Training course for teachers

Erasmus+

SUPREM

INTRODUCTION

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

As part of this, as a result of nearly 18 months of joint work 4 teachers courses were born, which we also wholeheartedly recommend for implementation within the framework of school or leisure, youth activities.

Suprem teachers' training course is a training curriculum with a complex collection of materials.
The training will be available online and also for self-study by individuals. as a supporting tool for schools, the training course also presents the trainers' guide and background information about the methods and recommendations to ensure the highest quality.
The training will be connected to the students' course but will contain other topics as well.
main objectives of the training:
- providing a methodology to work with suprem students' course
- support teachers to involve parents in school activities and also to cooperate with them to assist students' improvement
The training consists of four modules:
1. Life-management skills and their development possibilities in school education
2. SUPREM students' course methodology
3. Raising parental cooperation
4. Efficient methods to involve parents in school activities

The Authors

www.suprem.eu

LIFE-MANAGEMENT SKILLS AND THEIR DEVELOPMENT POSSIBILITIES IN SCHOOL EDUCATION

Main objectives of the training

The aim of the training is to draw the attention of adults and teachers to the importance of identifying and consciously developing life management skills within the framework of both formal and informal learning. The course, which is also available online, is also suitable for self-study.

Training time required: 4 hours

Short description of the training

The training tries to shed light on the possibilities, elements and importance of conscious life management through the processing of one's own experiences. Course participants receive feedback on their own self-efficacy, using exercises to analyze the components of life management competencies. Through personal learning, they can gain experience about the importance of conscious life management and the need to develop it.

Learning guide

The structure of the individual learning program models a possible learning process. The individual learning units (topics) are built on each other, so it is not recommended to change their order even with rich prior knowledge. Your learning will be effective if you build it on your existing knowledge or reflect on your current problems to process each chapter. You will find practice tasks for processing each subtopic. The materials of the learning units are closely related. The solution to the control tasks can be found at the end of the material. The following symbols make navigation easier:

We wish you much success in applying for the projects!

LIFE-MANAGEMENT SKILLS AND THEIR DEVELOPMENT POSSIBILITIES IN SCHOOL EDUCATION

THEMATIC UNIT 1: WHAT DO I SEE IN THE MIRROR?

THEMATIC UNIT 2: LIFE MANAGEMENT SKILLS AND SCHOOL

THEMATIC UNIT 3: LIFE MANAGEMENT COMPETENCIES AND THEIR DEVELOPMENT OPPORTUNITIES

| Units	Topic	Time required	Methodology
thematic unit 1.	What do I see in the mirror?	1.5 hours	self-experience exercises
thematic unit 2.	Life management skills and school	1 hour	analytical exercises
thematic unit 3.	Life management competencies and their development opportunities	1.5 hours	text comprehension analytical reflection

LEARNING OUTCOMES OF THE PROJECTS

Knowledge	Ability	Attitude	Autonomy and responsibility
The teacher knows the different approaches and possible content elements of life management competencies. identifies the components of life management competence. understands the importance of identifying competence components and recognizes signs of competence deficit.	He recognizes and identifies elements of his own life management competencies. it formulates the components of self-efficacy. He is able to analyze the life course of his students. he recognizes the need for conscious development.	He becomes committed to the conscious identification and development of life management competencies. he critically examines the relevant elements of the curriculum and is open to the development of competence elements.	He takes responsibility for developing the life management competencies of the students entrusted to it. It complements his curriculum with independent suggestions for developing life management competencies.

THEMATIC UNIT 1

WHAT DO I SEE IN THE MIRROR?

