

Boost up your Class

Citizenship

& Job

COMPENDIUM WITH "PILLS" ACTIVITIES
PROJECT UP2B - BOOSTING UP SCHOOL
EDUCATION TOWARDS
EUROPEAN CITIZENSHIP AND LABOUR
MARKET INCLUSION



Co-funded by the
Erasmus+ Programme
of the European Union



Once upon a time...

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

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

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

The compendium contains a total number of 71 activities - short, practical and attractive tools, aiming to increase the motivation and participation of the students. The Compendium is transversal and applicable within each school subject and can be a useful tool for any teacher, regardless of the school subject.

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

Disclaimer

The use of this publication implies knowledge and acceptance of this disclaimer. The content of this publication does not represent advice and therefore should not be treated as such. This publication has been produced exclusively under the Erasmus+ project "UP2B - Boosting Up School Education towards European Citizenship and Labour Market Inclusion", contract no. 2019-1-PT01-KA201-061346, and the mention or reference to it should indicate such quality. The European Commission, the Erasmus+ National Agencies for the Erasmus+ Programme or any other entity besides the authors of this document, identified in this publication as "Partners" (Project's Consortium), have not endorsed any of its form or content and are not responsible and cannot be held liable for the content, interpretations and/or possible uses attributed to it.

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7th A

Beatriz Bessa Mendes, 12 years old
David Henrique Mendes Freitas, 13 years old
Diogo Miguel Veloso Carvalho, 13 years old
Francisco Duarte Fernandes Pereira, 13 years old
Francisco Rafael Belo Teixeira, 13 years old
Gonçalo Duarte Fernandes Machado, 14 years old
João Pedro Sampaio Nunes, 12 years old
Joel Filipe Dias da Cunha, 13 years old
Jorge Bernardo Almeida Pinto, 12 years old
José Simão Peixoto Carvalho, 13 years old
Lia Mariana Coelho Teixeira, 12 years old
Martin Carvalho Policarpo, 12 years old
Pedro Miguel Teixeira Ferreira, 13 years old
Rafael Brochado Guimarães, 14 years old
Rui Pedro Miranda da Silva, 13 years old
Tomás Costa Dias, 13 years old
Tomás Pinto da Costa, 13 years old

7th B

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André Francisco Bessa Martins, 13 years old
André Filipe Macedo da Silva, 12 years old
David Luís Pereira Pinto, 14 years old
Diogo Philippe Ribeiro Fernandes, 12 years old
Francisco José Mendes Pinheiro, 12 years old
Inês Oliveira Valente Teixeira Carvalho, 12 years old
Jorge Gabriel da Silva Guimarães, 14 years old
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Leonor Isabel Martins Ferreira, 12 years old

Luana Madalena Carvalho da Cunha, 12 years old
Marcelo Filipe de Sousa Cunha, 12 years old
Mateus Daniel Santos Lacerda, 13 years old
Matilde Isabel Bragança da Cunha, 12 years old
Patrick Pereira Ribeiro, 13 years old
Pedro Miguel Matos Maia, 13 years old
Tomás Carvalho Teixeira, 13 years old

7th C

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Alexandre Rafael Cunha Faria, 14 years old
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Carina Isabel Gomes da Silva, 13 years old
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Fernando Henrique Costa Teles, 13 years old
Francisco Gonçalo Teles Sampaio, 13 years old
Hélder Micael Miranda Faria, 12 years old
João Francisco Carvalho Teixeira, 13 years old
Lara Beatriz Soares Pinto, 12 years old
Lara Margarida Carvalho Pereira, 13 years old
Letícia Maria Teixeira Ribeiro, 13 years old
Miguel Albino Macedo, 12 years old
Saulo Ezequiel Monteiro, 12 years old

(**) Students age corresponds to June 23rd, 2021 (end date of school year 2020-2021).

Project consortium



BRAIN.ORG



CETEM



SUMMARY

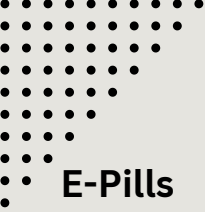
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SUMMARY

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E-Pills

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1 minute against stereotypes!

Group size: 25 - 30

Group age: ≥ 14

Activity duration: 5 minutes of briefing time + approx 30 minutes for debriefing.

Overview and objectives:

- Awareness raising for cross-cutting issues;
- Promotion of the intervention capacity of students.

Materials / Equipment needed:

- Technological devices (smartphone, computer, screen projector, internet connection).

Preparation: This activity requires basic knowledge on the video production by using smartphone.

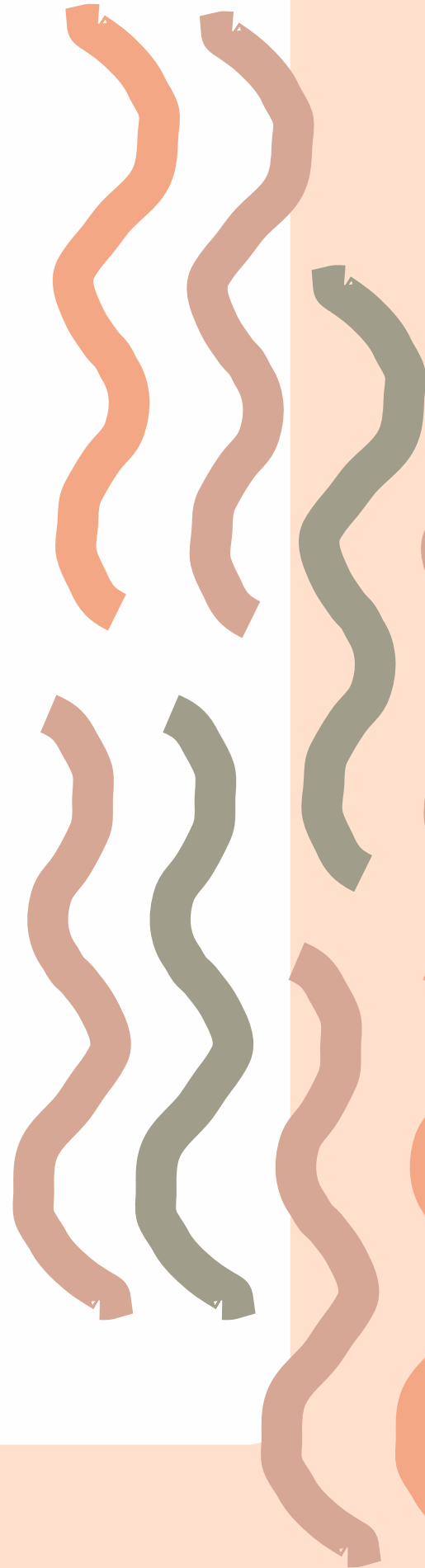


Tips/comments/recommendations: It is recommended to the teacher to inquiry students in advance in order to collect their major interests on cross-cutting issues such as: environmental protection, social and civil rights, minorities rights, racism & xenophobia, gender equity, migrants inclusion, LGBTQIA+ rights, disability issues, among other. In case of issues missing attention, it might be relevant that the teacher addresses a debate about the reasons behind it, in an attempt to try to uncover prejudices and/or stereotypes.

Detailed instructions:

1. Following a debate on class, mediated by the teacher, about the cross-cutting themes that passionate the students in class, the teacher divides the class into working groups of ≥ 3 elements;
2. Each group will be responsible for one theme; it is not important if more than one group embrace the same theme, but an attempt should be made in order to consider a broad range of themes;
3. In dedicated spaces of the classroom and other (corridors, outside space, ...) the groups work without disturbing each other;
4. Each group is responsible to record a 1-minute video by using the camera/video facility of a smartphone, where they convey a positive and constructive message concerning the embraced theme; the message and performance is free for every group to choose (role-playing theatrical message, song performance, poetry message, mimo message, ...) as long as the message conveys a positive and constructive attitude about a given problem/ prejudice/ stereotype;
5. Back to the classroom, each video is presented to the whole class and to the teacher;
6. Following each video presentation, the colleagues (not belonging to the presenting group) should debate what they learned with the video, that is, what has been added to their perspective about the subject that is a positive added-value;

To finalize the debate about each video, the author-group finalizes by saying if their message, based on the feedback of their audience, has been properly conveyed, or if additional attention is worth to be given to it by themselves and their peers.



21C-SDG game

Group Size: No limit

Group Age: 12-15 years old

Activity duration: 10 min

Overview and objectives:

The activity is based on the 21C-SDG board game, which was developed by the Erasmus+ project 21C-SDG: 21st Century Skills in the Context of the UN's Sustainable Development Goals for Pupils. It consists of a quiz game that allow students to test their knowledge on the 2030 Agenda for Sustainable Development, while stimulate competencies that are essential to their full development and well-being nowadays.

The expected outcomes are:

- to deepen knowledge about current societal issues on climate action, responsible production and consumption, life below water, sustainable cities and communities, gender equality, and quality education;
- to strengthen competencies as character, citizenship, collaboration, communication, creativity and critical thinking.

Materials / Equipment needed:

Technological devices (computers, tablets, smartphones, internet).

Preparation:

Facilitator will explore the 21C-SDG Theme, mainly the Quality Education (SDG 4).

Detailed instructions:

-Play

<https://wordwall.net/pt/resource/37695332>



APLOAD

1. Challenge students to think of one (or more) profession that they could do in the future. Invite them to build an infogram about this profession in the suggested digital tool.

www.canva.com

2. Ensure that each student has a digital device connected to the internet.

3. We suggest that you include information fields such as: name of profession, skills and functions, required technical and general knowledge, career opportunities (places/functions where you can work), average salary in the country where you live and level of employability.

See the suggestion represented in the image available in Attachment 1.

4. Discuss, with the class, the proposals presented, highlighting commonalities between professions and/or differences found for the same profession



Are you so (all)cool?



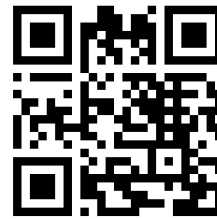
Group Size: No limit
Group Age: 12-15 years old
Activity duration: 5 min

Overview and objectives:

- To raise awareness on heavy episodic drinking (excessive alcohol use over a short period of time) among students and its impacts on citizenship practices.
- To promote competences and attitudes that enable progressive self-responsibility regarding the consumption of alcoholic drinks.

Materials / Equipment needed:

Technological devices (computers, tablets, smartphones, internet).



Preparation:

Facilitator:

- must be sure that heavy episodic drinking is an interesting theme for the students' group, creating an open discussion about it.
- will explore what are the main challenges that adolescents face regarding heavy episodic drinking.

Adolescents:

- will be informed that their involvement in the purposed activity will contribute to a more embracing health campaign at school.
- will have the chance to develop a more in-depth introductory joint conversation.
- will define questions about heavy episodic drinking in adolescence, including the challenges that adolescents face regarding heavy episodic drinking and the appropriate behaviour to health prevention practices.

Detailed instructions:

- Write questions about heavy episodic drinking in adolescence, including the challenges that adolescents face regarding heavy episodic drinking and the appropriate behavior to health prevention practices
 - Use PowerPoint, Paint, Canva or other Software to create Posters
- Go to an exposition art steps | [Make your own VR Exhibitions](#) and share your artwork.

After School Dictionary

<http://up2b.name.tr/calisan/course/view.php?id=24>
(anyone can enter as guest)

E-pills testing phase

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After School Dictionary



Basic Geography Knowledge Check for the Curious

Group Size: Individual
Group Age: 12-16 years old
Activity duration: 20 min

Overview and objectives:

Working memory aids the collaboration of long-term and short-term memory. It can be improved via word puzzles such as crosswords, which require your youngster to recall terminology and meanings from memory. This crossword aims to check students' knowledge in geography, help discover students' predispositions or interest in that area. This could help student decide if they want to work with jobs related to geographical knowledge or not.

Tips/comments/recommendations:

After students solve the crossword, the teacher could involve them in the discussion on how they enjoy geography/or similar.

Preparation:

The teacher can make a crossword before the class to know what questions students are being asked.

Materials/Equipment needed: The students' needs internet access.

<http://up2b.name.tr/calisan/course/view.php?id=24> (anyone can enter as guest)

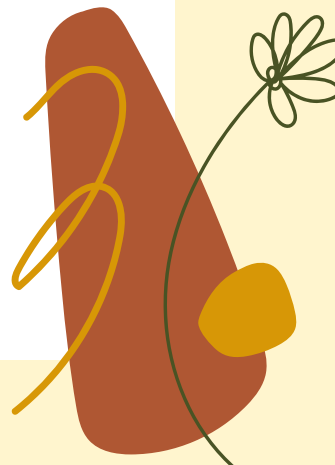
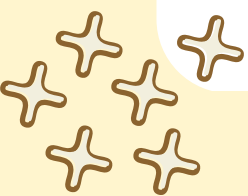


Detailed instructions:

Detailed step-by-step instructions for the organization and implementation of the activity (use bullets 1,2, 3....)

1. The teacher gives the task to students
2. Students solve the crossword

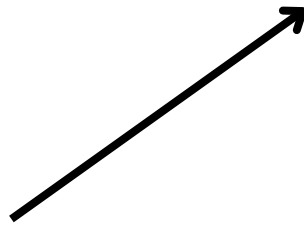
Brief discussion about the activity



Borders and Bridges (Migration)

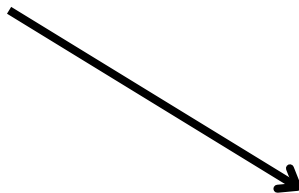


Digital game



<https://learningapps.org/view24670160>

<https://learningapps.org/watch?v=pqoqzj21a22>



Building the tree of my professional strengths

Group Size: Activity between 2 and 14.

Group Age: It is thought for students from 12-18.

Activity duration: Between 60-90 minutes.

Overview and objectives:

It is not usual that students analyses their strengths and relate with professions.

At the conclusion of this activity, participants will:

- Able to detect strengths
- Know their strengths in order to choose their future professional vocation.
- Express emotions
- Know other people's strong points
- Empathize with the others

Preparation:

Make skills cards: creativity, memory, numerical capacity, good public speech, adaptability, initiative, critical thinking, emotional intelligence, autonomy, empathy, assertiveness, sense of justice.

Materials/equipment needed:

Paper and markers. Blackboard or whiteboard with a chalk or a marker

Tips/comments/recommendations:

It is good to remind to the students that this is a personal exercise and it is good to recognize strengths in other classmate and tell him/her to add to the tree.

Teacher has to control that the strengths that other classmate is given are positive.

Detailed instructions:

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

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

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

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

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

The professions would be:

Journalist

Psychologist

Teacher

Police

Fireman

Judge

Doctor

Musician

Carpenter

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

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

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

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

<http://up2b.name.tr/mod/h5pactivity/view.php?id=42>



Connect Characteristics with the job

<http://up2b.name.tr/calisan/course/view.php?id=24>
(anyone can enter as guest)

E-pills testing phase

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Connect Characteristics with the job



Communicate inclusively

Group Size: 25 - 30

Group Age: 13-16 years old

Activity duration: 15-20 min

Overview and objectives:

- Recognize the multiples forms in inclusive and neutral language
- Contribute to the deconstruction of prejudices
- Develop active mechanisms to combat discrimination and enhance social inclusion

Materials/Equipment needed:

Technological devices (internet, computer, internet).

Preparation:

Language can be an inclusive tool, promoting gender equality and fighting against all forms of discrimination. Besides integrating a component of awareness-raising on the importance of language as a factor of freedom, specially and namely, in the context of gender identity. In other words, language can condition a person from birth and even before that, according to gender. The use of an inclusive and neutral language will contribute to the freedom of thought, behaviour, attitudes as a person and not as a gender.

There are other overt forms of discrimination whose medium is language (eg prejudice associated with age or ethnicity).

For all these reasons, it is important to enable young people, prematurely, to use inclusive and/or neutral language. As a preparation for this topic, we recommend reading the second component of the handbook of the UP2BE project (e-book) "School & Job Matching".



Tips/comments/recommendations:

It is advisable to play the game before presenting it and proposing it to the students.

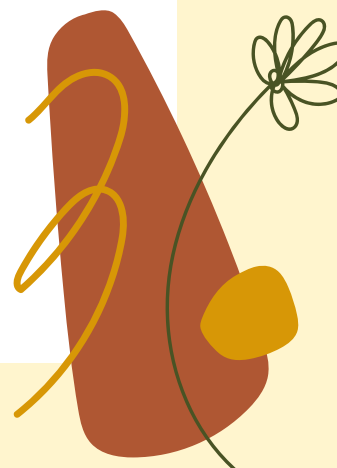
As linguistic issues vary from language to language, it will be important to lead the reflection on the subject from specific examples of the mother tongue in question.

