


# Crosscutting Topic II

# **SOCIAL RESPONSIBILITY**

Edited by learners of ACROSS summer school in Badenweiler



**ACROSS**  
**DISCIPLINES**  
**AND BORDERS**  
**AND PEOPLE**  
IN RURAL DEVELOPMENT

**2nd**  
**Pack of**  
**Worksheets**  
**for VET Teachers**

Project Erasmus+ KA2 ACROSS:  
**Across Disciplines, Borders and People in Rural Development**

## **Cross-cutting Topic II**

# **SOCIAL RESPONSIBILITY**

## **Worksheets for VET Teachers**

Plant production / Animal husbandry / Environmental sciences / Gardening /  
Horticulture / Forestry / Food production / Agro-economy / Biology / ICT

## SOCIAL RESPONSIBILITY - Cross-cutting Topic II

2nd Pack of Worksheets for VET Teachers

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## INTRODUCTION TO THE WORKSHEETS ON SOCIAL RESPONSIBILITY

# HOW TO DEAL WITH SOCIAL ACUTE TOPICS IN THE CLASS?

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This collection of didactical worksheets is one of the results that are achieved in the international Summer School ACROSS, held in June 2018 in Wageningen, Netherlands. This international training program provided the unique possibility for students from France, Germany, Czech Republic, Bulgaria, The Netherlands and Austria to discuss perspectives for agricultural and environmental pedagogy. We have been working on how to deal with social acute topics in vocational classes in urban contexts.

But we do not want to 'keep our experiences and ideas with us': the participants have been working on the development of methods and concepts how to adapt social acute issues and questions around diversity in learning groups and classes.

Every day, we see people, cultures and nations increasingly turn inwards in their mind-set, orientation and handling, in response to complex issues in the global world. In the world full of developments, information flows and challenges, communication between people and cultures, we are not always focused on understanding each other. Teachers in urban areas face major challenges to approach sensitive issues with classes characterized by a great cultural diversity.

The European Network of Learning and Teaching in Agriculture and Rural Development (ENTER) launched its Erasmus+ KA2 project ACROSS in 2017. This project aims to support and train pre-service and young in-service vocational teachers facing socially acute challenges in their professional career as well as establishing learning activities to focus on learning for sustainable development.

*Jan-Willem Noom*

*Vice-president of the ENTER Network and member of the ACROSS project team*



Activities with horses can be described as a part of hipporehabilitation. It is a method used in the special and social pedagogy that uses the horse-keeping surroundings to motivate, activate and educate handicapped people or people with specific needs.

The goal of the activities with horses is to help handicapped people, mainly in developing social skills and abilities. A big role plays the convenience of the barns and paddocks, where everyone must follow the rules. Another important thing is co-operation with others and taking care of the horses (stroking, grooming, and later even riding them). All of these activities are very effective factors.

Activities with horses bring a lot even to other target groups – e.g. people with learning or behaviour malfunctions, retired people, socially vulnerable groups of people at every age but also children of general population. To all of these people, horses can bring meaningful use of their time and also better self-confidence and positive characteristics or the ability to co-operate.

The goal of the hippotherapy is to have effect on pedagogy and social work through using animal's motivational and activizational effect on people.

### General hippotherapy goals can be divided into these groups:

#### Social abilities and skills development

- positive personal qualities strengthening
- co-creating a value system
- communication practise
- collaboration practise
- togetherness experience

#### Decrease of the social exclusion risk

- networking
- family relations reinforcement
- help get involved in everyday life
- activation

#### Mental condition development

- cognitive function development
- self-confidence reinforcement
- induction of positive mental changes
- opportunity for relaxation and rest

#### Positive affection on behavior

- self-control improvement
- self-sufficiency improvement

#### Physical and health improvement

- muscular tension normalization
- movement coordination and balance improvement
- physical condition development

#### Education processes facilitation

- outdoor learning (hippotherapy can be used in many educational processes as a motivational element)

1. What are the three main goal groups of the hippotherapy?

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Can you think of any other? \_\_\_\_\_

2. Describe the hippotherapy activities on the pictures:



A) \_\_\_\_\_



B) \_\_\_\_\_

3. Write down which other activities related to horses could positively influence motivation, activation, upbringing and education of handicapped people with specific needs?

