



Erasmus+

REAL LIFE Box

Head In The Clouds Consortium

<https://brainsintheclouds.eu>

English



TU WIEN TECHNISCHE UNIVERSITÄT WIEN

U TECHNICKÁ UNIVERZITA V KOŠICIACH

GAIA
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Verein Offenes Lernen

Diakonie

SZS Galakticka



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You will notice that the QR codes used for the hand-in application are not present in these tasks. To use the tasks with the hand-in application the collaboration with the project team is necessary, so please contact us by mail.

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Teacher Handout

BOX 6: Real Life

The Real Life box was designed to cover topics students will be confronted with during their life or might have already dealt with. It contains 6 independent topics that can be done in any order or even parallel.

It is important in this box to stay in contact with other locations of implementation, exchange information and let the children interact with each other. Use as many opportunities for this as you can!

List of Topics:

Topic a: Roma culture

Topic b: Hygiene

Topic c: Relationships

Topic d: Repairing stuff

Topic e: Going on a trip

Topic f: S-education

Connection to other boxes:

- This box should be done after the Video, English, IT101, Programming and Ekopolis boxes.



Teacher Handout

BOX 6: Real Life

Topic: Roma culture

Roma culture topic contains a number of tasks. However, it should be a teacher's decision which tasks he/she wants to implement. The topic consists of 11 independent taskgroups, which are (mostly) divided into separate tasks.

Taskgroups and tasks

Few tasks contain a video (the teacher should decide to implement Task 6a0.1 as s/he should find a movie in local language). Tasks containing a video are the following: 6a1.1, 6a1.3, 6a6, 6a7.3. Before implementing the task, teachers are strongly recommended to watch the videos first to make sure they don't contain any parts not suitable for their location.

Certain tasks contain proposed answer sheets to be distributed among students, however, teachers can make any changes and use different forms. Tasks containing answer sheets for students are the following: 6a2.1, 6a7.1, 6a10.1, 6a10.2.

Tasks 6a9.1 – 6a9.3 are recommended for all implementing partners. Within these tasks students work on their own short movies (a fairy tale).

Goals:

- To give students insights to Roma culture, history, customs and traditions.

Skills/Competences addressed:

- Creativity.
- Working in a team.



Teacher Handout

BOX 6: Real Life

Topic: Hygiene

The “Hygiene” topic consists of 13 tasks covering various activities related to the hygiene. Students should learn something new about vitamins, bacteria, viruses, personal hygiene, first aid and other important things about hygiene and the human body.

Majority of tasks is suitable for all kids, however teachers should decide which tasks suit their kids the most. Similarly, the teacher should decide which videos are suitable for their students.

Taskgroups and tasks

There are two types of tasks in this topic:

The first type of tasks consists of activities such as searching some videos on the Internet and discussing the Hygiene topic.

The second type of tasks is focused on the practical demonstration – students present own personal hygiene, create informative posters and complete others activities related to the personal hygiene. Teachers can modify task based on the children’s age, skills and school possibilities.

The content depends on the activity you want to do with your students. More explanations, tutorials and further ideas can be found on YouTube.

Goals:

- To teach students more about human body, personal hygiene and first aid.

Skills/Competences addressed:

- Creativity.
- Working in a team.
- Searching for information.



Teacher Handout

BOX 6: Real Life

Topic: Relationships

The objective of the “Relationships” topic is to foster the awareness and relationship of children to three main target groups: people, animals, and environment around them. Of course, the first target group – people – is the most important. In this part, teachers should oversee that no child is excluded from a group. If it is necessary, teachers may be involved in the activities.

Taskgroups and tasks

There are 10 different tasks that belong to 3 subtopics:

The first subtopic focuses on personal relationships. It covers friends, family, peers, etc. The objective is to motivate children to have functioning relationships and to be able to differentiate between good and bad behaviour towards the others. Tasks which are focused on the relationships in the class (as it was one of the demanded requirements) should be adjusted to a specific needs of a class. Each class copes with different problems and situations mentioned in the tasks which are only examples. Some of the tasks should be done individually, some in the groups.

The second subtopic involves one task, which should help children to understand that animals need the care as well. This is often the problem in marginalized communities. Therefore, a discussion with an experienced person (e.g. vet) is very recommended.

The last task belongs to the subtopic “relationship to environment”. It should teach children to differentiate what are good and bad actions that influence our environment. The importance of good actions should help them understand what are the advantages of such actions and motivate them to take care of their environment as it is the place they are living in.

There are 10 task and probably nobody will be able to do all of them. However, these 3 target groups should be mentioned. The highest importance should be given to personal relationships.

More explanations, and further ideas can be found here:

goo.gl/VcQY37

Goals:

- To motivate functioning relationships.

Skills/Competences addressed:

- Communication skills.
- Creativity.
- Working in a team.
- Sensitivity to the others.



Teacher Handout

BOX 6: Real Life

Topic: Repairing stuff

Topic “Repairing stuff” mostly implies the DIY (Do It Yourself) activities. The content of the tasks (and needed material) was chosen due to the possibility to perform tasks in the classroom or at children’s home.

IMPORTANT!

The first video about Pat and Mat is too long for watching during the lesson. We propose to watch it before the lesson and choose one episode that fits your lesson’s content the best.

The content of the DIY tasks should be changed depending of the material and tools available at the school. The videos should motivate children to complete tasks from this topic.

Taskgroups and tasks

There are two types of tasks in this topic:

The first type of tasks is focused on the activities such as searching some videos on the Internet and discussing the DIY topic.

The second type of tasks consists of activities with practical demonstration – design, development or reparation of some chosen stuff. Teachers can modify task based on the children’s age, skills and school possibilities.

The content depends on the activity that you want to do with children. More explanations, tutorials and further ideas can be found on YouTube.

Goals:

- To engage children in handwork and stuff repairing, reusing materials.

Skills/Competences addressed:

- Logical thinking.
- Creativity.
- Working in a team.



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BOX 6: Real Life

Topic: Going on a trip

The “Going on a trip” topic consists of 15 tasks covering various activities related to the trip – real trip experience, online searching for information, creating own tools, learning about surviving in the wild nature, ordering food in the restaurant, etc. Majority of tasks is aimed at younger kids, although several tasks should be completed only by older kids – teachers should decide which tasks suit their kids the most.

IMPORTANT!

In case of organizing a real trip:

- Signed confirmation from the parents allowing them to take children on a trip is needed.

Taskgroups and tasks

There are four subtopics of tasks in this topic:

The first subtopic (task 1-4) is related to the practical experience for children in form of a real trip – its realization depends on teachers and financial resources (you can go somewhere to the nearest forest/city, ZOO,...). Children will create/draw a map of their trip (they can use apps in their devices or they can simply draw it, use ozobots from previous boxes or add maps of the town based on the English box to that drawing, too), take pictures during the whole trip (in case they do not have devices - teachers might bring tablets with them or they can take a “group” picture), make videos and afterwards, create collages. These tasks are aimed to support children in creativity, relations, trust and to overcome a fear of unknown persons/places. Task 6e1 should be completed before a trip, 6e2 and 6e3 during a trip, while 6e4 after a trip.

The second subtopic (task 5-7) consists of tasks which do not require outdoor activities – children have to search for online information or to think about their dream destination. This group does not require a strict order of tasks.

The third subtopic (task 8-12) represents “survival” tasks – their goal is to teach children how to behave in the wild nature – tasks which might be dangerous for younger kids (e.g. about fire) should be only completed by older kids and remain voluntary. Tasks from this group might be accompanied with practical demonstration – it should be performed only with teachers’ guidance!

The goal of the last subtopic (task 13-15) is to teach children how to behave in the restaurant as many of them have not been in the restaurant yet – these tasks can be completed without outdoor activities – they will create their own bills, lists of dishes, etc.

More explanations, tutorials and further ideas can be found here:

<https://play.google.com/store/apps/developer?id=Collage+Maker+Apps>

<https://play.google.com/store/apps/details?id=photo.photocollage.pip3>



Teacher Handout

BOX 6: Real Life

Topic: Going on a trip

<https://www.youtube.com/watch?v=xMMqcWXM30c>

<https://gizmodo.com/how-to-find-and-purify-drinking-water-in-the-wildernes-1580821351>

Goals:

- To overcome a fear of unknown persons/places.
- To support children in trust, relations, creativity and handicraft.
- To teach children how to behave in the wild nature/restaurant.

Skills/Competences addressed:

- Creativity.
- Social behaviour.
- Environmental thinking.
- Handicraft.
- Searching for information.
- Working in a team.



Teacher Handout

BOX 6: Real Life

Topic: S-education

Sex is a topic that all of us, no matter of our background, will be confronted with at some point in our lives and that especially for young people in school or in their teenage years is often very confusing. In this topic we try to give you a broad variety of tasks dealing with basic things like understanding your body, training to say no and what consent is, to more detailed topics such as consequences of sexual intercourse. It is up to you as a teacher to discuss which ones of these tasks are the correct ones for your children and teenagers in the groups.

IMPORTANT!

- Always check if there is an Annex.
- If you feel your students should do the tasks in boy- and girl- groups separately, please feel free to divide them in those groups. In general, it will be important that you observe whether everyone is feeling comfortable.
- In general, we tried to use gender neutral language. When you do the task with the students, we ask you to not push the fact that sexual intercourse can only be between a woman and a man. We do not know the students in the class. Try to use gender neutral language where you can.
- Many tasks include videos. Make sure you load them before they are to watch and that you know them already so you can answer your students' questions.

Below you can find extra information that is necessary for working with the task sheets as a teacher. Everything else should be clear from the task sheets.

Taskgroups and tasks

There are two groups of tasks in this topic: basic and advanced. You can distinguish them by the task numbers.

1.1 My body

Print copies of the female and the male body (per two girls in the class print one female paper, per two boys one male). When you have printed them, cut them up in a way that it becomes a puzzle (easy level). Make sure that you keep them in separate piles. Give the piles to couples of students and let them follow the instructions of the task.

1.2 Being a girl or a boy

Print the list of adjectives and cut them out so they become little cards. Cut some cards of empty paper more or less the same size. Put two big papers and pens on the floor.



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BOX 6: Real Life

Topic: S-education

1.3 I decide who touches me

This task needs to be printed in colour. For each participating child or youth you need a paper and a black, a green, a red and an orange pen.

1.4 Consent

1.5 Saying „no“

Don't worry, it is ok if they giggle or laugh, it should be fun. It would be good if you try it yourself beforehand.

The children and youth have all the instructions on their task sheets, but they should do all the activities at the same time. For this reason you have to go through them with them together, leading the process of when what is happening. It would be good if you also take an object and make the tasks.

2.1 How are babies made?

Divide the children in boys and girls. We leave it up to you what age these children have, and whether you want to include all children or only older ones. If it is possible, bring them in two different rooms based on their gender. A woman should work with girls, a man should work with boys. Give each student a paper and give them the task to draw his/her own reproductive organ and how does it work, so girls their vagina and all the thing attached to it internally, and boys the penis and where does the semen come from. Some guiding questions are on the task sheet.

Do NOT show to the children any anatomically correct system and take away their iPads and tablets. Once they have a first drawing put them in groups of 3 or 4. Give each group an access to the internet and let them together make a new drawing of what it really looks like.

Then in the big group (still separated by girls and boys), let them present what they have found. Add information, correct them when needed and let them ask questions.

2.2 Sex – how and why?

Print the cards from the annex (for each smaller group a copy). Cut them and give each group a pile.

Give the following introduction: „People have sex for different reasons that do not exclude each other. Sex gives them joy, pleasure, the feeling of being connected to someone they are in love with and the possibility to have a baby. All of this should happen only with a partner you feel comfortable with and that you trust, but also then you should use protection“. Then let them follow the instructions.

2.3 How can I protect myself from getting pregnant?

Per each group make sure you have a copy of the list to fill in.

2.4 What is an STD? How can I protect myself?

Per each group make sure you have one copy of the cards to match. Print and cut them already before. The children should not see them in correct order before.

2.5 Sex has consequences

If you can print the situations on coloured paper, if not white is also ok. Cut out signs with situations, and court and prison. Make them as big as they are. Put them in a half circle on the floor, with enough



Teacher Handout

BOX 6: Real Life

Topic: S-education

space between them so five children can stand next to each one of them. You need also a dice and at board on which the children can dice without any problem.

This game functions like a board game, but the children are the figures, moving according to what they dice (steps) and what the consequences are. You as the teacher will make the moderator. When the participants of the game reach a spot, you read out the consequences and make sure they implement them:

1. You kiss someone you don't know: „Nothing happens. Stay where you are and continue playing normally“.
2. You are dating someone who wants to have sex with you, but you don't want to and say "no": „Very well done! Keep saying „no“ as long as you want to. Make two steps forward“.
3. You are dating someone who does not want to have sex and you push until he/she gives in: „This is very bad! You skip two round“.
4. To avoid having penetration you give your boy/girlfriend oral sex: „Months later you find out you have an STD because you thought you did not have to use protection. Skip one round to get the cure“.
5. You have sex before marriage: „You protected, so you are lucky. Stay where you are and continue playing normally“.
6. You are pregnant and the father disappears: „You will be in trouble with your family and do not know how to provide for the child. Skip one round“.
7. You get a girl pregnant and you leave the girl, don't take responsibility for the child: „You will be in trouble with your family and loose friends. You need to pay child support and have to go to court. Spend two rounds on court“.
8. You meet someone and force him/her to have sex with you: „This is a criminal act. You go to prison and spend the rest of the game there“.
9. You have a boy/girlfriend who is less than 14 years old, you have sex and conceive a baby: „This is a criminal act. You go to prison and spend the rest of the game there“.
10. You go into marriage as a virgin: „Stay where you are and continue playing normally“.
11. You and your partner do an STD test before getting married and having sex with each other for the first time: „Good for you! Take two steps extra“.
12. You get married to someone you don't know very well: „You simply trust him/her. After some time you realize he/she gave you and STD. Skip one round to get the cure“.