Detailed instructions:

1. Students should do the game.

<https://wordwall.net/resource/34495584>

2. Reflect with the class on the results of the game (try to explain/discuss sentence by sentence).



Create multiculturalism

Overview and objectives:

- Stimulate debate on multiculturalism and equality.
- Stimulate debate on the importance of enhancing diversity.
- Cooperating for the creation of suggestions for "peaceful coexistence".
- Thinking about how open we are to welcome diversity

Preparation:

The theme of multiculturalism is part of our society every day. Questioning the issue is very important to assess our openness and to stimulate the breaking down of stereotypes and preconceptions. We will get a debate on the topic through the game and the guided discussion.

Group Size: Max 30

Group Age: 14-18 years old

Activity duration: 3 hours

Materials/equipment needed:

- Computer
- Projector
- Pens
- Papers



Tips/comments/recommendations:

Create a comfortable environment in which students will feel free to express themselves.

Detailed instructions:

We will start with a game. The students will be asked to divide into groups according to their preferences (colors, foods, sports, hobbies). Subsequently, within the format group, questions will be asked about further preferences. This will result in a wide heterogeneity! This shows that in the same group there can be many differences.

After this game we will move to the viewing of different movies from the world (concerning costume, religion, food, concept of beauty and culture). At the end of this vision, children will be asked to question how diversity can coexist in a multicultural society. Always divided into groups, the students will create their "ideal model of multicultural city" by choosing its digital representation (graphic, visual, written).

Evaluation:

At the end of this activity, it will be possible to evaluate.

- The idea of the students of the topic.
- If there was a "change of perspective".
- If the group is able to collaborate for a common result.
- What was the emotional and behavioral response of the students with respect to the topic.

Cultural Diversity

Group size: 25 - 30

Group age: 12-15 years old

Activity duration: 30-40 min

Overview and objectives:

Understand the relevance of cultural diversity.

Materials / Equipment needed:

Technological devices (internet, computer, internet).

Preparation:

Cultural diversity is an inevitable fact of our societies. The benefits of this diversity are important factors for societies to grow, open up, and become humanistic and inclusive.

It is important to recognize differences to understand and accept them. The classroom itself is an ideal micro-system to recognize, respect diversity and enhance effective multiculturalism and interculturalism.



Tips/comments/recommendations:

Try out the "game" before.

In the Attachment 1, you can find some relevant information to continue the activity.

Detailed instructions:

1. Form groups in the class.
2. Each group "draws" its fortune in the tool we provide (a little game of randomness):



<https://wordwall.net/resource/36368696>

3. From the continent that has been "chosen" for each group, the group should pick a country, a culture, an ethnicity, a different cultural group (see list below of countries that integrate each continent for reference).

Each group research (online) about traditions, habits, beliefs, specific cultural aspects of the group/country they have chosen (e.g. food, music, traditions, language, symbols, etc.)

Attachment 1

Africa – Djibouti, Seychelles, DR Congo, Comoros, Togo, Sierra Leone, Libya, Tanzania, South Africa, Cabo Verde, Congo, Kenya, Liberia, Central African Republic, Mauritania, Uganda, Algeria, Sudan, Morocco, Eritrea, Angola, Mozambique, Ghana, Madagascar, Cameroon, Côte d'Ivoire, Namibia, Niger, Gambia, Botswana, Gabon, São Tome & Príncipe, Lesotho, Burkina Faso, Nigeria, Guinea-Bissau, Malawi, Zambia, Senegal, Chad, Somalia, Zimbabwe, Equatorial Guinea, Guinea, Rwanda, Mauritius, Benin, Burundi, Tunisia, Eswatini, Ethiopia, South Sudan, Egypt.

Asia – United Arab Emirates, Vietnam, Tajikistan, Israel, Turkey, Iran, Bhutan, Laos, Thailand, Lebanon, Kyrgyzstan, Turkmenistan, Singapore, Myanmar, Maldives, South Korea, Oman, State of Palestine, Brunei, Kuwait, Iraq, Georgia, Afghanistan, Saudi Arabia, Uzbekistan, Mongolia, Malaysia, Yanam, Armenia, Nepal, Qatar, Indonesia, North Korea, Pakistan, Sri Lank, Kazakhstan, Syria, Bahrain, Cambodia, Bangladesh, China, Timor-Leste, Japan, Cyprus, Philippines, Jordan, Azerbaijan, India.

Australia/Oceania – Fiji, Papua New Guinea, Solomon Islands, Marshall Islands, Northern Mariana Islands, American Samoa, Micronesia, New Zealand, Vanuatu, New Caledonia, French Polynesia, Australia, Samoa, Palau, Cook Islands, Guam, Niue, Tokelau, Kiribati, Tuvalu, Wallis and Futuna Islands, Nauru, Tonga.

Europe – Hungary, Belarus, Austria, Serbia, Switzerland, Germany, Holy See, Andorra, Bulgaria, United Kingdom, France, Montenegro, Luxemburg, Italy, Denmark, Finland, Slovakia, Norway, Ireland, Spain, Malta, Ukraine, Croatia, Moldova, Monaco, Liechtenstein, Poland, Iceland, San Marino, Bosnia and Herzegovina, Albania, Lithuania, North Macedonia, Slovenia, Romania, Latvia, Netherlands, Russia, Estonia, Belgium, Czech Republic (Czechia), Greece, Portugal, Sweden (and other territories: Isle of Man, Faeroe Islands, Gibraltar and Channel Islands).

North America – Honduras Saint Barthelemy, Antigua and Barbuda, Dominica, Nicaragua, Cayman Islands, El Salvador, Bermuda, Saint Pierre and Miquelon, Greenland, Saint Kitts and Nevis, Costa Rica, Montserrat, Panama, Sint Marten, Guadeloupe, Belize, Bahamas, Turks and Caicos Islands, Saint Martin, Canada, Martinique, USA, British Virgin Islands, Jamaica, Barbados, Puerto Rico, Caribbean Netherlands, Saint Lucia, Guatemala, Curaçao, Anguilla, Trinidad and Tobago, Mexico, Haiti, Cuba, Grenada, Saint Vicent and the Grenadines, Dominican Republic, Aruba, United States Virgin Islands.

South America – Guyana, Paraguay, Suriname, Colombia, Argentina, Falkland Islands, Uruguay, Peru, French Guiana, Venezuela, Brazil, Chile, Ecuador, Bolivia.



Cultural diversity and Multiculturalism

Group Size: 25 - 30
Group Age: 12-15 years old
Activity duration: 20 min

Materials / Equipment needed:
Technological devices (internet, computer, internet).

Overview and objectives:

- Understand the relevance of cultural diversity and multiculturalism.
- Considerer multiculturalism as a positive and enhancer of the positivity of cultural diversity in contemporary societies.

Preparation:

Cultural diversity is an inevitable fact of our societies. The benefits of this diversity are important factors for societies to grow, open up, and become humanistic and inclusive.

Multiculturalism, in turn, moves toward recognizing and respecting the presence of diversity - expressed in the culture, beliefs, and habits of different groups - in society, valuing differences and encouraging their contribution to the organization and dynamics of society itself, thus making it decisively inclusive.

Tips/comments/recommendations:
Trying out the tool (quiz) beforehand.



Detailed instructions:

1. Students should do the quiz.

<https://wordwall.net/resource/36369752>

2. Reflect with the class on the results of the quiz (try to explain/discuss sentence by sentence) – why some are correct and other are to avoid.



Economics all you need

Group Size: 25 - 30

Group Age: 13-16 years old

Activity duration: 20-30 min

Overview and objectives:

- Recognize the relevance of Economy for several professions and financial literacy.
- Identify the relation between the skills of several professions and disciplinary contents (of Economy) with them.

Materials/Equipment needed:

- Technological devices (internet, computer, internet).
- Interactive board or video projector.



Preparation:

When you study economics you gain a toolkit of skills, approaches and ways of thinking that you can apply to a wide range of problems. Economics is one of the central disciplines of business and management.

Economics is a very useful tool, and it will prepare you for careers that require numerical, analytical and problem-solving skills – for example in business planning, marketing, research and management. Economics helps you to think strategically and make decisions to optimise the outcome.

On the other hand, many of the contents of this discipline are useful for various professions that are not directly related, from a technical point of view to Economics. The example we have mentioned - supermarket workers (cashier) - is one of several in which economics is relevant to the exercise of the profession. Still, it is important to highlight the importance of the Economy for everyday life in the regular exercise of citizenship, in the sense of the development of what we can call financial literacy.

Thus, it is important to prepare this activity briefly to guide students to its development. We suggest that, along with the example we show (supermarket cashier) (Attachment 1), others should be prepared so that, if necessary, they can be suggested to the students. However, we believe that it is preferable to conduct the activity in such a way that the students, by themselves, suggest professions and make the relationship between the necessary skills of the profession and the contents of Economics.

Tips/comments/recommendations:
Follow the example in Attachment 1.



It is proposed that brainstorming be used as a pedagogical methodology, following the interactive model available.

Detailed instructions:

1. Build, collaboratively with the students, a digital concept map, in which the characteristics of the profession in question, its main competences and respective correspondence with the contents of Economy that contribute to those domains and skills are identified.

You can follow the example of the digital map, whose link is available, or even continue it.

<https://www.mindomo.com/mindmap/5e218931396b42a6bafeda6586fa9384>

2. The process can be repeated as many times as the class wants.

3. The subject of the activity can be reverted to financial literacy, that is, to the day-to-day needs of any decision in terms of economic and fine-grained knowledge.

Attachment 1

A supermarket cashier is someone with whom we are all familiar. Getting a job as a supermarket cashier does not require formal education or any type of certification (it is truth that some companies could appreciate it). It is a job in which on-the-job training will prepare you sufficiently for the position, usually it is possible that they have started with another role in the supermarket like stocker.

Supermarket Cashiers have several duties and responsibilities during an average shift, for example, they are present in the checkout area and oversee handling transactions. These employees perform duties such as scanning products, collecting payments, counting the money from the cash drawer, comparing receipts with revenues, make sure checkout areas are clean and tidy and solving any customer inquiries, even in some cases mark prices on store items and makes sure shelves are well-stocked. A cashier may be required to know value and features of items for which money is received; may cash checks; may give cash refunds or issue credit memorandums to customers for returned merchandise; and may operate ticket-dispensing machines and the like. For all this tasks, it is recommended that they have basic notions of economics which could be acquired during school. [from the Handbook School & Job Matching - UP2BE project e-book].

Emotional Intelligence

Group Size: Individual
Group Age: 12-16 years old
Activity duration: 15 min

Overview and objectives:

Emotional intelligence is one of the most wanted abilities in the workplace in the modern world. High level of emotional intelligence helps people building relationships, reduces team stress, defuses conflict, and improves job satisfaction. The activity aims to create awareness on the emotional intelligence topic, aiming for students to become interested in it and create an environment that supports growth and soft skills that are an important part on the job market.

Materials/Equipment needed: The students' needs internet access.

<http://up2b.name.tr/calisan/course/view.php?id=24> (anyone can enter as guest)

Tips/comments/recommendations:

The teacher could prepare a brief introduction to the topic of emotional intelligence and encourage students to discuss the topic after the activity.

Preparation:

Preparing a brief introduction on emotional intelligence and its importance on the job market to be presented to students.



Detailed instructions:

Detailed step-by-step instructions for the organization and implementation of the activity (use bullets 1,2, 3....)

1. The teacher gives brief introduction on the EI topic.
2. The teacher asks students to individually solve the activity
3. After the activity, students discuss the opinions on the EI



Empathy Map

Group size: 25 - 30

Group age: 15-18 years old

Activity duration: 30 min

Overview and objectives:

- Understand the importance of empathy in the different domains of social interaction.
- Recognize empathy as one of the soft skills valued in the job market and professional development.
- Perspective the empathy map as a useful tool for self and hetero-knowledge and for emotional "control".

Materials / Equipment needed:

Technological devices (computers, tablets, smartphones, internet)

Preparation:

Empathy is the ability to put yourself in another person's shoes and understand what they are feeling or experiencing. Developing a sense of empathy is very important for the development process of young people and also beneficial for adult and professional life.

Developing empathy is a complex emotional learning process. It is a process of self-knowledge and hetero knowledge.

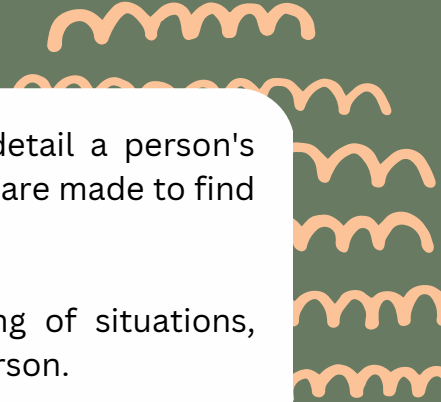
Helping young people to develop a strong sense of empathy is beneficial because:

- It helps them to build a sense of security and stronger relationships with others
- It encourages tolerance and acceptance of others
- It promotes good mental health
- It promotes social harmony and can reduce the likelihood of bullying

The benefits of empathetic thinking flow into adult life too. Empathetic adults may have:

- Greater success personally and professionally
- Higher levels of overall happiness
- A better ability to understand others, like customers or co-workers
- More success in leadership positions
- More satisfying relationships and be better at dealing with conflict
- Lower levels of stress

(Adapted from: <https://www.goodstart.org.au/news-and-advice/february-2018/why-teaching-children-empathy-is-important>).



The Empathy Map is a tool that allows you to develop in detail a person's information and personality. In it, an illustration and questions are made to find what she says, does, thinks and feels.

All this information is organized, enabling the understanding of situations, behaviors, needs, concerns and even the aspirations of that person.

The tool has this name, because from there it is possible to look deeply at people who are immersed in this context and use empathy to understand them.

The empathy map is a diagram (see picture - attachment 2) divided into 6 parts in which the person's drawing is placed in the center with characteristics such as: name, age, personal attributes, etc.

What the person listens to: Here it is important to reflect on what this person's friends say, what his teachers, parents, classmates say, what his influencers say, etc.

What the person sees: At this point he has to see the environment that the person frequents, what his community offers and what are the pressures of the society he encounters.

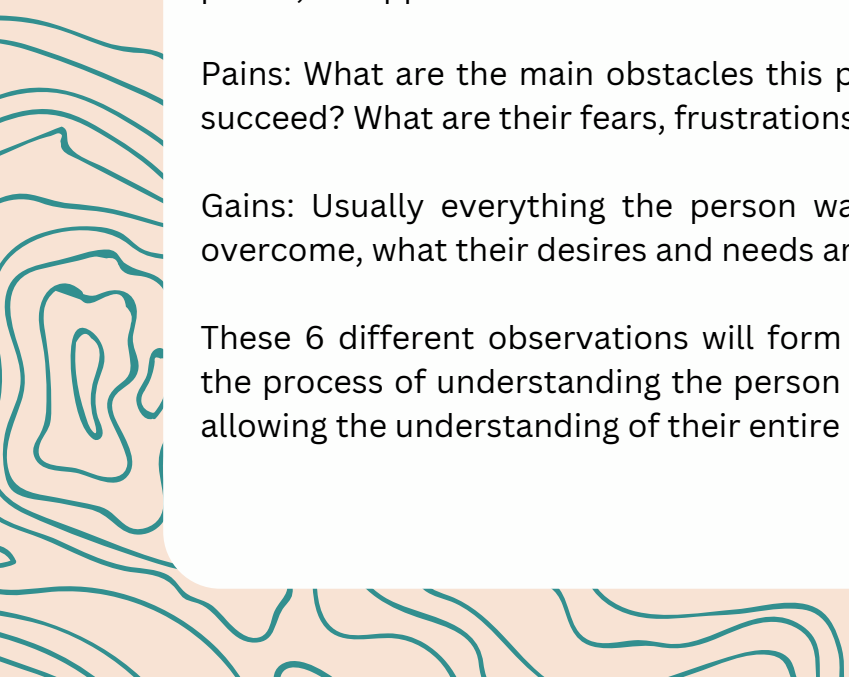
What the persons thinks and feels: One of the most difficult points is to understand what goes on inside a person's head. Understanding what really needs to be considered, their main concerns, aspirations and thoughts that keep the mind busy.

What the person says and does: Understanding what that person says and does is above all an exercise in observation, it must be considered their attitudes in public, his appearance and behavior.