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#### Sources

<https://vedictreat.com>  
[www.totalmindtherapy.net](http://www.totalmindtherapy.net)

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#### Key

1.
  - Social skills and abilities development
  - Reduction of the social exclusion
  - Positive impact on behaviour
  - Physical condition and health improvement
  - Education processes facilitation
2.
  - A) Hipporehabilitation
  - B) Walking and riding the horse



Social farming and social farms seek to support local sources and local economies, bring new jobs and behave responsibly to natural resources. In addition, social farming opens and improves life in rural areas for people with disabilities, socially disadvantaged people, children and youth with educational problems and other groups at risk of social exclusion.

The mission of social farming is not only the production and sale of agricultural products, but also:

- offering new jobs on farms,
- providing social services and educational activities,
- carrying out multiple types of therapies for a wide range of people, especially with health and social disadvantages.

The aim is to promote and improve the quality of life of people with special needs for their further entering to the labor market or to satisfy their needs. Employing people with any disadvantages in the open labor market is the best way to return them to the society. There are farms that these integrative or sheltered jobs develop and offer.

The social farm is a space for gaining and maintaining working habits, abilities and skills of disadvantage groups. In the first phase, it can be a place for activation, training and trial workplace, which will eventually make it easier for them to adapt to the labor market.

The social farm is a living organism, a place where many people from across society meet each other, they take part in events of various kinds - educational, cultural, cognitive, sports, activities for children or for volunteers...

The biggest advantage of the social farm is its openness to the surroundings. In relation to the social work, social farms are an important subject for community work. At the same time, the farm itself fulfills the role of the community.

1. Which of the following activities in the cells are happening at the social farm? Please colour those cells, which contains the activities of social farming.

<i>Work therapy on the farm</i>	<i>Filming a movie on the farm</i>	<i>Work rehabilitation on the farm</i>
<i>Training for getting job</i>	<i>Protected job</i>	<i>Integration work placement on the farm</i>
<i>Practical training of a foreign student supported by Erasmus +</i>	<i>Socially efficient job</i>	<i>Agro tourism</i>

2. With the help of internet browser find out, what the "WWOOF" means. Please, write down into the blank line, what this acronym represents:

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3. Please find out on the website of WWOOF ([www.woof.net](http://www.woof.net)):  
 A) Which countries from the South America are involved in WWOOF?  
 B) Which countries from the EU are not involved in WWOOF?

ANSWERS – A

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ANSWERS – B

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4. Which of these pictures show social farming? Which social activity is happening there?



Picture 1



Picture 2

ACTIVITY IN THE PICTURE: \_\_\_\_\_

5. Do you know any social farm in your region? Please, write down at least two farms and describe the activity, which this farm leads. You can use internet browsers if you need it.

FARM 1. \_\_\_\_\_ ACTIVITY \_\_\_\_\_

FARM 2. \_\_\_\_\_ ACTIVITY \_\_\_\_\_

FARM 3. \_\_\_\_\_ ACTIVITY \_\_\_\_\_

**Sources**

<http://www.woof.net/>  
[https://ec.europa.eu/agriculture/rural-development-2014-2020\\_en](https://ec.europa.eu/agriculture/rural-development-2014-2020_en)

**Key**

1. Work therapy on the farm, work rehabilitation on the farm, training for getting job, protected job, integration work placement on the farm, socially efficient job
2. Living and learning on organic farms worldwide. WWOOF is a worldwide movement linking volunteers with organic farmers and growers to promote cultural and educational experiences based on trust and non-monetary exchange, thereby helping to build a sustainable, global community.
3. A) Columbia, Venezuela, Chile; B) Luxembourg, Slovakia, Latvia, Slovenia, Croatia
4. Picture 1: therapy of people with health disabilities





