

Level 2 / L2LP



EDUCOOT

LIVING IN A COMMUNITY

Student Worksheets

SAMPLE!



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2. Good relationships have many characteristics. How important are these characteristics to you? Use this scale:

1	Not at all important
2	Slightly Important
3	Important
4	Fairly Important
5	Very Important



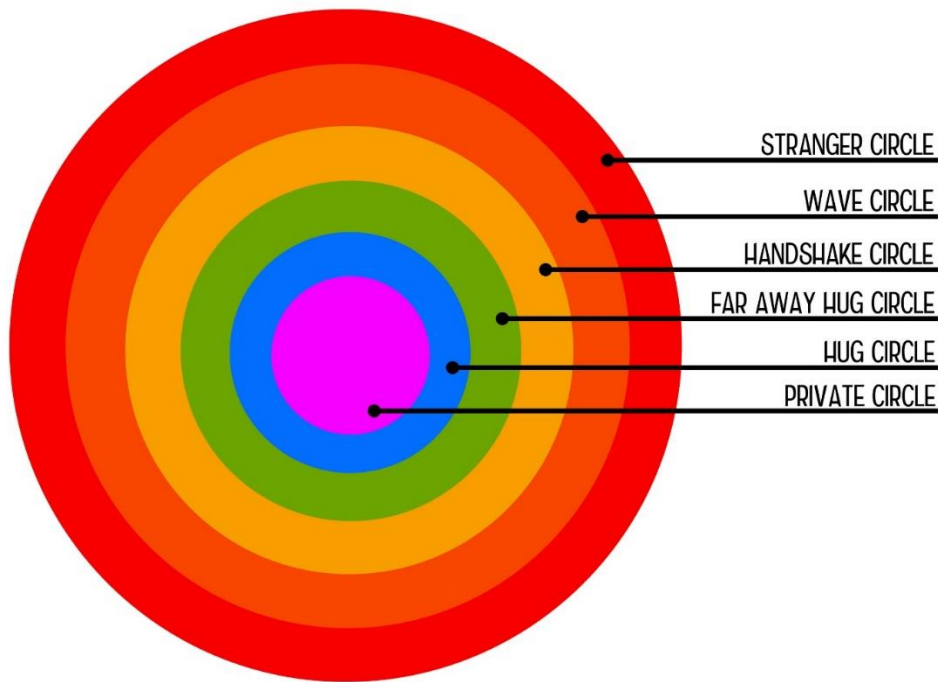
- a) Having common interests or hobbies _____
- b) Feeling comfortable with sharing private thoughts, feelings, or stories _____
- c) Understanding each other _____
- d) Being able to solve problems _____
- e) Being affectionate or caring _____
- f) Having an equal relationship _____
- g) Being treated fairly _____
- h) Being loyal and trustworthy _____
- i) Being honest _____
- j) Being kind and helpful _____



Personal space is the area surrounding a person which they regard as 'theirs'. Most people value their personal space and feel discomfort, anger, or anxiety when their personal space is encroached.

3. Look at the diagram and answer the questions.

INTIMACY & RELATIONSHIPS



a) Name someone in your 'handshake circle'. (just use first names) _____

b) Name someone in your 'hug circle'.

c) Name someone in your 'wave circle'.

d) Where might you come across people in your 'stranger circle'.

e) Name someone in your 'private circle'. _____



7. Are these healthy relationships or unhealthy relationships?

Write H or U.

- a) You feel good about yourself when you're around the other person. _____
- b) You do not communicate much with the person. _____
- c) You do not try to control each other. _____
- d) You feel safe in the relationship. _____
- e) You feel sad and you cry often. _____
- f) It's easy to be yourself when you're with them. _____
- g) You feel afraid of their anger. _____
- h) You respect each other's opinions. _____
- i) You like to spend time together but also enjoy doing things apart. _____
- j) You feel the need to be someone or something that you're not. _____
- k) You feel pressured to spend time together and feel guilty when you are apart. _____
- l) You listen to each other when you don't agree with each other. _____
- m) You feel there's no respect for you or your opinion. _____

9. Read about some ways to be respectful in different cultures. Practise these in your group.

*PAIR/GROUP WORK



Japan

Bow lower than they do upon meeting them.

Sweden

Keep personal distance and don't touch people when you talk to them.

Mexico

Avoid making too much eye contact; it could be considered as aggressive behaviour.

Kenya

When greeting someone older or of a higher status than yourself, grip their right wrist with your left hand while shaking it; it's a sign of respect.