Pains: What are the main obstacles this person faces to meet their needs and succeed? What are their fears, frustrations and obstacles?

Gains: Usually everything the person wants to achieve once their fears are overcome, what their desires and needs are.

These 6 different observations will form the empathy map and contribute to the process of understanding the person who is involved in it in a deeper way, allowing the understanding of their entire universe.



Where to use the empathy map:

In addition to being widely used in Design Thinking, the empathy map is also present in the curriculum of large universities such as Stanford and Harvard, since, by bringing this tool to the school environment, it allows us to better understand the student and their reality, providing a more individualized learning process.

Based on an adaptation, the empathy map can be built with the aim of enabling educators to get to know their students more and more.

Another way to apply the empathy map in the school environment is by allowing students to answer the map themselves, this allows the teacher to have a more accurate look at the student and get to know more about the issues that involve his routine, such as:

If the student does what the student says.

What activities does the student do?

Whether the student is happy or sad.

What are the student fears?

On what subjects does the student speak.

What does the student tell people?

What does the student accompany and watch?

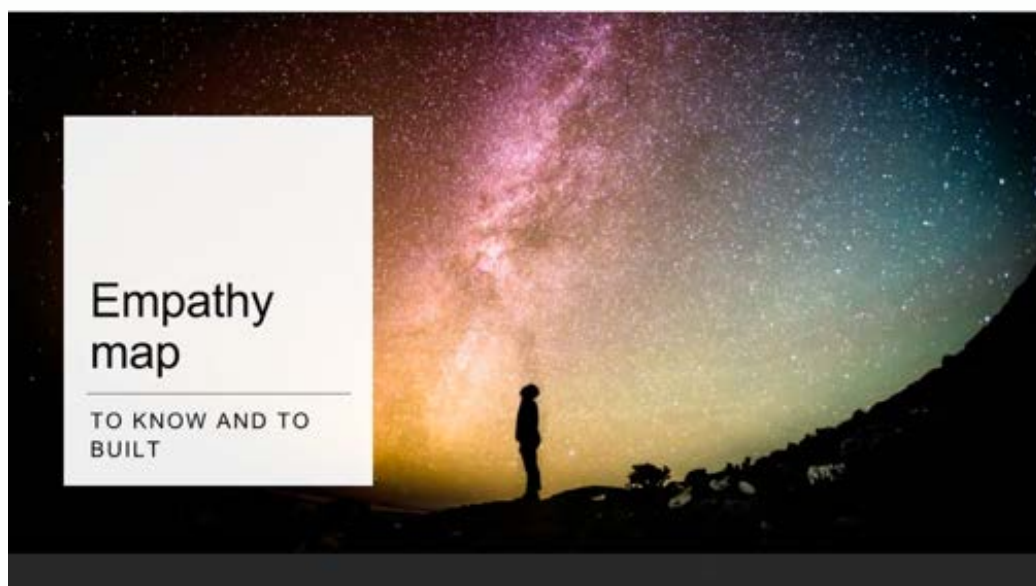
Who does the student follow on social media?

What does the student think of life and the future?

What do people say to them, who does the student listen to.

Tips/comments/recommendations: See the video on the Attachment 1 before doing the activity.

(Adapted from: <https://blog.jovensgenios.com/mapa-de-empatia/>)



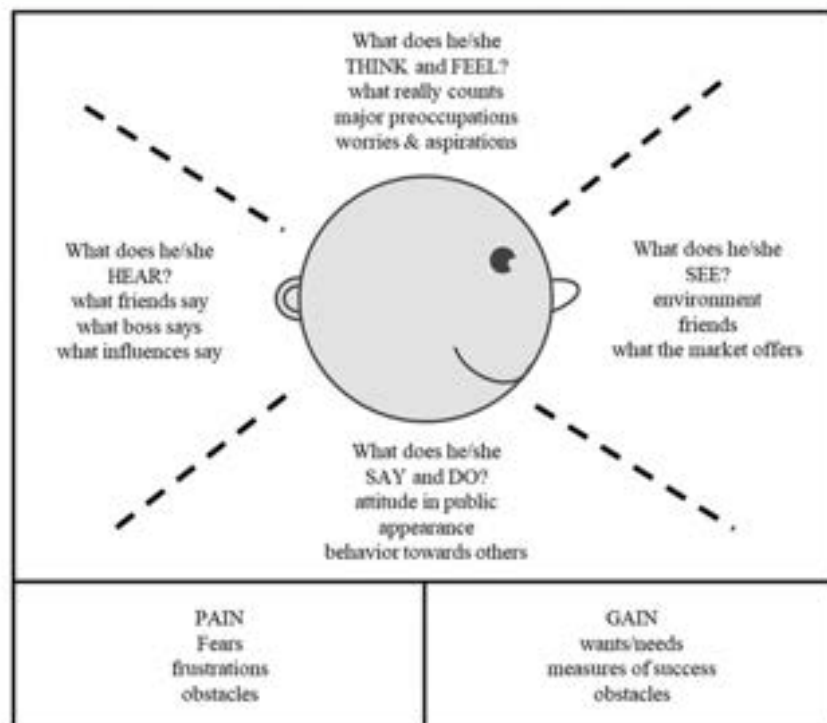
Detailed instructions:

Ask students to make their own empathy map, following the link below. Alternatively, the teacher asks students to form pairs and each pair maps their empathy with each other using the same link.

<https://online.visual-paradigm.com/app/diagrams/#diagram:proj=0&type=EmpathyMap&width=11&height=8.5&unit=inch&gallery=/repository/83ebef1d-c5c6-4096-81af-3cef7d1e363e.xml>

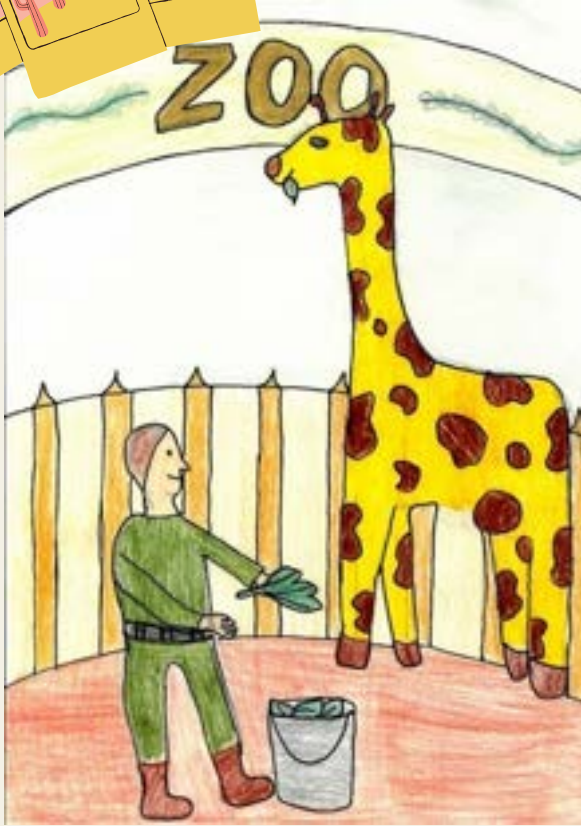
2. Ask students (voluntarily) to share their own map with the class.


3. Try to conclude on the importance of empathy.



Font:

https://www.researchgate.net/publication/333907572_Five_Management_Pillars_for_Digital_Transformation_Integrating_the_Lean_Thinking_Philosophy/figure/s?lo=1





Erasmus UP2B

Professional Occupations Labyrinth Quiz

Group Size: Approx. 20
Group Age: 6 -10 years old
Activity duration: 20-30 min

Overview and objectives:

- Think about specific characteristics of some professional occupations;
- Debate with peers about real characteristics of professional occupations and also about some stereotypes;

Materials/Equipment needed:

Computer and internet access;
media projector (preferable).

Preparation:

No specific preparation required, beyond having the necessary equipment.

Tips/comments/recommendations:

Horizontal subjects may be addressed while playing the game, namely “gender equity”, “stereotypes”, “citizenship rights”, “employment/unemployment”, among many other.

Detailed instructions:

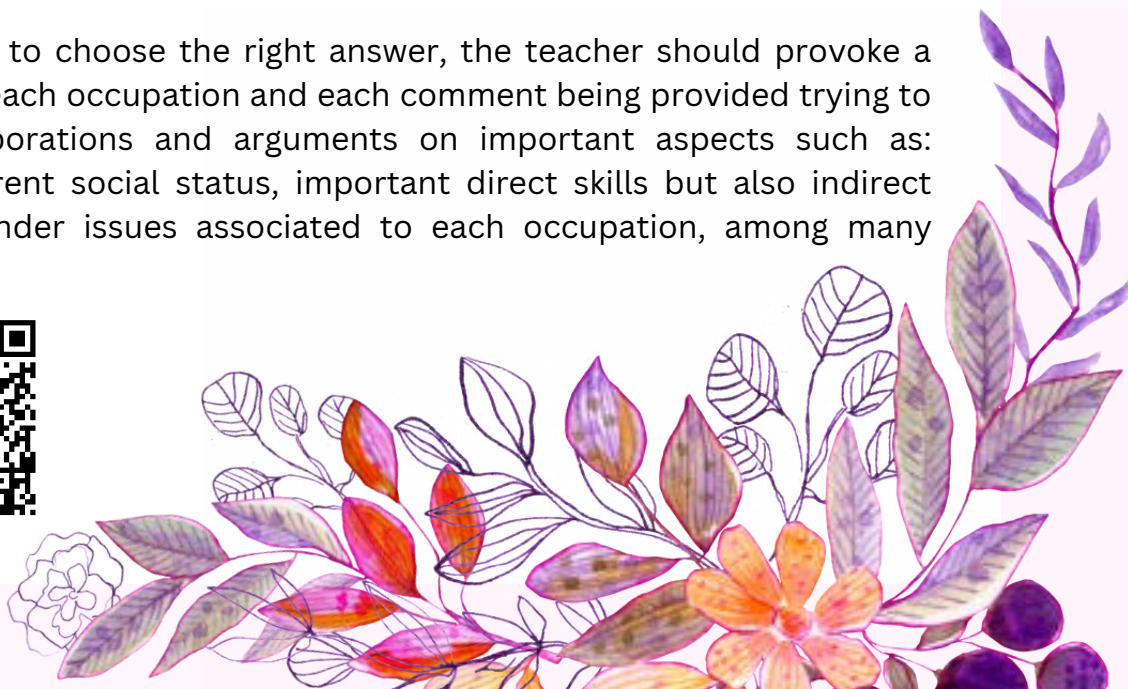
- Teacher prepares the internet session by opening the link to the game:



<https://view.genial.ly/62c7fc3ae7e8820011ffab0f/interactive-content-labyrinth-quiz>

- Individually or in groups, the players need to analyze the professional occupation’s image and the written comments and try to find the right answer;

Before proceeding to choose the right answer, the teacher should provoke a debate related to each occupation and each comment being provided trying to get students’ elaborations and arguments on important aspects such as: occupations’ different social status, important direct skills but also indirect skills required, gender issues associated to each occupation, among many other.



Erasmus UP2B

Professional Occupations

Matching - I

Group Size: 25 - 30
Group Age: 12-14 years old
Activity duration: 20-30 min

Overview and objectives:

- Matching pairs of professional occupations' images designed by school students and the occupations' names;
- Elaborating about the occupations and their relationship with the school subjects under development in a given class;
- Promoting a debate about horizontal domains;

Materials/Equipment needed:

Computer and internet access; media projector (preferable).

Preparation:

No specific preparation required, beyond having the necessary equipment.

Tips/comments/recommendations:

Horizontal subjects may be addressed while playing the game, namely "gender equity", "stereotypes", "citizenship rights", "employment/unemployment", among many other.



Detailed instructions:

-Teacher prepares the internet session by opening the link to the game:

<https://puzzel.org/pt/matching-pairs/play?p=-N6NM7UXmlRBblzkdd7D>

-Each player, at a time, tries to find a match by grabbing and moving one image card and one text card;

-If failing to get a matching pair, the player returns both cards to the left panel, scores no points and needs to wait his/her turn for the next round;

-When the player hits a matching pair he/she conquers 1 point; In order to conquer one additional point in this very same turn, he/she should elaborate to the class about a possible importance/relevance of the school subject (of this respective class) and the professional occupation of such winning pair; the teacher might provide additional points if the argument used by the student is found to be particularly innovative and creative, but still realistic; the following player gets his/her turn;

Erasmus UP2B

Professional Occupations

Matching - II

Group Size: 25 - 30
Group Age: 12-14 years old
Activity duration: 20-30 min

Overview and objectives:

- Matching pairs of professional occupations' images designed by school students and the occupations' names;
- Elaborating about the occupations and their relationship with the school subjects under development in a given class;
- Promoting a debate about horizontal domains;

Materials/Equipment needed:

Computer and internet access; media projector (preferable).

Preparation:

No specific preparation required, beyond having the necessary equipment.

Tips/comments/recommendations:

Horizontal subjects may be addressed while playing the game, namely "gender equity", "stereotypes", "citizenship rights", "employment/unemployment", among many other.



Detailed instructions:

- Teacher prepares the internet session by opening the link to the game:

https://puzzel.org/pt/matching-pairs/play?p=-N6NwO_uVfnT20Mvn23c

- Each player, at a time, tries to find a match by grabbing and moving one image card and one text card;
- If failing to get a matching pair, the player returns both cards to the left panel, scores no points and needs to wait his/her turn for the next round;
- When the player hits a matching pair, he/she conquers 1 point; In order to conquer one additional point in this very same turn, he/she should elaborate to the class about a possible importance/relevance of the school subject (of this respective class) and the professional occupation of such winning pair; the teacher might provide additional points if the argument used by the student is found to be particularly innovative and creative, but still realistic; the following player gets his/her turn;

Erasmus UP2B

Professional Occupations

Memory Game - I



Group Size: 25 - 30

Group Age: 12-14 years old

Activity duration: 20-30 min

Overview and objectives:

- Matching pairs of professional occupations' images designed by school students and the occupations' names.
- Elaborating about the occupations and their relationship with the school subjects under development in a given class;
- Promoting a debate about horizontal domains.

Materials/Equipment needed:

Computer and internet access;
media projector (preferable).

Preparation:

No specific preparation required,
beyond having the necessary
equipment.

Tips/comments/recommendations:

Horizontal subjects may be addressed while playing the game, namely "gender equity", "stereotypes", "citizenship rights", "employment/unemployment", among many other.

Detailed instructions:

-Teacher prepares the internet session by opening the link to the game:

https://puzzel.org/pt/memory/play?p=-N6D2elbMw0LJnf_E540

- Each player, at a time, tries to find a match by ticking two cards;
 - If failing to get a matching pair, the player scores no points and needs to wait his/her turn for the next round;
 - When the player hits a matching pair he/she conquers 1 point; In order to conquer one additional point in this very same turn, he/she should elaborate to the class about a possible importance/relevance of the school subject (of this class) and the professional occupation of such winning pair; the teacher might provide additional points if the argument used by the student is found to be particularly innovative and creative, but still realistic;
- the following player gets his/her turn;



Erasmus UP2B

Professional Occupations

Memory Game - II



Overview and objectives:

- Matching pairs of professional occupations' images designed by school students and the occupations' names.
- Elaborating about the occupations and their relationship with the school subjects under development in a given class;
- Promoting a debate about horizontal domains.

Group Size: 25 - 30

Group Age: 12-14 years old

Activity duration: 20-30 min

Materials/Equipment needed:

Computer and internet access;
media projector (preferable).

Preparation:

No specific preparation required, beyond having the necessary equipment.

Tips/comments/recommendations:

Horizontal subjects may be addressed while playing the game, namely “gender equity”, “stereotypes”, “citizenship rights”, “employment/unemployment”, among many other.



Detailed instructions:


-Teacher prepares the internet session by opening the link to the game:

<https://puzzel.org/pt/memory/play?p=-N6DAF6JnTH7IzKA7Pwk>

-Each player, at a time, tries to find a match by ticking two cards;

-If failing to get a matching pair, the player scores no points and needs to wait his/her turn for the next round;

-When the player hits a matching pair he/she conquers 1 point; In order to conquer one additional point in this very same turn, he/she should elaborate to the class about a possible importance/relevance of the school subject (of this class) and the professional occupation of such winning pair; the teacher might provide additional points if the argument used by the student is found to be particularly innovative and creative, but still realistic; the following player gets his/her turn;



Erasmus UP2B: Free to Choose your Job!

