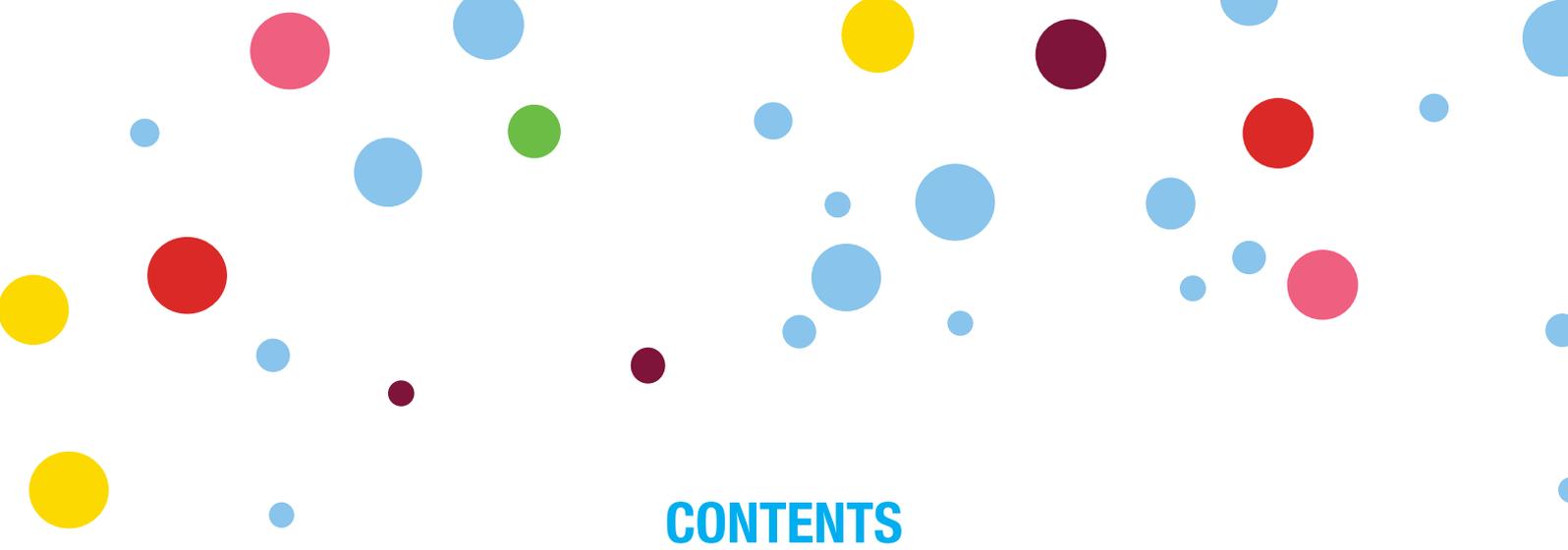


# LIFE SKILLS

## DEVELOPING ACTIVE CITIZENS

Cliff Parry and Maria Nomikou

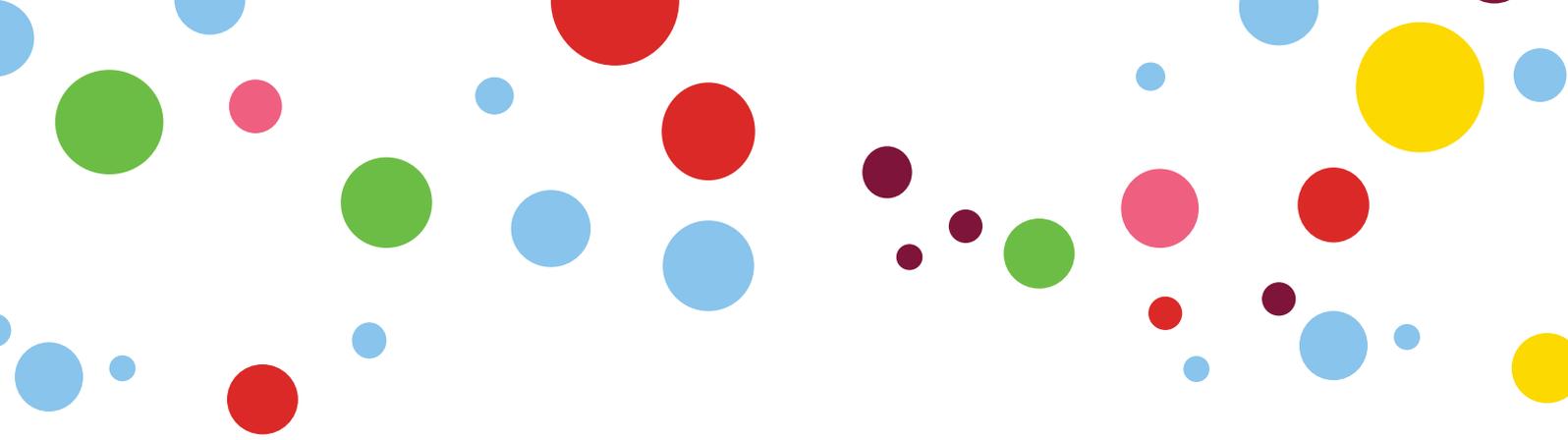




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This training material has been approved by the Ministry of Education and Religious Affairs as being pedagogically appropriate for students in the 5th and 6th grade of Primary School and in Gymnasio following a recommendation of the Institute of Educational Policy (IEP) (Marousi, 19-05-2014. Protocol No.: 78091/C7)



## Foreword

Life Skills are not something new; they are a set of basic skills that enable us to effectively manage the challenges and questions we face in our daily lives. They include confidence, assertiveness, decision-making, and the ability to stay safe and healthy. Schools are uniquely placed to play a key role in promoting and sustaining young people's emotional and social health, as part of their role in providing a rounded quality education which helps pupils to gain the confidence they need to develop into successful adults.

We are therefore delighted to be working with the Hellenic Ministry of Education and Religious Affairs on the development of this project for Greek schools.

I would also like to thank HSBC for its donation in recognition of the importance of Life Skills for the future employability of young people.