**Human blood as a life-giving liquid that has not yet been fully replaced by artificial preparations and it is obtained from voluntary blood donors.**

**Blood is a highly specialized body fluid that brings oxygen and nutrients to the tissues of the human body and removes carbon dioxide and waste products. It plays a role in the body's defensive capacity and the staunching.**

**Post-traumatic and post-operative blood loss, blood diseases (congenital or acquired) that cause insufficient blood production require adequate replacement. Human blood is used when alternative treatments (replacement solutions, stimulation of one's own hematopoiesis, etc.) are not enough.**

**Donor's blood is tested for some infectious, blood transmissible diseases such as AIDS, jaundice, AIDS. Serious illnesses or accidents can happen to anyone. Each of us could need blood. People who anonymously donate their blood save lives of the disabled. The need for donors is permanent, blood is needed in every moment. Therefore, the blood banks will welcome anyone who decides to expand the range of voluntary donors.**

**Awarding the non-contributory blood donors by the Czech Red Cross (CRC) aims to increase the social seriousness of non-contributory blood donation and the blood donors themselves. For more than half a century, the CRC has been regularly awarding the blood donations with honors according to the number of donations donated. These awards are presented at a big ceremony.**

1. After reading the text above, consider and list at least five major blood donation motives for active donors.

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2. Do you know a blood donor? If so, how would you characterize his personality traits? Include at least three adjectives.

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3. If you met the donor selection criteria, would you decide to donate blood regularly? Give a reason to your answer.

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4. Try to list all blood groups that are distinguished:

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5. Why do you think donation is anonymous and free?

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**Sources**

[www.ucihealth.org](http://www.ucihealth.org)  
<https://www.vitalant.org>

**Key**

4. Four - A, B, AB and 0 plus and each of them has the Rh factor - positive or negative

**Social farming belongs to the sphere of the multifunctional agriculture. With its innovative way social farming intervenes the social work and the field of gaining new knowledge and skills on the local, rustic level. Social farming means to know how to use the farming activities and the farming environment as the tools for therapy, rehabilitation, social integration, education, integrative occupying or even social services. Thanks to the social farming the disadvantaged people have a chance to keep or to improve their mental and physical health, social position or integration. Social farming can also help people to get a job which could be otherwise problematic for them.**



Picture 1

1. Connect the goals to the correct description of the activity.

<b><i>Integrative occupying</i></b>	<b><i>Therapy and rehabilitation activities and preparation for employment</i></b>	<b><i>Education and other activities</i></b>
<i>To make activities that get people ready for integration in common or sheltered labour market. In this group belongs also a set of social interventions focused on activation, social rehabilitation etc., created for people who have the lowest chance for integration in labour market. These services have a therapeutic character.</i>	<i>To make both one-time and long-term activities that would be educational and directly linked to agricultural activities and rural environment. Their goal is to develop knowledge and relations with countryside and nature and also to support development and viability of the countryside. These are prepared mainly for children, youth, retired and general public.</i>	<i>To create job opportunities for people from various target groups in common or sheltered jobs. And to take advantage of both financial contributions and assistance (wage donation), and non-financial benefits (cooperation with professionals etc.)</i>

2. When I would like to decide how to begin with social farming, there are usually three options:

- A) I can manage everything on my own
- B) I co-work with a partner organization
- C) I employ professionals from the social sphere

3. What are the advantages of each option?

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4. How should I prepare my farm for socially environmental activities?

**Space adjustment**

Reachability of the farm (the way clients will get there)

Farm buildings and hinterland – write down which adjustments you must deal with:



Picture 2

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**Regime adjustment**

Rhythm of the day and the week

Rhythm of the season and the year

The target group and the type of activities

**Personal securing**

Arises from the model that I choose for my farm. That means that „I can make everything on my own“, „I co-work“, or „I employ professionals“.