Group Size: 2 - ≥20
Group Age: 12 – 14 years old
Activity duration: 20-30 min



Overview and objectives:

- Debate with the teacher and with peers about real characteristics of professional occupations and also about their most common stereotypes;

Materials/Equipment needed:

Computer and internet access; media projector (preferable).

Preparation:

No specific preparation required, beyond having the necessary equipment.

Tips/comments/recommendations:

Horizontal subjects may be addressed while playing the game, namely “gender equity”, “stereotypes”, “citizenship rights”, “employment/unemployment”, among many other.

Detailed instructions:

- Teacher prepares the internet session by opening the link to the game:

<https://learningapps.org/view26185900>

-Individually or in groups the players need to analyse the professional occupation’s text and match it with the most suitable image;
After uncovering the job occupation the teacher should provoke a debate related to each occupation trying to get students’ elaborations and arguments on aspects such as: occupations’ different social status, important direct skills but also indirect skills required, gender issues and common stereotypes associated to each occupation, among many other that may be raised, also by the students themselves.



Erasmus UP2B:

Jobs using foreign languages

Group Size: 2 - ≥20
Group Age: 6 -10 years old
Activity duration: 20-30 min



Overview and objectives:

- Discover job occupations that require foreign languages' skills.
- Debate with the teacher and with peers about real characteristics of professional occupations and also about some stereotypes.

Materials/Equipment needed:

Computer and internet access;
media projector (preferable).

Preparation:

No specific preparation required,
beyond having the necessary
equipment.

Tips/comments/recommendations:

Horizontal subjects may be addressed while playing the game, namely “gender equity”, “stereotypes”, “citizenship rights”, “employment/unemployment”, among many other.

Detailed instructions:

- Teacher prepares the internet session by opening the link to the game:

<https://learningapps.org/watch?v=pgxyvqmg22>

-Individually or in groups the players need to analyse the professional occupation's text and match it with the most suitable image;

Before proceeding to choose the right answer, the teacher should provoke a debate related to each occupation and each comment being provided trying to get students' elaborations and arguments on important aspects such as: occupations' different social status, important direct skills but also indirect skills required, gender issues associated to each occupation, among many other.

Feelings

Group Size: Individual
Group Age: 12-16 years old
Activity duration: 15 min

Overview and objectives:

Talking about your feelings might help you maintain excellent mental health and cope with tricky situations. It is not a show of weakness to express your emotions. It is all part of taking control of your health and doing what you can to maintain it. The activity aims to create awareness on the feeling's topic, aiming for students to become more open and to really understand various kinds of feelings they may have in their current or future life. The activity creates the environment for mental growth and personal developments that are an important part of the student's future life.

Materials/Equipment needed: The students' needs internet access.

<http://up2b.name.tr/calisan/course/view.php?id=24> (anyone can enter as guest)

Preparation:

Preparing brief introduction about importance of understanding feelings and how it can help students in the future.



Tips/comments/recommendations:

The teacher could make a brief discussion after the activity where students could ask questions and raise awareness of different feelings.



Detailed instructions:

Detailed step by step instructions for the organization and implementation of the activity (use bullets 1,2, 3....)

- 1.The teacher gives brief introduction on the topic.
- 2.The teacher asks students to individually solve the activity
- 3.After the activity students discuss the feelings and ask questions

Find Your way



<http://up2b.name.tr/calisan/course/view.php?id=24>
(anyone can enter as guest)

E-pills testing phase

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Flying jobs

Group Size: Activity for 15 students (but it could be done with 8 or less).

Group Age: It is thought for students from 12-16.

Activity duration: 50-55 minutes

Overview and objectives:

Usually, students do not spend time reflecting about their future career or about the things that each profession brings to the society and to the rest of people. In this activity, they will analyze different job positions.

At the conclusion of this activity, participants will:

- Reflect on the knowledge and skills of certain professions and their usefulness.
- Know how to defend their own positions and understand the others
- Work in a group with a common objective
- Reflect about future professional choices

Materials/equipment needed:

Paper sheets with images of workers of different job positions (both genders in the same image).

Preparation:

Teacher will prepare and print images of people working in the following job positions (one male and one female in each one, in order to not associate a profession with a specific gender):

- Doctor
- Chef
- Soldier.
- Architect, designer.
- Carpenter.
- Farmer
- Biologist.
- Police
- Humorist.
- Politician
- Judge

Teacher will prepare a table in the middle of the class



Tips/comments/recommendations:

Teacher is the judge of the situation, for that, he/she has to stop if some travel partner is defending skills or knowledges that clearly is not related with his/her job position or if he/she is using strategies related with race, ethnicity, nationality, class, caste, religion, belief, sex, gender, language, sexual orientation, gender identity, sex characteristics, age, or health.

Detailed instructions:

1- A table is placed in the middle of the class and it is selected 8 students. They are seating around the table. The rest of the students (it is recommended 7 more) are seated in a bigger circle with the table and the other 8 students in the middle.

2- Teacher starts reading the following story:

“Imagine that you are going in a big balloon traveling with the 7 people who are surrounding you. You are over the sea because you are going to work in a city in Australia, and suddenly you realize that the person who had to check the balloon, has not done it, and it begins to go down slowly; you do not have any protection measure, neither individual nor collective, because nobody had taken into account that an accident could happen. You get scared, but you see a beautiful island in the distance, some of you calculate the speed of how you are going down, and you realize that you will not arrive to the island, for that you throw all the luggage and everything you are carrying in the balloon, finally, you don't have more things inside the balloon, but you keep losing height and finally everyone in the balloon realize that the only way to arrive to the island is that one of you jump from the balloon to an area full of rocks (with almost zero chances of surviving) and with that sacrifice, the others could reach the beach of the island. The decision about who has to jump from the balloon has to be taken by consensus and unanimity and to decide that you have to consider the profession of your travel partners (not if it is your friend or the gender or other factors), because that profession will show what you are able to do in the future on the island. It is important to keep in mind that the island appears in the middle of nothing, and it seems uninhabited, so it is very likely that you need to spend a long time there. Moreover, if no one jumps in 20 minutes you will all die, it is a rule that no one can voluntarily sacrifice themselves jumping to the rocks, but all of you agree that you will jump to the rocks if it is decided unanimously. All of you, have to defend your profession according to the things that it is supposed that you know and your skills because of your job position.

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

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

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

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

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

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

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

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

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

<http://up2b.name.tr/mod/h5pactivity/view.php?id=41>



Gender Equality Index

Group size: 25 - 30

Group age: 13-17 years old

Activity duration: 30-40 min

Overview and objectives:

- Reflect on gender (in)equality.
- Verify the existence of objective indicators on gender (in)equality.
- Use indicators and understand their usefulness in building an effective and full citizenship.

Preparation:

Preview the video

Materials / Equipment needed:

Technological devices (computers, tablets, smartphones, internet)



Detailed instructions:

1. Show the video to the class.
2. Students should do the quiz.
3. Reflect with the class on the results of the quiz.
4. Access the Gender Equality Index site and explore (interactively) the tool.

eige.europa.eu

<https://wordwall.net/embed/ec39f56b791b48c0b5c1458291049311?themeld=1&templated=5&fontStackId=0>



This activity is an interactive proposal to reflect on the theme of gender equality.

Firstly, students should be asked to answer a quiz available online.

After a brief discussion of the results, the "Gender Equality Index" tool should be presented and its online exploration encouraged. It is an interactive tool.

The exploration of the tool should be seen as a challenge to go deeper into the topic. It allows viewing indicators in various dimensions, across the EU or by member country.

There is a game (Index Game) that can be activated.

The video is used to introduce the topic and the activity.

Health & Safety at work: role-playing

Group Size: No limit

Group Age: 12-15 years old

Activity duration: 25 min

Overview and objectives:

The main objectives are:

- To deep knowledge about tasks corresponding to the Occupational Hygiene and Safety Technician
- Raising awareness of existing risks and care for a healthy workplace

Materials/Equipment needed:

- Technological devices (computer, internet).

Preparation:

- Talk about the safety measure at work and the signs

Detailed instructions:

Play

<https://wordwall.net/resource/33555128>



“Here’s my opinion about it!”

Group size: 25 - 30

Group age: ≥8

Activity duration: 5 minutes of briefing time + approx 30 minutes for debriefing.

Overview and objectives:

- Awareness raising for cross-cutting issues;
- Awareness raising for the importance of taking actions by using an informed position about sensitive issues

Preparation:

This activity is based in the assumption that students are linked to their peers on social media networks; however, this is not a condition for the activity to be well succeeded.

Materials/Equipment needed:

- Technological devices (computer, smartphone, internet connection).

Tips/comments/recommendations:

It is recommended to the teacher to inquiry students in advance in order to collect their major interests on cross-cutting issues such as: environmental protection, social and civil rights, minorities rights, racism & xenophobia, migrants inclusion, gender equity, LGBTQIA+ rights, disability issues, among other.





Detailed instructions:



1. Following a debate on class, mediated by the teacher, where a specific subject from a range of cross-cutting themes is addressed, the class chooses one of such themes to work in particular during this activity. As an example, and in order to better illustrate the activity, we propose “fight against environmental aggression”.
2. Students are invited to individually think about a reply that should be funny and not aggressive but assertive, to provide during a conversation occurring at a social media network (for example, WhatsApp, Facebook, Instagram, ...) whenever they identify a “negative” statement/ behavior. For example: if a peer member refers “I don’t care about recycling...” or “fortunately they are cutting down the trees on my street as they are useless...”, etc., etc... students will use their “here’s my opinion about it” reply.
3. The reply should be based either on a GIF or a sticker created by each student to present their opinion and allow for a constructive and positive continuation of the conversation. For example: an image of some historical figure (or the image of the student him/herself – advised only for ≥ 18 people, though) may appear in a “waving no” position while a statement saying, for instance, “that’s not right, pal!” is showed. The possibilities will be as many as the imagination and creativity of the students will generate.
4. Students may resource to their own knowledge to create such reply or be directed by the teacher to specific tools available online, such as <https://giphy.com/create/gifmaker>. According to the conditions of the classroom, the school subjects addressed and other, teachers may also propose the continuation of the task in different (further) classes or at home.
5. Alongside with the reply designed by each student, it is advised that a positive theoretical argument is equated in class in order for the student to support the use of the GIF/sticker, for example, as a starting point: “please bear in mind that resources are limited and pollution derived from non-recycling practices will end up negatively affecting us all”, or “you should think that, besides turning every street more beautiful, trees are fundamental for life on earth!”...

Hurdles in Communication

Group Size: No limitations, but it is recommended groups of no more than 10 students.

Group Age: It is thought for students from 12-16, but it could be done for students between 8 and 18 with some changes

Activity duration: Between 30-40 minutes



Overview and objectives:

Students need to learn that other students could have difficulties to communicate, for example a student with a hearing disability has a series of problems that can cause communication obstacles, and they could do things to facilitate the communication, such as not talking from a distance from him, trying to vocalize as much as possible and giving them the possibility of reading the lips and also helping the communication with gestures, which also gives the clue that it would be ideal to learn sign language (or at least some signs)

At the conclusion of this activity, participants will:

Understand that a student with hearing problems will have difficulties in communications and some messages are not totally understood

- Realize that he/she could do some acts to facilitate the communication
- Take into account that if he/she try to communicate with another student with hearing problems, it is better to do in front of him/her, not in his/her back
- Realize that usually they could read your lips, for that it is better to try to speak clearly, slowly and not distorting lip patterns, and if it is necessary, to repeat the information
- Be conscious that the gestures it is a wonderful way to communicate information and the utility of learning sign language

Materials/Equipment needed: Headphones with music, 10 paper sheets with 10 messages, blackboard or whiteboard with a chalk or a marker.



Preparation:

Teacher will prepare a headphones connected to a music (for example to a computer), taking into account that it is not necessary that it will be too loud to preserve the student's hearing health; and it will be prepared 10 paper sheets with the following messages:

- The class bell is ringing, the break is over, we have to run
- I really like the shoes that you are wearing. Where did you buy?
- Do you want to come to my home after class to watch the last movie of avengers?
- We are going to play a handball game against teachers, do you want to play with us?
- My friend of the other class has told me that the unexpected math exam is going to be today
- The institute's siren is sounding really loud, it seems that some danger is happening right now, we have to follow the emergency instructions
- This weekend I'm going to the country with my parents, there are a lake with boats; would you like to come with us?
- The toilet on the 2nd floor is broken, it is full of water, if you want to go to the toilet you will have to ask the teachers for permission to use the one on the first floor
- Next summer I will go to the beach with all my family, we may go to a foreign country, do you have plans for the summer?
- I think the teacher is calling us to go back to class. I haven't had time to finish my sandwich

Tips/comments/recommendations:

This activity could be used as introduction for a lesson about disability and the problems that they have to face.

Detailed instructions:

- 1- Teacher select 10 students (or groups with 10 or less)
- 2- These students will select 1 paper sheet without knowing the content in advance and with the instruction that their classmates cant read the content
- 3- Teacher explains to the group that people with hearing problems could have obstacles to communicate because above all they can hear the information surrounding him/her. But different strategies could be followed to facilitate it.



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

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

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

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

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

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

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

<http://up2b.name.tr/mod/h5pactivity/view.php?id=39>



I want to go to the school

Group Size: No limit
Group Age: 12-15 years old
Activity duration: 10 min

Overview and objectives:

This activity promotes the presentation and the debate about the “Convention on the Rights of the Child”, focusing the right of the child to education” (article 28).

The expected outcomes are:

- to acquire knowledge and deep understanding about the “Convention on the Rights of the Child”.
- to recognize the importance of education.
- to develop the sensibility of the two various life circumstances.

Preparation:

- Text of the “Convention on the Rights of the Child” (annex 1)
- Pictures, Life histories and role model (ex. Malala Yousafzai biography video <https://youtu.be/SbSO2akmKtM>)



Materials / Equipment needed:

Technological devices (computers, tablets, smartphones, internet) .



Detailed instructions:

- Visualize the texts, images and video (<https://youtu.be/SbSO2akmKtM>)
- Create an online forum focusing “The right of the child to education”. Example of questions:

Promote reflection, starting with the following questions:

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

I'm not a physicist and then what? Physics works for me...

Group Size: 25 - 30

Group Age: 13-16 years old

Activity duration: 20-30 min

Overview and objectives:

- Recognize the relevance of Physics for several professions
- Identify the relation between the skills of several professions and disciplinary contents (of Physics) with them

Materials/Equipment needed:

- Recognize the relevance of Physics for several professions.
- Identify the relation between the skills of several professions and disciplinary contents (of Physics) with them.



Preparation:

Physics is the answer key to how the universe works because physics is the most basic and fundamental science. Because physics "is in everything", there are several non-technical professions that require knowledge of the discipline/science and whose skills trigger the application of this knowledge. The example we have mentioned - bricklayer - is one of several in which physics is relevant to the exercise of the profession.

Still, it is important to highlight the importance of Physics for everyday life, because a multitude of physical phenomena occur around you, which you need to know to understand the world around you.

Thus, it is important to prepare this activity briefly to guide students to its development. We suggest that, along with the example we show (Attachment 1), others should be prepared so that, if necessary, they can be suggested to the students. However, we believe that it is preferable to conduct the activity in such a way that the students, by themselves, suggest professions and make the relationship between the necessary skills of the profession and the contents of Physics.

Tips/comments/recommendations:

Follow the example in Attachment 1.

It is proposed that brainstorming be used as a pedagogical methodology, following the interactive model available.

Detailed instructions:

1. Build, collaboratively with the students, a digital concept map, in which the characteristics of the profession in question, its main competences and respective correspondence with the contents of Physics that contribute to those domains and skills are identified.

You can follow the example of the digital map, whose link is available, or even continue it.

<https://www.mindomo.com/mindmap/5e218931396b42a6bafeda6586fa9384>

2. The process can be repeated as many times as the class wants.



Attachment 1

Bricklayer

Bricklaying is an occupation of utmost importance in our lives, particularly for those who live inside concrete-built houses. While the bricklayer needs to have physical strength and hand ability to carry and correctly place bricks, he/she really need to perform and to understand much more than that! Bricklayers are called to have problem-solving capacities, of course, but also to understand how materials work, how they react in accordance with their technical features and the environmental characteristics. Bricklayers will be called to understand the basics of physics but, if by chance they are called to build or to repair a vaulted ceiling or roof, they will surely be happy to know more about physics than just the basics! [from the Handbook School & Job Matching - UP2BE project e-book].

I'm not afraid of bullies!