**Tony Buckby,**  
**Director, British Council Greece**



## What are Life Skills?

Life Skills is a term used to describe a set of skills acquired through learning and/or direct life experience that are used to help individuals and groups effectively handle problems and questions commonly encountered in their daily life. In practice, many skills are used simultaneously. For example, decision-making involves critical thinking, e.g. "what are my options?" and an assessment of our values, e.g. «what is important to me?» Ultimately, it is the relationship between different life skills that leads to powerful behavioural outcomes. For the purposes of this programme, we will focus on life skills relating to:

- Respect for ourselves and others
- Communication
- Social skills

## Why teach life skills?

Democracies need active, informed and responsible citizens, who are willing and able to take responsibility for themselves and their communities and contribute to the political process.

Democracies depend upon citizens who, among other things, are:

- aware of their rights and responsibilities as citizens
- informed about social and political issues
- concerned about the welfare of others
- able to clearly articulate their opinions and arguments
- capable of having an influence on the world

- active in their communities
- responsible in how they act as citizens.

These capacities do not develop unaided; they have to be learnt. While certain life skills may be acquired through our everyday experience in the home or at work, these do not suffice to adequately equip citizens for the active role required of them in today's complex and diverse society.

If citizens are to become genuinely involved in public affairs, then a more thorough approach towards citizenship education is essential.

Life skills touch upon issues that are:

- real: they actually affect people's lives
- topical
- sometimes sensitive: they can affect people on a personal level, especially when family or friends are involved
- often controversial: people disagree and hold strong opinions about them
- ultimately moral: they relate to what people think is right or wrong, good or bad, important or unimportant in society.



## How does training in Life Skills benefit young people?

- It helps them to develop self-confidence and successfully deal with significant life changes and challenges, such as bullying and discrimination
- It gives them a voice: at school, in their community and in society at large
- It enables them to make a positive contribution by developing the expertise and experience they need to claim their rights and understand their responsibilities, while preparing them for the challenges and opportunities of adult and working life.

The most effective form of learning in Life Skills education is:

- active: emphasises learning by doing
- interactive: uses discussion and debate
- relevant: focuses on real-life issues facing young people and society
- critical: encourages young people to think for themselves
- collaborative: includes group work and collaborative learning
- participative: gives young people a say in their own learning.

## What are its basic elements?

Life Skills education involves a wide range of diverse learning elements, which include:

- Knowledge and understanding: Of topics such as laws and rules, the democratic process, the media, human rights, diversity, money and the economy, sustainable development, and the world as a global community; and of concepts such as democracy, justice, equality, freedom, authority and the rule of law
- Skills and aptitudes: Critical thinking, analysing information, expressing opinions, taking part in discussions and debates, negotiating, dispute resolution and participating in community actions
- Values and attitudes: Respect for justice, democracy and the rule of law, openness, tolerance, courage to defend a point of view, and a willingness to listen to, work with and stand up for others.



## The objectives of the programme

Through the Life Skills programme, students will be able to identify differing and opposing views and express their own opinion on what is fair and unfair in different situations. They will formulate questions in order to examine various issues and problems and begin to assess their impact on individuals and communities. They will use the information they obtain to make informed contributions to discussions. Students will appreciate the fact that there are many diverse groups and communities in Greece and the wider world and use this awareness to explore the communities to which they belong. They will work together with others in order to plan and undertake courses of action that will address significant citizenship issues. They will begin to identify the different ways in which people can participate in society through individual and collective action and how they can make changes in their communities and wider society.

## Developing as individuals

The aim of the programme is to teach students how to:

- participate actively in various decision-making and voting processes
- weigh up what is fair and unfair in different situations, realise that justice is fundamental to a democratic society and study the role of law in maintaining order and resolving disputes
- consider how democracy, justice, diversity, tolerance, respect and freedom are valued by people of different beliefs, backgrounds and traditions within a changing democratic society
- comprehend the roles of citizens in holding those in power to account
- explore diverse national, regional, ethnic and religious cultures, groups and communities (in Greece) and the connections between them
- take into account the interaction between Greece, the rest of Europe and the world.

## Caring and sharing

Students should also be taught how to:

- reflect on spiritual, moral, social, and cultural issues, by using their imagination to understand other people's experiences
- resolve differences by looking at alternative options, taking decisions and justifying their choices
- view democracy and the basic institutions that support it on a local and national level



- recognise the role of voluntary, community and pressure groups
- appreciate the range of national, regional, religious and ethnic identities in Greece and Europe
- question and reflect on different ideas, opinions, assumptions, beliefs and values
- undertake research into issues and problems, by using a range of information, sources and methods
- critically evaluate different ideas and viewpoints, including those with which they do not necessarily agree
- negotiate, make decisions and take action to try and influence others
- critically examine the impact of their actions on communities and the wider world.

## Cross - curricular opportunities

- Human rights
- Family and society
- Life processes and living things
- Health and safety
- Geography and the environment
- The role of sport
- History
- ICT
- Science
- Basic Economics
- Democracy
- Literature

## Cross - reference to language skills

Students will be taught how to:

- answer more complex questions
- explain simple choices through structured reasoning
- negotiate turns in speaking
- actively listen and question the contribution of others
- identify similarities and differences and make an evaluation
- demonstrate understanding of others contributions and develop their own contributions as a result
- scan texts for information
- skim for gist and overall impression
- extract specific information through attentive reading.



## The programme in practice

The British Council's Life Skills programme includes:

- six one-hour workshops for students aged 10 to 16 delivered by a specialist trainer or by the teacher him/herself with our support
- a pre-meeting with teachers in order to familiarise them with the programme and its methodology
- support for teachers in developing complementary activities
- a manual for trainers and teachers with recommended activities

## The educator's role

The teacher's role is crucial to the success of the programme whether the Life Skills programme is delivered by a British Council trainer or the local teacher. Life Skills cannot be developed in just a few teaching hours. They involve a long-term process that is sustained over time through regular and varied activities.