Jordan

Keep your voice low and quiet when conversing with others, as that is seen as being mature and respectful.

Germany

Ensure that handshakes are firm, and always address people with Mr. or Mrs. followed by their surname ("Herr" or "Frau")

China

Be generous with saying "thank you" when someone does something for you.

Pakistan

If you go out for a meal, eat with your right hand; the left is considered unclean.

4. In pairs, talk about the vocabulary and answer the questions.

***PAIR/GROUP WORK**

a) What are the different words we use for 'mother'?

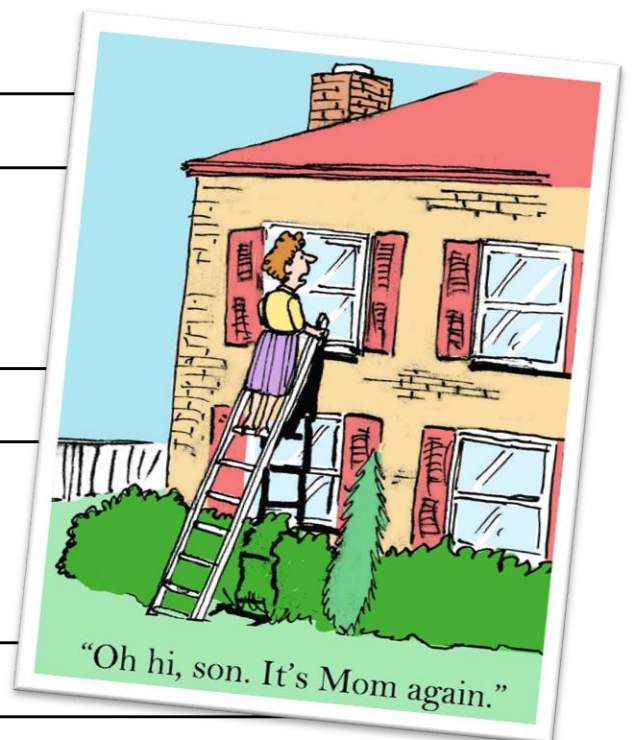
b) What is your extended family?

c) What is a sibling?

d) What is a blood relative?

e) Describe what a cousin is.

f) What is an ancestor?



Show respect to your teacher and classmates.

9. Put a tick ✓ next the behaviours that show respect.

- Listening to others
- Acknowledging someone when they speak to you
- Speaking politely
- Stealing other people's things
- Making tea for a classmate
- Being dishonest with others
- Making eye contact with others
- Looking your best
- Always being late
- Taking good care of your belongings
- Littering
- Bullying others
- Pitching in to help clean the classroom
- Saying "please" and "thank you"
- Swearing
- Following rules
- Not interrupting
- Texting on your phone during class
- Having good posture
- Speaking clearly



10. As a group or class, think of the answers to these questions. Listen to everyone's opinions and have respect.

a) When you look for something, why is it always in the last place you look? _____

b) Railroad crossing watch out for cars. Can you spell that without any "r's"? _____

c) How can a man go 8 days without sleep?

d) What kind of coat can only be put on when wet?

e) Two in front, two in behind, and one in the middle. How many are there? _____

f) The more you take the more you leave behind.

g) Why don't lobsters share? _____

h) What do you serve that you can't eat?



i) Teacher: I have 2 apples in one hand, one in the other and one on my lap but it doesn't keep the doctor away and cannot be safely eaten. What kind of apples do I have?

j) John was going to a party and, as he approached, he could see in the windows that it was completely packed with people. He went inside only to find that there wasn't a single person in there. How is this possible? _____

k) I sound so cool and people all over the world come again and again to see me. Most people spend years with me but you can't be too old or young to come see me, unless you decide to make me part of your career? I can make you smarter and richer too. What am I?

Answers in Appendix I

E. FRIENDSHIPS

1. Are these statements about friendship true or false? Tick the correct column.

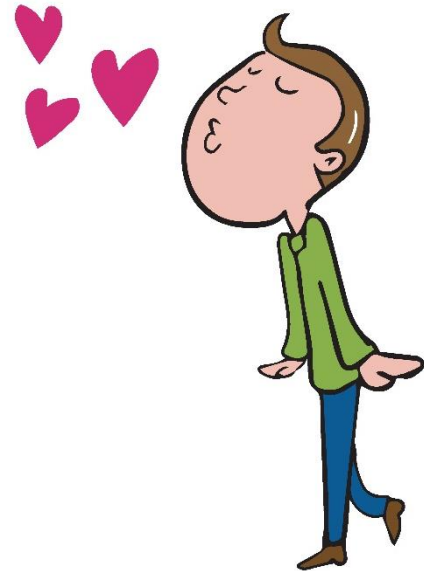
A good friend should:

Quality	True	False
a) Be honest		
b) Take you out for meals		
c) Be a good listener		
d) Do whatever you say		
e) Go everywhere with you		
f) Wear nice clothes		
g) Be kind		
h) Only talk to you		
i) Have other friends		
j) Be forgiving		
k) Be interested in other people		
l) Have lots of money		
m) Care about other people		
n) Do the right thing		
o) Always agree with what you		
p) Bring you presents all the time		
q) Want you to be happy		
r) Accept you being impolite		



3. What do you think the most important factors are for choosing a partner and having a healthy relationship with your partner? Rank the following factors from 1 to 5.

1	Not at all important
2	Slightly Important
3	Important
4	Fairly Important
5	Very Important



It's important that my partner . . .

- a) is attractive _____
- b) has a lot in common with me _____
- c) has lots of money _____
- d) is educated _____
- e) is interesting/creative _____
- f) is patient _____
- g) has good communication skills _____
- h) has a sense of humour _____
- i) has a good family background _____
- j) is open with their feelings _____
- k) has a good sense of fashion _____
- l) is outgoing/sociable _____
- m) has a positive outlook in life _____
- n) is open-minded _____
- o) is easy-going _____

2. Name the types of bullying. Write the numbers. In some cases, you may list it under two categories.

- ① Teasing ② Exclusion ③ Harassment ④ Physical Aggression

_____ Calling other people insulting names

_____ Nagging others

_____ Pretending to be friends but turning on them

_____ Giving the silent treatment to specific people

_____ Stealing items from others

_____ Pushing, shoving, kicking

_____ Tripping, hair pulling, pinching

_____ Embarrassing others

_____ Making someone feel left out

_____ Whispering about someone

_____ Pointing, staring, mocking, laughing at people

_____ Gossiping, exposing secrets to others

_____ Threatening or blackmailing others

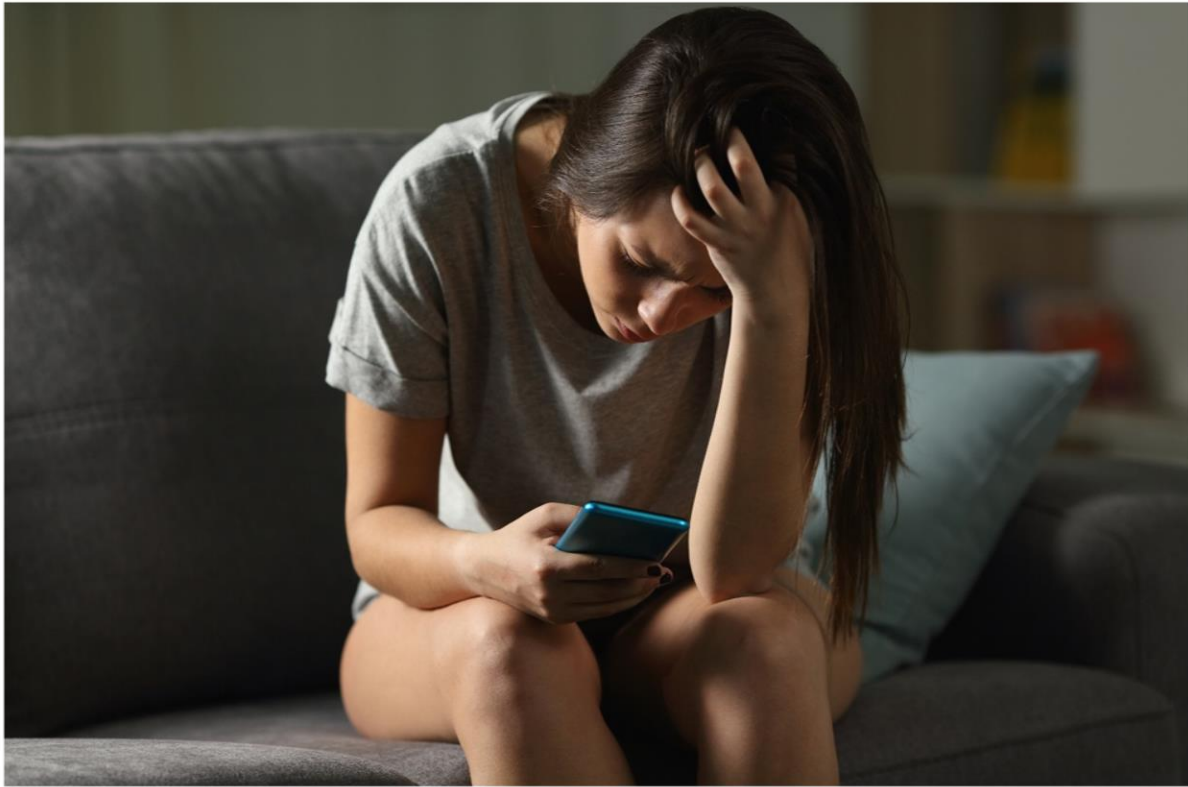
_____ Harassing others on social media

_____ Sending cruel and nasty text messages/emails



7. Look at the photo. What does the body language say about how this person might be feeling? Answer the questions aloud in your group.

***PAIR/GROUP
WORK**



- a) What 3 reasons might cause this person to be feeling this way?
- b) If this person was your friend, what would you do?
- c) Where might this person be, what makes you think that?
- d) What could have happened just before this picture was taken? Why?
- e) What do you think happened after this picture was taken?
- f) Have you ever felt like the person in this picture? When? Why?
- g) If you were the person in this picture, what would you want from a friend or bystander?

J. SPEAKING TO DIFFERENT AUDIENCES