Teacher Handout

BOX 6: Real Life

Topic: S-education

13. You are married and pregnant, but you find out you are HIV positive: „This means you took the necessary tests and health check-ups. Work closely with your doctor and have a safe birth! Stay where you are and continue playing normally“.

The child/ young person that reaches the final place first wins.

Goals:

- To raise awareness on consent.
- To raise awareness on stereotypes.
- To raise awareness on the consequences of sexual intercourse.
- To raise awareness on how to protect yourself.

Skills/Competences addressed:

- Affirmation and understanding of personal boundaries.
- Responsible sexual behaviour.
- Understanding the human reproductive system.



6: Real Life	Roma Culture
6a0	A movie about Roma culture/people

Your teacher will show you a movie about Roma culture/people. While watching the movie, try to remember as many details as possible.

Do not take any notes!

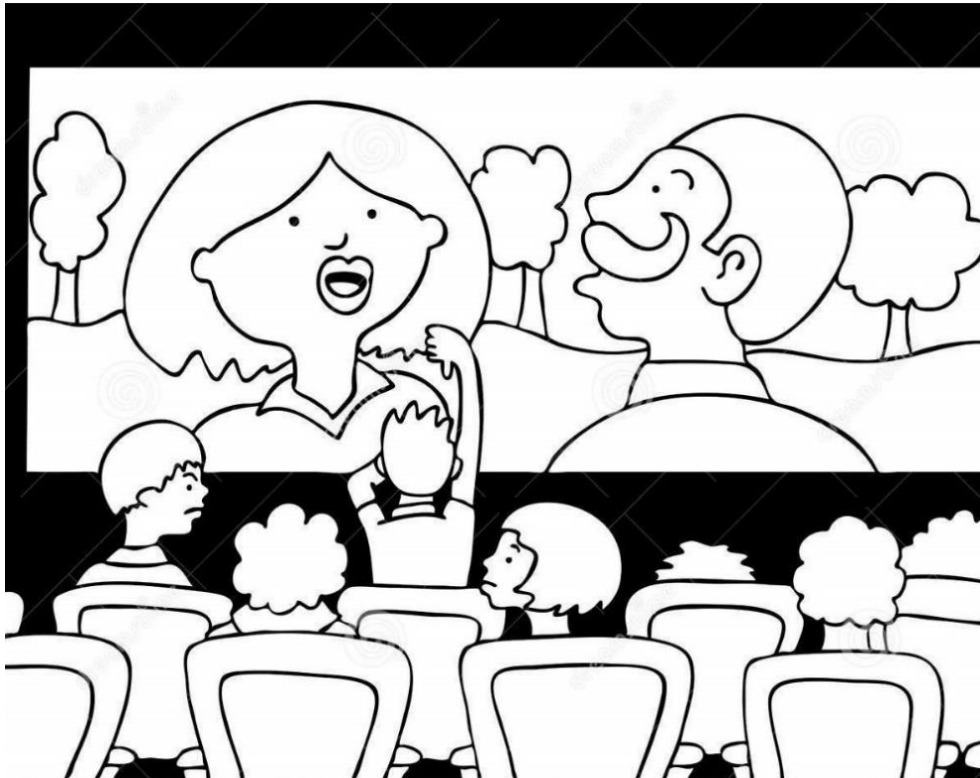


Fig. 1

Each of you will now have to ask a question about one detail from the movie. A student able to answer correctly the highest number of questions wins this competition!

The winner makes a selfie and uploads his/her picture.



6: Real Life	Roma Culture
6a1.1	Where do people come from?

Watch the following short movie:

<https://www.youtube.com/watch?v=11hJaI7qAtU>

- Draw a very quick simple sketch of a situation from the video you like the most.
- Take a picture of your sketch and upload it.

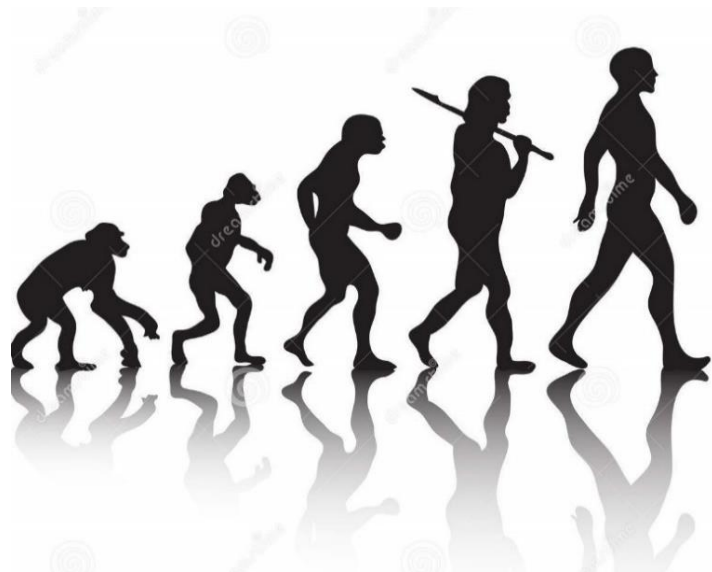
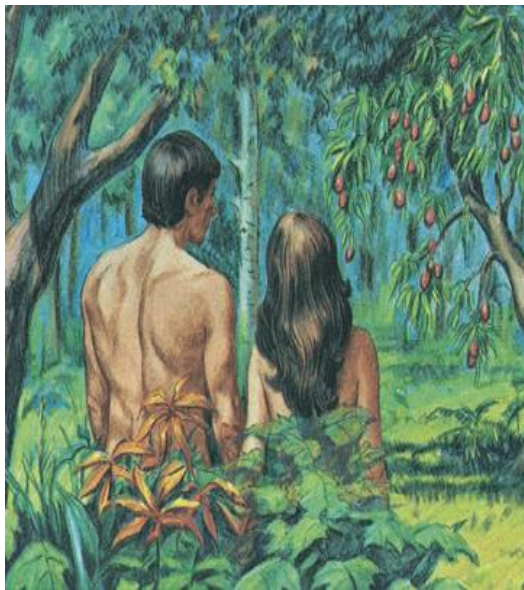


Fig. 2

Fig. 3

For older students:

- Try to rank the videos based on your preferences – from the most credible to the least credible.



6: Real Life	Roma Culture
6a1.2	Where do people come from?

In this task, work in groups of three students.

- Search for:
 - one mythological,
 - one religious, and
 - one scientific theory of where people come from.
- Each group plays a role-play: Each student represents one of the views (randomly assigned) and has to convince the other students in the group that his theory is the correct one.

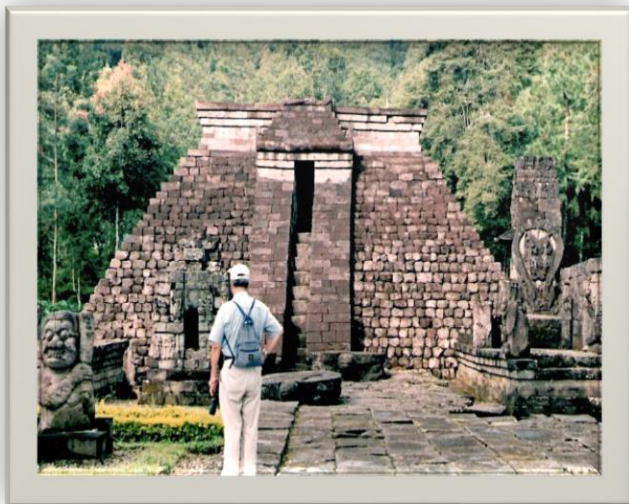


Fig. 4



Fig. 5

One of other students will make a picture of the group while discussing and uploads the picture.



6: Real Life	Roma Culture
6a1.3	Roma legends on where people come from

This task is suitable for older students. Watch the following video:

<https://www.youtube.com/watch?v=Q6wSLfGBVGY>

- Based on the movie you've just watched – draw routes about how Roma people got from India to your country.
- Now, you will use Ozobots. Draw the same route, but use a blank sheet of paper. Make sure that Ozobots will stop in the capitals of all countries they will have to go through.



Fig. 6

Assume the same people would travel to your country today.

- Use Internet to find the fastest route from India to your country. Write down the details on a sheet of paper.
- Take pictures of all your outputs and upload them.

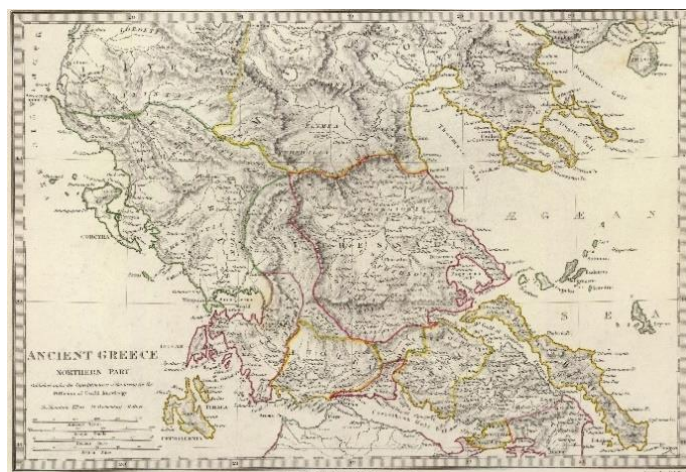


Fig. 7

For figure sources and references please refer to List of Figures.



6: Real Life	Roma Culture
6a2.1	A typical day in your family (homework)



Fig. 8

Teachers will give you three sheets of paper – a simple table to be filled.

- Your task is to make an interview with your parents and grandparents regarding what they did during a regular day when they were in your age.
- Summarize the responses of your parents in the first sheet, your grandparents' responses in the second sheet, and your own responses in the third sheet.

Annex: Task 6a2.1 Regular day plan

A part of a regular day	My parents / grandparents / own responses:
<i>Morning</i>	
<i>Lunch-time</i>	
<i>Afternoon</i>	
<i>Evening</i>	
<i>Night</i>	



6: Real Life	Roma Culture
6a2.2	A typical day in your family

- Make a three-minute video summarizing the differences in lives among your grandparents, parents and yourself.



Fig. 9

- If you like, you can add as many effects to your video as you like.
- Upload the video.



Fig. 10



6: Real Life	Roma Culture
6a2.3	Movie about a regular day



Fig. 11

You've heard several stories on regular days of people from your community.

- Work in groups of 4 students: a movie director, a grandparent, a parent, a student.
- Think of a screen-play and script of a movie: Three children acting in different time periods (representing a regular day of themselves, parents and grandparents).
- The movie director in the group records and uploads the video.



6: Real Life	Roma Culture
6a3.1	A historical person

Search for a famous historical Roma person (online).

[Alternatively: a teacher presents few famous historical Roma people to students.]

Now, pick one of the people presented by your teacher and try to find some information on her.



Fig. 12

- Prepare a short script on how to present the chosen person in a funny way to your classmates.
- Present the chosen person, and have one of your classmates record a video.
- Upload the video.



6: Real Life	Roma Culture
6a3.2	A nowadays person

Search for a famous nowadays Roma person (online).

[Alternatively: a teacher presents few famous nowadays Roma people to students.]

Now, pick one of the people presented by your teacher and try to find some information on him/her.



Fig. 13

- Prepare a short script on how to present the chosen person in a funny way to your classmates.
- Present the chosen person, and have one of your classmates record a video.
- Upload the video.



6: Real Life	Roma Culture
6a3.3	A discussion with a role model

Your teacher invited a Roma person who is successful in his/her life. The invited person describes himself/herself.



Fig. 14

- Ask the guest one question.
- One of you should record a video of the whole discussion.
- Upload the video.

**6: Real Life****Roma Culture**

6a4.1

Do all Roma speak the same language?

Imagine a foreigner comes to your town/village. You want to teach him/her few phrases in Roma language.



Fig. 15

- Prepare a vocabulary for the following phrases (make it tri-lingual: local language – English – Roma):
 - Hello! How are you? Thanks, I'm fine, how about you?
 - Hello! My name is ... What's your name?
 - Thank you very much. You're welcome.
 - Good morning. Good afternoon. Good evening.
 - Goodbye. Goodnight.
 - Excuse me. Sorry.
 - Happy birthday!
- Now you have to think of five more phrases, and translate them!
- Make a photo of your vocabulary and upload it.



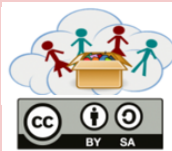
6: Real Life	Roma Culture
6a4.2	Do all Roma speak the same language?



Fig. 16

This task should be done in pairs.

- Your task now is to create an instruction video on how to say the phrases from the previous task in Roma language.
- The first student says a phrase in English, the second student says the same sentence in Roma language. Then they swap.
- The whole instruction video is recorded and uploaded.



6: Real Life	Roma Culture
6a4.3	Do all Roma speak the same language?

Similarly as you, students from other locations had to create an instruction video on pronouncing few sentences in English and Roma language.

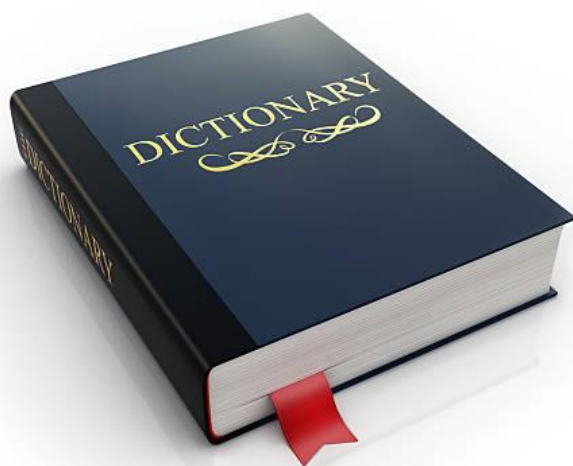


Fig. 17

Watch videos from other locations and compare the differences in pronouncing the phrases.