Teachers are also the ones who should decide which activities are best suited to their students and to determine their priorities and objectives for their class. They should therefore share their views with the trainers they will be working with and modify activities depending on their students' needs.

The teacher should always look for opportunities to further discuss the topics covered in the workshops and to make connections with other courses on the national curriculum and daily experiences in the school environment.

## Activity review

The review stage is the most important stage of any activity undertaken with the group. It is recommended that reviews are carried out in cooperation with the students. Every recommended activity includes a set of questions to be discussed with the students. The purpose of the review is for students to become conscious of their newly gained knowledge, reflect on the activity, express their thoughts and potentially define the group's next steps. The review helps students become aware of the programme's progress and commit themselves to each stage and action. At the same time, teachers/educators should also conduct their own reviews either individually or in collaboration with other teachers involved in the programme or with the school's Head Teacher. A basic question to alternatively be answered would be: "What changes has the programme led to or will lead to, on a personal, school and community level?" The answer to this question can guide the group towards the right framework and the desired outcome. Furthermore, the implementation of such a programme can always be viewed as an opportunity for a personal development by the teacher/educator.

At the British Council, we believe it is very important to monitor and evaluate our programmes. Therefore, at the end of the manual we have included an evaluation form for students and teachers, which can be completed by those taking part in the programme.



## Presentation of the 6 sessions

| Activity   | 1   | 2  | 3  | 4   | 5  | 6   |
|--|---|--|--|---|--|---|
| Title  | Sailing to a new land   | Rights and responsibilities  | Every vote counts  | Who would you like to live with?  | Where do you stand?  | 15 years later  |
| Objectives   | <ul style="list-style-type: none"> <li>• to answer more complex questions</li> <li>• to explain simple choices through structured reasoning                             <ul style="list-style-type: none"> <li>• to negotiate turns in speaking</li> </ul> </li> <li>• to actively listen and question the contribution of others</li> <li>• to identify similarities and differences and make an evaluation                             <ul style="list-style-type: none"> <li>• demonstrate understanding of others contributions and develop their own contributions as a result                                     <ul style="list-style-type: none"> <li>• to scan texts for information</li> <li>• to skim for gist and overall impression</li> </ul> </li> </ul> </li> <li>• to extract specific information through attentive reading</li> </ul> |  |  |   |  |   |
| Final Material/ Stage Students will produce /participate in: | Needs Hierarchy Pyramid   | Social Contract  | Voting   | Discussion on stereotypes   | Debate   | Poster  |
| Outcome<br>The students:                                     | <ul style="list-style-type: none"> <li>•will look at alternative options, take decisions and justify their choices</li> <li>•will critically evaluate different ideas and viewpoints, that they agree or disagree with</li> <li>•will negotiate, make decisions and take action to try and influence others</li> </ul>  | <ul style="list-style-type: none"> <li>•will discover their rights and obligations through their own need to live a happy life</li> <li>•will feel personally responsible for upholding human rights and become committed to safeguarding and claiming them</li> </ul> | <ul style="list-style-type: none"> <li>•will participate actively in various decision-making and voting processes;</li> <li>• will discuss what is fair and unfair in different situations, and realise that justice is fundamental to any democratic society</li> <li>•will comprehend their role in society</li> </ul> | <ul style="list-style-type: none"> <li>• will discuss the stereotypes they carry within</li> <li>•will discuss the meaning of diversity and of our attitude towards it</li> </ul> | <ul style="list-style-type: none"> <li>• will critically evaluate different ideas and viewpoints, that they agree or disagree with</li> <li>• will negotiate, make decisions and take action to try and influence others</li> <li>• will critically examine the impact of their actions on society and the world at large</li> </ul> | <ul style="list-style-type: none"> <li>• will reflect on what they have discussed and learned in the previous units</li> <li>• will imagine themselves in society as adults</li> <li>• will comprehend their role as active citizens</li> </ul> |

# ACTIVITY 1

## Sailing to a new land From the *Composito* manual of the Council of Europe

|              |   |
|--------------|---|
| Deliverables | Students will create a Needs Hierarchy Pyramid.   |
| Outcome      | Students: <ul style="list-style-type: none"> <li>• will look at alternative options, take decisions and justify their choices</li> <li>• will critically evaluate different ideas and viewpoints, that they agree or disagree with</li> <li>• will negotiate, make decisions and take action to try and influence others</li> </ul>   |
| Materials    | <ul style="list-style-type: none"> <li>• Print the 30 cards at the end of the activity, according to the number of small groups you have created</li> <li>• Cardboard, scissors, glue</li> <li>• Relaxing music</li> </ul>  |
| Process      |   |
| 1            | We ask the students to imagine that they are getting ready to set sail for a new continent. No one is living there now, and so when they arrive, they will be responsible for establishing a new country.   |
| 2            | We split up the students into small groups and give each group an envelope with all the Wants and Needs cards; we explain to them that these are the things they will be packing to start their life in the new country. We ask each group to open the envelope, share out the cards and study them.  |
| 3            | We explain that the ship is setting sail and begin a story in this way: At first, the journey is very pleasant. The sun is shining and the sea is serene. However, a big storm suddenly breaks out and the ship starts to tilt dangerously. In fact, it is about to sink! You need to throw five of your cards overboard so that the ship can float. We ask each group to decide which cards they will throw overboard. We explain to them that they will not be able to recover these items later on. We collect the cards that have been "thrown overboard" and place them in a pile. |
| 4            | We continue with the story: The storm has finally subsided. Everyone feels relieved. However, a weather forecast reports that a Category 5 hurricane is heading towards the ship. To survive the hurricane, you must throw another five cards overboard! Remember: don't discard items you will most probably need to survive in your new country. In the same way as before, we collect the cards and place them in a separate pile.   |