Formal English is used in “serious” texts and situations, for example, in official documents, books, news reports, articles, business letters or speeches. Informal English is used in everyday conversations and in personal correspondence.

I. Are these formal or informal sentences? Write F or I.

- “The weather is OK but I’m not gonna risk going to the beach.” _____
- “I am feeling anxious about the annual event.” _____
- “Thank you very much for the dinner, Mr Hays. It was a wonderful evening.” _____
- “Take a photo on your mobile!” _____
- “The show will commence at 7 p.m.” _____
- “Tonight, I am eating a burger in front of the telly!” _____

Formal



Informal



8. How would you say this to different audiences?

How about a cuppa?



a) Say this to your boss.

b) Say this to your sister.

c) Say this to your neighbour.

d) Say this to your grandmother.

e) Say this to your partner.

K. GROUP TASKS

*TEACHER PREPARATION

Take part in one of these group tasks or complete an activity the teacher gives to you.

I. No-Hands Cup-Stacking Challenge

The challenge is for the group to build a pyramid out of the paper cups (3 on the bottom, 2 in the middle, 1 on the top - can be adjusted for more cups).


Materials: string, rubber bands, paper cups



- A. Get into groups of 4 to 5 students. (less is also fine!)
- B. However many students there are in a group - tie this number of strings to a rubber band. Each group must have this.
- C. Each person in the group holds onto one of the strings attached to the rubber band, and as a group, they use this device to pick up the cups (by expanding and contracting the rubber band) and place them on top of each other in order to build a pyramid.
- D. Students cannot touch the cups with their hands or any other part of their bodies, even if a cup falls over or onto the floor.
- E. When you complete this task, take a picture of your stacked cups!

Look over the page for photographs:

5. Fill in the self-evaluation form for your group task:

GROUP SELF-EVALUATION	
Group Activity	
Do you participate willingly in the experiment? If not, why not?	
Did you work well as a group? Explain.	
Did everyone in the group have a chance to participate?	
Was there any conflict?	
Answer YES or NO.	
We all showed equal commitment to our objective.	
We all took part in deciding how work should be allocated.	
We were committed to helping each other learn.	
We acknowledged good contributions from team members.	
We handled disagreements and conflicts constructively within the team.	
We gave constructive criticism to one another and accepted it ourselves.	
We were good at making sure that everyone knew what was going on.	
When one of us was under pressure, others offered to help them.	
We trusted each other.	
We remained united even when we disagreed.	
We felt comfortable and relaxed with one another.	
If you have further comment, please write below.	
	

*Fill in a form for each group activity you carry out.

