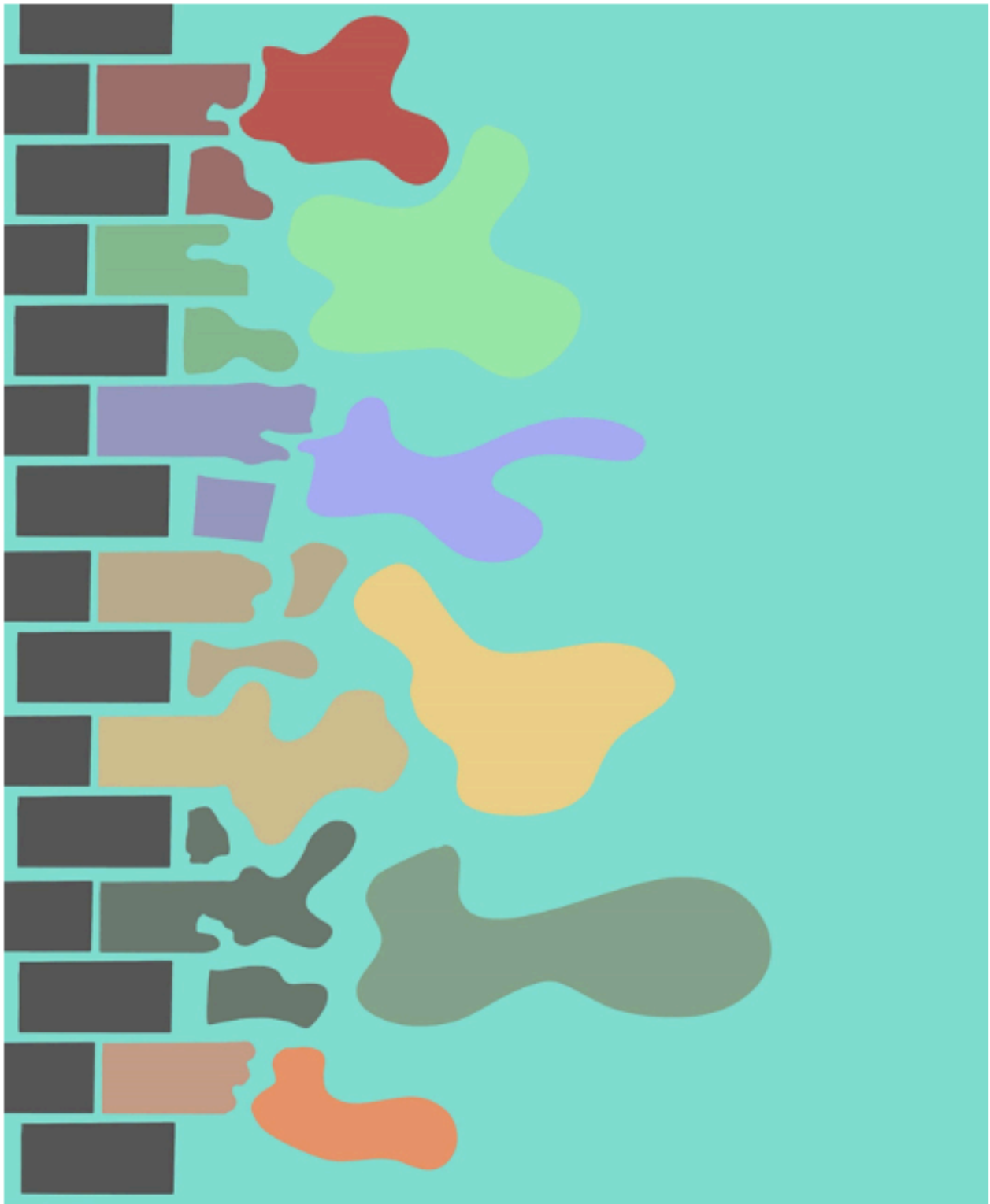
### Activity:

The students all stand behind a line. At the other end of the room or area is another line. The teacher will say a statement or ask a question and the students that agree take a step forward.

### The questions

1. Playing games make me happy
2. Ice cream makes me happy
3. Homework makes me happy
4. Spending time with my friends make me smile
5. Music makes me happy
6. I love to read
7. I get happy when my friend gets a good note
8. I am happy when I'm alone
9. I get happy when I learn something new
10. Skiing makes me happy
11. Tripping a friend into the pool makes me smile ☒ Anyone who steps forward will, get a message that hurting others to make yourself happy is a bad thing and they must take 3 steps back
12. Playing football makes me happy
13. My family makes me happy
14. I am happy ➤ Anyone who steps forward can cross the finish line.