|   |  |
|---|--|
| 5 | <p>We continue with the story:<br/>We almost didn't make it! However, we have almost reached the new continent. Everyone is very excited. However, just as we see land on the horizon, a huge whale crashes into our ship, tearing a hole in its side. You need to make the ship even lighter! Throw away four more cards.<br/>We collect the cards and put them in a pile.</p>  |
| 6 | <p>You announce that they have finally reached the new continent safely and are ready to build a new country. We ask each group to glue their remaining cards to a sheet of paper so that everyone can remember what they have brought with them to the new continent. Do you have all you need to survive? To grow and properly develop?</p>  |
| 7 | <p>Review and evaluation:</p> <ol style="list-style-type: none"><li>1. Review the activity by asking questions such as:<ol style="list-style-type: none"><li>a. What did you enjoy in this activity?</li><li>b. How did you decide on what was not needed? What was essential?</li><li>c. Was it difficult to make certain decisions? Which ones?</li><li>d. Were there any disagreements in the group about what to keep and what to throw overboard? How did you resolve them?</li><li>e. Do all people have the same needs? Which people may have different needs?</li><li>f. What do you think of your final choices? Will you be able to survive in this foreign country? Will you be able to grow and properly develop?</li><li>g. How did the group decide what to throw overboard?</li><li>h. Were you surprised by the final outcome?</li><li>i. If you were to repeat this activity a second time, would you discard different items?</li></ol></li><li>2. Point out that human rights are based on human needs: the things that people need to survive, grow, properly develop and live a dignified life.</li></ol> <p>Ask questions like:</p> <ol style="list-style-type: none"><li>a. Did you have all you need to survive?</li><li>b. Did you have all you need to grow and properly develop?</li><li>c. Which things would you have liked to keep but decided were not essential?</li></ol> |
| 8 | <ul style="list-style-type: none"><li>• Draw a pyramid.</li><li>• Ask the students to place their cards on the pyramid with the important cards at the base and the less important ones at the top.</li></ul>  |

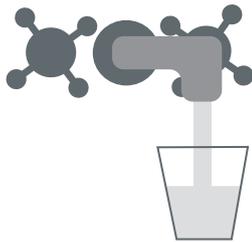
# SHEET: WANTS AND NEEDS CARDS



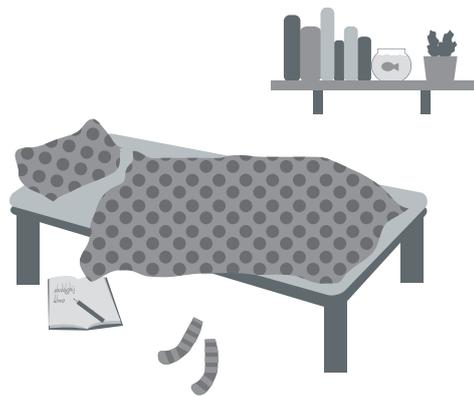
Opportunities to share my opinion with others