In the first topic, you will take a look at your own life. You have been in control of your life for a few decades. Use the exercises to think about your own way of life! Be honest with yourself so that the mirror shows thr reality!
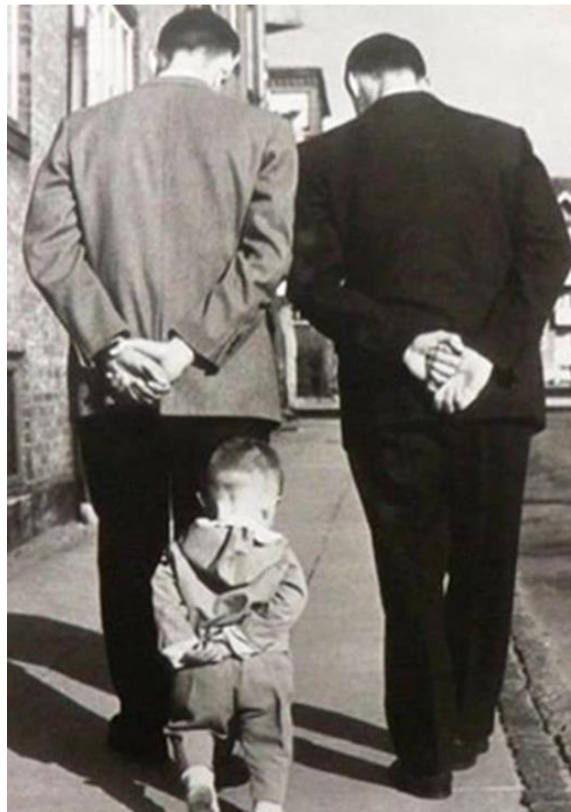
EXERCISE 1

Use the description to create a "fever curve" of your own life.

birthday:

today :

1. **Enter your own date of birth for the starting point of the coordinate system.**
2. **Enter the current date for the other end of the timeline.**
3. **Think about your life in the period between the two dates and draw its line with a curved line moving in the positive-negative field!**
4. **Select 5 life events that are important to you and mark them on the curve.**
5. **Enter the dates of the five events, then recall and collect the memories associated with them (photo, object, picture, music, document).**

EXERCISE 2

Choose from the two options and complete the task.

a) Show the objects to 2-3 people who know you well and talk to them about how they see your current life in the light of events.

b) Imagine talking to a former 11-13 year old self! What would you tell him what came true from his dreams, plans, ideas?

EXERCISE 3

a) Based on your own thoughts and conversations, analyze the five important life events using the 4 fields below! Gather the internal-external, helping-hindering factors and write them in the figure!

Helping factors

internal factors   **internal factors**

Obstacles
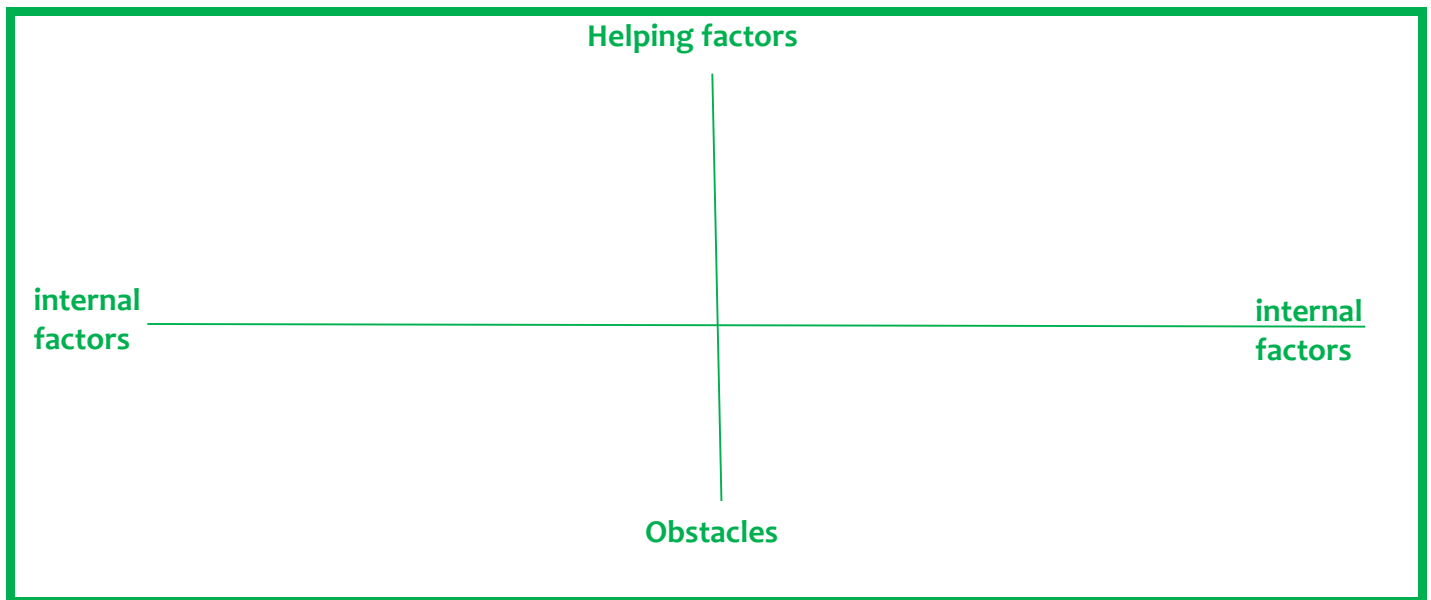
b) In my current life, I am where I want to:

YES　　　　　　　　　**NO**

Circle the word that represents your answer. Justify your choice!

………
………
………
………
………
……………………………………………………………………………………………..

Underline from the list below the terms that came to you in connection with the choice and justification.

| goals	vision	decision
example(s)	responsibility	cooperation
time management	independence	open-mindedness
the way to achieve the goals		

THEMATIC UNIT 2

_____

LIFE MANAGEMENT SKILLS AND SCHOOL

EXERCISE 4

Think about what you think of the term "life management competencies"? In what areas did you meet him? What did it mean in each area? Record the concepts that arise on the cluster chart and then discuss their ideas with your colleagues teaching in the same class.
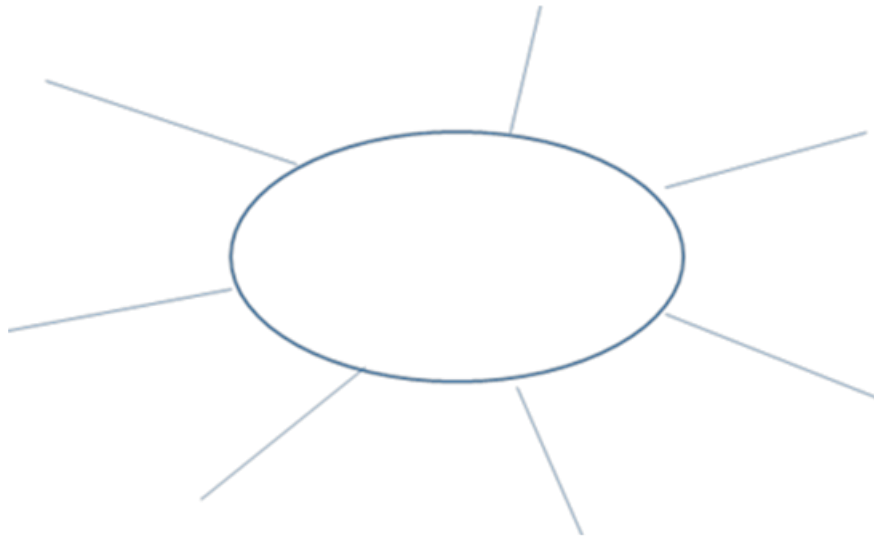
Now, as a teacher, as a class teacher, please think about the lives and problems of your students! Are they all kept where they could be kept? If not, gather possible reasons for this!

Enter them in the table and rank them by frequency and severity.

Name of the problem	Based on frequency	Based on severity

OR: Now, as a teacher, as a class teacher, think about the lives and problems of your students! Are they all where they could be? If not, review the possible reasons for this! Mark them in the table and rank them by frequency and severity.

	uncommon	occasional	common	Based on frequency	Based on severity
We're going to a forest school for a week. My students independently compile a list of the things they need and pack up for the trip.					
My students manage their time well, they can divide their tasks, their free time, they have time for all the important things					
My students effectively organize and manage their own lives.					
At school, my students also learn from each other, working regularly in groups.					
Learning for school is an experience for my students.					
I realise that my students manage their own money responsibly (e.g. pocket money, scholarships, earnings).					
I can safely entrust my students with the implementation of a started project process, they are able to organize the work independently, to complete the tasks.					
8th grade students are prepared to choose a career, to plan their future.					
I see that my students are able to make decisions about their own lives.					
My students have goals in their lives.					