6: Real Life	Roma Culture
6a4.4	Roma language vocabulary

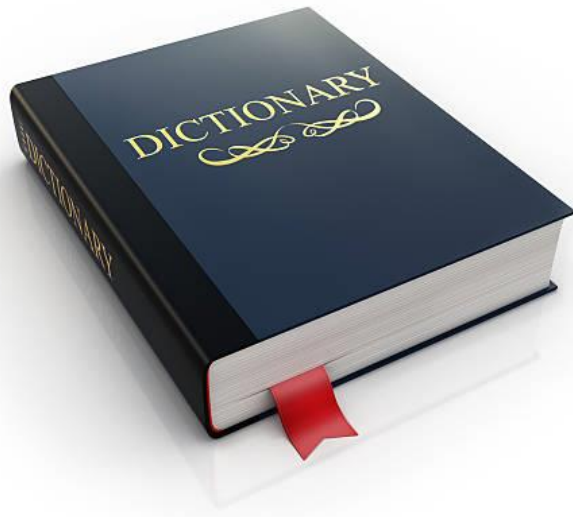


Fig. 18

Together with your classmates, write down 100 words you consider important in your everyday life.

- Translate all the words into English and Roma language.
- Upload a copy of the vocabulary.



6: Real Life	Roma Culture
6a5	Roma traditions

Answer the following question: ***“What are the most important celebrations in your community?”***



Fig. 19

- Pick one of the mentioned celebrations.
- Search the Internet for pictures regarding the event you picked and download them.
- Create a collage from the downloaded pictures. If you want to be more creative, the collage can have an interesting shape.
- Be even more creative and add your favourite effects to the collage!
- Upload the collage.



6: Real Life	Roma Culture
6a6	How to prepare your favourite traditional meal?

Watch the following videos:

<https://www.youtube.com/watch?v=Imtt-s3uoBU>

https://www.youtube.com/watch?v=QTTzWtwP_x4

- Think of your favourite traditional meal cooked in your community.
- Do you know how to prepare it? Write down a recipe!



Fig. 20

- Play a short funny video pretending you are cooking the meal. Make sure that one of your classmates is recording you.
- Upload the video.



6: Real Life	Roma Culture
6a7.1	Could you be a fashion designer?



Fig. 21,22

Fig. 23,24

Look at sample fashion design sketches.

- Select one of the sketches provided by your teacher and try to replicate it.
- Make a picture of your sketch and upload it.

Annex: Task 6a7.1 Sketches



Fig. 25



6: Real Life	Roma Culture
6a7.2	Could you be a fashion designer?



Fig. 26

- Think of a piece of clothes, and create a sketch.
- Use small parts of old clothes (provided by your teacher) instead of colouring them.
- Present your sketch to your classmates. Tell them who should wear it, in which season, for what occasion, what material is used, etc.
- Make sure one of your classmates is recording you, and that the video is uploaded.



6: Real Life	Roma Culture
6a7.3	Craftwork

Watch the following videos:

<https://www.youtube.com/watch?v=sYD0HuvTss0>

<https://www.youtube.com/watch?v=g-XldoVr0SI>



Fig. 27

Your teacher will provide you simple parts of various materials.

- Your task now is to create craft, such as jewellery, which you think would be wearable in your community.
- After finishing, take a picture of it and upload it.
- Afterwards divide the created jewellery into two parts, and send them to other locations! At some point later you will receive jewellery from those two locations as well!



6: Real Life	Roma Culture
6a8	We like music and dancing!

In your class, vote for your most favourite Roma song.



Fig. 28

- Use Makey Makey in order to play the music for the selected song.
- Practice singing the song and playing the music.
- Prepare a simple screen-play for the music video. Make sure to include English translations which will serve as subtitles!
- Now, using the screen-play, record a music video for your song. Make it as professional as possible. Make sure to include English subtitles!
- Upload the final version of your music video.



6: Real Life	Roma Culture
6a9.1	Fairy tales: Good should always defeat evil!

Talk to your parents and grandparents regarding fairy tales they know, and collect them.

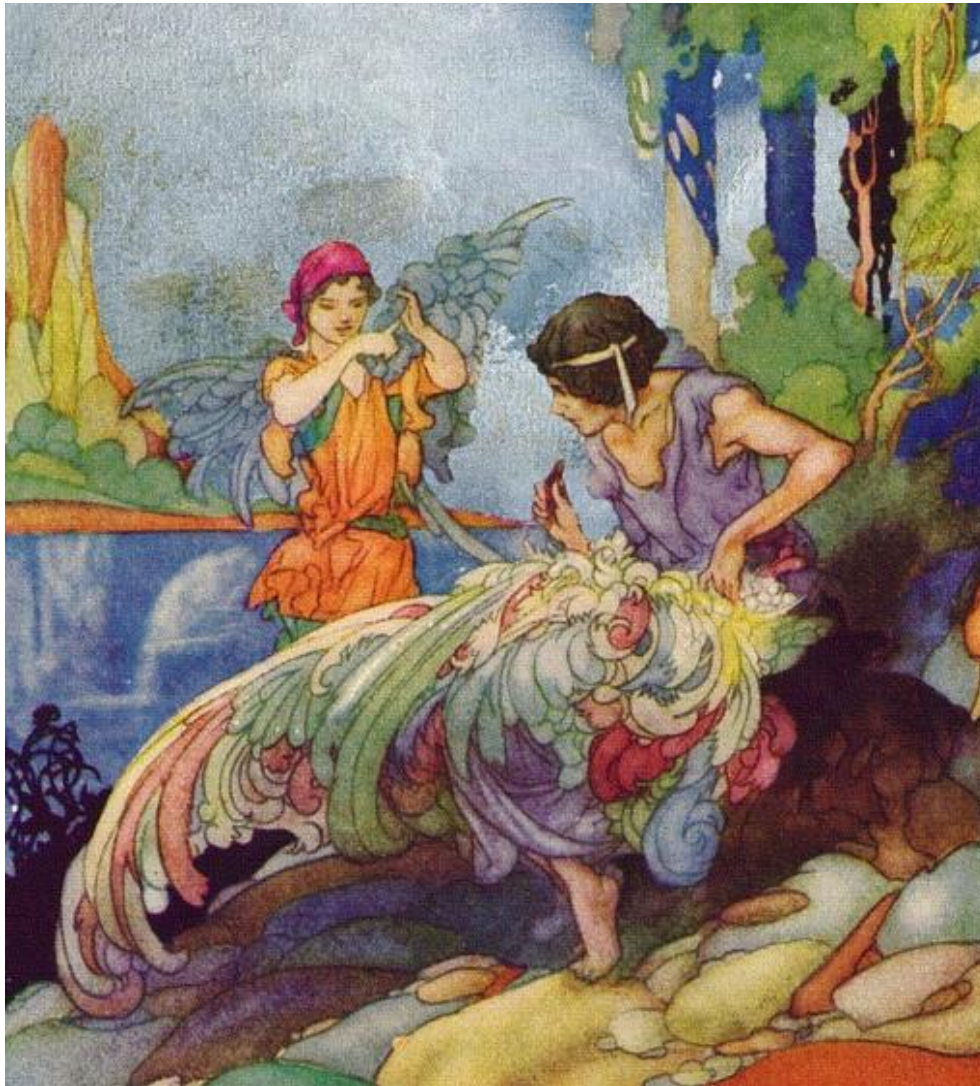


Fig. 29

Select the one you like the most, and prepare to tell it to your classmates.



6: Real Life	Roma Culture
6a9.2	Fairy tales: Good should always defeat evil! Screenplay



Fig. 30

Each of you has to tell your favourite fairy tale to your classmates.

- Now all of you have to vote, and the whole class has to select one which will be used for video making.
- Together with your classmates work on a screenplay (script, costumes, music). The length of a video should be 15-20 minutes.
- Make sure that the following should appear: traditional clothes, songs, food, subtitles. Also make sure that music is played using Makey Makey.
- Upload the first version of your video.



6: Real Life	Roma Culture
6a9.3	Fairy tales: Good should always defeat evil! Post-editing



Fig. 31

- Your video should contain English subtitles of the texts used in the video.
- **Voluntary task:** Alternatively, you can create a dubbed version – in your local Roma language.
- Upload the final version(s) of your video.



6: Real Life	Roma Culture
6a10.1	Family tree

MY FAMILY TREE

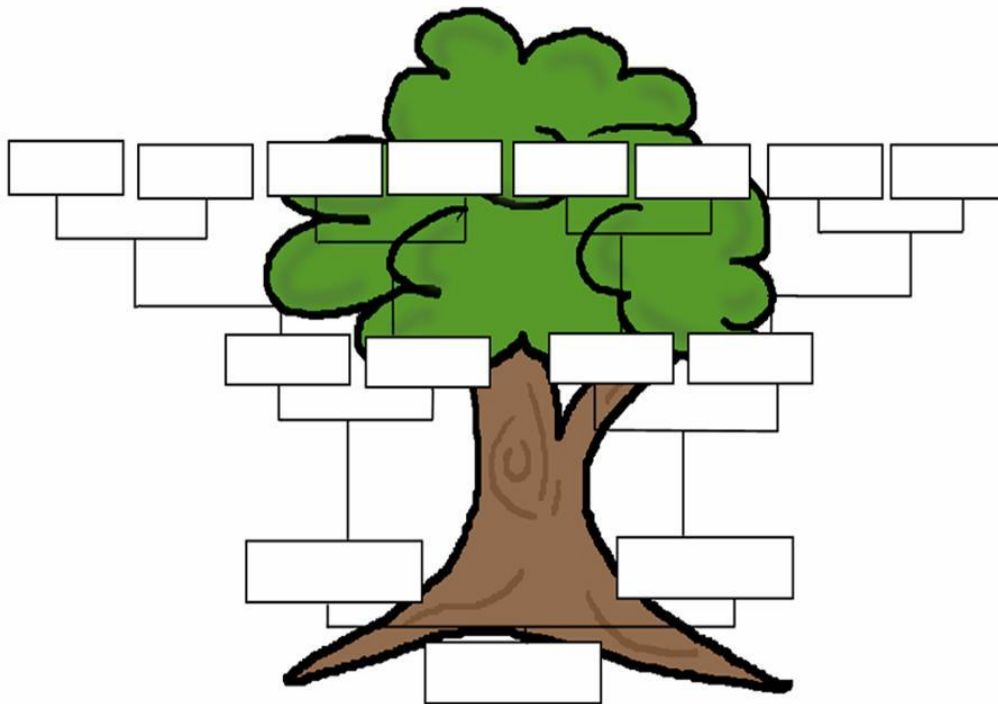


Fig. 32

You've received a blank family tree.

- Write down your name on the top of the tree.
- Create your family tree.
- Make a photo of your family tree and upload it!

Annex: Task 6a10.1 Family trees

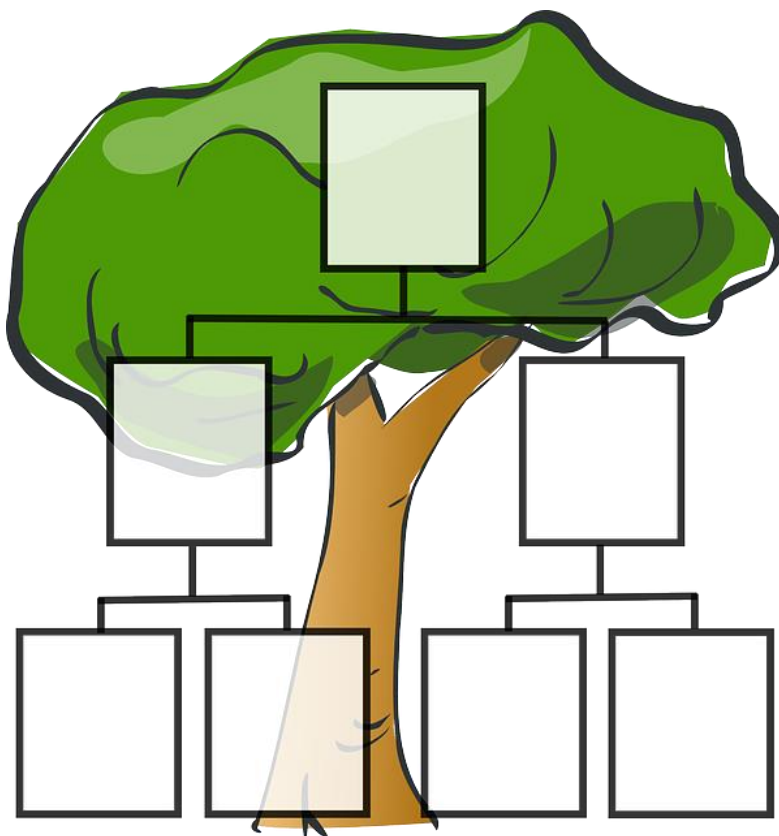


Fig. 33

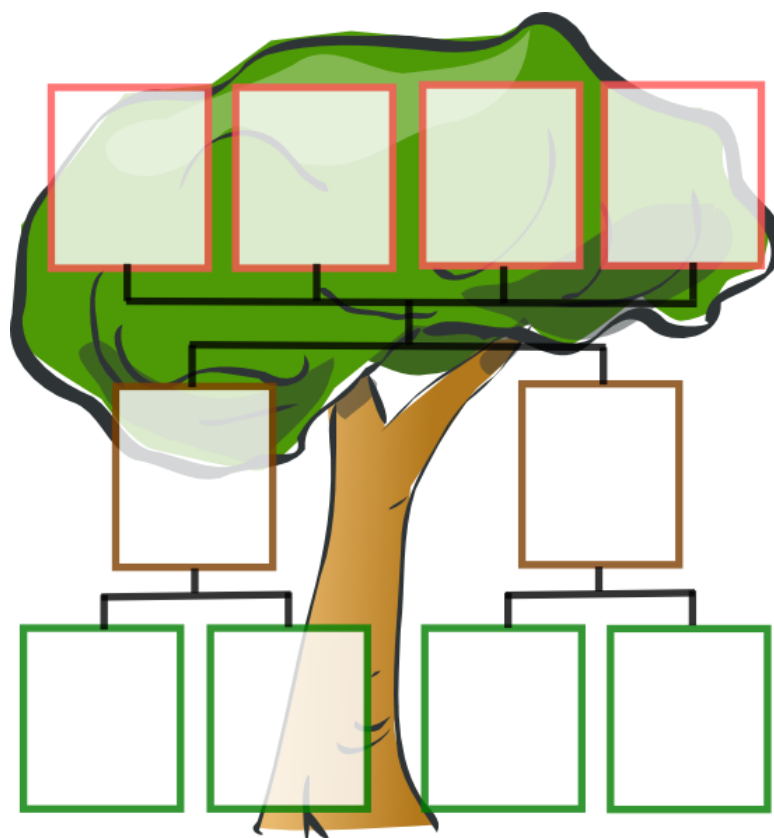


Fig. 34



6: Real Life	Roma Culture
6a10.2	My family as a simple firm



Fig. 35

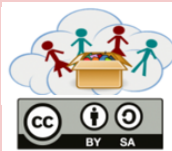
Shortly you will get a sheet of paper with different activities.