Picture 3

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**Key**

1.

Integrative occupying:

To create job opportunities for people from various target groups in common or sheltered jobs. And to take advantage of both financial contributions and assistance (wage donation), and non-financial benefits (cooperation with professionals etc.)

Therapy and rehabilitation activities and preparation for employment:

To make activities that get people ready for integration in common or sheltered labour market. In this group belongs also a set of social interventions focused on activation, social rehabilitation etc., created for people who have the lowest chance for integration in labour market. These services have a therapeutic character.

Education and other activities:

To make both one-time and long-term activities that would be educational and directly linked to agricultural activities and rural environment. Their goal is to develop knowledge and relations with countryside and nature and also to support development and viability of the countryside. These are prepared mainly for children, youth, retired and general public.

4.

I have to figure out where the clients will spend their work and free time. It depends if they will be mostly outside, with animals, in the field, in the garden, in barns, warehouses or stables, in the greenhouse, or inside in a shop or workroom, and whether these spaces are easily accessible and safe. Of course, it depends on the capacity of the people my farm is able to accommodate, and the season. For example, I'll deal with: barrier-free access, curb height, ramp inclination, slope and width of roads; width of entrances, doors and their opening; handrails, railings, fences and fences, their safety and permeability; surface and color differentiation of important elements on the farm; distinguishing between public and private spaces; surface treatment for dry and wet weather; day room for rest and meals; a changing room; toilettes and showers; outside places for having rest; benches; shady places; water reachability; game elements/features; storage for both products and tools; safety of the tools, fertilisers, etc.; shelters for machines and their reachability; secure stabling and byres; accommodation; parking lot.



Management is essential for organized life and necessary for running all types of activities. Good management is the backbone of successful company. Managing life means getting things done to achieve life's objectives and management of a company means getting things done with other people to achieve its objectives.

Time management is the process of organizing and planning how much time people spend on specific activities.

Invest some time in our comprehensive collection of time management articles to learn about managing your own time more efficiently, and save time for yourself in the future!

1. Colour the activities which you do in your free time.

Reading

Watching TV or video on PC

Spending time with family

Walking in the nature

Gardening

Doing some sport activity

Going to the cinema, theatre or gallery

Clubbing

Surfing on internet

OTHER: \_\_\_\_\_

2. What are good and bad habits in your free time?

Good habits:

Bad habits:

A. \_\_\_\_\_

A. \_\_\_\_\_

B. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

D. \_\_\_\_\_

3. Please write down three things you have learned during watching two video sequences on management:

[https://www.youtube.com/watch?v=\\_OBqwhYLEJo](https://www.youtube.com/watch?v=_OBqwhYLEJo)

<https://www.youtube.com/watch?v=3OhlrAL0gQA>

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

E. \_\_\_\_\_

4. Why do you need to manage time? Please type answers in blank lines:

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Picture 1

5. Write down two or more examples, how successful managers organise their work and free time.

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Picture 2

**Sources**

- <https://squareup.com/townsquare/7-time-management-skills-practiced-by-successful-people>
- <https://www.managementstudyhq.com/what-is-management.html>
- <https://www.entrepreneur.com/article/299336>

**Key**

- 4. Limited time, to improve planning, to improve decision, to become more successful, to reduce stress, self-discipline
- 5. He sets goals, evaluates his time, takes frequent breaks, he can find the time to relax, he fulfils the balance of work and free time, he does not take his work home...



Eating in school canteens has many different aspects. Economical aspect of the government, securing, and support of the socially vulnerable groups. Also efficiency of the expended finances and the positive impact. The development of the opinion on chosen social groups and their support depends on the targeted social policy of the state.

1. In India, there's a program for unselected providing of free school lunches. During the school days, around 120 million children at the age from six to fourteen years old get the meal for free.

2. Free school lunches are also provided to children from six to eighteen years of age in Brazil. In total, that is approximately 45 million pupils and students.