Prevention and awareness raising complain

Group Size: One class (maximum 25 people)

Group Age: 12-13 (We can involve even older kids, but who are always in the same class)

Activity duration: 2 hours

"There will be videos about real stories of bullying and cyberbullying"



Overview and objectives:

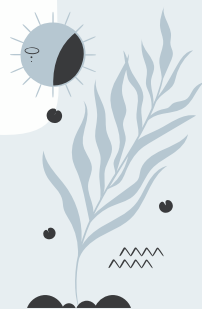
- Understanding the knowledge of the kids about bullying and cyberbullying.
- Raising awareness of the correct use of the Internet.
- Giving feedback to adults on the phenomenon.
- Understanding, through group activities that stimulate reflection on the subject, the incidence of the phenomenon and its perception by children and teachers.
- Stimulating an empathetic and respectful debate.
- Activating good practices of active listening (both inside the group, and outside with subjects such as school and family).
- Thinking together with active ways to help victims of bullying and cyberbullying.

Preparation:

Teachers can prepare kids for discussion and activities by administering a questionnaire in the days before the activities (anonymous) which will then be evaluated by facilitators and discussed at the end of the activities to see if particular cases have emerged and if after the activities has changed the perception and knowledge of the subject.

Materials/Equipment needed:

- Projector
- Computer
- Billboards, colors, pens
- Large and comfortable space (for exercises and division into groups)



Tips/comments/recommendations:

It's important to prepare the teachers to observe the activities and to be able to catch the typical signals of a person who is the victim of bullying and cyberbullying and bullying.

The facilitators, in the same way, must prepare to be able to better manage the conflicts that could emerge and to activate an empathic and non-judgmental attitude.

Detailed instructions:

The activities will be divided into 4 moments:

- 1) THE COGNITIVE MOMENT
- 2) THE EMOTIONAL MOMENT
- 3) THE MOMENT OF PRACTICAL ACTIVITY
- 4) THE FINAL DISCUSSION



1) THE COGNITIVE MOMENT: At this moment slides will be projected with provocative statements about bullying and cyberbullying such as:

- Do you think it's better to take care of yourself or ask for help?
- Do you think it's really serious to insult someone on the Internet, or is it just a game?
- Those who ask for help to adults are weak

You can ask the guys to side by raising your hand on yes or no, and the facilitator will write everything down for the moment of discussion.

2) THE EMOTIONAL MOMENT: There will be videos about real stories of bullying and cyberbullying, maybe even referring to news stories. Listening to these stories firsthand will stimulate emotions in kids and empathy

After the vision, we recommend a short break to give way to the boys to rework the emotions.

3) PRACTICAL ACTIVITY:

This type of activity is motor, theatrical and very emotional. The kids will be divided into groups of three and each will have a specific role. We will have a person who will do all the actions he wants (roll to the ground, crawl, jump) the other person will have to follow him in all his movements (so he could also end up against the wall or on the ground) the important thing is never to stop following the companion. The third person will be the observer who at the end of the exercise will have to communicate what he noticed in the participants (facial expressions, non-verbal language). After this first part, we switch roles.

This type of exercise accompanied by music, preferably with increasing tension, is useful to understand the dynamics that occur between the victim and the bully.

After that, a few minutes break to rework the emotions, and then you will be asked to write on the billboard how they felt through a word or phrase.

4) FINAL DEBATE.

At this time teachers and facilitators will guide the reflection, starting from the reading of what is written on the billboard, then we will analyze the group dynamics, the feelings emerged and there will be room for clarification, until the initial questionnaire comment to see if the perception of the phenomenon has changed and to see if some conflicts have been resolved

Evaluation:

The evaluation will be separate for teachers and children

Teachers will be asked:

- What did I learn more about the group dynamics of my class?
- Have I acquired additional tools to prevent and contrast bullying and cyberbullying?
- How do I feel emotionally after this activity?

To the kids:

- Did I learn more about how to prevent bullying?
- Do I now know I can ask for help if I am a victim of bullying or cyberbullying?
- Do I know how to help a friend in need?
- If I have violent attitudes, do I know that I can ask for help?
- How do I feel now ?

Inclusive Language



Group Size: 25 - 30

Group Age: 12-15 years old

Activity duration: 20 min

Overview and objectives:

- Promote inclusive communication.
- Recognize the importance of language in combating various forms of discrimination and social exclusion.

Materials / Equipment needed: Technological devices (internet, computer, internet).

Preparation:

An inclusive communication contributes to open possible scenarios that are not limited to a stereotyped vision of the world we live in. Promote an adequate communication may influence attitudes, perceptions, and lead to changes that effective a more egalitarian and respectful experience of diversity to contribute that equal opportunities may become, progressively, a reality.

As a preparation for this topic, we recommend reading the second component of the handbook of the UP2BE project (e-book) "School & Job Matching".

Tips/comments/recommendations:

Prepare the subject (inclusive communication/language)

(Attachment 1)

Detailed instructions:

1. Students should do the game/quiz.



<https://wordwall.net/resource/36370568>

2. Reflect with the class on the results of the game/quiz (try to explain/discuss sentence by sentence) – why some are correct and others are to avoid.

Attachment 1

Avoid/Not use	Use
Disabled	People with Disabilities
Motor Disabled	Persons with Reduced Mobility
Person with needs	Person with Additional support
Blind	Person with visual impairment
Deaf	Person who is deaf
Demented	Person with dementia
Mongolian, Mongoloid	Person with Down Syndrome Person with Trisomy 21
Mentally ill	Person with mental illness
Older people	Elder people; seniors
Gypsy race	Roma people
Homeless	Person in situation of homeless



Interactive Groups about jobs

Group Size: No limit
Group Age: 12-15 years old
Activity duration: 25 min

Overview and objectives:

The interactive groups are a way to organize the classroom based on evidence given by the international scientific community and contrasted with the traditional practice in the classroom at education levels.

The main objectives are:

- To improve coexistence, generating democratic and inclusive learning spaces.
- To improve the participation of families and the whole community.
- To improve social cohesion by promoting dialogue and cooperation between all social agents.
- To deep knowledge about tasks and knowledge corresponding to different professions.

Materials/Equipment needed:

- Technological devices (computer, internet).



Preparation:

- Talk about different jobs, skills and the importance of diversity

Detailed instructions:

- Watch videos about choosing a job

<https://youtu.be/we7zHcsgo0o>

<https://youtu.be/XTjwlGpdGxg>

<https://youtu.be/jBwu-3-Gfgc>



Group discussion (optionally)

The video can be uploaded to [Flipgrid](#) and discussed.



Job Cards

<http://up2b.name.tr/calisan/course/view.php?id=24>
(anyone can enter as guest)



E-pills testing phase

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Learning styles identification



Group Size: A whole class or individually

Group Age: 12-18 years old

Activity duration: 1-2 sessions of 45 minutes

Overview and objectives:

- To provide an overview of how to identify the students' learning style in order to improve their approach to studying
- Guide teachers and students about teaching / learning strategies more consonant with the predominant styles.

Materials/Equipment needed:

- Tablet, Smartphone, Computer
- Internet connection
- Online copy of the "Learning style identification questionnaire".

Preparation:

Transfer the "Learning style identification questionnaire" in an online format in order the students to fill it in.

Tips/comments/recommendations:

It is good to organize face-to-face interviews with the students after the activity in order to discuss the obtained results and provide them with more information about their learning styles.

Detailed instructions:

The questionnaire consists of 35 items. In each of them, the student has to indicate the degree of frequency (from little/rarely too often/always). The results are checked manually by the teacher and allow concluding on the dominant learning style(s): Visual, Auditory, Kinaesthetic, Individual / Group Learning, Expressive oral and Expressive written.

1. Transfer the "Learning style identification questionnaire" (Annex 1) to any type of online platform the students are familiar with.
2. Ask the students to fill in the questionnaire
3. Assess the obtained results using the provided template in Annex 2

ANNEX 1

IDENTIFICATION OF LEARNING STYLES QUESTIONNAIRE

Name:.....

Year: / Class:

This questionnaire intends to know your learning styles, which means the ways you learn better, according to your features and personal capacities. The results will allow to give you suggestions to improve your study and learning. As also contribute to your teachers develop strategies in the classroom according to your learning styles and that may increase your school success.

To each one of the following questions, answer according what suits you best, using the following key:

1-A little/rarely

2-More or less

3-Often

4-A lot/always



Nº	Statement	1	2	3	4
1	When I study and I make models, schemes, etc., I remember better what I learned.				
2	Written works are easy for me.				
3	I learn better if someone read to me than if I read for myself in silence.				
4	I can produce more when I work alone.				
5	I remember better what I read than what I heard.				
6	Answering questions I do it better orally than in writing.				
7	If I need help I ask a classmate.				
8	I don't mind to do written work.				
9	I remember better what I hear than what I read.				
10	I like to work alone.				
11	I prefer read rather than listening.				
12	I prefer show and explain orally how something works than by writing.				
13	I like to work in group because I learn with others.				
14	Writing several times a new and difficult word helps me to remember it better.				
15	To me is easier remember what I heard rather than what I read.				
16	I learn better when I study alone.				
17	When I can choose between hear or read, I usually prefer to read.				
18	I think I speak better than I write.				
19	I can produce more when I work with someone.				
20	I like manual works.				
21	It sounds better to me the things that I write than what I say.				
22	I study better when no one is around me and I don't speak or listen to anyone.				
23	I have good grades in the subjects that reading it's in the base of the information.				
24	If the homework was oral I will do it always.				
25	I can learn more about one theme when I get together with some classmates.				
26	I like to do things involving the hands.				
27	I like tests to complete sentences or elaborate written answers.				
28	I understand better subjects from oral arguments than from readings				
29	I learn better reading than listening.				
30	I prefer tell a story rather than write it.				
31	I like to study with other people.				
32	I understand better a subject when I make something related with it				
33	The things I write seems to me better than the things I say.				
34	I have good grades in the tests that are about subjects orally revised in the class.				
35	I understand better when I work alone and not in groups.				

ANNEX 2

LEARNING STYLES / STRATEGIES FOR TEACHERS

Name:.....

Year: / Class:

Score:

To each answer, place in the following chart the number indicated by the student.

Analyze the predominant styles, which means the ones where the score was higher.

Learning Style	Items	Total score
1. Linguistic-Visual	5 – 11 – 17 – 23 – 29 –	
2. Linguistic-Hearing	3 – 9 – 15 – 28 – 34 –	
3. Kinaesthetic-Hearing-Visual	1 – 14 – 20 – 26 – 32 –	
4. Individual Learning	4 – 10 – 16 – 22 – 35 –	
Learning Style	Items	Total Score
5. Group Learning	7 – 13 – 19 – 25 – 31 –	
6. Oral-Expressive	6 – 12 – 18 – 24 – 30 –	
7. Written-Expressive	2 – 8 – 21 – 27 – 33 –	

Life supermarket

Group Size: No limitations, but it is recommended groups of no more than 6 students.

Group Age: It is thought for students from 12-16.

Activity duration: 40-45 minutes



Overview and objectives:

Students have to understand that some economic and math notions are needed in real life and school is a good place to learn it. Moreover, if they want to work as supermarket cashier, they will know that notions because they are in charge of handling monetary transactions. Furthermore, they may be required to know value and features of items for which money is received, to give cash refunds. Some of those things are, also, applied to a store manager.

At the conclusion of this activity, participants will:

- Know how important mathematic and economic are in daily life and how various concepts (for example percentages) are used a lot, and it is really useful to know and apply.
- Know how to categorize some products.
- Know how to use money and discounts.
- Understand how percentages could be useful to be used in real life.
- Be capable of doing a shopping list with products of different categories.

Materials/equipment needed:

Several tables, paper sheets with images of products, a calculator, sticky notes, discount tickets and fake money from a game (we will give the name of “rans” to the currency).

Tips/comments/recommendations:

The teacher will supervise the activity and will help the tasks of the 2 students who “are working” in the supermarket, above all at the beginning.

Preparation:

Teacher will prepare and print images of the following products:

- Fruits: various fruits such as grapes, apples, pears, oranges
- Meats: beef, lamb, turkey, pork
- Fish: Salmon, sole, sea bream, sea bass, trout
- Vegetables: Cabbage, broccoli, green beans, cauliflower, artichokes, peppers, leek, cucumber
- Drinks: still water, pineapple juice, milk, lemonade, cola, orange soda, sparkling water, milkshake
- Desserts: custard, yogurt, tiramisu, chocolate cake, cream ice cream

4-6 tables in the middle of the class with the images of the products.

In the other table, a bit far away from the tables of the middle of the class, it will be placed another table with a calculator and fake money of different values.

It will be created different discount tickets (5% for the whole purchase, or 10%, 15% and 22% for one product).

Detailed instructions:

1- Teacher select a group of 6 students (it could be more) to do the activity, and inside that group, 2 of them to “work” on the supermarket.

2- These 2 students will select which one will be the cashier and which one will be the store manager (or teacher will choose it)

3- Store manager will prepare the image of the products in the tables (it is recommended 1 table por type of product) grouping it in fruit, meat, fish, vegetables, drink and dessert. After that, he/she will add a sticky note in each note of the products with a different price for each product (he/she could think which ones are the most expensive in real life) but with the following limits:

- Fruits: between 5 and 15 rans
- Meats: between 15 and 30 rans
- Fish: between 15 and 30 rans
- Vegetables: between 10 and 20 rans
- Drinks: between 5 and 15 rans
- Desserts: between 10 and 20 rans

4- The cashier will give to the rest of the students (clients), 100 rans of fake money and different discount tickets that it could be applied to full purchase (5%) or to only one product (10, 15 or 22%). He/she has to give more than one discount ticket to each student.

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

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

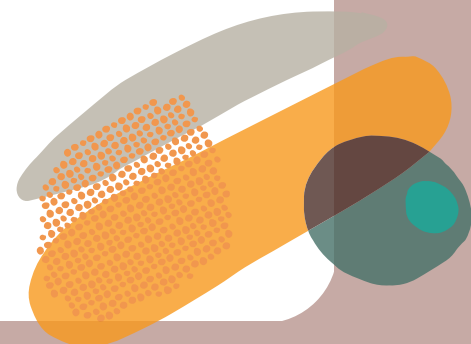
7- Second client enters the supermarket without any replacement of the products that the first client has chosen. He/she will select 8 products in 5 minutes, following the same procedure of Step 6.

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

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

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

<http://up2b.name.tr/mod/h5pactivity/view.php?id=40>



Limitless Science



Group Size: No limit
Group Age: 12-15 years old
Activity duration: 5 min

Overview and objectives:

- Recognize the importance of women in Science

Preparation:

As a preparation for this topic, we recommend talking about the role of women in Science and read their biography in <https://medium.com/nevertheless-podcast/stem-role-models-posters-2404424b37dd>

Tips/comments/recommendations:

Prepare the subject (talk about women in Science).



Materials/Equipment needed:

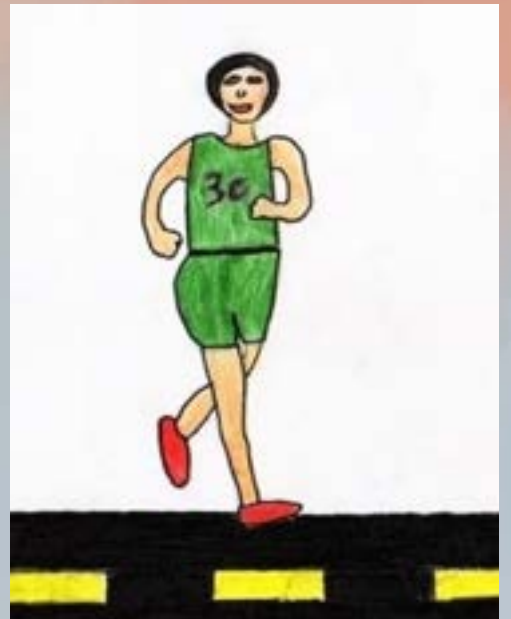
Technological devices (internet, computer, internet).