- For each activity your task is to add all family members who are involved (personally) in that activity.
- After finishing, based on your responses, identify (circle) the head of your household.
- Take a photo of your answer sheet and upload it.

Annex: Task 6a10.2 Activities table

Family members: mother, father, grandmother, grandfather, older sibling(s), younger sibling(s), yourself.

Activity	Family member(s) involved in the activity
Earning money	
Deciding what to buy	
Doing the shopping	
Deciding what to cook	
Cooking	
Doing housework	
Deciding who will do what in the household	
Studying	



6: Real Life	Roma Culture
6a10.3	Hierarchy in your community

This task is suitable for older students.

Your teacher will tell you few words about professions (people) who have powers to decide in your community. Those can include: formal/informal leaders, principal, teacher, priest, etc. Listen carefully.

- Work in pairs.
- Select one of the professions.
- Now, you'll play a role play (make sure to work on a scrip first!): The first student is the "chosen person", the second one is an "ordinary citizen" from your community.

A. The "ordinary citizen" comes to the "chosen person" and explains a problem he/she is facing. The "chosen person" behaves appropriately and helps to solve the problem.

B. Now you have to swap: The first student becomes an "ordinary citizen" and the second one the "chosen person". The "ordinary citizen" comes to the "chosen person" and explains a problem he/she is facing. The "chosen person" does not behave appropriately and does not help to solve the problem pretending he/she's too busy.



Fig. 36

- Make sure the role play is recorded and uploaded!



6: Real Life	Roma Culture
6a10.4	A leader of your class

Each of you is a candidate who wants to become a leader of your class.

- Prepare a short speech – campaign (not more than 2 minutes) persuading your class mates to vote for you.
- Each of you will now draw a piece of paper “A” or “B”.

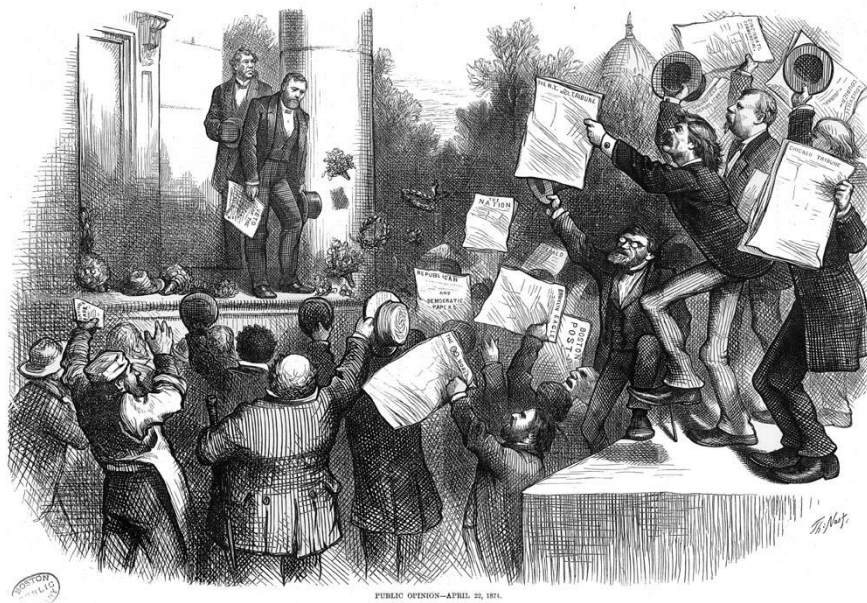
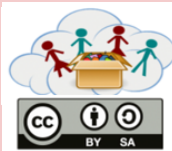


Fig. 37

Task for students with “A”: On a new small piece of paper, write down the name of a class mate you want to vote for – according to your personal preferences.

Task for students with “B”: On a new small piece of paper, write down the name of a class mate you think your teacher to vote for – i.e. based on what you’ve seen/heard you have to guess how your teacher would vote.

- The teacher compares and evaluates the results.
- One of the students makes a picture of the “winner(s)”, and upload them.



6: Real Life	Roma Culture
6a11.1	What is a job of your dreams?

Take a look at the following website:

<http://www.lahkopoanglicky.estranky.sk/fotoalbum/slovicka/profesie-a-kostymy.-.html>



Fig. 38

Pick one of the professions and tell your classmates few words about that profession:

- Name of the job.
- What an employee in such a position has to do.
- What type of school one has to finish in order to work as the selected position?
- Do you know any people, who work in the position you chose?
- Why did you choose that position?

Make sure one of your class mates is recording you and that the video is uploaded.



6: Real Life	Roma Culture
6a11.2	What do people in my community usually work as?



Fig. 39

Think of a job position performed by someone from your community.

- Write down the name of the chosen job position on a piece of paper. Don't tell anybody!
- Give the piece of paper to your teacher.
- Now your task is to act as that position (without any words! Only pantomime!) and your classmates have to guess the name of the position you chose.
- Make sure you're acting is recorded and uploaded!



6: Real Life	Hygiene
6b1.1	Bacteria and viruses

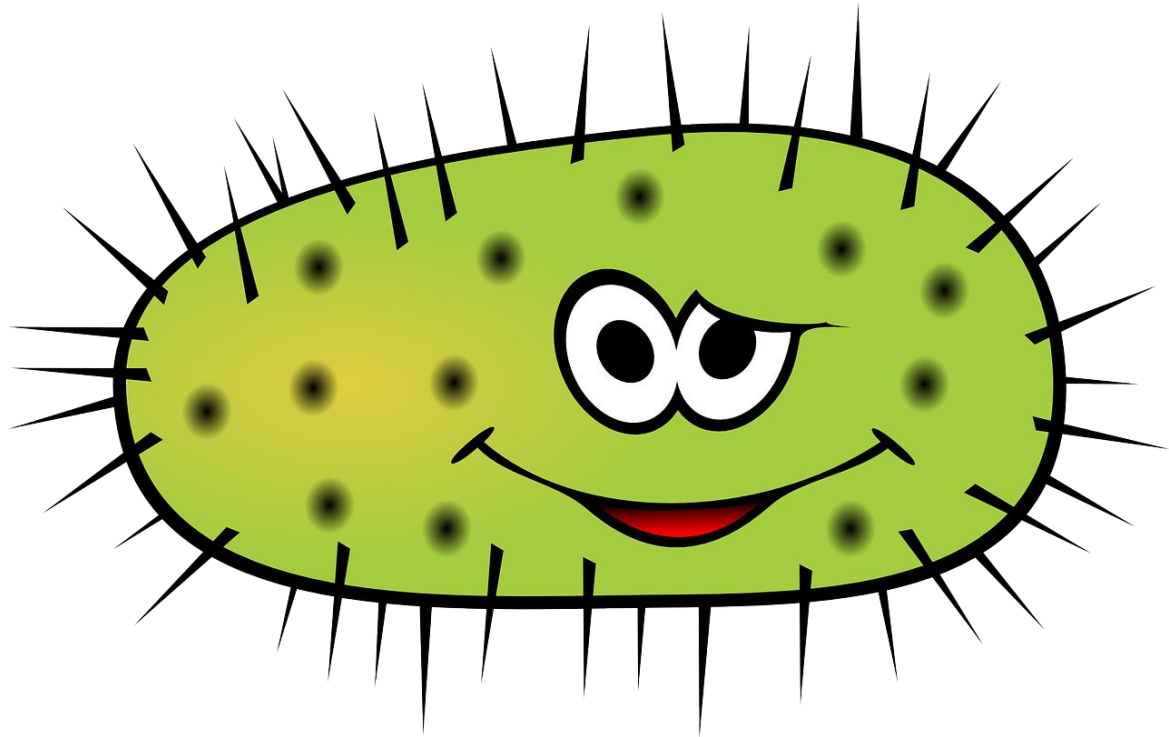


Fig. 40

Find and watch a cartoon videos where students can see bacteria and viruses and their action on human body. See for example:

<https://www.youtube.com/watch?v=EN0qtYIP9IU> HU

<https://www.youtube.com/watch?v=4IMCak5S5JM> SK

<https://www.youtube.com/watch?v=Zj6G986lpag&list=PLEB70794BC8280565> EN



6: Real Life

Hygiene

6b1.2

Bacteria and viruses

After watching the videos, choose bacteria or viruses you like the most.

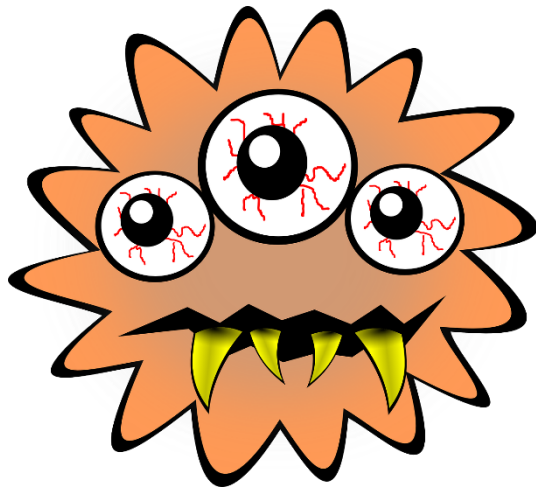


Fig. 41

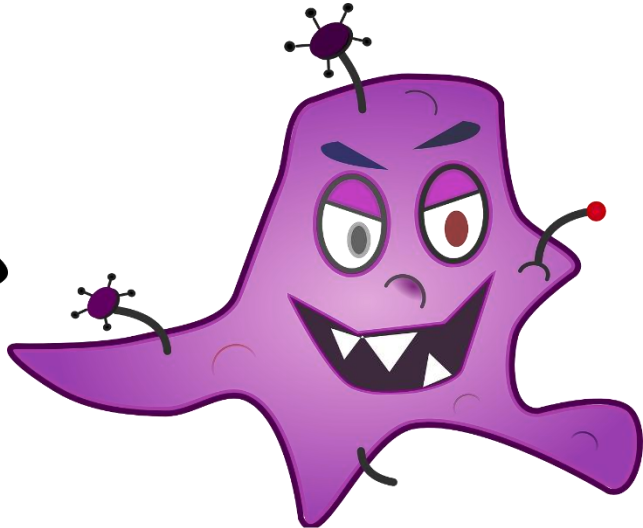


Fig. 42

- Draw this bacteria or viruses.
- Write a short summary about this bacteria or viruses.
- Upload the picture of the poster.



6: Real Life	Hygiene
6b2	Personal hygiene

Discuss the answer on the following questions with your classmates. Search for the answer on the Internet.

- Do you know what personal hygiene is?
- Why is personal hygiene important?



Fig. 43

You can ask for help your teacher or find an answer also on the following links:

<https://www.youtube.com/watch?v=jQ2e0KH5WrI>

<https://www.youtube.com/watch?v=rTBVJ3Bu-5g>

- Create your own video where you present your own personal hygiene.
- Upload the video.



6: Real Life	Hygiene
6b3.1	Doctors who should be visited

Discuss the answer on the question **“Which doctors should you visit?”** with your classmates. Search for the answer on the Internet.

- Search on the Internet what different types of doctors are available in a hospital.
- Students play a funny games:
 - **“doctor and his patient”** - One student is a patient and he/she have a health problem. The other students are differently specialized doctors and he/she must find the right one,
 - **„funny diseases“** - Video examples of how one student is ill and a doctor heals him.



Fig. 44

Record and upload the video.



6: Real Life	Hygiene
6b3.2	Doctors who should be visited

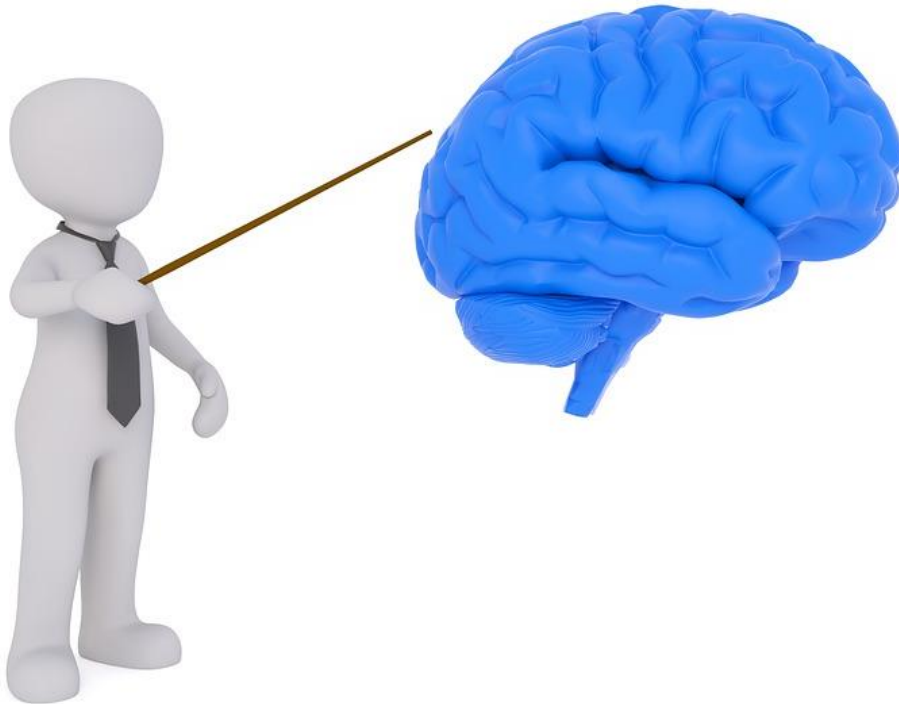


Fig. 45

- Draw a human body and its most important organs.
- Assign a type of a doctor to the particular organs.
- Upload your picture.