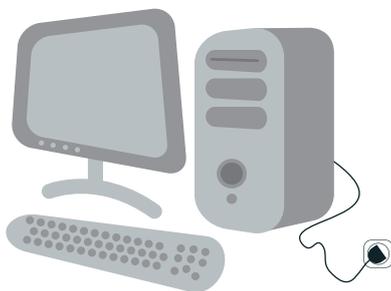
Money to spend as I like



Clean water



My own bedroom



A computer and Internet access



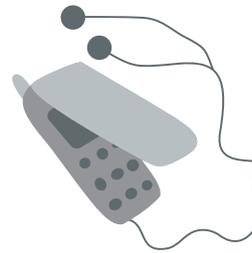
Fair treatment and no discrimination



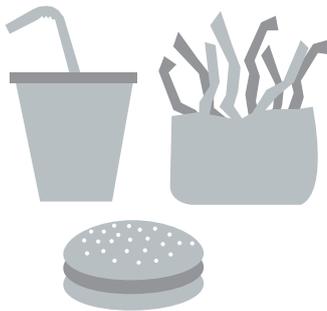
# SHEET: WANTS AND NEEDS CARDS



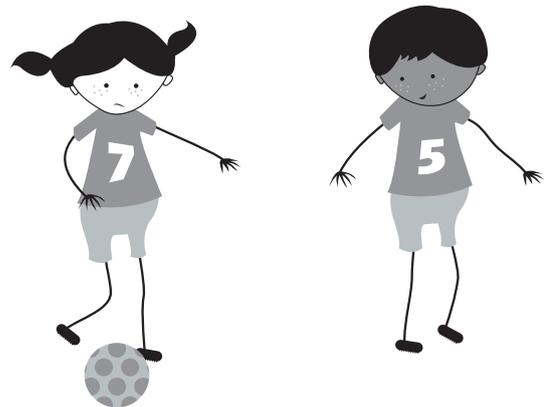
Clean environment



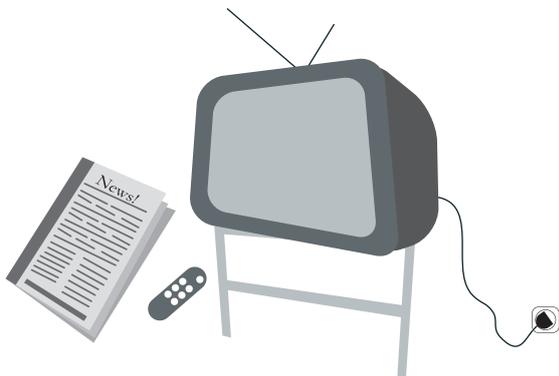
A mobile phone



Soft drinks and burgers



Opportunities to rest and play

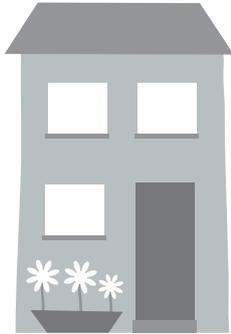


TV and newspapers



Opportunities to practice religion

# SHEET: WANTS AND NEEDS CARDS



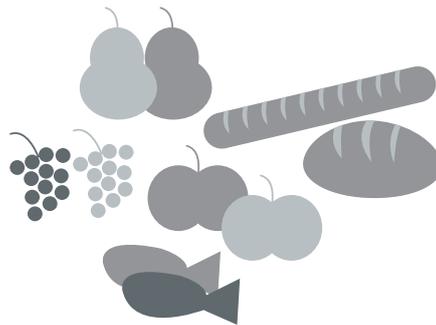
Comfortable home



Fashionable clothes



Holidays at the beach



Nutritious food



Protection from abuse



Education



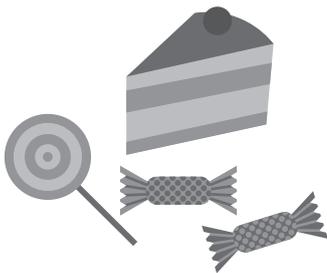
# SHEET: WANTS AND NEEDS CARDS



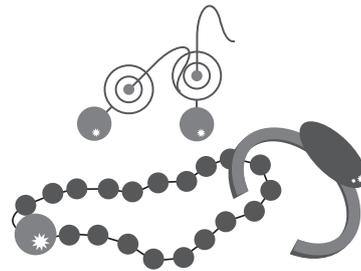
Doctors



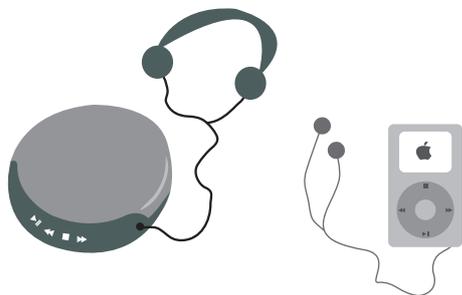
Bicycle



Sweets



Jewellery



MP3 player or disc-man



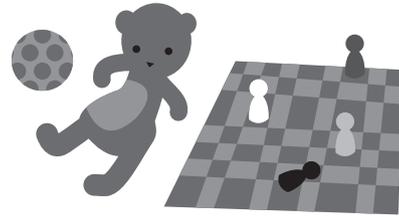
Warm clothes



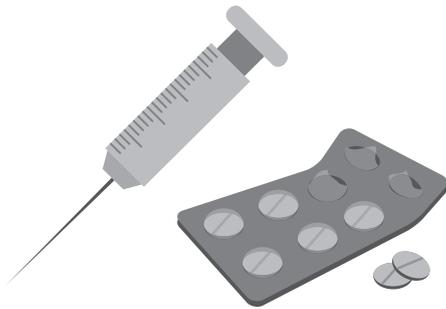
# SHEET: WANTS AND NEEDS CARDS



Parents



Toys



Drugs and vaccines against disease



Democratic elections and rules



A watch



Opportunities to practice my culture and language



# ACTIVITY 2

| Rights and responsibilities |  |
|-----------------------------|--|
| Deliverables                | Students will create a Social Contract.  |
| Outcome                     | Students: <ul style="list-style-type: none"> <li>• will discover their rights and obligations through their own need to live a happy life</li> <li>• will feel personally responsible for upholding human rights and become committed to safeguarding and claiming them</li> </ul>   |
| Materials                   | 1. A piece of cardboard cut into the shape of a tree<br>2. Coloured paper cut into the shape of leaves or fruit and tree roots   |
| Process                     |  |
| 1                           | <ul style="list-style-type: none"> <li>• We draw a human body on the whiteboard.</li> </ul>  |
| 2                           | <ul style="list-style-type: none"> <li>• We ask the students to tell us the characteristics and traits a person should have in order to feel fulfilled and happy. We write down the words or draw them on or next to the human body (e.g. education near the head, emotions near the heart, food and water near the mouth).</li> </ul>   |
| 3                           | <ul style="list-style-type: none"> <li>• We discuss with the students which characteristics and traits we need to survive, which to develop as personalities and which to make our lives better.</li> </ul>  |
| 4                           | <ul style="list-style-type: none"> <li>• We draw a tree on a piece of cardboard and stick it on the wall. We give students pieces of paper shaped like leaves or fruit and ask them to write on them the human rights related to the human characteristics and traits we have drawn. When they have written them all down, we check to see whether there is any right we may have missed.</li> </ul> |
| 5                           | <ul style="list-style-type: none"> <li>• We then explain to them that in order to safeguard our rights, we all need to fulfil certain obligations as individuals. We give students pieces of paper shaped like roots and ask them to write on them the obligations that each one of us should have.</li> </ul>   |
| 6                           | <ul style="list-style-type: none"> <li>• When our tree is ready, we ask the group whether it is satisfied and agrees with the result. If the answer is Yes, we ask each student to place their signature on the tree, and show in this way that they are committed to respect human rights, claim them and to undertake their responsibilities.</li> </ul>   |

# ACTIVITY 3

| <b>Every vote counts</b> |   |
|--------------------------|---|
| Final action             | Students will organise and take part in a voting process.   |
| Outcome                  | Students: <ul style="list-style-type: none"> <li>• will participate actively in various decision-making and voting processes;</li> <li>• will discuss what is fair and unfair in different situations, and realise that justice is fundamental to any democratic society</li> <li>• will comprehend their role in society</li> </ul>  |
| Materials                | Print the role cards.   |
| Process                  |   |
| 1                        | <ul style="list-style-type: none"> <li>• We explain that we will be using democratic decision-making methods in this activity. We read the following story to the students:<br/>A citizens' group has sent a letter to your city's Municipal Council stating that the atmospheric pollution has risen dramatically in recent years, making life in the city unbearable. They are therefore asking for traffic arrangements to be made to reduce the atmospheric pollution.<br/>The Mayor organises a public consultation and invites the representatives of the citizens groups which who made the complaint, citizens who use vehicles in the city centre and disagree with the traffic arrangements, as proposed by the first group, and representatives of environmental organisations. During the public consultation, each group has the opportunity to present its arguments and propose any amendments that will then be put to the vote.</li> </ul> |
| 2                        | <ul style="list-style-type: none"> <li>• We split the students into 4 groups. We give each group a role card which they are asked to read carefully and prepare a presentation of their arguments and statements/proposals that does not exceed 3 minutes.</li> </ul>   |
| 3                        | <ul style="list-style-type: none"> <li>• The Municipal Council group is then asked to initiate the process. We support the setting up of the debate and voting process, but let the students take initiatives and coordinate.</li> </ul>  |
| 4                        | <ul style="list-style-type: none"> <li>• As soon as the debate and voting have ended, we invite the group to discuss the following questions:               <ol style="list-style-type: none"> <li>a) Do you believe that the voting during the roleplay was fair and democratic?</li> <li>b) Did you recognize any real life situations during this activity?</li> <li>c) How are decisions of this nature usually taken?<br/>Do children have the right to express their opinion or make choices?</li> <li>d) In your group, were decisions usually taken democratically?<br/>Why, or why not?</li> </ol> </li> </ul>   |



## Role cards

### Municipal Council

You are the Organisers of the Public Consultation.