Detailed instructions:

- Play

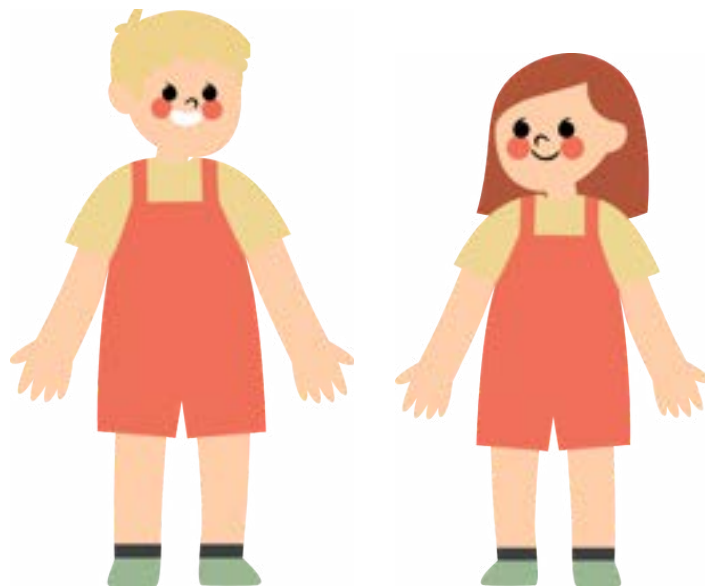
<https://view.genial.ly/62a76c5294eca5001176c694/interactive-content-flipcard-quiz>





Male and Female profession

Google Jamboard



“Match point”

Group Size: 25 - 30

Group Age: 12-14 years old

Activity duration: 30 min



Overview and objectives:

- Reflect on the relevance of knowledge and school content for the most diverse professions.
- Associate professions with "unexpected" school content.

Preparation:

Play the game in advance and make notes on what you expect to be unusual in the established relationships (in terms of associating disciplines/contents with professions). Prepare for expressions from students such as "the doctor needs math too" or the "tour guide must know how to speak foreign languages".

Materials/Equipment needed:

Technological devices (internet, computer, internet).



Detailed instructions:

1. Students should do the game.

<https://wordwall.net/resource/34479020>

2. 2. Reflect with the class on the results of the game.



“Match” professions

Group Size: 25 - 30
Group Age: 12-14 years old
Activity duration: 30 min



Overview and objectives:

- Identify the functional contents and characteristics of various professions
- Realize that the activities associated with the professions are diverse and specialized

Materials/Equipment needed:

Preparation: Play the game.

Technological devices (internet, computer, internet).

Tips/comments/recommendations:

It is advisable to play the game before presenting it and proposing it to the students.

Detailed instructions:

1. Students should do the game.

<https://wordwall.net/resource/34480882>

2. Reflect with the class on the results of the game.



Memory



<http://up2b.name.tr/calisan/course/view.php?id=24>

(anyone can enter as guest)



E-pills testing phase

[Home](#) / [Courses](#) / [Resources](#) / [E-pills testing](#) / [H5P - BRAINLOG](#) / [Memory](#)



Media Literacy video (Portuguese and English)

Group Size: No limit
Group Age: 12-15 years old
Activity duration: 5 min

Overview and objectives:

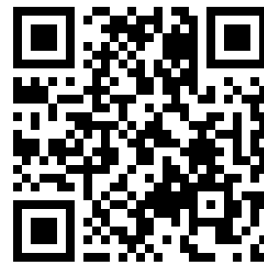
To deep knowledge about The illusion of social networks.

Materials/Equipment needed:

Technological devices (computer, internet).

Preparation:

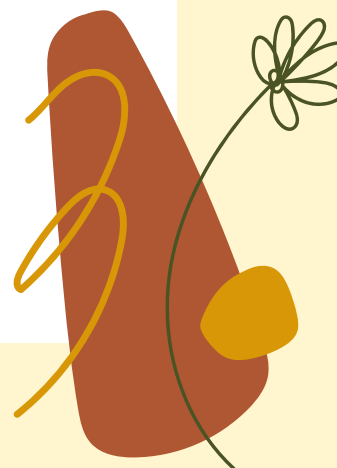
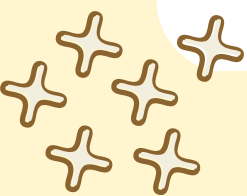
-Talk about Media Literacy: The illusion of social networks.



Detailed instructions:

Watch <https://youtu.be/hoym1bL1OCs>
(Portuguese, subtitles in English)

Group Discussion about The illusion of social networks.
The video can be uploaded to [Flipgrid](#) and discussed.



Media Literacy search video (Portuguese and English)

Group Size: No limit

Group Age: 12-15 years old

Activity duration: 5 min

Overview and objectives:

To deep knowledge about beauty standards and online professions .

Materials / Equipment needed:

Technological devices (computers, tablets, smartphones, internet).

Preparation:

-Talk about Media Literacy: internet beauty standards and online professions.

Detailed instructions:

Watch <https://youtu.be/tGk1QAY6d8s>
(Portuguese, subtitles in English)



Group Discussion about internet beauty standards and online professions.
The video can be uploaded to [Flipgrid](#) and discussed.



Media Literacy search words (Portuguese)



Group Size: No limit
Group Age: 12-15 years old
Activity duration: 5 min

Overview and objectives:

- To deep knowledge about children's rights in online environments

Materials / Equipment needed:

Technological devices (computers, tablets, smartphones, internet).



Preparation:

-Talk about Children's Rights in the Digital Environment | UNICEF Global Development Commons

-<https://gdc.unicef.org/resource/childrens-rights-digital-environment>

Treaty bodies

Download(ohchr.org)

https://tbinternet.ohchr.org/_layouts/15/treatybodyexternal/Download.aspx?symbolno=CRC%2fC%2fGC%2f25&Lang=en

Detailed instructions:

-Search the website: <https://gdc.unicef.org/resource/childrens-rights-digital-environment>

-Play

<https://wordwall.net/pt/resource/25873983>



Mind map your learning

Group Size: The activity is appropriate for any group size

Group Age: 14+ years old

Activity duration: 60 min



Overview and objectives:

This activity helps students to understand their motivation for learning by identifying their passions and strengths and building on them for planning future learning.

At the conclusion of this activity, participants will be able:

- To figure out what they are passionate about
- To understand their personal needs, values and purpose
- To learn to express who they are
- To learn how to use their unique strengths and skills in their education
- To learn how to express their purpose uniquely
- To find out what their unique educational vision and purpose is

The activity can be implemented using the “mind map” method.

A mind map is a diagram used to visually organize information. A mind map is hierarchical and shows relationships among pieces of the whole. It is often created around a single concept, drawn as an image in the center of a blank page, to which associated representations of ideas such as images, words and parts of words are added. Major ideas are connected directly to the central concept, and other ideas branch out from those.

In a mind map, as opposed to traditional note-taking or a linear text, information is structured in a way that resembles much more closely how your brain actually works. Since it is an activity that is both analytical and artistic, it engages your brain in a much, much richer way, helping in all its cognitive functions. (See the Annex 1 “Mind map example”)[1]

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

Preparation:

The teacher/facilitator should carefully read the instructions for performing this activity in advance.

It is recommended that the teacher/facilitator creates his own mind map in order to better understand the method and as a demonstration of the foreseen results.

Materials/Equipment needed:

At the end of the activity, the teacher could organize a discussion with the class on the topic:

- Why is education and learning important?
- What motivates the students to achieve better learning results?

Detailed instructions:

1. The teacher presents Annex 1 “Mind map example” and explains the aims of the activity.
2. The teacher presents to the students the steps on how to create a mind map:

Seven steps to make a mind map:

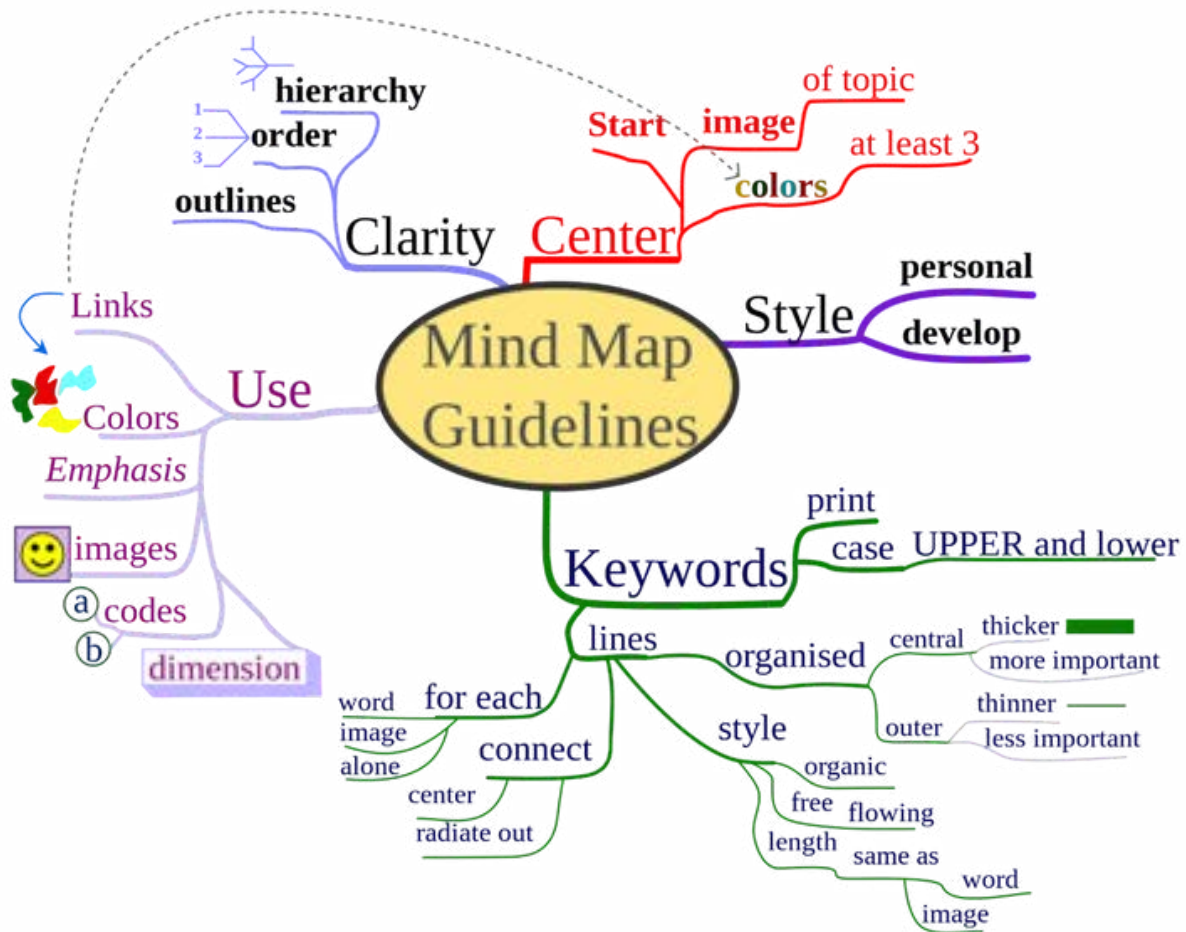
- Start from the center of a blank page
- Use an image or picture for your central idea
- Use colors throughout
- Connect your main branches to the central image and connect your second and third-level branches to the first and second levels, etc.
- Make your branches curved rather than straight-lined
- Use one key word per line
- Use images throughout

The teacher gives the students 30-40 minutes to create their mind maps using as a guideline Annex 2 “Mind map – Me as a learner”. They have to use some digital free tools for mind maps creation like: <https://coggle.it/> <https://www.mindmup.com/> or <https://www.mindmeister.com/it>

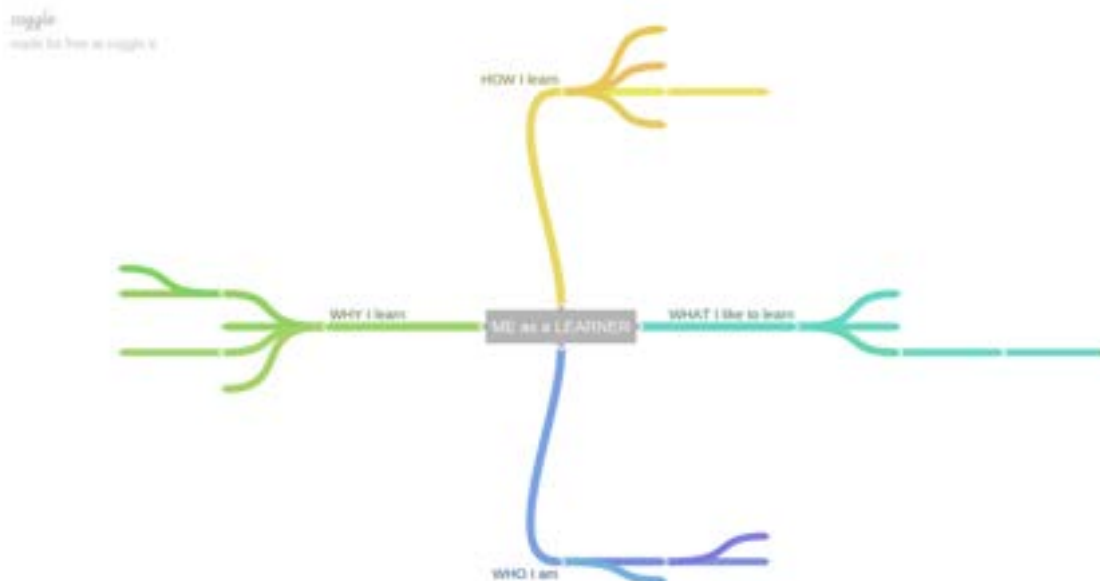
The main points to reflect on are:

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

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



Annex 2 "Mind map – Me as a learner"



My future profession

Group Size: 25 - 30

Group Age: From 16 years old

Activity duration: 30 min

Overview and objectives:

- Actively searching for information about the profession(s) to be practiced in the future (hypothetically).
- Systematize a set of useful and operational information about the profession(s) considered.

Materials/Equipment needed:

- Technological devices (internet, computer, internet).
- Interactive board or video projector.

Preparation:

It is important that students not only begin to make professional choices as the system requires (for example, when it is necessary to choose the area of specialization of secondary education), but also collect data on the hypothetical professions they are considering practicing.

Thus, it is suggested, using a digital tool, the construction of an infogram about one (or more) profession that each student puts as a possibility of exercising in the future.

The free CANVA tool is suggested (link below).

Tips/comments/recommendations:

Trying out/fitting in with the tool beforehand
Prepare some guide notes to guide the use of the tool by students



Detailed instructions:

1. Challenge students to think of one (or more) profession that they could do in the future. Invite them to build an infographic about this profession in the suggested digital tool.

www.canva.com



2. Ensure that each student has a digital device connected to the internet.
3. We suggest that you include information fields such as: name of profession, skills and functions, required technical and general knowledge, career opportunities (places/functions where you can work), average salary in the country where you live and level of employability.

See the suggestion represented in the image available in Attachment 1

4. Discuss, with the class, the proposals presented, highlighting commonalities between professions and/or differences found for the same profession.



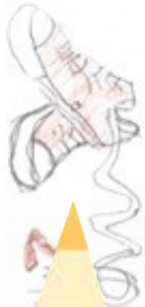
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Occupations PROJECT



Group Size: groups of 5.

Group Age: It is thought for students from 12-16.

Activity duration: Between 15-30 minutes.

Overview and objectives:

The idea is that the students understand that different professions are important, and it is important that they collaborate in a common target, every occupation is needed because they are doing different tasks. Also, it is important that they reflect about which tasks are done by different professions.

At the conclusion of this activity, participants will:

- Reflect about different occupations
- Understand that people from different occupations could work together in different tasks with a common objective.

Materials/equipment needed:

Paper and blackboard or whiteboard with a chalk or a marker.

Preparation:

Teacher forms the groups of 5 students.

Tips/comments/recommendations:

The teacher could help the students at the beginning a little bit to fix a common goal or select some occupations.

Detailed instructions:

1- The students select 5 occupations; it is expected that each one will select one. It is not necessary that the rest of partners agree with the selected occupation.

2- They have to fix a common goal that they could work together to achieve. It is needed that the whole group agree with that goal.

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

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

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

<http://up2b.name.tr/mod/h5pactivity/view.php?id=44>



One world

Group Size: A whole class
Group Age: 12-18 years old
Activity duration: 40 min



Overview and objectives:

Often, young people do not appreciate the things that are available for them in relation to education and everyday life. This activity shows different examples how educational processes are organized all over the world, and encourages discussions, reflections and opens different perspectives. It also provides knowledge about different realities and possibilities to compare and appreciate the opportunities that we have.

Possible discussion topics: classrooms all over the world, the way to school, food for one week per family, a toy story.

This activity focuses on negotiation, discussion, evaluation, and analysis. In this activity, students should be invited to try to get into the skin and situation of other children and students in the world and think about what learning opportunities they do have.