EXERCISE 5

The aim of our project is to help students up to the age of 14 to better understand the events around them, to be able to make good decisions and, especially in terms of career choices, to find their place in the world and to become successful adults later. We aimed at developing students' lifestyle competencies, within which the following topics were developed. Please indicate how important do you think the listed individual topics are for the preparation and development of 12-14 year old students in the evaluation table below?

	Not at all important	Slightly important	Fairly important	Very important
planning of the future				
defining goals				
planning to reach the defined goals				
responsibility, responsible decision making				
autonomy, independent work-organisation				
their own life's organisation				
collaboration, learning from each other				
time management				
role models' importance				
learning as an experience				

THEMATIC UNIT 3

LIFE MANAGEMENT COMPETENCIES AND THEIR DEVELOPMENT OPPORTUNITIES

Educational material

Process the text below on life management competencies.

While reading, use the INSERT technique to make a margin note on the margin of the page.

Use the following symbols!

• Put a **"V" (tick)** in the margin if what you read is the same as your prior knowledge or assumptions, or if it contains information that is familiar to you.

• Make a **"-" (minus)** sign if you are reading something that contradicts or deviates from your prior knowledge or assumptions; that is, the information does not fit into your previous knowledge!

• Put a **"+" (plus)** sign in the margin if you come across new information that fits your knowledge!

• Put **"?" (question mark)** to the margin if any information seems contradictory, if you don't understand something, or if you have additional questions about a part of the text!

• Put a **"*" (asterisk)** where the content of the text reminds you of something,

So as you read, provide the text with five different types of margins according to their understanding and knowledge!

The signs will be applied according to whether the readers opinion coincide with their previous knowledge. They don't have to mark every line or every thought separately, but the signs should map their relationship to the information! It is possible that only one or two markings will be made per paragraph, sometimes more or less.

Content and areas of life management competencies

Every person has, on some level, the competencies needed to run their own lives. You also need them, because you have to adapt to the functioning of society, you have to adapt to the circumstances. Thus, at a certain level, the elements of competencies necessary for life management are developed in each individual. But what are these elements, how can individual people access them, and how effectively can they operate them?

As an educator, you may also find that you have students who manage their resources better than others. For example, during the writing of a survey, they are able to make decisions, move forward with tasks based on their strengths, and allocate the time available to them well. Others perform under their knowledge, their cognitive abilities, precisely because they do these things ineffectively! For example, they spend a significant portion of their time over a task worth a few points, and ultimately have no time left to complete the other tasks. These ineffective functions are not subject-specific, but rather personal. Even the life of a very clever child can be disorganized, aimless, and can be completely clueless in things called ordinary. Why is it not successful? - asks the teacher and the parent. This is when the answer is usually that the child is still immature, scattered, or inherited from someone. Towards the end of primary school, at the age of 14-15, a lifelong decision must be made about choosing a career! The child and family find themselves facing a set of social expectations that they should have consciously prepared for before. Have your child have their own bank account, be able to handle it responsibly, travel to another settlement alone, get up earlier, make many decisions about their relationships, responsibilities, commitments, and thrive without their parents almost all day. The key to the solution lies in whether he managed to prepare him to govern his life independently. In the XXI. century, we can see that this preparation is not conscious enough by either the family or the school. For the most part, we try to identify this area when there are disturbances in day-to-day operations.

Successful living is like a complex system of knowledge, skills, and attitudes like any other knowledge. This complex system is called life management competence. There are several approaches and definitions of the concept in the literature. The attention of experts and politicians also began to focus on this area when the issues of disadvantage, social catching up, and turning to mind-altering drugs appeared as a worsening social problem.

According to **WHO**, life management *competence is "the effective management of the challenges and requirements of everyday life".* What do the challenges of everyday life mean to individual people? In this form, the definition is too general, it doesn't it identify these challenges and the requirements of everyday life. These challenges and requirements may depend on the habits of a given society, culture, but also on age. However, efficiency appears in the definition, i.e. the individual should know what resources he or she needs to meet the requirements. Exploring the sub-areas is therefore also important in order to develop these resources.

In his work, psychologist István Kiss examines the lifestyle habits of Hungarian young people, primarily from the perspective of drug prevention. According to its definition, *"life management competence is a **set of tools** and the ability to act based on the experience gained in the **process of coping** with life events*[1]. Thus, life management skills as a whole ensure daily living, such as self-sufficiency, building and managing social relationships, work or leisure-related activities, etc., i.e., self-efficacy work.