- Set up the venue for the Public Consultation
- Define the order of and time allocated to the speakers
- Keep notes of the proposed statements/proposals that will then be put to the vote. Remember that you will be voting for statements/proposals, not for groups or speakers!
- Try to group the statements/proposals so that there is no repetition
- Come up with some proposed statements/proposals of your own, since you also have the right to voice your opinion and vote as citizens of this town
- Remember! Everyone has the right to vote!
- Don't forget that, as the Municipal Council, you want to satisfy the majority on the one hand, but are also under pressure from the European Union which, according to European regulations, is asking for a reduction of pollutants in all European cities

*Add your own arguments  
and the statements/proposals you are proposing:*

### Citizen representatives – Drivers:

- Getting around the city on foot is difficult
- Public transport is not satisfactory
- We pay taxes, so we can thus use the city with no restrictions

*Add your own arguments  
and the statements/proposals you are proposing:*

### Citizen representatives:

- There are several health problems affecting you and your children due to the atmospheric pollution
- Life in the city has become unbearable. There is too much traffic and you see cars everywhere. Parked vehicles even block the pavements.
- The cars' horns and noise pollution bother you

*Add your own arguments  
and the statements/proposals you are proposing:*

### Representatives of environmental organisations:

- Life in the city has become unbearable
- The smog is causing respiratory problems
- Car use increases environmental pollution

*Add your own arguments and the statements/proposals  
you are proposing:*

# ACTIVITY 4

| <b>Who would you like to live with?</b> |  |
|---|--|
| Materials                               | Print the list of tenants (one for each student)   |
| 1                                       | <ul style="list-style-type: none"> <li>We tell the story of the Miller family:<br/>"Mr and Mrs Miller live fairly happily in a big house with their 20-year-old son David. Then, upon their retirement, Mr and Mrs Miller decide to move to the country. David lives alone in the family home now and enjoys a satisfying bachelor's life until one day he loses his job. David is no longer able to live alone in the big house. He uses his last money to split the house into 6 flats and puts a "For Rent" ad in the newspaper"</li> </ul> <p>Now, imagine you are David and have to choose 5 tenants from a list of people who have answered your ad, in order to be able to keep the house.</p>  |
| 2                                       | <ul style="list-style-type: none"> <li>We ask each student to pick 5 tenants from the list</li> </ul>  |
| 3                                       | <ul style="list-style-type: none"> <li>We ask groups of 5 or 6 students to pick 5 tenants that the whole group agrees on</li> </ul>  |
| 4                                       | <ul style="list-style-type: none"> <li>We discuss the following issues:</li> <li>Did the group agree on a list of 5 tenants? Yes/No? Why (not)?</li> <li>How did the group work collectively in order to agree on the list of 5 tenants? What did they find hard about it and what easy?</li> <li>We discuss the reasons for which they chose these particular people</li> <li>We discuss any potential bias that each one of us may have. We explain that it is almost impossible not to be biased; what is most important is to understand that it is only bias and that talking about differences and getting to know other people better can change people's views</li> </ul>  |
| 5                                       | <p><b>List of tenants (for older students)</b></p> <p>Who would you share the same house with?</p> <ol style="list-style-type: none"> <li>An unmarried mother with a 3-year-old child, whose father is from Tunisia. He occasionally visits his son and sometimes brings around some friends.</li> <li>A family of refugee workers from Pakistan with 5 children aged 1 to 12. Their father works in a steel mill and their mother will take up the position of concierge at the house.</li> <li>A family with a 17-year-old daughter in the final grade of Secondary School. The father is a bank accountant and the mother a teacher.</li> <li>A single 70-year-old woman, living on a minimum pension.</li> <li>A group of 7 refugees from Iraq who all work in the kitchen of a large restaurant.</li> <li>A group of 5 young people who live an alternative lifestyle, by recycling and only consuming what they need to survive.</li> <li>Three Palestinian students who are political activists, and often demonstrate for their rights.</li> </ol> |



8. A Roma family with 5 members. The father only works occasionally and is otherwise unemployed. The family belongs to a broader family which is very close and likes to have parties.
9. An American couple with no children. The wife works for the International Atomic Energy Authority and the husband looks after the house and their 3 poodles.
10. Two artists, around 40, who lead an unconventional life and have many artists as friends.
11. A girl who studies the piano and singing at a conservatory, and has to frequently practice in the evenings.
12. An African American with his Austrian partner. He is trying to get a permit to work as an engineer.
13. A religious Muslim family which strictly follows the Quran. The mother will only leave the house wearing a headscarf.
14. A young man in a wheelchair who lives with his 76-year-old mother.
15. A blind girl living with her dog.

### **List of tenants (for younger students)**

Who would you share the same house with?