3. In Europe there are only two countries that provide free lunches to all children, so far.

Since 1948 all pupils and students from the age of five until the age of nineteen are entitled to free catering in Finland and Sweden.

Children in English and Scottish schools are also given free lunches but only the youngest pupils. In England, the children from four to seven years of age, that means in the last year of kindergarten and in the first and second class. In Scotland from five to seven years of age. The older pupils and students have all over the United Kingdom have the right to free catering only in the case that they come from the less well families that can not afford to pay for the food.

In Europe, it is more common that the state pays for the food only to chosen groups of children. It works this way for example in Portugal, Lithuania, Slovenia and Hungary.

In the Czech republic, only the children from socially vulnerable families get the lunches for free merely in the case when the school is involved in a support program. There also exists Operational program „Food and Material Aim“ that gains money from the European Union and also Subsidy program for non-governmental non-profitable organizations to support school meals for pupils and primary schools, funded by the Ministry of Education budget

Since this year, Slovakia joined the countries with free catering.

A bit different system has Estonia, the state pays for the price of the food. Other expenses are paid by parents, the region or the urban area. The government covers the biggest part of the price and when the institutions pay the rest, families don't have to pay anything. Unfortunately, this does not work in a blanket manner. In France, parents pay about half the price of the meal and the rest is supported. Cities and regions can also decide that the height of expenses paid by parents will differ according to the income. Simultaneously, in France, the children of the low-income families have the chance to get free lunches.

1. *Underline the answer that suits your boarding situation the best*

A) *Do you eat in a school canteen?*

*regularly*

*mostly yes*

*irregularly*

*rarely*

B) *Do you leave leftovers in the school canteen?*

*never*

*sometimes, that is why I sometimes don't eat there*

*sometimes (exceptionally)*

*regularly*

2. *Please discuss in pairs: Do only the children from socially vulnerable families go to the school canteen? Do they leave leftovers? Please write down your ideas.*

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3. Discuss in pairs: Have you ever noticed that particular children leave leftovers of the main meal in the school canteen? If so, is it possible to specify them in compliance with their nationality?

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4. Circle the countries that pay for pupil's lunch:

Japan                  Burma                  Canada                  Brazil                  India                  Somalia

5. Circle the European countries that pay for pupil's lunch:

Romania                  Bulgaria                  Finland                  Sweden                  Denmark                  United Kingdom

6. Write down your own opinion: Should or should not all the schoolchildren in your country have the possibility to have a free catering? Or should the donations be provided only the pupils from socially vulnerable families or particular ethnics or social groups (Roma, migrants)

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7. Express your opinion on the way of serving the lunch. Do you prefer dispensing window or like in Sweden their typical Swedish tables? Do you think that particular children from socially vulnerable families would take advantage of the freely available food? Or do you think that even other kids would copy their behavior?

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Picture 1. School canteen

#### Sources

Government Order on Wages of Employees in Public Services and Administration  
Education Act of Bulgaria

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#### Key

4. Brazil, India

5. Finland, Sweden

**A very specific group on the labour market are the people with physical or mental disability, or with combined defects. At the same time, the disabled people mostly care for having a job – it is a way how to get out from social isolation, to meet people, to give a meaning to their life and also to earn some money in addition to invalidity pension.**

**Occupying of the people with health disabilities brings to the employers certain problems, that decrease interest in this group of work candidates and that is why the government supports occupying of these people. For example, companies that contain over 25 employees, there’s a duty to employ 4% of the handicapped people, or to get products made by handicapped people or to pay a fee to the government.**

**Occupying of the people with health insurance is donated by government. The employer who is interested in occupying handicapped people can do it by establishing a sheltered workshop. Establishment of the sheltered workshop is permitted by the pertinent employment office. One of the pre-requisites is that the sheltered workshop will employ more than 60% of the handicapped people and most of the times, there are groups of handicapped people who are barely employable anywhere else. Government support gets done via employment office that provides money for setting up this kind of establishment and then keeps supporting operating costs it until a given point of time. For sheltered workshop there is also a possibility to obtain money to employ handicapped people.**