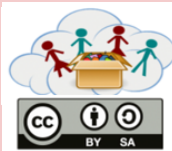


6: Real Life	Hygiene
6b4	Family doctor



Fig. 46

- Share the answers on the following questions with your classmates:
 - How do you and your family protect yourself from various diseases?
 - How do you and your family heal various injuries or diseases?
 - Who is your family doctor and where does he/she work?
- Record the presentation.
- Upload the video.



6: Real Life

Hygiene

6b5

Dentist

Discuss the answer on the following questions with your classmates. Search for the answer on the Internet.

- Do you know how your teeth are called?
- Why do we need a dentist?
- How often should we see a dentist?
- Are there any differences among toothpastes? Search for different toothpastes online and describe the differences.
- How to properly clean your teeth?



Fig. 47



Fig. 48

Internet sources:

<https://www.youtube.com/watch?v=hDZXSMU2IAk>

<https://www.youtube.com/watch?v=Ao1YYbBpqM0>

- Record a video where you show the correct teeth cleaning technique.
- Upload the video.



6: Real Life	Hygiene
6b6	Physical activity

Discuss the answer on the question ***“Why is physical activity important for us?”*** with your classmates.

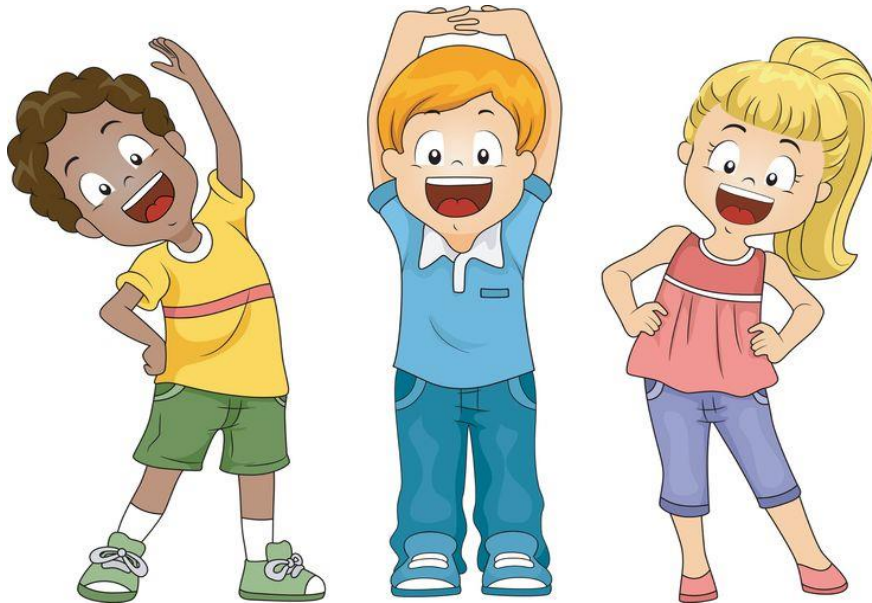


Fig. 49

- Record a video where you describe or show which physical activity are you doing during the leisure time.
- Design a poster with different activities comparing “good” activities and “bad” ones.
- Upload the video or the picture of the poster.



6: Real Life	Hygiene
6b7	Vitamin



Fig. 50

Discuss the answer on the following questions with your classmates.

- What kinds of vitamins do you know?
- Can people live without vitamins?
- How can we get vitamins?

You can ask your teacher for help or find an answer on the following links:

<https://www.youtube.com/watch?v=ISZLTJH5IYg&t=71s>

<https://www.youtube.com/watch?v=FmafHSMv0e0>

- Create a poster, where vitamins will be linked with the food you can get them from.
- Upload the picture of the poster.



6: Real Life	Hygiene
6b8.1	Water drinking

Discuss the answer on the question ***“What happens with human body when it is dehydrated?”*** with your classmates. Search for the answer on the Internet.



Fig. 51



Fig. 52

You can ask your teacher for help or find an answer on the following links

https://www.youtube.com/watch?v=ppFqnVHgO_E

<https://www.youtube.com/watch?v=9iMGFqMmUFs>

- Students can then act “what happens with human body when it is dehydrated”.
- Record and upload the video.



6: Real Life	Hygiene
6b8.2	Water drinking



Fig. 53

- Draw a human body and indicate the percentage of water in our bodies.
- Design a collage. Which liquids help to increase the fluid level in our body and which not?
- Upload the picture.



6: Real Life	Hygiene
6b9	Drugs

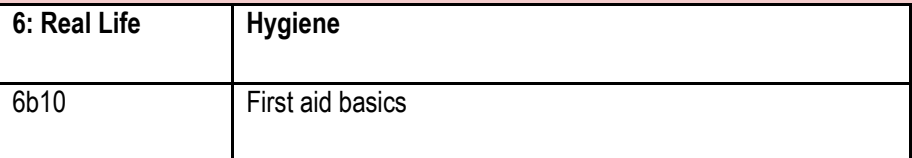
Discuss the answer on the following questions with your classmates. Search for the answer on the Internet.

- What is a drug?
- How drugs effect human body?
- Why are drugs dangerous?
- How to help a person who is drug-addicted?



Fig. 54

- Create a poster warning about the danger of drugs use.
- Upload the picture of the poster.



You can ask your teacher for help or find an answer on the following links

<https://www.youtube.com/watch?v=Zvlh4SKozcE>

- Make your own video, where you record how you give first aid to your friend.
- Upload the video.



6: Real Life	Relationships
6c1	Relationships in my class

Write your name on a paper and draw your hand on it. Move the paper to other students in your class.



Fig. 56

- Write something nice about the person, whose “hand” you got on the paper (skills, talents, positive personal characteristic,...).
- Make a picture of your drawings and upload it. If you want, you can make a video, where you present which feedback you like the most. Upload it as well.



Fig. 57

- Create **“Our Friendship Wall”**. It should imitate bricks wall. Create a lot of paper “bricks”. Each of you will have your own brick with your own name. Design it as you want – add drawings, choose different colours (*Note – more drawing than writing*).
- Other bricks may contain different items:
 - paper hands from previous task,
 - photos, where class did something together - photos of doing tasks from previous boxes, photos from trips, school performances,
 - messages – short sentences by which you share your experience (e.g. “I thank to my teacher for preparing such a funny lesson”, “Thank you Michael for helping me with homework”, ...),
 - quotes – about friendship, from songs, ...

You do not need to finish the wall during the one session. You can add items even after the box ends.

- Make several photos of the wall and sort it chronologically (empty wall when it was created, with several filled bricks, with almost all filled bricks, ...). Upload the photos.



6: Real Life	Relationships
6c2	Different levels of relationships

- Take a piece of paper and divide it into four sections. In each section, describe following categories of relationships. Try to add people, who you personally know and belong to each category:
 - Comrades and mates,
 - Friends,
 - Romantic relationship – boyfriend and girlfriend,
 - Binding relations – family (parents, partners living together, they usually have children).
- Make an interview with your parents. Ask them when did they meet each other for the first time and became mates. How did they comradeship turned into friendship. When did they start going for a dates and having romantic relationship. And when did they start their family. Visualize what you found out in a triangle drawing.



- Upload the photo of your drawing.
- Split your class into four groups. Each group will choose one category and prepare role-plays. Make a video of your role-plays. Try to act how people from each category behave to each other, what are the topics they talk about, how do they spend their free time, how often do they meet, etc. Upload the video.
- Now draw a heart and divide it into parts depending on how many people you love. Write names in each part of the heart. In which relationship category does each person belong?



6: Real Life	Relationships
6c3	Having a date



Fig. 58

Read the beginning of the story:

„Michal pops into a disco at midnight. It was in full swing. Good music, nice girls. He looked at her on the parquet. She was enjoying dancing and he wanted to meet her. ...“

- Now try to act it and create your own continuation and end. How did the story continue? What happened next?
- Make a picture of your story continuation and upload it.



Fig. 59

- Divide your class into groups. Girls will be in the one group and boys will be in the second group. Boys play Michal and girls act the girl from the stage. In each group, think about and write down your ideas how the story could continue. After that, choose several best scenarios, film a movie and upload it.



6: Real Life	Relationships
6c4	Friendly and unfriendly behaviour

Go through the following situations:

- A new girl has joined your class. She looks a little lonely at recess so you ask her if she would like to play on the swings with you.
- You tell your friend about your exciting weekend away on the trip and he just talks about what he did on the weekend and says nothing about your time on the trip.
- Your friend lets you take her favourite doll home for the night to play with.
- A boy in your class always slams the ball down hard when he gets out playing four square.
- Your friend is good at doing tricks on the trampoline. You are not so good and often make mistakes. She never laughs at you. She just tells you in a kind voice what you did well.

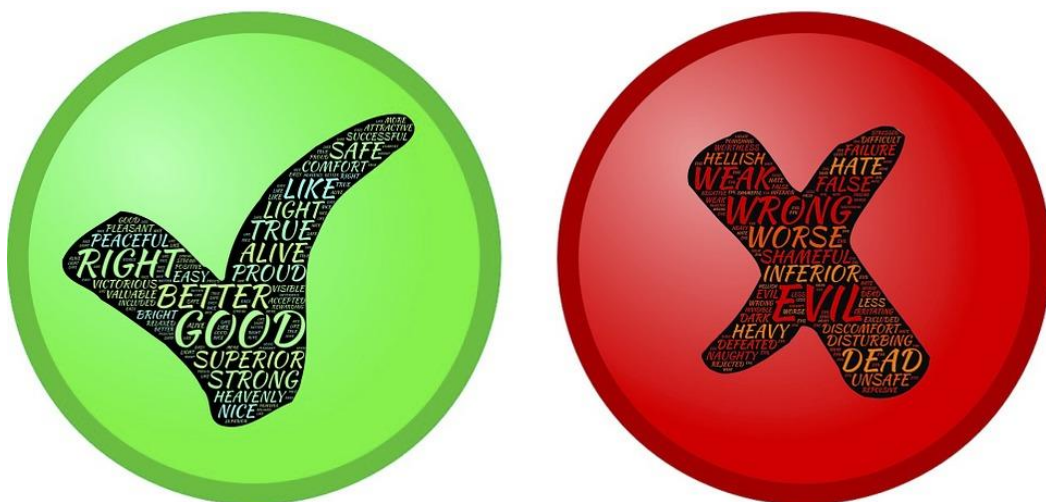


Fig. 60

- Now discuss shortly the following questions:
 - Which examples represent friendly and which unfriendly behaviour
 - How do we feel when people are being friendly to us?
 - How do we feel when people are being unfriendly to us?
- Play a scene of what should you do if someone behaves unfriendly to you and how friendly behaviour looks like. Make a video of it and upload it.



6: Real Life	Relationships
6c5	Bullying

Watch these videos:

<https://www.youtube.com/watch?v=AcZmrp-3yCs>

<https://www.youtube.com/watch?v=CrOL1Yrr944>

Have you ever heard about bullying? Try to think about the following topics:

- What might be the reasons for bullying?
- What are the forms of bullying?
- Where can a bullied person ask for help?
- What can we do when we see that someone is treating other person in a bad way?



Fig. 61

- Colour the picture above. Use a green colour for colouring a victim and a red colour for colouring the bullies.
- Now, your task is to become a video maker. Prepare the educational video for other children:
 - Film several examples in which you will explain how bullying may look like and how these situations may be solved. Prepare a video with two scenarios – one with the appropriate and one with the inappropriate behaviour.
- Upload your video.



6: Real Life	Relationships
6c6	Conversation tips

Sometimes, we need to talk to a person we do not know very well or with who we have nothing to talk about. Which conversation topics may you include in your conversation? Which questions are not appropriate?



Fig. 62

- Sort the following topics into two categories: appropriate and inappropriate conversation topics:
 - Talking about the weather.
 - Asking a woman her age.
 - Talking about politics.
 - Telling a funny story from your life.
 - Talking about bad habits of your classmates.
 - Talking about your pet.
 - Coming up with lies about your classmates.
- Film a role-play of these situations (choose 4 of them):
 - Conversation in a restaurant.
 - Conversation at the bus station while your bus has 60 minutes delay.
 - Conversation at the hospital while you wait for a doctor for a very long time.
 - Conversation at the school with new classmate in your class.
 - Conversation at the school competition with student from another school.
 - Conversation with a distant relative you have not met yet.
 - Conversation with a stranger – should you talk to him? How to behave in such a situation?
- Make a video of each role-play. You can add three stories from your life in case of boring conversation.
- Upload your video.



6: Real Life	Relationships
6c7	Families may change



Fig. 63

- Watch the introductory movie: Lion King, Cinderella, 101 Dalmatians or some other fairy tale.
- Afterwards, film a video, which will consist of 2 parts:
 - First part: think about the changes that may occur within a family and how it could make you feel. Take two pieces of paper – one in green and one in red colour and draw positive moments on the green paper and negative on the red paper. Explain in a video which changes might be viewed as positive/negative and describe how you feel in these situations.
 - Second part: Describe the ways how the family coped with changes in the chosen story. Think about cause-effect relationship (e.g. Cause: Birth of Simba -> Effect: Parents are happy, kingdom celebrates, Scar is jealous). Recommend some helpful ways of coping with changes (e.g. talking to a friend, parent, sibling, teacher, crying, etc.).
- Upload your video.