5. Answer the questions:

a) Your peers are:

- people about your own age
- your seniors
- your teachers



b) True or false: Peer pressure is always bad.

c) Peer pressure can influence:

- clothing styles
- hairstyles
- taste in music

d) List three things your peers might do to try to get you to do what they want.

a) List three reasons why people might give in to peer pressure.



b) True or false: People can pressure each other without even speaking.



c) All the following are examples of body language that can make someone feel excluded except:

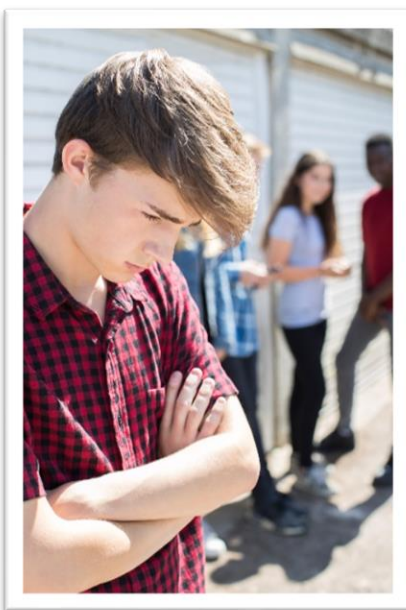
- smiling
- eye-rolling
- pointing and giggling
- turning away

d) Personal qualities that can help people resist negative peer pressure include:

- speed and agility
- self-confidence
- assertiveness
- nice smile and lustrous hair



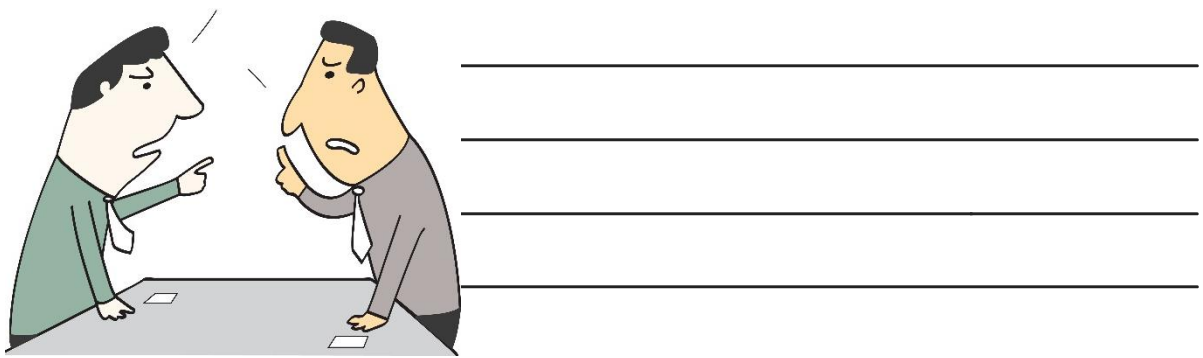
e) Write a short summary about how to resist peer pressure.



2. Each of these social skills below are helpful for solving conflict. For each skill, rate yourself S for strength, O for OK or N for I need to work on it.

- _____ Listen to others
- _____ Understand how others are feeling
- _____ Keep calm, even when annoyed
- _____ Have a positive attitude towards yourself
- _____ Have a positive attitude toward others
- _____ Get on well with others
- _____ Be open to new ideas and opinions
- _____ Be sensitive to the feelings of others
- _____ Show forgiveness
- _____ Be loyal
- _____ Be dependable
- _____ Be friendly
- _____ Think logically
- _____ Keep cool when under pressure
- _____ Be brave, use courage to do what's right

3. What other skills do you have that would be helpful when trying to resolve a conflict?

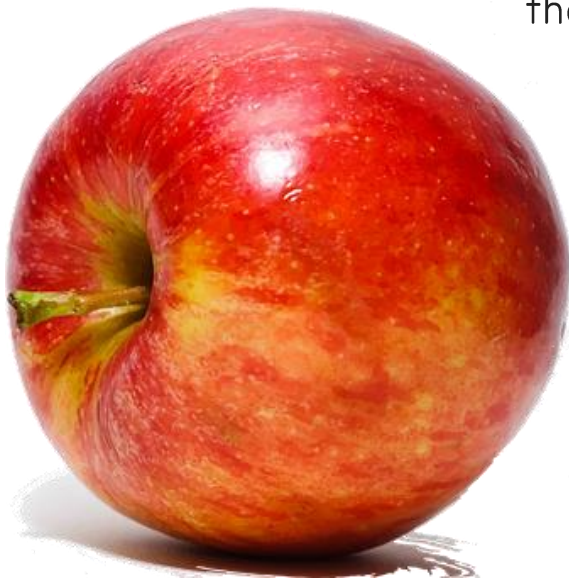


Negotiation Role-Play I: It's My Apple!