„The central element of **self-efficacy** in relation to the success or failure of life management competence, a self-signaling system, problem solving, and the application of abilities is the individual's self-assessment, self-judgment, and feedback "(Kiss 2009). Kiss's definition touches on the design of the conditions for operating in a social environment, as well as the tools needed to operate. A very important perspective that Kiss also highlights is that these skills are age and situation specific.[2]

He formed seven **life leadership skill groups** and divided them into two dimensions.

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[1] http://slideplayer.hu/slide/2609225/ Szerzők: Énekes Zsófia- Dr. Juhász Erika

[2] https://docplayer.hu/68384687-Eletvezetesi-kompetencia.html Kiss István: Életvezetési kompetencia, Doktori disszertáció, Budapest 2009.

It belongs to the intrapersonal dimension

• the range of skills related to the body and physical needs,

• learning skills,

• self-values and skills to review them,

• self-management skills.

And the interpersonal dimension

• communication (plays a key role in foreign theories),

• ability to manage close relationships,

• skills to connect with the organization / wider community.

Kiss-centered self-efficacy is also considered by other researchers to be an important aspect of life management competencies. According to Bandura, "*self-efficacy is the belief that one is able to organize and use the resources needed to resolve emerging situations* (Bandura 1986, cited in Pro-Skills 2010)". Thus, the exploration of life management skills **can be based on the individual's own experiences** of the successful (effective) or less successful application of the skills. Deficiencies in life management skills can arise because there is a lack of confrontation with challenges throughout life history (Gazda, 1984, cited in Kiss 2009). Skills development may be hindered both unfavorable environmental factors and problems during socialization; e.g. the individual living in harmony with himself and his environment lives his daily life positively and effectively, while he who isolates himself from social media has no goals or cannot formulate it, it usually characterized by uncertainty and distrust in the future, under the influence and drift of external circumstances.

The approach to socialization can also be seen in the book of psychologist Vilmos Szilágyi for young adults (Szilágyi 1989), in which he writes: *human maturity is evidenced by the ability to lead a correct life, and the essential point in the development of the ability to lead is independence*. According to him, those who are unable to make their **own decisions** (separate from their parents) are shaped by other people

or external influences, they will experience a series of failures because they will find themselves in life situations that are not really suitable for them, such as career choice or partner choice. . Thus, he considers the ability to lead life itself (ability to be independent) to be the first of the six main areas of life management he has identified. The other five areas of life management further include the area of life goals and plans - the existence or quality of the vision, values, worldview, self-image, way of life, the ability to set short- and long-term goals. He considers "restarts" as a separate, sixth part of life management, when we are able to redesign, re-evaluate and rearrange our lives through openness (learning, self-development) and flexibility.

Deficit (s) in the field of life management competencies is another area, e.g. they also affect the effectiveness of the work. Therefore, there are now more and more targeted trainings for adults to develop this. The thematic elements of a healthy lifestyle training were defined as follows:
- life management ability (independence, internal control, self-realization, career and partner choice maturity),
- life goals- plans- lifestyle strategy (self-image, self-ideal, vision, career planning, life goals, example and example following)
- good-bad habits, social patterns and values (selection and ranking skills, situation assessment, social credit, reference persons),
- emotional - willful maturity (autonomy, choice of partner, love ability),
- ability to harmony (harmony with myself, my peers, sexual coordination), tension tolerance, conflict management (exploring, managing self- and interpersonal conflicts, stress resolution),
- restart (career reorganization, life reorganization, change management, flexibility, creativity) (Koncz 1996)
Education policies have also recognized that the development of life management competencies should be present in schools as part of curricula. These elements also appeared in the curricula in different ways and with different content in each country. However, based on our practical experience, we see that life management skills and attitudes develop much more as a hidden curriculum element than as a result of conscious development work, and this area does not receive enough attention in the training of teachers either.

Fill in the table based on the marks written in the margin.