1. An unmarried mother with a 3-year-old child.
2. A family of refugee workers from Pakistan with 5 children aged 1 to 12. Their father works in a steel mill and their mother will take up the position of concierge at the house.
3. A family with a 17-year-old daughter in the final grade of Secondary School. The father is a bank accountant and the mother a teacher.
4. A single 70-year-old woman, living on a minimum pension.
5. A group of 7 refugees from Iraq who all work in the kitchen of a large restaurant.
6. Three Palestinian students who are political activists, and often demonstrate for their rights.
7. A Roma family with 5 members. The father only works occasionally and is otherwise unemployed. The family belongs to a broader family which is very close and likes to have parties.
8. An American couple with no children. The wife works for the International Atomic Energy Authority and the husband looks after the house and 3 dogs.
9. Two artists, around 40, who have many artists as friends.
10. A girl who studies the piano and singing at a conservatory, and has to frequently practice in the evenings.
11. An African American with his Austrian partner. He is trying to get a permit to work as an engineer.
12. A religious Muslim family which strictly follows the Quran. The mother will only leave the house wearing a headscarf.
13. A young man in a wheelchair who lives with his 76-year-old mother.
14. A blind girl living with her dog.

# ACTIVITY 5

| <b>Where do you stand;</b> |   |
|----------------------------|---|
| Final action               | <ul style="list-style-type: none"> <li>• Students will take part in a debate</li> </ul>   |
| Outcome                    | <p>Students:</p> <ul style="list-style-type: none"> <li>• will critically evaluate different ideas and viewpoints, that they agree or disagree with</li> <li>• will negotiate, make decisions and take action to try and influence others</li> <li>• will critically examine the impact of their actions on society and the world at large</li> </ul>   |
| Materials                  | Two signs made of paper or cardboard; one will read "I Agree" and the other "I Disagree"  |
| Process                    |   |
| 1                          | <ul style="list-style-type: none"> <li>• We split the room into two parts and place the AGREE and DISAGREE signs at opposite ends</li> <li>• We note down points for discussion on a flip chart, each on a separate page, and place them in a line at the centre of the room</li> </ul>   |
| 2                          | <ul style="list-style-type: none"> <li>• We tell the students that we are interested in their opinion regarding some very important questions. We explain to them that we will read a statement and then they will have to decide individually whether they agree or disagree with it and go and stand near the relevant sign. The objective will be to try and convince other students to change their minds and their stand.</li> <li>• Rules:               <ol style="list-style-type: none"> <li>a. No one will speak until everyone has taken a stand</li> <li>b. The stronger you agree or disagree with a claim, the closer to the relevant stand you should move.</li> <li>c. No one can stand on the middle line, but if you cannot decide or feel confused by a question, then you can stand near the centre, either on the one or the other side of the line</li> </ol> </li> </ul> |
| 3                          | <ul style="list-style-type: none"> <li>• We show the students the first claim and read it loud. We then ask them to decide how they feel about it and take a stand.</li> </ul>  |
| 4                          | <ul style="list-style-type: none"> <li>• We wait until all students have taken a stand. We then ask the students on both sides why they have stood in that particular spot. We let them express their opinion. We encourage several students to express their views.</li> </ul>   |
| 5                          | <ul style="list-style-type: none"> <li>• After providing a reasonable amount of time for a debate, we ask students to change their stand, if they wish to. If a lot of them do so, we ask them which argument made them change their mind. We continue the process with the other claims.</li> </ul>  |



|        |  |
|--------|--|
| 6      | <p>We discuss the following questions:</p> <ul style="list-style-type: none"><li>• What did you think of this activity?</li><li>• Did you find it hard to take a stand in certain cases? Which ones?</li><li>• Did you change your stand at any point? What made you do that?</li><li>• Were any of the statements more complicated than the others?</li><li>• Were there statements about which you're still not certain?</li><li>• Would you like to further discuss any of the issues?</li></ul>  |
| Claims | <p>The statements can be compiled based on topics that have been heard during previous activities practised with the same students. For example:</p> <p>Equality means not giving special treatment to anyone.<br/>Some people are more important than others.<br/>We would have fewer problems if immigrants went back to their countries.<br/>Some people should have fewer rights.<br/>Any school decision should take into account the students' views.<br/>Young people can contribute to resolving the problems of their local community (for older students).<br/>The opinions of young people should be heard on all social and political issues affecting our country (for older students).</p> |

# ACTIVITY 6

| <b>15 years later</b> |   |
|-----------------------|---|
| Deliverables          | Students will create a large poster.  |
| Outcome               | Students: <ul style="list-style-type: none"> <li>• will reflect on what they have discussed and learned in the previous units</li> <li>• will imagine themselves in society as adults</li> <li>• will comprehend their role as active citizens</li> </ul>   |
| Materials             | 1. A roll of paper<br>(long enough so that all students can sit around it)<br>2. Marker pens<br>3. Paper tape   |
| Process               |   |
| 1                     | <ul style="list-style-type: none"> <li>• We place the long sheet of paper on the floor and ask all the students to sit around it. We put on relaxing music and initially ask them to close their eyes and breathe rhythmically.</li> </ul> <p>Then we tell them the following words:<br/>           "Let's take a journey into the future... I'd like you to imagine that 15 years have gone by. How old are you? What do you look like? What is your home like? Who do you live with? What is your neighbourhood like? What do you do? Are you happy? What makes you happy? Are you afraid of something? What? What rights and values would you like to have safeguarded?"</p>                     |
| 2                     | <ul style="list-style-type: none"> <li>• We ask the students to open their eyes and draw themselves in an environment showing their life in 15 years time, on the big sheet of paper. We then ask them to write in the empty spaces around the drawings, which things they believe will make them happy and also their fears.</li> </ul>  |
| 3                     | <ul style="list-style-type: none"> <li>• When they have finished, we place the sheet on the wall and look at it.</li> </ul> <p>We discuss the following questions with the students:</p> <ul style="list-style-type: none"> <li>• Do you like the end result or not, as a future view of yourself and your life?</li> <li>• Would you wish for something different?</li> <li>• Is what you are doing now related to such a future?</li> <li>• Why do you think we asked everyone to draw on the same piece of paper instead of using separate sheets?</li> <li>• From all the activities we have undertaken together in the previous weeks, what has affected your thoughts and choices?</li> </ul> |

# Teacher Evaluation Form

We would like to thank you for taking part in the British Council's Life Skills Programme. We would greatly appreciate your help in improving the programme through the completion of this brief questionnaire. Your answers will remain anonymous.