Preparation:

- Look for data, videos, and movies on how education is organized around the world
- Prepare questions that have to be considered while watching the materials
- Leave space for open discussions

Materials/Equipment needed:

- Tablet, Smartphone, Computer
- Internet connection
- Common online space like Zoom, Google Classroom or another similar tool



Tips/comments/recommendations:

Materials for inspiration

Google the words – how classrooms look around the world:

<https://www.businessinsider.in/education/heres-what-classrooms-look-like-in-30-countries-around-the-world/slidelist/49187619.cms>

<https://www.pinterest.com/pin/407083253815326300/>

<https://www.youtube.com/watch?v=VYXQJEPUL3w>

Amount and quality of food families used to consume per week:

<https://onedio.co/content/27-dramatic-photos-showing-what-families-eat-in-a-week-11270>

<https://www.youtube.com/watch?v=yIk-VdZSrSY>


Toys for kids all over the world:


<https://www.thisiscoolossal.com/2018/06/toy-stories-gabriele-galimberti/>

The way to school all over the world:

https://www.boredpanda.com/dangerous-journey-to-school/?utm_source=google&utm_medium=organic&utm_campaign=organic

Detailed instructions:

1. Initial discussions on the topic of education – the global situation on educational process and availability. Provoke a discussion about the topic by asking: how do you feel today? Do you want to learn today? Yes/no - why? How do you evaluate a class/school/education system in your school/state?
 2. Invite to watch video/materials about a chosen topic.
 3. After watching the video, ask to write down notable and interesting facts. This task can be completed in groups or pairs, as well. The facilitator can ask to think about possible political, economical, social situation in a particular state, what educational support and resources are available, is the education available for everyone.
- 



4. The facilitator asks each group to express their opinions one by one, others can comment agree or disagree.

5. Then ask some more questions: what was surprising? What did you see? What were you thinking about while watching the materials? Ask to revise the opinion regarding the situation in their own state: what is the quality, diversity, availability of education in your own country? Is there an opportunity to learn for everyone?

6. Make conclusions: can a class agree on a common view? What is the opinion on education in one's own state? Why is it necessary to learn?

Nuances for different topics:

The way to school all over the world

1. Questions should be given as an introduction to the topic: What time did you wake up? How did you get to the school? How long does it take you? What interesting or beautiful things did you notice on the way?

2. Watch video and photos; before watching, remind observing interesting facts and remarkable details.

3. After watching the materials, initiate a discussion by keeping visible pictures from materials and ask questions: what did you see? Can you imagine the life of those students? What time did they wake up? What do they eat for breakfast? How long does it take to go to school? Is it safe?

Amount and quality of food families used to consume per week


Issues to discuss: size of family and amount of food per family member, type of products, how healthy the food is, if they prepare it themselves, what is semi-cooked, is there enough drinking water? How much money do they usually spend on food? What work does the parents do? How do they earn money? Do the children also work to provide food for the family? Do they go to school? How far is the school?

Toys for kids all over the world

Issues to discuss: what toys do kids have? How many? Why exactly these toys? What work does the parents do? What are the interests of those kids?

Evaluation:

This activity is already based on conversations, discussions, and reflections. Remember, there are no right or wrong answers in non-formal education. This activity is focused on trying to imagine/develop empathy for other students and children. How do they live? How do they study? It helps to raise awareness of different realities and by comparing, it helps us realize that we often do not appreciate what is given to us or what one can do to have what he/she is missing.



Philosophy... for what?

Group size: 25 - 30

Group age: 15- 18 years old

Activity duration: 20-30 min

Overview and objectives:

- Understand the contributions of philosophy and its contents to professions other than that of philosopher or philosophy teacher.
- Perspective the importance of philosophy for the rationalization inherent the world and business world.
- Apprehend the relevance of philosophy, and especially ethics, in human conduct and behavior in general and in professional practice.

Materials / Equipment needed:

Technological devices (computers, tablets, smartphones, internet) and video projector.

Preparation:

Pre-test the tool available.

Tips/comments/recommendations:

It is important to have a theoretical preparation of the topic (to anticipate possible answers from the students and/or to contribute to the conclusion/systematization of the activity) - (Attachment 2 - links for consultation and inspiration).



Detailed instructions:

1. Ask students to answer the online challenge (brainstorming that will result in a word cloud).

<https://www.menti.com/8zjzufh2q3>

2. Show the word cloud to the class and reflect on it.

3. It is important to highlight elements such as rationality, humanism, world view, commitment and ethics.

4. In addition, regarding (professional) ethics, students can be encouraged to research deontological codes (codes of ethics) of various professions (doctor, nurse, lawyer, etc.).

Profesijas/Krokodils/Jobs/Crocodile

Each team member is given a sheet with the names of professions (20-25 professions).

In the 1st minute, the team representative has to non-verbally represent the profession and the others have to guess it.

For each profession guessed, 1 point is awarded.

If a participant "misses" a move, the team receives a penalty point.

Feedback:

Participants are asked questions:

- Do you find this activity useful?
- Did you find the activity interesting?
- Did you like it?



Professional domains

Group size: 25 - 30
Group age: 13-16 years old
Activity duration: 30 min (replicable)

Overview and objectives:

- Linking different jobs to their respective professional domains
- Reflect on the knowledge domains associated with different jobs and professional domains

Materials / Equipment needed:
Technological devices (computers, tablets, smartphones, internet)

Preparation: Preview the tool



Detailed instructions:

1. The teacher should form groups.
2. Each group "spins" (QR Code) the wheel and accepts **"their luck"**.
<https://wordwall.net/pt/resource/32257672>
3. Each group must associate the maximum number of professions (as they can remember) to the raffle professional domain.
4. Groups should be encouraged to think about associating domains of knowledge with raffle domain.
5. Each group presents its results to the class, and the class should express its acceptance or disagreement.

Professional orientation

Group Size: The classes of the last year of high school

Group Age: 18 years old

Activity duration: One morning

Overview and objectives:

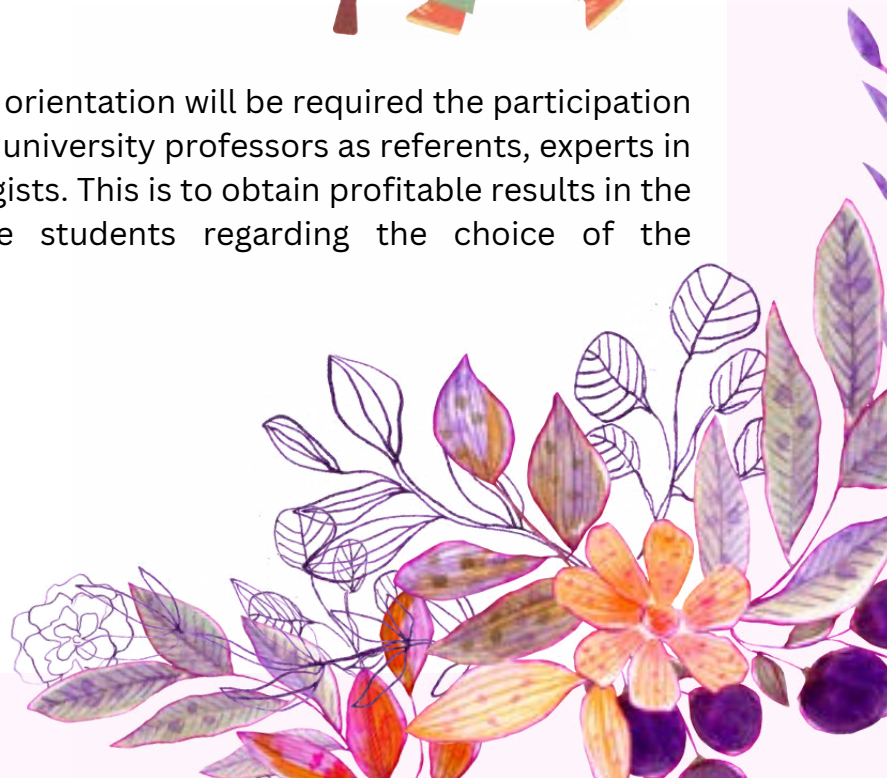
- Acquire information about the school system.
- Know the various formative and professional paths.
- Know the most important aspects of the world of the job, the professions and the trades.
- Know the formative offer of the own territory

Materials/Equipment needed:

- Computer
- Projector
- Pens
- Post-it
- Stands
- Chairs
- Laboratory materials

Preparation:

To carry out this day of professional orientation will be required the participation of teachers and the collaboration of university professors as referents, experts in the world of work and two psychologists. This is to obtain profitable results in the knowledge of themselves for the students regarding the choice of the professional path.





Detailed instructions:

The teachers will propose to the students in the days before the orientation day a table with professions and crafts, asking the students to indicate their preferences. Once the preferences are obtained the teachers will convene the selected professionals and in 1-2 meetings will share the methods of their presentations –workshops (artistic, photography, design, music).

-direct testimonials.

-small simulations of work: chemistry, mathematics.

Then there will be stands in the gym of the school where the kids can freely move. There will be a stand for guidance interviews with psychologists for those who request them.

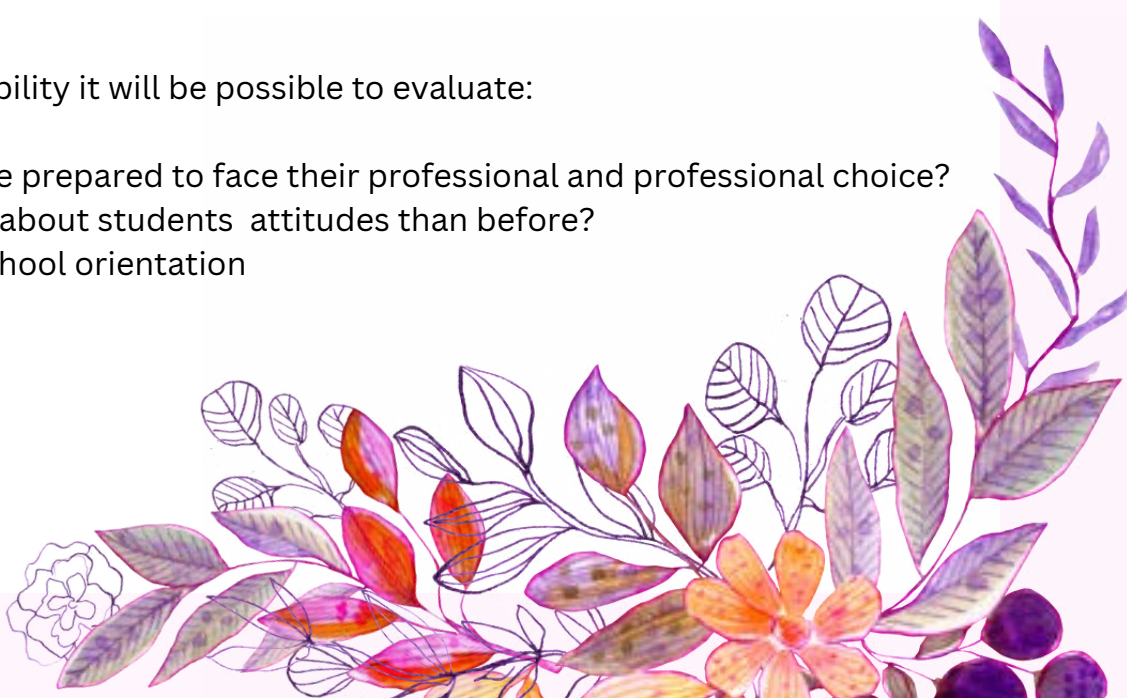
At the end of the day, students will be asked to fill out a questionnaire of satisfaction of the day.

If the orientation day have positive feedback, we can also think of a second, including the parents.

After this day we will be able to collect testimonies, emotions of the students in a report that will be made available to everyone on the school's website.

Evaluation:

Through this possibility it will be possible to evaluate:

- Students feel more prepared to face their professional and professional choice?
 - Do we know more about students attitudes than before?
 - The planning of school orientation
- 



Random professional, intentional thinking

Group Size: 25 - 30

Group Age: 13-16 years old

Activity duration: 20-30 min

Overview and objectives:

- Recognize the skills of various professions
- Identify the domains of these skills and associate disciplinary contents with them

Materials/Equipment needed:

- Technological devices (internet, computer, internet).
- Interactive board or video projector.

Preparation:

As a preparation for this topic, we recommend reading the handbook of the UP2BE project (e-book) "School & Job Matching".

Tips/comments/recommendations:

It is advisable to prepare some contents to fulfill the map. For this, we recommend consulting the handbook of the UP2BE project (e-book) "School & Job Matching".

Detailed instructions:

1. Show the "professions wheel" to students (link below) and activate it to draw the profession



<https://wordwall.net/resource/34500769>

2. Build, collaboratively with the students, a digital concept map, in which the characteristics of the profession in question, its main competences and respective domains and the disciplinary contents that contribute to those domains and competences are identified.

You can follow the example of the digital map, whose link is available, or even continue it.

<https://www.mindomo.com/mindmap/9522c50f0ba1473c863e3d91578df888>

3. The process can be repeated as many times as there are professions on the wheel. This can also be modified and updated.



Relieve the Relevance

Group Size: 25 - 30
Group Age: 13-16 years old
Activity duration: 30 min

Overview and objectives:

- Recognize the relevance of disciplinary contents for professional lives and everyday life.
- Debate the relation between the skills of several professions and disciplinary contents with several professions and activities of everyday life

Materials/Equipment needed:

- Technological devices (internet, computer, internet).
- Interactive board or video projector.

Preparation:

Debate is a proficient way of building knowledge, stabilizing ideas and, above all, broadening perspectives and possibilities.

The UP2BE project's main objective is to demonstrate the relevance of the contents and domains of school curricula subjects for a wide range of (and unexpected!) professions and for everyday life and citizenship.

Many curriculum domains are considered by students to be unimportant for certain professions and/or for life in general. In most cases, society itself - due to the way it structures the social division of labour - and education systems do not invest in the practical demonstration (applicability) of the contents that are taught to students.

Therefore, it is important, in a constructive and reflective way, through an open and appealing debate, to guide students to reflect on what they consider to be relevant or not in terms of different disciplinary contents.

Considering the digital format as appealing, it is proposed to use a tool available on the web, in which interested parties can participate, argue and express their positions on the arguments expressed there, through the manifest vote.

It is therefore important to previously familiarize yourself with the tool
www.tricider.com



Detailed instructions:

1. Challenge students to debate the relevance of the most diverse curriculum content for professional and everyday life. Encourage argumentation, counter-argumentation and taking a stand (voting). Use the suggested digital tool (see link below), providing the class with the necessary technological means.

www.tricider.com



Tutorial:

<https://www.youtube.com/watch?v=dvLuwL9Quzw>



2. Discuss the positions revealed and try to deconstruct preconceived ideas with the class, especially those that tend to consider the contents of school curricula not very relevant to "real life".

Select your future



<http://up2b.name.tr/calisan/course/view.php?id=24>
(anyone can enter as guest)



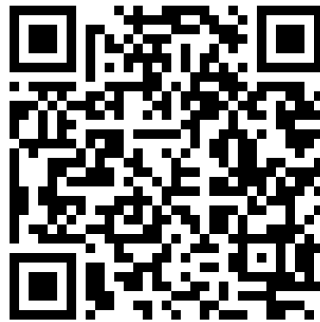
E-pills testing phase

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Skills on the job

<http://up2b.name.tr/calisan/course/view.php?id=24>
(anyone can enter as guest)



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“School Peddy Paper”

Flipped classroom activity

Group Size: 25 - 30

Group Age: 10 - 16 years old

Activity duration: 180 minutes

Overview and objectives:

- Acquire knowledge on the theme of sustainable development;
- Develop autonomy and critical thinking;
- Develop digital skills;
- Promote teamwork;
- Acquire new knowledge through autonomous research;
- Promote the sharing of acquired knowledge with the surrounding community

Materials/ Equipment needed:

- Mobile phones, computers, cards for the Peddy Paper cards; Online Apps (identified hereunder).
- School spaces such as classroom, library, students’ room, outdoors space/school garden.

Preparation:

Preparation by the teacher:

- Prepares content;
- Share content with students
- Plans the activities;



Preparation by the student:

- Accesses interactive content

-Prepares for class activities (asks questions, gathers comments, ...)

For a good preparation for this activity, it is advised the teacher and the students to perform: text readings; videos viewing; practice or interactive platforms (such as Mentimeter); to perform research.

This activity has been developed by the teachers Ana Paula Ribeiro, Alexandra Maia and Julieta Almendra in the school year 2021/2022 at Agrupamento de Escolas Camilo Castelo Branco, Vila Nova de Famalicão, Portugal.