6: Real Life	Relationships
6c8	Surprise someone



Fig. 64

- Watch these videos:
<https://www.youtube.com/watch?v=zcrulov45bl>
<https://www.youtube.com/watch?v=ovj5dzMxzmc>
- What are these videos about? Do you like it?
- Do you have any person you haven't seen for a long time? Is there someone around you who might feel lonely (e.g. elder person without family, classmate who is ill, grandma who you haven't seen for a long time) or someone who needs help?
- Take an action. Visit your classmate, call your grandma or make whatever to make someone else happier! You can work in groups as well.
- Make a video in which you will tell us about what you did. You can make a video with surprised reactions of the others as well. You can also surprise or help someone as the whole class.
- Upload your video.



6: Real Life	Relationships
6c9	How to take care of a pet



Fig. 65

Do you have any pet? If not, think about the pet you would like to have. Make a project in which you will explain how to take care of your (dream) pet. You can use Internet, library or ask other people. Your project should answer the questions:

- How difficult taking care of this pet is?
- How do we need to feed this pet?
- Where do we need to visit vet?
- How costly taking care of this pet is? How time consuming is it?
- Which important facts do we need to know about this pet?
- How is the breed of your pet called? Which other breeds do you know?

Your project might take any form – paper project, electronic presentation, video...

- Take a picture of your project.
- Cut your pet out of a cartoon, colour it, name it a make a video in which you will explain how you take care of it.
- Upload it.
- You can also visit a dog (animal) shelter as well. Why are those animals there? Who is responsible for that? What can we do against?



6: Real Life	Relationships
6c10	Relationship to my environment

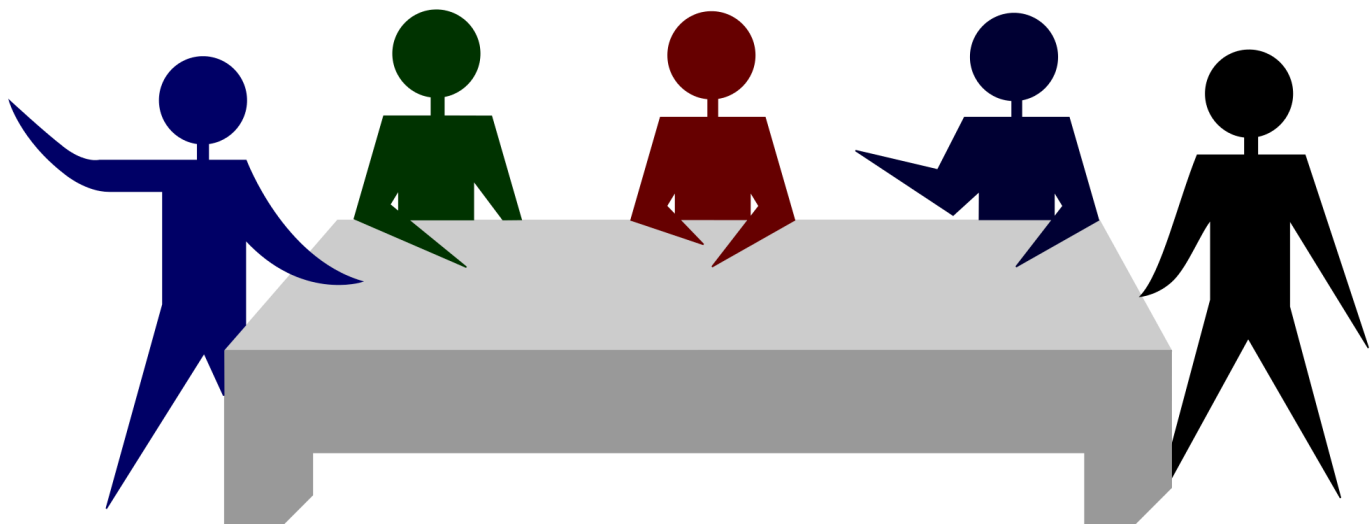


Fig. 66

Imagine you are the employees of some TV company.

- Firstly, divide the functions – who will be the reporters, cameramen, screenwriters, moderators...?
- Film the **News** from your community environment. Your program must involve 3 positive and 3 negative spots about taking care of your environment (go somewhere out – close to the school, to the wood, to the town centre and look for some places).
- After coming back to school, try to choose one negative example and suggest ways how to turn it positively by yourself. Take an action and make a video of it. This will be the final spot of your TV program.
- Upload your video.



6: Real Life	Repairing Stuff
6d1.1	Materials and tools



Fig. 67

- Watch the Pat and Mat cartoon on YouTube:
<https://www.youtube.com/watch?v=0ZUGyqgk1sc>
- Write the list of things which can be seen in the video. Try to identify the material of these things.
- Write the list of tools which are used by Pat and Mat during their “do it yourself” scene.



6: Real Life	Repairing Stuff
6d1.2	Materials and tools



Fig. 68

- Record a short video in which you will describe what they did wrong and how it should be done properly.
- Upload your video.



6: Real Life	Repairing Stuff
6d1.3	Materials and tools



Fig. 69

- Download some pictures of different materials and tools. If you are not able to find it, ask teacher for help.
- Create pairs/groups representing “Material - tool, which can be used”.
- Create a collage of your groups.
- Upload the collage.



6: Real Life	Repairing Stuff
6d2.1	Is there just one type of glue/colour/wood?



Fig. 70

Discuss with your classmates following questions:

- Is there just one type of glue?
- With which type of glue can we fix glass, paper, wood or plastic?
- Find the answers on the Internet.
- You can ask your teacher for help or find the answer on the following links:
<https://keetonsonline.wordpress.com/2014/01/09/the-glue-guide-11-types-of-adhesives-and-their-uses/>
<http://www.adhesives.org/adhesives-sealants/adhesive-selection/types-of-glue-glue-tips>
<https://www.youtube.com/watch?v=4qdKEFW84Cs>
<https://www.youtube.com/watch?v=gU3grBcNPZw>
<https://www.youtube.com/watch?v=Q02aSirMbgA>



6: Real Life	Repairing Stuff
6d2.2	Is there just one type of glue/colour/wood?



Fig. 71

- What does the “DIY” mean? Search on the Internet.
- “How we can design paper box with and without glue?” Discuss with your classmates. Search the answer on the Internet.
- You can ask your teacher for help or find the answer on the following links:
 - With glue: <https://www.youtube.com/watch?v=A1v2J0u7j-8>
 - Without glue: <https://www.youtube.com/watch?v=K9TcKIFXxjw> or <https://www.youtube.com/watch?v=8qiCBgcFd3s>
- Prepare a short video with DIY manual for paper box design.
- Upload your video.



6: Real Life	Repairing Stuff
6d3	Be careful!

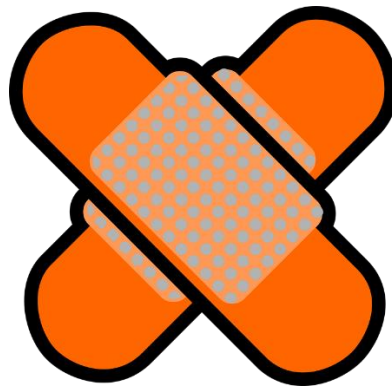


Fig. 72

Discuss with your classmates different dangers and possible injuries while doing DIYs with different tools.

- Watch the first video from this topic and try to identify possible risks.
- Record a video about danger situations and injuries which may occur. (You can do some project in a wrong way and then record a video about first aid in case of some injuries or you can create similar video to Pat and Mat's stories).
- Upload your video.



6: Real Life	Repairing Stuff
6d4	How much material do I need for my DIY



Fig. 73

Imagine you want to repaint your room/rack. What kind of paint do you need? Of what quantity? Try to search the information and calculate it.

- Are there any videos with manuals how to do something? Search some interesting DIY videos for your project.
- You can ask your teacher for help or find the answers on the following links:

<https://www.youtube.com/watch?v=N9pIXdTBZoU>

<https://www.youtube.com/watch?v=1EADSaBHQuo>

<https://www.youtube.com/watch?v=OQ7AJqPjeNM>

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

<https://www.youtube.com/watch?v=-a1v5iR7AcQ>

<https://www.youtube.com/watch?v=3PcZxV7jdKw>

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

<https://www.youtube.com/watch?v=yfEEts7kZfU>

- What kind of rates and units are used in the DIYs?
- Record the DIY video about your project (for example: booth for the bird, toy for your sister/brother/friend, etc.).
- Upload your video.



6: Real Life	Repairing Stuff
6d5	I ripped my button/pants/shirts/toy



Fig. 74

- Find the video on the Internet which explains how to sew a ripped button.
- You can ask your teacher for help or find the answers on the following links:

<https://www.youtube.com/watch?v=Pdu65MYhOP4>

<https://www.youtube.com/watch?v=vvDdzD5pF3M>

- Explain to your classmates this process by drawing.



6: Real Life	Repairing Stuff
6d6.1	Bulb replacement

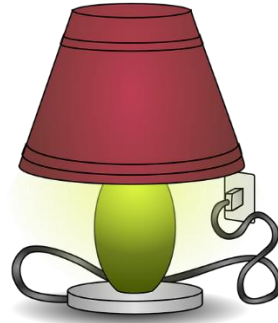


Fig. 75

- Find out how to replace a bulb.
- Record the video in which you will explain how to do it. Do not forget to mention possible dangers!
- Upload your video.



6: Real Life	Repairing Stuff
6d6.2	Bulb replacement

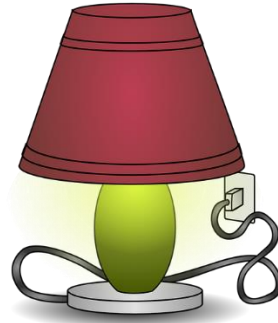


Fig. 76

- Search on the Internet whether there exist only one type of bulb. What does the energy consumption mean and why is it important?
- Make your own poster describing types of bulbs and their energy consumption.
- Upload the picture of the poster.



6: Real Life	Repairing Stuff
6d7	DIY - bookshelf

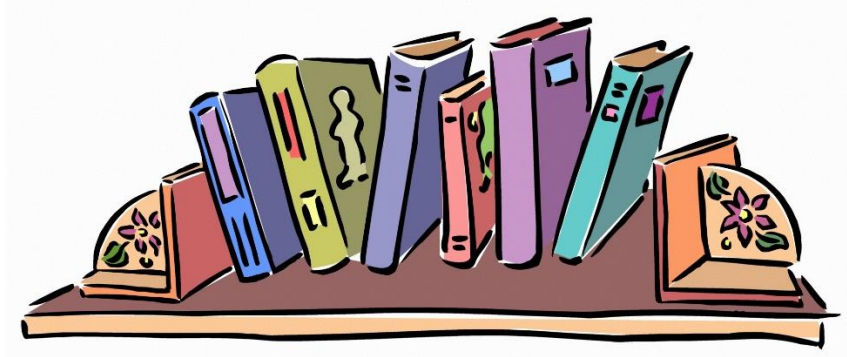


Fig. 77

- Draw down the design of your new bookshelf (it can be from any kind of material).
- Try to write the list of materials and tools needed for this project. Discuss it with adults.
- If it is possible, record the DIY video about doing bookshelf. If it is not, create a poster about it.
- Upload the video or picture of your poster.



6: Real Life

Repairing Stuff

6d8

What useful things can be made from plastic bottles?



Fig. 78

- Find the videos on the Internet in which different products are made from plastic bottles. Which video you like the most?
- You can ask your teacher for help or find the answers on the following links:
<http://www.boredpanda.com/plastic-bottle-recycling-ideas/>
<http://www.woohome.com/diy-2/40-diy-decorating-ideas-with-recycled-plastic-bottles>
- Try to create the same/similar product following the video you have chosen.
- Take a picture of your product.
- Upload the picture.



6: Real Life

Repairing Stuff

6d9

Why is it better to join wood pieces/plastics with a screw and not a wedge?



Fig. 79

- Join two wooden pieces/plastics together with a wedge and the other two with a screw. Afterward, try to tow these two wooden pieces/plastics away. What is the result?
- Do similar experiments with an another material. Why screw holds better? Figure it out!
- Record the video in which you will explain these experiments.
- Upload your video.



6: Real Life	Repairing Stuff
6d10	DIY – mobile phone case



Fig. 80

- Draw down the design of your new mobile phone case (it can be from any kind of material).
- Try to write the list of materials and tools needed for this project. Discuss it with adults.
- You can ask your teacher for help or find the answers on the following links:
<https://www.youtube.com/watch?v=XIMr6IkIDFM>
<https://www.youtube.com/watch?v=vdqj7RkQLiA>
<https://www.youtube.com/watch?v=uQHQLixWa20>
- Plan the process how would you make it.
- If it is possible, record the DIY video about doing your new mobile phone case. If it is not, create a poster about it.
- Upload your video or picture.



6: Real Life	Repairing Stuff
6d11	Practical Math

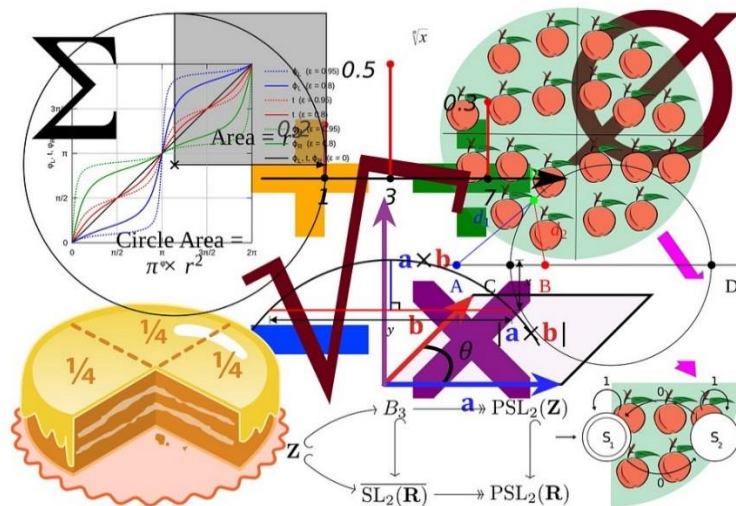


Fig. 81

- Create a poster with your classmates in which you will explain the formula for the circumference and the contents of the geometric formations. Draw corresponding picture for every formation.
- Present the poster to other classmates and take a picture of it.
- Upload the picture of your poster.