|  | I fully agree            | I agree                  | I neither agree /nor disagree | I disagree               | I fully disagree         |
|--|--------------------------|--------------------------|-------------------------------|--------------------------|--------------------------|
| • The Life Skills programme fulfilled my expectations  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>      | <input type="checkbox"/> | <input type="checkbox"/> |
| • Overall, the quality of the Life Skills programme we attended or implemented was very good   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>      | <input type="checkbox"/> | <input type="checkbox"/> |
| • I gained new experiences and knowledge through my participation in the Life Skills programme | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>      | <input type="checkbox"/> | <input type="checkbox"/> |
| • The Life Skills programme had a positive effect on my class                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>      | <input type="checkbox"/> | <input type="checkbox"/> |

|   |  |
|---|--|
| • In your opinion, what were the most positive aspects of the Life Skills programme?        |  |
| • Do you have any suggestions on how the Life Skills programme could be improved in future? |  |

• How likely is it that you might recommend the British Council to a friend or colleague?  
Please circle one number on a scale of 0 to 10 where  
0 = Highly unlikely to recommend it, 10 = Highly likely to recommend it

|   |   |   |   |   |   |   |   |   |   |    |
|---|---|---|---|---|---|---|---|---|---|----|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|

Highly unlikely to recommend it Highly likely to recommend it



We hope you have found your contact with us through this activity beneficial both personally and professionally and we hope to also stay in touch with you in the future.

*Thank you very much!*

*For statistical purposes, please circle the relevant answers to the following questions*

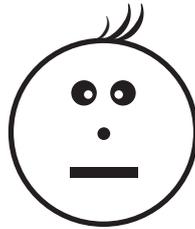
|   |          |                   |                    |                        |       |
|---|----------|-------------------|--------------------|------------------------|-------|
| <b>1 - Your age group</b>                               | 16-20    | 21-24             | 25-34              | 35-44                  | 45+   |
| <b>2 - Your gender</b>                                  | Female   | Male              |                    |                        |       |
| <b>3 - Employment</b>                                   | Employee | Self-employed     | University student | School/college student | Other |
| <b>4 - If employed, which sector are you active in?</b> | Public   | Business/Industry | University         | School/College         | Other |



# Student Evaluation Form

Thank you for taking part in the British Council's Life Skills Programme.  
We would like you to share with us your impressions of the programme  
by answering the following questions:

1. Overall, did you enjoy the activities of the programme?  
Colour or circle one of the following faces.



2. What made the biggest impression on you?  
What new information did you learn about and find interesting?

3. Which activity did you enjoy the most, which the least and why?



# Resources

[www.education.gov.uk](http://www.education.gov.uk)

[www.tes.co.uk/ks1-citizenship-primary-teaching-resources](http://www.tes.co.uk/ks1-citizenship-primary-teaching-resources)

[www.topmarks.co.uk/Search.aspx?Subject=35](http://www.topmarks.co.uk/Search.aspx?Subject=35)

[www.peteducationresources.co.uk/learning-resources/for-teachers/key-stage-1](http://www.peteducationresources.co.uk/learning-resources/for-teachers/key-stage-1)

[www.citizenshipfoundation.org.uk/main/page.php?43](http://www.citizenshipfoundation.org.uk/main/page.php?43)

[www.teachitcitizenship.co.uk/365](http://www.teachitcitizenship.co.uk/365)

[www.handicap-international.org.uk](http://www.handicap-international.org.uk)

[www.warchild.org.uk](http://www.warchild.org.uk)

[www.savethechildren.org.uk/resources/online-library/  
search?f%5B0%5D=field\\_publication\\_category%3A49](http://www.savethechildren.org.uk/resources/online-library/search?f%5B0%5D=field_publication_category%3A49)

<http://teachunicef.org>

[http://e-activist.com/ea-campaign/action.retrievestaticpage.do?ea\\_static\\_page\\_id=1378](http://e-activist.com/ea-campaign/action.retrievestaticpage.do?ea_static_page_id=1378)

[www.brent.gov.uk/services-for-residents/brent-museum-and-archives/local-history-resources/  
living-in-a-diverse-world-a-free-online-citizenship-resource-for-key-stage-2](http://www.brent.gov.uk/services-for-residents/brent-museum-and-archives/local-history-resources/living-in-a-diverse-world-a-free-online-citizenship-resource-for-key-stage-2)

<http://resources.woodlands-junior.kent.sch.uk/teacher/re.html>

[www.nicurriculum.org.uk/key\\_stage\\_3/areas\\_of\\_learning/  
learning\\_for\\_life\\_and\\_work/resources](http://www.nicurriculum.org.uk/key_stage_3/areas_of_learning/learning_for_life_and_work/resources)

[www.bbc.co.uk/schools/websites/11\\_16/site/citizenship.shtml](http://www.bbc.co.uk/schools/websites/11_16/site/citizenship.shtml)

[www.amnesty.org.uk/?gclid=CK28s\\_ixboCFc1V3godqn0AGA](http://www.amnesty.org.uk/?gclid=CK28s_ixboCFc1V3godqn0AGA)

[www.youthforhumanrights.org/?source=gaw&gclid=CM\\_4k4\\_jxboCFcVF3godEHkAmg](http://www.youthforhumanrights.org/?source=gaw&gclid=CM_4k4_jxboCFcVF3godEHkAmg)

[www.redcross.org.uk/What-we-do/Teaching-resources](http://www.redcross.org.uk/What-we-do/Teaching-resources)

[www.lgfl.net/curriculum-resources/pages/citizenship-resources.aspx](http://www.lgfl.net/curriculum-resources/pages/citizenship-resources.aspx)

<http://teachers.theguardian.com/subject/citizenship.aspx>

[www.actionaid.org.uk/schools/free-teaching-resources/citizenship-and-pshe](http://www.actionaid.org.uk/schools/free-teaching-resources/citizenship-and-pshe)

[www.eycb.coe.int/composito](http://www.eycb.coe.int/composito)

Please note that the above links represent just a small selection of useful resources that can be found on the internet.



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