INSERT table				
√	+	-	?	*
I already know	new information for me and fits my knowledge so far	new information, but contradicts my previous knowledge, I have to interpret it	I had questions about what I read	it reminds you that… I still remembered this…

Control task

1. **Indicate the WHO meaning defined by life management competencies?**

a) coping with life events

b) to deal effectively with the challenges and requirements of everyday life

c) operation of self-efficacy

2. **Select the list of competency elements!**

a) skills, knowledge, attitude

b) knowledge, action, application

c) knowledge, skills, attitudes

3. **Find the researcher who identifies independence as a central element of life management competencies!**

a) Szilágyi Vilmos

b) Kiss István

c) Szilágyi Klára

4. **Indicate which dimension is part of self-management among Kiss's skill groups!**

a) interpersonal skills

b) intrapersonal skills

c) none

5. **Mark the statement describing self-efficacy!**

a) Self-efficacy is the ability of a personality to manage resources.

b) The key to self-efficacy is self-confidence and self-belief.

c) In connection with the success or failure of a self-signaling system, problem solving, application of skills, the individual's self-assessment, own judgment, feedback.

6. What problems may indicate a lack of life skills? (multiple choice)

a) aimlessness

b) deterioration of the social situation

c) drift

d) mistrust in the future

7. How many main areas of life management did Vilmos Szilágyi name?

a) 5

b) 6

c) 7

8. The essential point of human maturity is independence, making independent decisions. What are the consequences of not doing so? (multiple choice)

a) life situations governed by internal influences

b) serial failures

c) inadequate career choices

d) life situations governed by external influences

EXERCISE 6

In connection with the exercises, you dealt with life management competencies. formulate a short-term and a medium-term (2-3 years) goal for yourself in this regard, and then do the same for your pedagogical work.

GOAL

<div>

My own goals for a successful life

a) my short term goals

……………………………………………………………………………………

b)   my medium-term goal:

……………………………………………………………………………………..

My pedagogical goals for the successful living of my students

a) short-term goals:

1. …………………………………………………………………………………………

2..…………………………………………………………………………………………

3. …………………………………………………………………………………………

b) medium-term goals:

1..…………………………………………………………………………………………

2..…………………………………………………………………………………………

3..…………………………………………………………………………………………

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Compare the stated goals with the following areas!

Underline which area you have set a goal for!

- planning of the future,

- defining goals,

- planning to reach the defined goals,

- responsibility, responsible decision making,

- autonomy, independent work-organisation,

- one's life's organisation,

- collaboration, learning from each other,

- time management,

- role models' importance,

- learning as an experience;

EXERCISE 7

In a short amount of time, you have come a long way from analyzing your own life path to formulating pedagogical goals. Review the exercises again, review your feelings, thoughts, and then record them using the table below! Divided diary.

Highlights from the training material (which caught my attention, thought)	Reflections (question, comment, agreement, contradiction, explanation, evaluation, came to your mind about it, etc.)

1. Indicate the WHO meaning defined by life management competencies?

a) coping with life events

b) to deal effectively with the challenges and requirements of everyday life

c) operation of self-efficacy

2. Select the list of competency elements.

a) skills, knowledge, attitude

b) knowledge, action, application

c) knowledge, skills, attitudes

3. Find the researcher who identifies independence as a central element of life management competencies.

a) Vilmos Szilágyi

b) István Kiss

c) Klára Szilágyi

4. Indicate which dimension is part of self-management among Kiss's skill groups.

a) interpersonal skills

b) intrapersonal skills

c) none

5. Mark the statement describing self-efficacy.

a) Self-efficacy is the ability of a personality to manage resources.

b) The key to self-efficacy is self-confidence and self-belief.

c) <u>In connection with the success or failure of a self-signaling system, problem solving, application of skills, the individual's self-assessment, own judgment, feedback.</u>

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a) aimlessness

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d) <u>mistrust in the future</u>

7. How many main areas of life management did Vilmos Szilágyi name?

a) 5

b) <u>6</u>

c) 7

8. The essential point of human maturity is independence, making independent decisions. What are the consequences of not doing so? (multiple choice)

a) life situations governed by internal influences

b) serial failures

c) inadequate career choices

d) life situations governed by external influences

SUPREM – SUCCESSFUL PREPARATION MODEL FOR SCHOOLS

INTELLECTUAL OUTPUT 2

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

The author of the course 1

(Life-management skills and their development
possibilities in school education)

Qualitas T & G Tanácsadó és Szolgáltató Kft

2021.

Erasmus+