6: Real Life	Repairing Stuff
6d12	Life hack/trick



Fig. 82

- What does the “Life hack” mean? Search on the Internet and discuss it with your classmates.
- Find on the Internet some interesting video with the “Life hacks/tricks” and try to do something similar.
- You can ask your teacher for help or find the answers on the following links:

<https://www.youtube.com/watch?v=xGUMY7xmd6I>

<https://www.youtube.com/watch?v=uwKVw9tLwKo>

<https://www.youtube.com/watch?v=wi7738uQV1U>

<http://www.lifehack.org/articles/lifestyle/100-life-hacks-that-make-life-easier.html>

<https://www.youtube.com/watch?v=2-sF0httcBA>

<https://www.youtube.com/watch?v=ecARxCXN7p4>

<https://www.youtube.com/watch?v=ByRMsX7cEYA>

- Record the video of your favourite life hack or trick.
- Upload your video.



6: Real Life	Going on a trip
6e1.1	Make a plan of your trip!



Fig. 83

- Where do you want to go? Create a trace of your trip. Use whatever you want – you have no limitations!
- Upload the photo/video of your trace.

Hints: You can use apps in your device or simply draw it. And how about ozobots or maps of the town from previous boxes – don't you think they might be helpful, too?



Fig. 84



Fig. 85



Fig. 86



6: Real Life	Going on a trip
6e2.1	Going on a trip – New people

Going on a trip is a perfect occasion for meeting new people.

- Try to greet someone new, in a very polite way. You can also ask him/her some simple questions (e.g. what is his/her name ...).
- If they agree, you can take a picture with them.
- Use downloaded apps and try some visual effects – you can add filters, funny effects to the picture, etc.
- Upload it.



Fig. 87

Don't forget to take pictures during the whole trip!



Fig. 88



6: Real Life	Going on a trip
6e3	Going on a trip – New places

- Search on the Internet some key information about a place you are gone visit – find out the most interesting facts about this place!
- Use these facts and your own experience to create a video. What did you explore during your trip? Work in groups and document the most important adventures.
- Upload your video.



Fig. 89

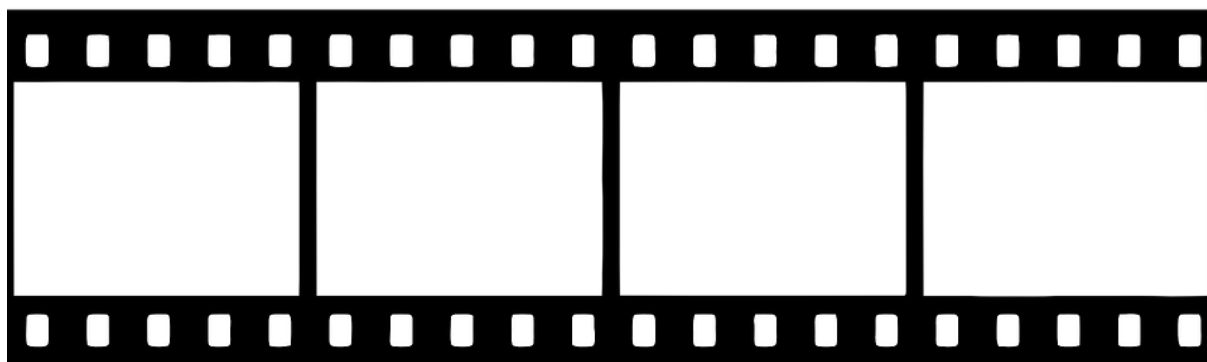


Fig. 90



6: Real Life	Going on a trip
6e4	My top 5 moments

Think about a trip you were a part of. What have you seen? What have you learnt?

- Pick out your favourite memories, choose photos/videos you like and use them to create your own piece of art – collage! Use your device with apps for creating collages – in case you don't have them, download them firstly.
- Show your collage to friends and present to the others what are your top 5 moments from the trip.
- Upload it.



Fig. 91



6: Real Life	Going on a trip
6e5	How can I get to the capital?

- How many transport methods you can use to get to the capital city? Search on the Internet.
- Work in groups and brainstorm together which transport method presents:

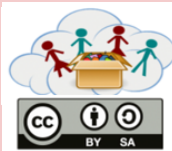
The fastest	
The cheapest	
The most ecological	
The most expensive	

... way how to get to the capital city.

- Write or draw your answers on this sheet, take a picture of it and upload it.



Fig. 92



6: Real Life

Going on a trip

6e6

Going on a trip to India

- Do you remember from which part of India can the origin of Roma people be found? In case not, search it on the Internet.
- Set this location as the end of your trip.
- Use the Internet and find out how long it will take to go from your location to India by these different types of vehicles:

Vehicle	KM	Time
By car		
By bus		
By train		
By plain		
By walking		

- Which vehicle would you like to choose?
- Write your answers on this sheet, take a picture of it and upload it.



Fig. 93



6: Real Life	Going on a trip
6e7	What is my dream destination?

- What is your dream destination? Search online some interesting facts about that city/country to get to know this place perfectly.
- Work in groups – go one by one and guess dream destination of your classmates. You can ask questions those answers can be only YES/NO. After guessing right, say briefly why you chose this place.
- Make a video about it and upload it.



Fig. 94



6: Real Life	Going on a trip
6e8	5 things to survive

What do you think you should not forget to take with you on a trip to the wild nature?

- Look at the table below – which things might be useful? Which things might be unnecessary? You can search on the Internet:

raincoat	plastic bottle	swimsuit
comb	matches	piece of paper
mirror	notebook	umbrella
flip flops	batteries	clasp knife



Fig. 95

- Make a list of 5 things you think you need on a trip to the wild nature – pick out one instrument and play a scene in which you will use it (e.g. in case of danger).
- Record a video about it. Once you're finished, upload your video.



6: Real Life	Going on a trip
6e9	Create your own tool to survive!

- Watch these videos:
<https://www.youtube.com/watch?v=p5c-G72YtV0>
<https://www.youtube.com/watch?v=wCxFkPLuNyA>
- Try to create your own tool to survive – you can get inspired by previous videos or search on the Internet for another tutorials – use basic equipment you have or try to find something close to your community centre/school.
- Record a short video in which you will use your tool against “possible enemies” or in case of danger.
- Upload your video.

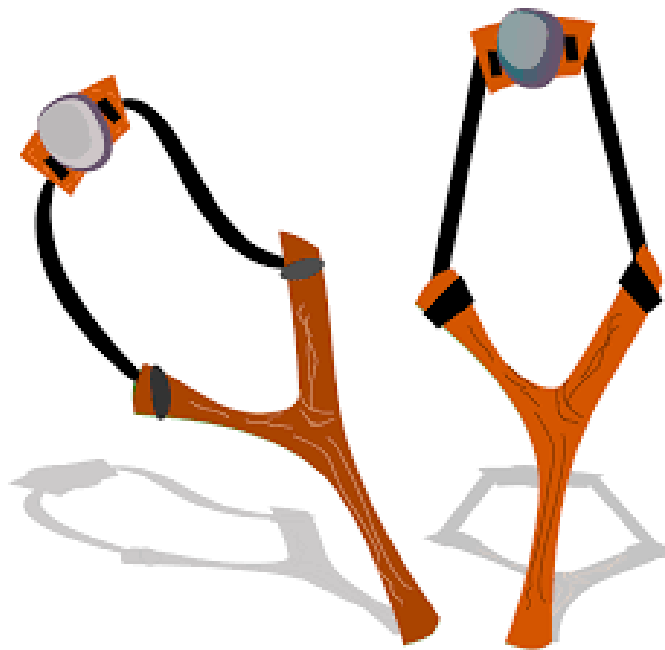












Fig. 96



6: Real Life	Going on a trip
6e10.1	How to survive – Water

- How long can you live without water? Use the Internet to find the answer.
- Staying hydrated is essential while camping. Which of these sources provide drinkable water? You can use the Internet to find the answers:

Snow and ice		
Dew		
Lakes, ponds and rivers		
Sea water		
Clear flowing water – spring		

- Suppose you are in the wild nature and thirsty. How will you get drinkable water?

Hints: Watch this video: <https://www.youtube.com/watch?v=nxMRpql7Ook> or search on the Internet for another methods (just type: “how to ...”).

- If you have necessary equipment, you can try to get drinkable water by yourself (**with teachers’ guidance**)! Record a video in which you will explain how to make it and once you’re finished, upload it.



Fig. 97



Fig. 98



Fig. 99



6: Real Life	Going on a trip
6e10.2	How to survive – Orientation

- Watch this video:
<https://www.sikana.tv/en/sport/orientation/hike-safety-what-to-do-if-you-get-lost>
- Add to each letter how you should behave in case of getting lost (in English):

S	
T	
O	
P	

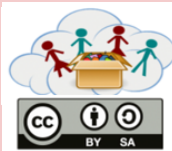
- Imagine you are lost in the wild nature – play a scene in which you will show how to behave in this case. What will you do?
- Record a video about it and upload it.



Fig. 100



Fig. 101



6: Real Life	Going on a trip
6e10.3	How to survive – Fire

Staying warm is one of the crucial conditions to survive in the wild nature.

- Which tools can be used to start a fire?

batteries	glass	highlighter
watering can	empty bottle	matches
gum wrapper	branch	knife
pen	hay	paper

Hints: you can search on the Internet for more tools, just type: "how to make..." on YouTube or Google and you will find many videos showing different ways how to set up a fire.

- If you have necessary equipment, you can try to make a campfire.

WARNING:

Only with teachers' guidance!

Use places where making a fire is allowed!

Ask teachers when and where is allowed to start a fire – don't forget to put out a fire!

- Record a video in which you will explain and show how to make a campfire. Upload it.



Fig. 102



Fig. 103



6: Real Life	Going on a trip
6e11.1	Going to the restaurant – Have you ever gone to the restaurant?

- Watch this video:
<https://www.youtube.com/watch?v=bROOWTpyTlq>
- Which mistakes did Peter (and the child – waiter) do while ordering and serving food?
- Play a scene in which you will show how it should look like/should not look like.
- Upload a video.

Hints: you can search on the Internet for more information, just type: "how to behave..." on YouTube or Google and you will find many videos related to this topic. For those who want to find out more about etiquette in a funny way, watch this video (in English):
<https://www.youtube.com/watch?v=bROOWTpyTlq>



Fig. 104



6: Real Life	Going on a trip
6e11.2	Going to the restaurant – Create your own menu!

- Which type of dishes you want to have on your own menu? Create your own menu – add your favourite dishes, drinks – everything you like!







Name of the restaurant: Menu			
Today's special			
Starters		Drinks	
Main courses		Desserts	

Fig. 105

- Take a picture of your menu.
- Upload it.



6: Real Life	Going on a trip
6e11.3	Going to the restaurant – The bill

- Do you know how to order your food? Play a scene in which you will order food from your own menu. Record a video about it.
- After ordering and “eating”, you should ask for a bill:



Name of the restaurant:	
Bill	
Food:	
Total:	
Thank you for your visit. Have a nice day!	
	

Fig. 106

- Complete it with your ordered food and prices. How much do you have to pay?
- Take a picture of your bill.
- Upload it.



6: Real Life	S-education
6f1.1	My body

- Put the puzzle pieces together.
- Fill the names of the parts the arrows go to.
- Do you have a girl or a boy? Write it on the top.
- Upload a picture.
- Do you have the same puzzle as the other groups?
- What are the differences?