5. Follow the instructions

*TEACHER PREPARATION

- Get into pairs.
- Each pair will be given the same item, e.g. an apple. The apple will be placed between you and your partner.
- You are going to argue over possession of the apple, and you must come up with as many ways as possible to resolve the conflict.



- Argue politely! Be creative!
- Take 15 to 20 minutes to propose solutions and write them down briefly on paper.
- When you are done, read out your suggestions.

6. Which of these five possible types of outcomes do you think your pair reached?

- X wins and Y loses
- X loses and Y wins
- X and Y resolve the conflict by both compromising
- X and Y both withdraw from the conflict, or both lose
- X and Y work together to find a win-win situation.

The goal of conflict resolution is to establish, as soon as possible, a situation in which both sides benefit!

7. Talk about these in your group:

***PAIR/GROUP WORK**

- How did it feel to be part of a conflict?
- Was there good communication between you and your partner?
- What emotions did you have?
- Did both of you ask questions, or make offers, or make demands?
- Did you both listen to each other and try to understand the other's point of view?

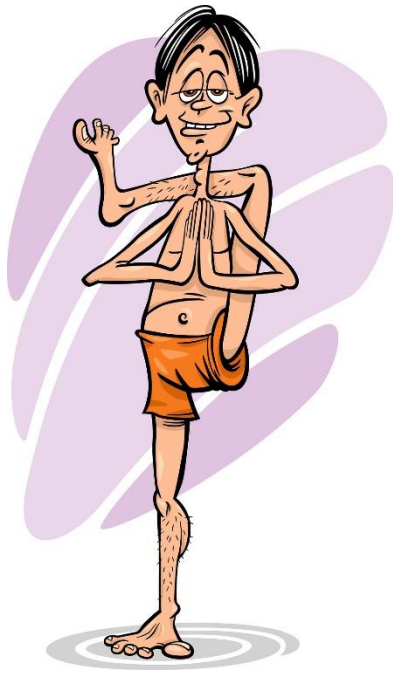
Possible solutions:

- It could be that one person only wants the apple for its seeds to plant, and the other wants to eat it.
- Or both people might settle for eating half an apple.
- Or one person might just want the apple peel to make tea, etc.



“Normally I’d be confident we could resolve this conflict.”

A. LEISURE ACTIVITIES



What is leisure? Time: free time for enjoyment

Activity: recreation activities

Leisure could be described as freely choosing to do activities after you have completed your responsibilities. The activities are meant to be enjoyable,

pleasing, and/or relaxing!

1. Write your own description of leisure.

2. What activities do you take part in when you have leisure time?

3. What are the different types of leisure activities?

- A. **Social:** Activities done with other people
- B. **Creative:** Activities, where a person makes or creates something
- C. **Physical:** Activities that require body movement
- D. **Cognitive:** Activities that require a person to think
- E. **Relaxation:** Activities, where a person does to feel calm

Are these activities below social, physical, cognitive or creative? Write the letters. (some may need more than one letter!)

- a) ___ Playing a musical instrument
- b) ___ Reading a magazine
- c) ___ Playing mini-golf with friends
- d) ___ Drawing a picture
- e) ___ Playing football
- f) ___ Watching sports events with friends
- g) ___ Walking in the park
- h) ___ Shopping with family
- i) ___ Taking a gardening course for fun
- j) ___ Decorating your home
- k) ___ Reading the newspaper
- l) ___ Giving a speech
- m) ___ Volunteering to help people
- n) ___ Attending a music concert with friends
- o) ___ Making fancy desserts
- p) ___ Playing bingo
- q) ___ Working in a garden
- r) ___ Making a birthday card
- s) ___ Bowling alone
- t) ___ Exercising
- u) ___ Talking on phone with friend
- v) ___ Attending a barbecue



4. Fill in the **Leisure Goal Plan**. This is about trying out some new leisure activities in your own community.

Directions: Check off social activities that you are interested in doing. Complete the goal statement at the bottom of the Are you interested in trying any of these? If so, state what or where.

Starting a hobby:

Visiting a park:

Taking a day trip:

Travelling:

Start collecting:

Volunteering:

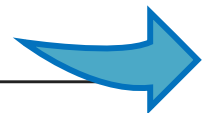
Taking part in a social activity:

Taking part in physical activity:

Doing a mind challenging activity:

Doing a creative activity:

Doing an outdoor activity:



Doing an activity on your own:

Doing an activity as part of a group:

Other:

GOAL: I, _____ (your name) will do my best to take part in these activities by _____ (date)

Today's Date: _____

Witnessed by: _____

Date that you met goal: _____



B. SUPPORT AGENCIES

1. Name some relevant agencies that offer support and advice to the public, e.g. Citizen Advice Centre, your local information centre, etc.



