



Life-skill development

Student workbook



Erasmus+



SUPREM

SUPREM – SUCCESSFUL PREPARATION MODEL FOR SCHOOLS

INTELLECTUAL OUTPUT 1 EDUCATIONAL PROJECT PORTFOLIO

MADE WITHIN

THE FRAMEWORK OF

2019-1-HU01-KA201-061091

PROJECT

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EDUCATIONAL PROJECT PORTFOLIO 4

RESPONSIBILITY, RESPONSIBLE DECISION MAKING



1st part

Introduction

Gossip-game, rules

What do you think has more value in the life of a businessman today: a state-of-the-art machine line or information that can give the company an advantage over its competitors? What would a football club president choose: the best player in the world in his team or that he knows what tactics his opponents are playing with?

The term 'information' can be interpreted in many ways, meaning information, news, message, references. In general, however, we consider data, news as information that is relevant to us (important, related to our lives) and that has reduced the lack of knowledge, that is, we have not known so far.

There are many ways to access information. All of our senses: our eyes, ears, nose, mouth, and our skin, constantly ply us with information about the world around us.



Think about it, how many kinds of information are perceived at this moment through your senses. From the light outside, you know what time of day it is, your skin senses the temperature, so you know it's hot or cold, you can smell the lunch you're preparing with your nose, and if you bite into an apple, you know from the taste whether it's ripe or immature.

I have to say that we also need more complex information in our daily lives, which we must also consciously seek. It's not enough to want to watch a good movie, we need to know in which cinema it is played, at what time, how much the ticket costs and it can also be important, how to get to the cinema. However, the information is not always clear or we do not always process it as it was originally born. There is direct misleading information that shapes our thinking in a way that is good for the person or organization that publishes the information, that is the influencing information. And it also happens that we don't understand the information because we don't have the right background knowledge to add.



2nd part

'12 months'

EXERCISE 1



In the project today, each team gets into the skin of a fictional family. You get the basic characteristics of families from your teacher.

Look at the characteristics of the family, and discuss within the team what the life of the family might be like.

For each family, you will find their usual monthly income, their fixed (compulsory) expenses, and their extra expenses.

They cannot change their income and fixed (compulsory) expenses, but the extra expenses can be changed from month to month. Based on their living situation, families can get 'good points' ('red points') that come from the extra activities.

Eg. If a family regularly goes to the theatre, cinema (to relax), it means 1-1 'good points' for each member of the family, so for a family of 6, 6 'good points'.

You will find a table on the next page / link.

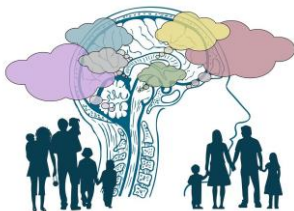
https://docs.google.com/spreadsheets/d/1PbBejnoUe3fuFyJKzQyBfsPJ_3OM4ec7fqwTeyKlq_s/edit?usp=sharing

Based on the available data, complete the table according to the initial state.

EXERCISE 2 – The simulation game

In this game, we cover 12 months, or one year, when families have to make decisions every month based on the available information. Each month is a round, where the family faces a situation and has to respond to it.

Every choice can also affect the family's income, expenses and 'good points' from the next month.



You have to record the effects of your decisions in the table and mark your decisions in text on the given situation sheet. The aim of the game is to reach the family's goal by the end of the 12th month, which you will also find in the description of the families.

'Good points' have a special role in the game. If you increase your family's 'good points' at least 20% from your starting point, your family's income will also increase by 10% from next month because family members will be happier, more motivated and they will work harder. However, if the number of 'good points' falls to half of the base, the family's fixed expenses increase by 25% due to the family members 'malaise', discomfort, and the resulting illnesses.

Think about the different interests and wishes of the family members and discuss them with the team!



3rd part

Closing, assessment and presentation

EXERCISE 3



By the end of the game, each family had to make 12 decisions in 12 situations while evaluating and interpreting information, and considering the financial and other needs of the family.

Discuss within your teams how you rate your performance in the simulation game.

EXERCISE 4



Answer the following questions in the workbook. The group-members (family) have to discuss the answers together, but you can also describe your own individual opinions if they differ from the opinions of others.

1. How difficult did you find the simulation?	
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2. Did you achieve your goal?	
3. What were the 3 most difficult decisions to make during the game?	
4. Is there a decision that you would make differently afterwards? If so, why?	
5. To what extent did each member of the family agree with the decisions?	
6. Were all family members involved in the decision making process?	
7. How did you feel yourself in the role of your family?	

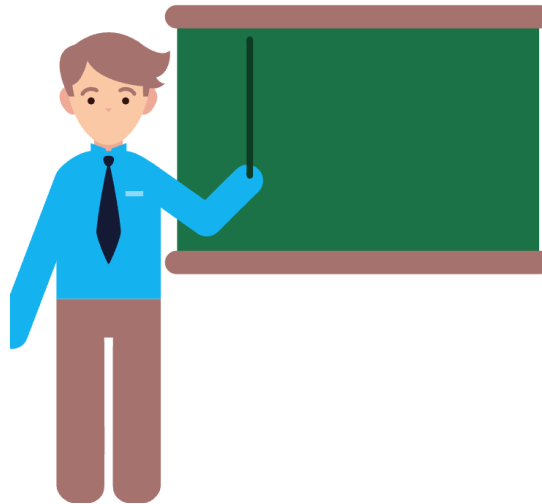
EXERCISE 5



Choose a situation from the 12 you find interesting and make a poster about it (digitally or on paper). Make it available to the other teams (hang it on the wall or upload it to the common surface of the class). Briefly (2-3 minutes) present the selected situation.

When presenting, think about the following aspects:

- why did you choose that situation?
- how did you solve it?
- what do you think about the situation and the decisions you make?
- do you think your decisions are correct afterwards?



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The author of the modul 4
(Responsibility, Responsible Decision Making)

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