Fig. 107

Annex: Task 6f1.1 Puzzle

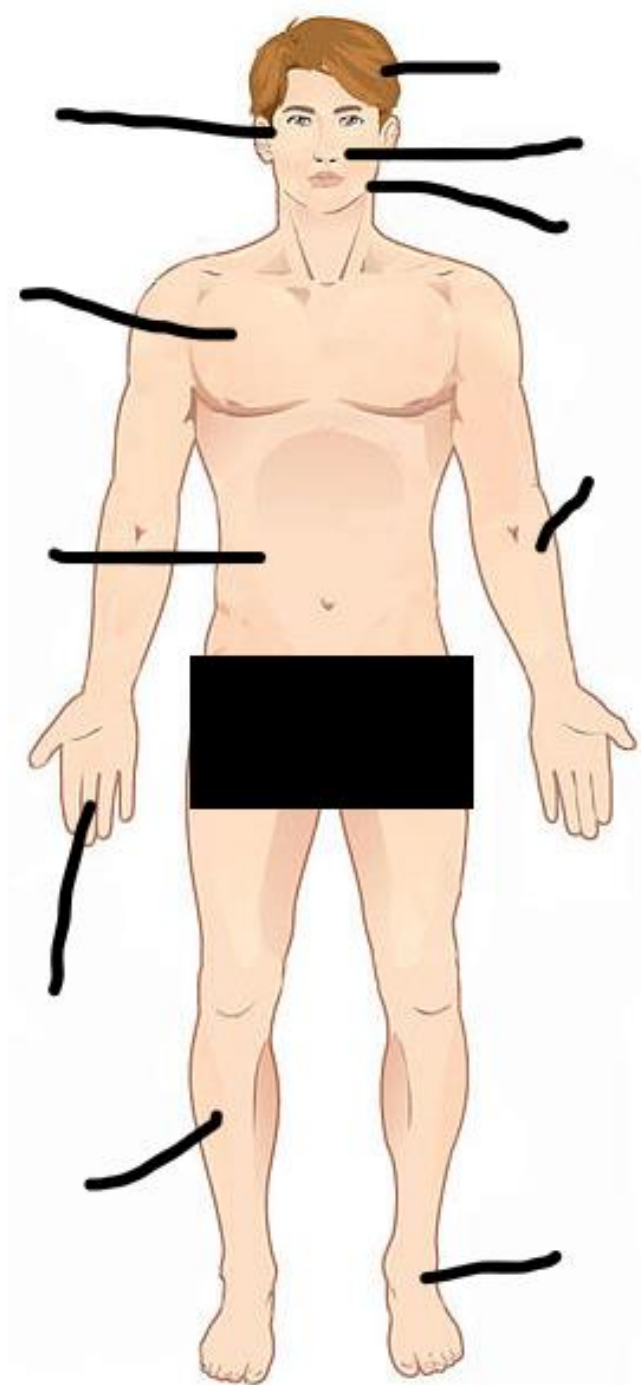


Fig. 108

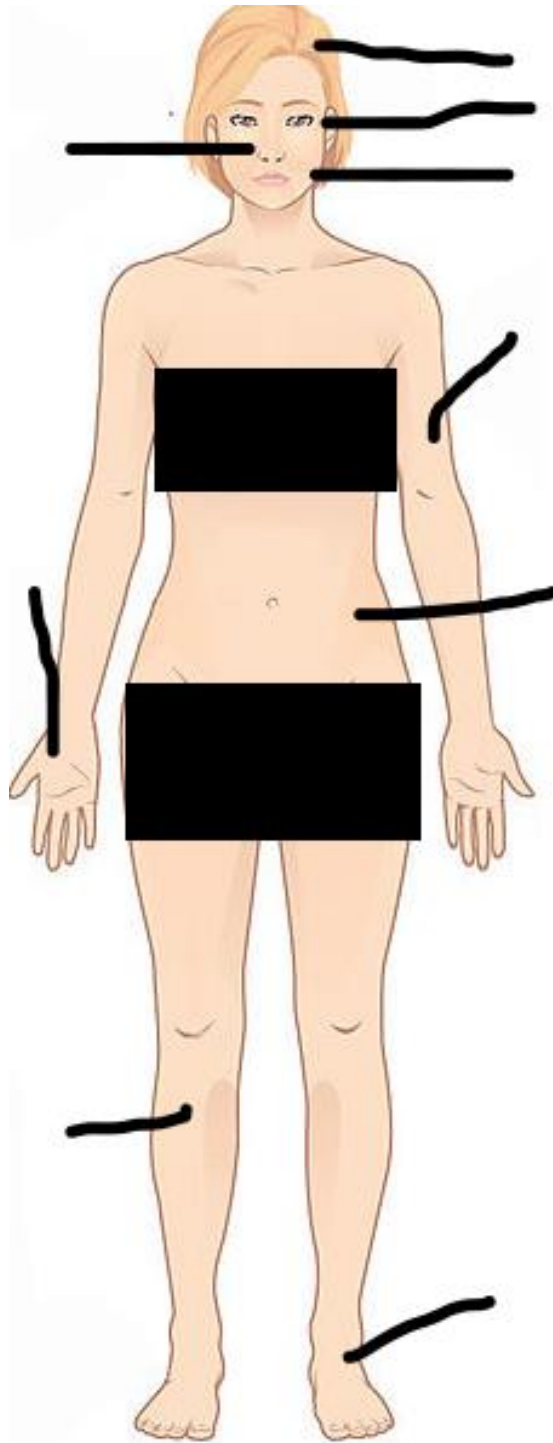


Fig. 109



6: Real Life	S-education
6f1.2	Being a girl or a boy

- What are boys like?
- What are girls like?
- Take the cards with adjectives and add them to the posters.
- Discuss together.
- Add more adjectives. Write them on the poster.
- Upload a picture.

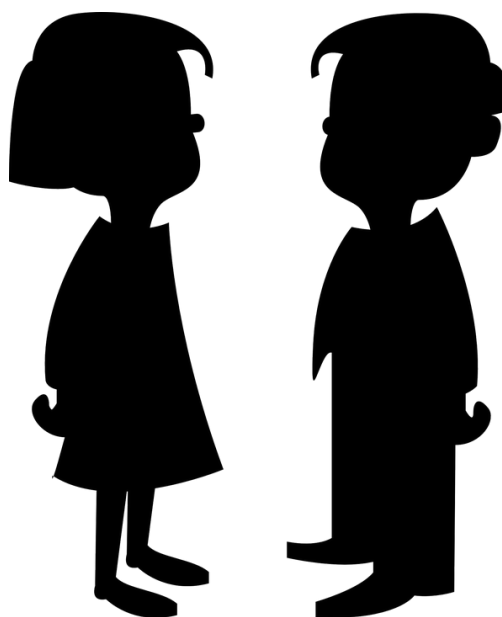


Fig. 110

- Make two videos:
 - A day on the playground. Girls behave exactly like these adjectives you put for them. Boys do the same.
 - Then switch roles. Girls behave like boys, boys like girls.
- Can girls have adjectives of boys?
- Can boys have adjectives of girls?
- Watch these videos:
 - <https://www.youtube.com/watch?v=XjJQBjWYDTs>
 - <https://www.youtube.com/watch?v=QxYvhh1hQvk>

Annex: Task 6f1.2 Attribute cards

Sweet	Aggressive
Calm	Rough
Hysteric	Strong
Pretty	Sporty
Emotional	Wild
Taking care of others	Good dancers
energetic	Smelly
Cry	Laugh
Smell nicely	Giggle
Good in maths	Hold hands
Weak	Good in languages
Good in arts	Scream



6: Real Life	S-education
6f1.3	I decide who touches me

- Draw a body on the paper.
 - If you are a boy, draw a boy – a girl draws a girl.
- Use colour:
 - Green – for parts of your body where you don't mind being touched,
 - Orange – for parts where you only want to be touched by people that are close to you,
 - Red – for parts where you don't want to be touched at all.
- Like this duck:



Fig. 111

- Upload a picture or a video, where you explain your drawing.



6: Real Life	S-education
6f1.4	Consent

- Translate the word „consent“ to your own language.
- Did you know this word? What does it mean?
- Ask your teachers to watch with you one of these videos:

<https://www.youtube.com/watch?v=h3nhM9UIJjc>

<https://www.youtube.com/watch?v=oQbei5JGiT8>

- When someone offers you something, you have three options:



Fig. 112

- Go into couples. As your partner if he/she wants to shake hands.
- Practice reacting in all three different ways.
- Make a video of it and upload it.



6: Real Life	S-education
6f1.5	Saying „no“

- Take a random object (spoon, pen, apple ...). Hold it in your open hand.
- Now, you will speak to this object.
- Say the word „potato“ to your object.
- Now, say the word „potato“ in different ways to your object:
 - like you are very tired,
 - like you are very bored,
 - like you are in love with the object,
 - like you do not like the object,
 - like you are very mad at the object,
 - like you want the object to leave you alone.
- Do the same thing with the words „butterfly“, „yes“ and „no“.
- Make and upload a video of you saying „no“ like you want someone to leave you alone.

Remember: When you are in a situation where you do not feel comfortable with what someone else is doing, it is ok and good to say “no” as loud and as clearly as you want, no matter who that person is. Even if you did not say “no”, you are not responsible for whatever the other person did to you without your explicit “yes”.

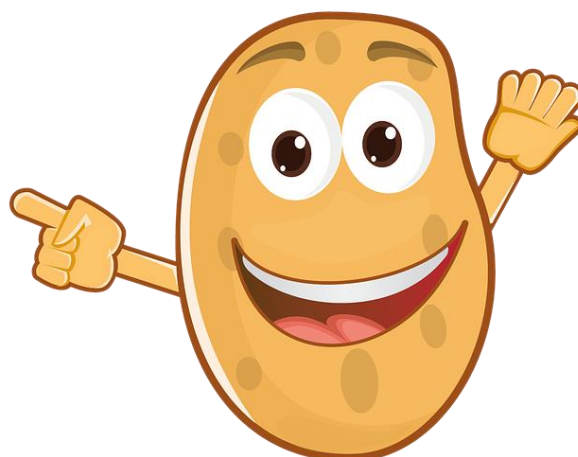
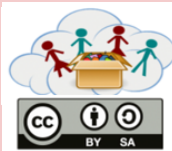


Fig. 113



6: Real Life	S-education
6f2.1	How are babies made?

Try to draw the answers to the questions below:

- Girls:
 - What does a vagina look like?
 - How a semen goes in there and a baby can be made?
 - How does it look like inside of you for the baby to be made and to grow?
 - What is the female cycle? Why do you have a regular period?
- Boys:
 - What does a penis look like?
 - How and where does your body produce semen?

Look on the Internet:

- Does it really look the way you drew it?
- Compare your drawing to this and make a new drawing copying what you found.
- Take a picture of your two drawings and upload it.

Watch:

- In Slovak: <https://www.youtube.com/watch?v=KIYnFB9I0Tk>
- In Hungarian: <https://www.youtube.com/watch?v=aFIQsew-LOY>
- What is a chromosome?: <https://www.youtube.com/watch?v=V04jvRh5YFE>



Fig. 114



6: Real Life	S-education
6f2.2	Sex – how and why?



Fig. 115

People have sex for different reasons that do not exclude each other. Sex gives them joy, pleasure, the feeling of being connected to someone they are in love with and the possibility to have a baby. All of this should happen only with a partner you feel comfortable with and that you trust, but also then you should use protection. To make it a positive experience, certain elements can/should be present. We wrote them on cards for you.

- Draw a big flower on a paper.
- Read the cards and discuss with your friends what they mean. If you do not understand a word, ask your teacher to explain it to you.
- If you agree they belong to have positive sex and feel good about it, glue it to the paper around and on the flower. There are some empty cards and if you think we missed something you can add it there.
- Make a picture of your flower and upload it.

Annex: Task 6f2.2 Cards: requirements for positive sexual experience

Holding hands	Being in a relationship	Trusting the partner
Talking sweet	Being married	Feeling comfortable
Kissing	Cuddling	Music
Condom	Bed	Attraction
Humor	Privacy	Shower/ hygiene



6: Real Life	S-education
6f2.3	How can I protect myself from getting pregnant?



Fig. 116

- What changes in my life when I become a mother/father?
- What would I not be able to do?
- Under what conditions should I become a mother/ father?
- Watch this video: <https://www.youtube.com/watch?v=Y-Kcn71BAc0>

We have different options to prevent getting pregnant and getting diseases from others:

- Condom = thin cover for penis:
 - Protection pregnancy: 85%, protection diseases: yes.
- Diaphragm = latex put in vagina:
 - Protection pregnancy: 84%, protection diseases: no.
- Pill after or IUD = medication:
 - Protection pregnancy: 50 to 90/99%, protection diseases: no.
- Birth control injection = hormone injection:
 - Protection pregnancy: 97%, protection diseases: no.
- IUC = small device implanted in vagina for years:
 - Protection pregnancy: 99%, protection diseases: no.
- Birth control patch = patch worn on skin:
 - Protection pregnancy: 92 to 97%, protection diseases: no.
- Birth control pill = medication:
 - Protection pregnancy: 91%, protection diseases: no.
- Vaginal contraception ring = ring kept in vagina:
 - Protection pregnancy: 91%, protection diseases: no.
- Fill the two lists. Put the most effective one on top.
- Upload a picture of it.

Annex: Task 6f2.3 Protection list

Protection from pregnancy	Protection from STD



6: Real Life	S-education
6f2.4	What is an STD? What can I protect myself?



Fig. 117

When you have sex (vaginal, oral, anal) with another person, you can get infected with a sickness this other person has. Some of these sickness are very dangerous. They are called Sexually Transmitted Diseases (STDs).

- Match the cards: always one name, one explanation and one information on protection. You can use the Internet.
- Let your teacher check whether it is correct.
- Make a video in which you explain to other children/ young people your age what you have learned.
- Upload it.
- Take a picture of all the cards in the correct order.

Annex: Task 6f2.4 STD cards to match

Source: (mainly) <https://www.cdc.gov/std>

HPV	No symptoms Risk: Can cause cancer in genitals, head, neck and throat; or genital warts	Limit the number of sexual partners Condoms Vaccination
Chlamydia	Symptom: Burning sensation when urinating Risk: Can damage the reproductive system of the woman	Limit the number of sexual partners Condoms
Gonorrhea	Symptoms: Burning sensation when urinating; White, yellow, or green discharge from the penis; Painful or swollen testicles; Increased vaginal discharge; Vaginal bleeding between periods.	Limit the number of sexual partners Condoms
Syphilis	Symptoms: Sores and rashes Risk: Can damage heart, brain or other organs Risks for a child when you are pregnant	Limit the number of sexual partners Condoms

Genital Herpes	Symptoms: Blisters on genitals, rectum or mouth; Burning while urinating Risks for a child when you are pregnant	Limit the number of sexual partners Condoms
Trichomoniasis	Symptoms: Itching or irritation inside the penis; Burning after urination or ejaculation; Discharge from the penis; Itching, burning, redness or soreness of the genitals Risks for a child when you are pregnant	Limit the number of sexual partners Condoms
HIV/AIDS	Symptoms: Fever, headache, lack of energy; skin problems; swollen glands; easily infected with flu, pneumonia etc.; and more as the disease progresses Risk: death; infecting your child at birth	Limit the number of sexual partners Condoms If you are engaging in risky behaviour you can take the drug PrEP
Crabs	Symptoms: Lice in pubic hair	Limit the number of sexual partners



6: Real Life	S-education
6f2.5	Sex has consequences



Fig. 118

- Write the numbers 1, 2 and 3 on small papers. Close the papers and put them in a bowl.
- Each one of you go to the paper written „start“.
- The youngest one starts by pulling a number and taking as many steps as are written on the paper.
- When you get to the paper, read it out loud and ask your teacher to tell you what the consequences are.
- The first one reaching the goal wins this game.
- Take a picture of all of you playing, and upload it.

1. You kiss someone
you don't know.

2. You are dating someone
who wants to have sex with
you, but you don't want to and
say "no".

3. You are dating someone who does not want to have sex and you push until he/she gives in.

4. To avoid having penetration you give your boy/girlfriend oral sex.

5. You have sex before marriage.

6. You are pregnant and the father disappears.

7. You get a girl pregnant and you leave the girl, don't take responsibility for the child.

8. You meet someone and force him/her to have sex with you.

9. You have a boy/girlfriend who is less than 14 years old, you have sex and conceive a baby.

10. You go into marriage as a virgin.

11. You and your partner do an STD test before getting married and having sex with each other for the first time.

12. You get married to someone you don't know very well.

13. You are married and pregnant, but you find out you are HIV positive.

Court

Prison

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