2. Carry out some research online. Look at some of these websites:

www.svp.ie

www.mentalhealthireland.ie

www.crimevictimshelpline.ie/

Talk about the support offered.



3. Fill in the blanks in the table below:



Name of Support Agency	Support includes...	Tel No	Website
Irish Cancer Society	provide reliable cancer information and support services		www.cancer.ie
	money advice and budgeting service	0761 07 2000	www.mabs.ie
Education and Training Boards (ETBs)	main providers of adult education	Your ETB	Your ETB
Tusla		01 7718500	www.tusla.ie/about/
Irish Penal Reform Trust (IPRT)	campaigns for the rights of prisoners	01 874 1400	
Competition and Consumer Protection Commission	free information and advice service on consumer rights		www.ccpc.ie
Abhaile	free mortgage arrears support	01 7718500	
	free advice and information service to tenants	1800 454 454	www.threshold.ie
Immigrant Council of Ireland		01 674 0200	www.immigrantcouncil.ie
Blue Blindfold	anti-human trafficking unit	1800250025	
Rape Crisis Help	professional support and the choices available to survivors of sexual violence		www.rapecrisishelp.ie
	offers confidential information, support and understanding to women who are being abused by current or former boyfriends, partners or husbands	1800 341 900	www.womensaid.ie
SOSAD	free counselling for individuals affected by experiencing; anxiety and depression, suicidal thoughts, and bereavement	Closest one to you:	https://sosadireland.ie

Consumers use either goods or services.

- Goods are items you can touch and include things like clothing, food or furniture.
- Services include car repairs, getting a hair-cut or using a plumber. These are services provided to consumers by others.

4. Are these **goods**, **services** or **both**? Write **G**, **S** or **B**.

- Going to the dentist ____
- Hiring a car ____
- Buying a mobile phone ____
- Ordering a pizza for delivery ____
- Calling the police when you witnessed a crime ____
- Monthly bill for Wi-Fi ____
- Buying a T-shirt ____
- Going on a guided tour of a palace ____
- Taking your dog to the dog groomer ____
- Going to the doctor for a check-up ____
- Monthly subscription for music (e.g. Spotify) ____
- Getting your medication from the chemist ____
- Having a meal in a restaurant ____
- Getting ingredients to make a dessert ____
- Taking a bus into the city ____
- Ordering a special birthday cake



F.MAKING COMPLAINTS

I. Answer the questions.

a) You take your partner to a restaurant for dinner. Both of you become very ill. You go to the doctor and the doctor says that the symptoms could indicate food poisoning. Should you do anything? If so, what?



b) You buy a laptop and three months later, the laptop keeps freezing. What should you do?

c) I put my new woollen jumper in the washing machine, and it shrank to half the size! I forgot to read the label which clearly states it should be washed by hand. What can you do?



2. List two organisations that work on behalf of consumers.

3. Read the complaint letter below. This is an example of what NOT to do if you are unsatisfied!

Dear Mr. Rip-off,

I am very ANGRY about the cat house I bought from you online. The ad said 'luxurious, soft, cosy' but the fabric is like sandpaper!!!!!!!!!! Why would I pay €50 for a cardboard and sandpaper box!!!! My cat won't go near it. You must think that your customers are COMPLETE IDIOTS. Wait until I get you to court, then you will stop laughing and you will lose so much money that your silly 'cat club' will go bust. If I don't get my money back TOMORROW, I will call all my friends at the cat lover's society, to leave bad reviews!!!! You won't get many customers then, will you???