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## **Appendix E.**

Practical examples of educational materials for the topic

### **Happiness – How to be happy**

- **Presentation “Happiness”** (5 slides)
- **Worksheet “Cauldron of happiness”**
- **Worksheet “Is this child happy?”**



Have you ever thought  
about what makes you  
happy ?



**HAPPY  
DAYS**

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# What makes you happy ?

Complete your “cauldron of happiness”.



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Discuss with your partner 5 stories of children and decide if they are happy or not.



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# Raise the hand if you think:

Child **A** is happy

Child **A** isn't happy

Child **B** is happy

Child **B** isn't happy

Child **C** is happy

Child **C** isn't happy

Child **D** is happy

Child **D** isn't happy

Child **E** is happy

Child **E** isn't happy



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# Cauldron of happiness



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# Worksheet “Is this child happy?”

Worksheet 2: “Is this child happy?”

## Children A:

“I live in an apartment with my family. We don’t have a garden but a small balcony. In my own room I have many things to play with and I share the gaming console with my brother. My parents have to work a lot but I see them in the evening and we go on holiday once a year. We live outside the city, that’s why it’s hard to meet my friends in the afternoon. Mostly I have lunch at school, the food isn’t that good but ok.”



## Children B:

“I live in a big house, we have a big garden and a lot of space. We have a lot of money and I can buy everything I want to because my parents are always working. In my freetime I play alone with my gaming console. I was allowed to design my own bedroom like I wanted. Sadly I don’t see my parents very often, that’s why I have been raised by a maid. She is like a second mother to me. When I’m with my parents, I can choose every food I want and we go often to the restaurant. Then my parents talk a lot about their work and how I’m doing at school because they expect good grades for a good job later.”



## Children C:

“Like our neighbors we live in a shack. All my friends are nearby and we are a big community where everyone holds together and helps each other. In my freetime we play with the only ball we have. There is a hole in it but it works for football. We don’t have so much food but when we have, we all eat together.”



## Children D:

“Me and my family live in a small apartment, that’s why I have to share my room with my sister. We eat together every day as a family. After dinner we mostly watch TV in our livingroom that’s why I’m not allowed to choose the channel like I want. At night I can’t open my window, because there is a loud street next to the house. In my freetime I go to swimming class, that’s my favourite type of sports.”



## Children E:

“Our apartment only has two rooms: kitchen, livingroom and one bedroom for me and my family. We don’t have a TV or computer but our cousin gave us a lot of clothes and things to play with from her childhood. The toys are a little bit old, but I like to spend my time with it. Often I go out with our neighbors, playing at the local playground.”



IS THIS CHILD HAPPY. VALIDE© 2023 BY MORITZ SEITTER; HELENE ENGELSTAD; ANASTAZJA KARWA; LEONIE HEINE IS LICENSED UNDER CC BY-SA 4.0 [HTTP://CREATIVECOMMONS.ORG/LICENSES/BY-ND/4.0/](http://creativecommons.org/licenses/by-nd/4.0/)



## **Appendix F.**

Practical examples of educational materials for the topic

### **Equality**

- **Presentation “What is equality?”** (8 slides)



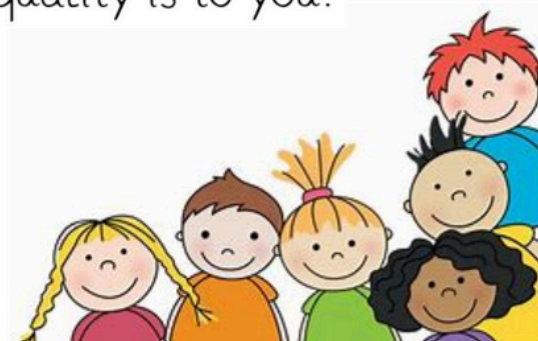
We ♥ equality

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What is equality?

Click on the link and write what equality is to you.



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**Equality** means **treating everyone fairly** and giving them the **same opportunities**, regardless of differences like race, gender, or background. It's like making sure everyone gets a **fair chance** to play in the game of life. Imagine you have a box of crayons. Equality means everyone getting to use all the colors in the box, not just a few. It's about making sure everyone has the same chances to learn, play, and be **happy**, no matter what they look like or where they're from.

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Click on the video about Rosa Parks and watch it.



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How do you think Rosa Parks felt about the discrimination?



Write down your ideas.



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Do you know similar situations?



Write down your story.



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What can you do against inequality? →

Write down your ideas.



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Congrats, you did it!



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