Tips/comments/recommendations:

The activity may be used as a way to explore the official curriculum contents or additional contents that the teacher finds relevant (including, for example soft skills, horizontal domains such as environmental protection, social inclusion and diversity, human rights, citizenship, among other). It may also be used to combine official with additional curriculum contents.

Detailed instructions:

1. Using <https://app.genial.ly/dashboard> the teachers create the school map that the students will use;



2. Choose different spots at the school in order to place your Questions and mark them at the School Map being delivered to the students (this step may be done when creating the Map in genial.ly App);

3. At each “Question Spot” place a sheet of paper with a QR Code to be used by the players; The QR Codes, that you create with a dedicated App, such as <https://me-qr.com/> or similar, will lead the players to a question, or group of questions, previously built in a dedicated App, such as <https://quizizz.com/> , or <https://kahoot.com/student-centered-learning/> or similar;



4. The group of participants is divided into several teams of 2 or more students

5. Each team is provided with a School Map that they will follow while searching for the Question’s Spots; the map may be the same following different routes, or the teachers may create different maps for the different teams;

6. The players should be able to follow the proposed path and get as many positive replies as possible;

At the end, the teacher may assess each teams’ performance and results and debate about the activity and about the embraced subjects.

SPIDERWEB

Group Size: Activity between 15 and 30 people

Group Age: It is thought for students from 12-18.

Activity duration: Between 10-15 minutes.

Overview and objectives:

It is a good idea that your classmates could help you to know your possible profession and capabilities because they could help to your personal development. It is important to focus on your strengths, analyze in order to know which ones are, but, also, in the strengths of others, because we could help to develop our classmates.

At the conclusion of this activity, participants will:

- Able to detect strengths in other people
- Explain abilities and potential professions in others.
- Hear the opinion of others about themselves and a possible future profession.

Preparation:

Teacher prepared the ball of wool and he/she writes in the blackboard or whiteboard the following professions:

Journalist

Psychologist

Teacher

Labor counselor

Fireman

Judge

Doctor

Musician

Carpenter

Architect

Hairdresser

Scientific

Painter

Electrician

Soldier

Accountant

Salesman

Singer

Public relations

Materials/equipment needed:

Ball of wool. Blackboard or whiteboard with a chalk or a marker

[http://up2b.name.tr/mod/h5pactivity/view.php?id=43.](http://up2b.name.tr/mod/h5pactivity/view.php?id=43)



Police
Astronaut
Influencer / youtuber
Personal trainer
Driver
Chef
Farmer
Politician
Lawyer
Occupational therapist
Publicist
Dentist

Some more may be added, if it is decided unanimously and the teacher decides that it is appropriate

Tips/comments/recommendations:

Teacher has to control that the explanation that students are given to select the profession to their classmates are positive. And, in case that explanation is vague, teacher has to ask again, in order to explain it deeply.

Detailed instructions:

1- The students stand in a wide circle, looking all towards the center.

2- One of the students takes the ball of wool and holds the thread and throws the ball to a partner, while saying one of the professions that are listed in the blackboard/whiteboard that he/she believes that it is the profession that it is most connected with the abilities of the student who has received the ball of wool. Once the partner has caught the ball, the first student explains why he/she has chosen that profession for him/her according to his/her characteristics.

3- The second student holds the thread and throws the ball of wool to another student, repeating the previous procedure, mentioning a profession of the blackboard/whiteboard (professions can be repeated) and later explaining the reason for the selection.

4- This exercise continues until the ball has been passed through all the students at least twice (a student cannot pass the ball again to the same classmate as the first time).

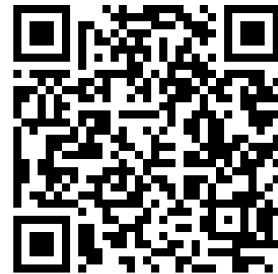
5- Once the exercise is finished, teacher takes a picture of the spiderweb. Each student will comment about the professions that it was assigned to them by their classmates. Students will reflect if they agree with the profession and the reasons according to what he/she thinks about his/her personal strengths.

The Citizen Test

<http://up2b.name.tr/calisan/course/view.php?id=24>
(anyone can enter as guest)

E-pills testing phase

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The Unbearable Lightness of Prestige

Overview and objectives:

- Reflect on their personal values and to know the values of others, regarding the prestige attributed to a certain profession.
- Promote interpersonal negotiation strategies.

Group size: 25 - 30

Group age: 15- 18 years old

Activity duration: 30 min

Preparation:

Pre-try the online survey.

Materials / Equipment needed:

Technological devices (computers, tablets, smartphones, internet) .



Detailed instructions:

1. Ask students to complete the online survey:

<https://www.menti.com/4kax326gfe>

2. Reflect with the class on the results of the quiz.
3. The discussion should focus on the notions of prestige and as a condition for professional choices.
4. The relevance of all professions should be highlighted, as well as the importance of knowledge (which the school provides), both for efficient and safe professional performance, and for the quality of personal and general life (of communities).



There's chemistry between us

Overview and objectives:

- Recognize the relevance of Chemistry for several professions.
- Identify the relation between the skills of several professions and disciplinary contents (of Chemistry) with them.

Group Size: 25 - 30

Group Age: 13-16 years old

Activity duration: 20-30 min

Materials/Equipment needed:

- Technological devices (internet, computer, internet).
- Interactive board or video projector.

Preparation:

Chemistry is the vital study that explores the structure of matter and energy and the way both interact with each other. If you think about it, everything around you are made of elements and chemicals. So, chemistry is an essential part of the everyday life. You can find chemistry in everything you touch, drink, eat or smell, it's in the air you breathe, even in your feelings and emotions. The basic chemical concepts are useful when applied to various areas, medicine, cooking, cosmetics, biology, physics, astronomy, nutrition, food industry, sport activities and many, many more.

Because – as Physics – Chemistry "is in everything", there are several non-technical professions that require knowledge of the discipline/science and whose skills trigger the application of this knowledge. The example we have mentioned – professional cleaner - is one of several in which chemistry is relevant to the exercise of the profession.

Thus, it is important to prepare this activity briefly to guide students to its development. We suggest that, along with the example we show (Attachment 1), others should be prepared so that, if necessary, they can be suggested to the students. However, we believe that it is preferable to conduct the activity in such a way that the students, by themselves, suggest professions and make the relationship between the necessary skills of the profession and the contents of Chemistry.



Tips/comments/recommendations:

Follow the example in Attachment 1.

It is proposed that brainstorming be used as a pedagogical methodology, following the interactive model available.

Detailed instructions:

1. Build, collaboratively with the students, a digital concept map, in which the characteristics of the profession in question, its main competences and respective correspondence with the contents of Chemistry that contribute to those domains and skills are identified.

You can follow the example of the digital map, whose link is available, or even continue it.

<https://www.mindomo.com/mindmap/5e218931396b42a6bafeda6586fa9384>

2. The process can be repeated as many times as the class wants.



Attachment 1

Professional cleaner

There is more than meets the eye when it comes to being a professional cleaner. Working as a cleaner may involve tidying, scrubbing, wiping, washing, dusting, vacuuming, mopping or polishing furniture, work areas and machinery. Knowing basic chemistry in terms of substances, reactions and mixture of products is an essential part of the job. The irregular and flexible hours provide a level of freedom for people who wish to work on part-time or casual basis.

Cleaning operatives or cleaning staff who are responsible for cleaning and disinfection of the internal areas of buildings, hospitals, apartments, residences, offices, etc. [from the Handbook School & Job Matching - UP2BE project e-book].

To hear or not to hear that is the question... otherwise

Group size: 10 - 30
Group age: 12-14 years old
Activity duration: 30 min

Overview and objectives:

- Development of the active listening.
- Evidence of the potential of active listening in interpersonal and social relationships and in the professional future.

Preparation:
Preview the video

Materials / Equipment needed:
Technological devices (computers, tablets, smartphones, internet)



Detailed instructions:

1. Show the video to the class.
2. Students should do the quiz.

<https://wordwall.net/resource/31868546>

3. Reflect with the class on the results of the quiz and on the importance of an active listening for the present and future live.



Unexpected knowledge...

Group size: 10 - 30
Group age: 12-14 years old
Activity duration: 30 min

Overview and objectives:

- Reflect on the relevance of knowledge and school content for the most diverse professions.
- Associate professions with "unexpected" school content.

Preparation:

It is helpful to understand the logic behind the association in the quiz.
Please follow the Table.

Materials / Equipment needed:

Technological devices (computers, tablets, smartphones, internet)



Detailed instructions:

1. Students should do the quiz.

<https://wordwall.net/resource/32013739>

2. Reflect with the class on the results of the quiz.

Mathematics	Supermarket Cashier	Useful to do accounts
Geometry	Gardener	To have spatial notions for designing and building gardens and flowerbeds
Chemistry	Cooker/Chef	It is important to know the chemistry of the ingredients to mix them and get what you want. The temperature is also an important content.
Philosophy	Doctor/Physician	Ethics is an important component of Philosophy and in this sense, a health professional must know the ethics (values, duties) associated with their profession. (Deontology)
Languages	Professional Cleaner	Knowledge of languages (in addition to the mother tongue) is important for interpreting labels and instructions, for example.
History	Tour guide	It is essential to contextualize historically (locally and worldwide) the places that are visited on a tourist tour.
Physics	Mechanic	To know how the engine works. The notion of combustion, for instance, is essential.
Economy	Sales Assistant	It is essential to have notions about the laws of supply and demand, the factors that condition consumption and also marketing.
Biology	Farmer	Essential to have notions of plant and animal biology - how they are born, grow and reproduce.
Geography	Florist	Knowing the climates and regions where flowers and plants come from is essential for this profession.



We create, we build, we share.

Laboratory of Digital Storytelling

Group Size: A class

Group Age: 14 – 16 years old

Activity duration: At least 90 minutes in the laboratory per week, every week.

Overview and objectives:

- Implement learning based on student centered.
- Learn more with fun.
- Transmit values.
- Develop transversal skills with learning by doing, Problem-Solving, Critical Thinking and Cooperative Learning.
- Improving communication skills in foreign languages learning.
- Improving the ICT skills.
- Encourage creativity.
- Learn to rework emotions through writing.
- Improve the self-knowledge and acquire more self-confidence and critical sense.


Materials/Equipment needed:

- One class, Laboratory.
- Tablet, Computer.



Preparation:

The Digital Storytelling presupposes a change of perspective, from teaching for notions to learn for feedback. The student is the protagonist and the teacher are the guide.





Tips/comments/recommendations:

It's good that the teacher (or the expert in Digital Storytelling) creates a stimulate climate for writing and prepare the guys to share on the web.

The Digital Storytelling goes beyond school, can be accessible anywhere and by anyone, so it is good to prepare the guys and manage any criticism.

Detailed instructions:

-Preliminary activity: choose if the elaborates will be about imaginary stories or if the focus will be a school or extra-school theme, a fiction., an imaginary interview or an awareness and prevention campaign.

After this choice and regarding the kid's attitudes, They will proceed to the drafting of a draft to sharing of the contents through brainstorming or through the aid of tools of Storyboard producing:


- Web pages.
- Pages of newspapers, fake tweets and Facebook pages.
- Comics and comic strips.



Evaluation:

- Podcast.
- Report.
- Videos and short films.

They could even get to the creation of a new Digital Storytelling App, Digital has unlimited resources!

- The group is satisfied with the work done?
 - What was the impact of this work on the web?
 - Is the group more united than the start?
 - Did the guys really increase their transversal skills through this laboratory?
- 

What is my dream job?

Group Size: A whole class or individually

Group Age: 12-16 years old

Activity duration: 60 min

Overview and objectives:

Students understand what work is and why it is necessary and the activity increase the ability to see themselves in the future and to make a plan to conquer it.

The student knows:

- educational path of his / her dream job,
 - the requirements to get a job in this profession,
 - what the career path looks like,
- the components of the profession so that the student can make a conscious choice

Materials/Equipment needed:

- Tablet, Smartphone, Computer.
- Internet connection.
- Common online space like Zoom, Google Classroom or another similar tool.



Tips/comments/recommendations:

It is good to organize a face-to-face interviews with the students after the activity in order to discuss the obtained results and provide them with more information about their future career development and characteristics of their dream job.



Detailed instructions:

1. Phase 1: Initially, the purpose of this exercise is to familiarize students with the word – “job”, so that they understand it’s meaning correctly. The teacher divides the students into 3/4 groups in different online “rooms” and then asks them to write all the associations with the word - “job”. When the time ends, all students group back together and present their associations with their peers, and then everyone discusses the findings together. The group deconstructs the word - “job” and students understand what work is and why it is necessary.

2. Phase 2: Each student receives a task to describe his/her dream job. This is an opportunity for them to think what would they like to do for a living and to make some online research about their dream job/occupation. Then, the students will have around 40 minutes to perform an online research and write a list of tasks that an employee of this profession does and also what are the predispositions for taking up this profession (e.g. health, etc.), what qualifications are needed (completion of studies, courses, etc.), what career paths are possible and what are the related professions (e.g. policeman - soldier). The last thing the student writes down is a list of advantages and disadvantages of working in this profession.

3. All students present their findings with the rest of the class. This phase could be done in the following days/weeks if there is not enough time.

Evaluation:

This activity could be used as a starting point for a professional orientation and career counseling at school. The teacher can organize follow-up individual or group interviews with the students in order to further discuss their future career development.



What they need to...

Group Size: 25 - 30

Group Age: 12-14 years old

Activity duration: 30 min



Overview and objectives:

- Identify some relevant disciplinary contents for various professions.
- Realize that some disciplines are, in fact, transversal to various professions.

Preparation:

Play the game previously and write some note about the sentences (reasons for the importance of the contents to do those jobs).

Materials/Equipment needed:
Technological devices (internet, computer, internet).

Tips/comments/recommendations:

It is advisable to play the game before presenting it and proposing it to the students, and write/think on some reasons to explain the importance of those contents for the exercise of those professions.



Detailed instructions:

1. Students should do the game.

<https://wordwall.net/resource/34493781>

2. Reflect with the class on the results of the game (try to explain/discuss sentence by sentence).



“Where have you been?” the products’ labels game

Group size: 25 - 30

Group age: ≥8

Activity duration: 5 minutes of briefing time + approx 30 minutes for debriefing.

Overview and objectives:

- Awareness raising for globalization and intercultural issues;
- Awareness raising for the importance of diversity and respecting other cultures.



Materials / Equipment needed:

- Technological devices (internet, computer, internet)
- Interactive board or video projector

Preparation:

No special requirements for preparation; students will use their own existing resources in order to participate in this activity

Tips/comments/recommendations:

It is recommended to the teacher to prepare in advance some elements concerning the importance of respecting the other and about the importance of diversity and cultural richness, as from this activity an interesting debate against cultural stereotypes is expected to emerge in class.

Detailed instructions:

1. As a homework, the teacher instructs the students to look for the manufacturing labels of 5, 10 or more of their (and their families) clothing and to write down the names of the countries where such clothing was produced (“Made in...???”);

2. Once in class, the teacher asks each student to access:
https://www.amcharts.com/visited_countries/# OR
<https://cmoreira.net/visited-countries-map> and to register all the countries “where they have been”, that is, all the countries that they found in the “Made in” labels.



3. Each student may then create a PDF in order to save their own results.

4. The teacher proceeds by screen projecting a blank map, using one of the links https://www.amcharts.com/visited_countries/# OR <https://cmoreira.net/visited-countries-map> and then starts filling it with every country found by students, reaching a common map for the class. There is a possibility to also register on a side paper the frequency found for each country in order to establish which are the most common countries “providing goods” to this specific group of students...

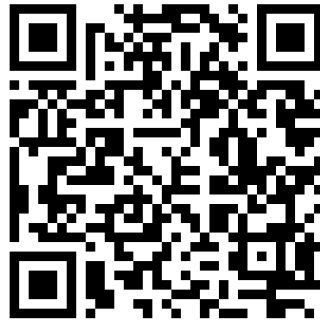
The debate starts with the teacher asking students their opinion about the findings, the possible reasons behind their findings, and about what they know and don't know about the “visited” countries. The debate may proceed by exploring the globalization process, its opportunities and its menaces for life on earth. Topics related to global economy, migration, environmental sustainability, etc., should be explored while linking them with the school subject being taught in class (English, Geography, History, Philosophy, Mathematics, Chemistry, Arts, Sports, ...).

Your subjects

<http://up2b.name.tr/calisan/course/view.php?id=24>
(anyone can enter as guest)

E-pills testing phase

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