APPENDIX 6: MAPPING OF LEARNING OUTCOMES

Developing Good Relationships

- Recognise different kinds of relationships, e.g. parent/child, student/teacher, student/student **Pages 5 to 15 (benefits of relationships), Pages 16 to 23 (family relationships), Pages 24 to 28 (relationships in class), Pages 29 to 33 (work relationships), Pages 34 to 41 (friendships), Pages 42 to 46 (community relationships), Pages 47 to 52 (romantic relationships)**
- Identify situations where people speak differently depending on audience, e.g. peers, teachers, parents, other adults **Pages 65 to 71 (speaking to different audiences, formal and informal language)**
- List ways in which name calling and teasing can be hurtful to self and others **Pages 53 to 62 (protecting yourself, types of bullying, teasing, name calling, staying safe, cyberbullying, school's policy on bullying)**
- Recognise/list ways in which they would like to be treated **Pages 63 and 64 (treatment)**
- Describe ways of making and keeping friends, e.g. identify traits which are/are not desirable in a friendship **Pages 34 to 41 (friendships), Page 39 (advert for friend)**
- Participate co-operatively in a group situation **Pages 72 to 78 (various group tasks, including cup-stacking challenge, creative solutions, classroom cooperative game, save the egg, self-evaluation of group task)**
- Recognise the importance of respect in relationships **Page 8 (healthy relationship), Page 9 (everyone is different), Page 10 (healthy and unhealthy relationships), Pages 11 and 12 (respect), Page 13 (respect in other cultures), Page 26 (class ground rules), Page 27 (respect for classmates and teacher), Page 28 (listening to and respecting opinions), Page 35 (friendship), Pages 37 and**

38 (traits of a good friend), **Page 41** (toxic relationships), **Pages 50 and 51** (traits and warning signs of a romantic relationship), **Pages 63 and 64** (how you want to be treated)

Resolving Conflict

- Describe what peer pressure is, give examples of peer pressure and suggest ways of handling it **Pages 81 to 88** (peer pressure – what it is, how it feels, ‘great escapes’, handling peer pressure), **Pages 89 to 90** (peer pressure role-plays)
- Describe ways of handling peer pressure, e.g. role-play conflict situations between friends and how to resolve them **Page 83** (acting out peer pressure scenarios), **Pages 89 to 90** (peer pressure role-plays)
- Demonstrate an ability to negotiate with peers, e.g. in the sharing of equipment **Pages 104 to 112** (negotiation – what it is, the process of negotiation, role-play, negotiation skills)
- Describe the characteristics of bullying behaviour **Page 91** (bullying behaviour), **From previous chapter: Pages 53 to 62** (protecting yourself, types of bullying, teasing, name calling, staying safe, cyberbullying, school’s policy on bullying)
- Identify the school’s approach to dealing with bullying behaviour, e.g. being sent to the principal’s office, use of behaviour chart **From previous chapter: Page 62** (school policy on bullying)
- Identify the steps for dealing with conflict, e.g. stop and do not react straight away, listen to advice from an adult **Pages 92 to 103** (conflict – skills to deal with it, resolution process, resolution strategies, avoiding conflict, role-play, preventing conflict)

Using Local Facilities

- List ways of spending leisure time **Pages 115 to 128** (what is leisure, different types of leisure activities, benefits, hobbies, discussion about free time, giving personal opinions, sports, discussion about sports, choosing activities)
- Identify familiar places and organisations in the local community **Pages 129 to 133** (facilities in local community, local events, leisure goal plan for local leisure activities)
- Distinguish between what is free and what has to be paid for in the local community **Page 130** (local events – free or not)
- Participate in a school-based community project and record their participation, e.g. a litter campaign **Pages 134 to 139** (community-based project, Appendix 4)

Seeking Help and Advice

- Name the relevant agencies that offer support and advice to the public, e.g. Citizen Advice Centre, local information centre **Pages 142 to 144** (helplines), **Pages 145 to 149** (support agencies), **Pages 150 to 153** (Citizen's Advice), **Page 154** (homelessness)
- Describe the school's procedure for reporting an incident, e.g. if someone is bullying you **Page 158** (some school procedures)
- Compile a short list of people or groups who can provide support, including personal contacts and groups/organisations **Page 157** (personal contact list)
- Describe how to contact a range of people or organisations in their local area that can provide help and advice, e.g. local Garda station **Page 155** (local help and advice)
- Visit a local community organisation and ask for advice **Page 156** (visiting a local community organisation)

Making Consumer Choices

- List two organisations that work on behalf of consumers **Pages 161 to 164** (what is a consumer, goods, services), **Pages 165 to 167** (wants and needs), **Pages 168 and 169** (consumer rights)
- Describe situations when an item needs to be brought back to a shop **Pages 174 to 177** (refunds, repairs and replacements)
- Describe what a guarantee is **Page 176** (guarantee)
- Identify labels on packages, clothes etc. **Pages 170 to 173** (labels, signs and symbols on packages), **Pages 186 to 192** (recognising scams)
- Recognise the most important signs and symbols on labels **Pages 170 to 172** (labels, signs and symbols on packages)
- Write a complaint or make a verbal complaint in a mock situation **Pages 178 to 185** (making complaints, writing a letter of complaint, who can help consumers, role-play, complaint feedback form)