*1. Think about the advantages and disadvantages does the occupying of the handicapped have.*

**ADVANTAGES:**

**DISADVANTAGES:**

A. \_\_\_\_\_

A. \_\_\_\_\_

B. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

C. \_\_\_\_\_

*2. Think of at least 2 examples of how could be risen the interest in the products from the sheltered workshops.*



Picture 1: Examples of the products of the sheltered workshops

A. \_\_\_\_\_

B. \_\_\_\_\_



3. Circle a correct answer, who can use this entry pass/card that allows parking in the spots for disabled.

- A) heavily physically disabled person
- B) deeply mental deficient person
- C) sightless person
- D) hearing impaired person

4. Connect terms with definitions.

mental retardation

someone who can not walk

wheelchair user

inbred chromosomal anomaly

down syndrome

permanent intelligence decline caused by brain damage

5. Write down jobs these people cannot do because of their diagnosis.

A) an asthmatic \_\_\_\_\_

B) an epileptic \_\_\_\_\_

C) a women after breast cancer \_\_\_\_\_

D) an allergic \_\_\_\_\_

#### Sources

<https://www.kuer.org/>

[www.the-right-to-work.com](http://www.the-right-to-work.com)

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#### Key

1.

Advantages: State Contributions, Lower minimum wages, Handicapped-loyal to the employer

Disadvantages: Processing takes longer time, more often ill or at the doctor, creating suitable working conditions (e.g. wheelchair access)

2.

A) To offer these products to stores – e.g. to have a separate shelf there

B) Open days in sheltered workshops

C) Trailers/commercials in newspapers, shops

D) Sales in markets, fairs

3. A, B, C

4.

Mental retardation: permanent intelligence decline caused by brain damage

Wheelchair user: someone who cannot walk

Down Syndrome: inbred chromosomal anomaly

5.

A) an asthmatic - dusty environment, e.g. buildings

B) an epileptic - drive a tram

C) a woman after breast cancer – cannot lift heavy things, such as a saleswoman

D) an allergic - dusty environment, e.g. workshops, work with chemicals



**What is social economics? It is a group of activities that are made by the subjects of the social economics whose goal is to increase the employment rate in the local conditions or to satisfy other community needs and goals in the sphere of economical, social, cultural and environmental development.**

**Who is the subject of the social economics? Subjects of the social economics are social enterprises, financial, consulting and educating institutions for social entrepreneurship and non-state-owned organizations that carry out economic activities for the purpose of employment of their clients or to finance their mission. Subjects of the social economics share common features such as fulfilment of the public benefit goal, democratic decision-making, the civic initiative support, private and public institutional independence, a different way of treating money, taking consideration into environmental aspects, primary satisfaction of the local needs and maximum usage of the local sources.**

**What can be labelled as social entrepreneurship? Social entrepreneurship are entrepreneurial activities that benefit society and environment. It plays a big role in the local development and it very often creates job opportunities for socially, culturally or in terms of health handicapped people. More than a half of the profit is used for further organization improvement. For social enterprise it is very important to be both profitable and socially beneficial.**

**How can we see a social enterprise? Social enterprise is a „social entrepreneurship subject“, e.g. a legal person set according to the private law or its part or a natural person that comply principles of the social enterprise based on the fundamental documents. Social enterprise arises and is developed on the principal of the threefold benefit – economical, social, environmental.**

**What is an integrational social enterprise?**

**Integrational social enterprise is a „subject entrepreneurship subject“ e.g. a legal person set according to the private law or a natural person that comply principles of the integrational social enterprise based on the fundamental documents (such as employment and social integration of handicapped people). Integrational social enterprise arises and is developed on the principal of the threefold benefit – economical, social, environmental.**

**Goal of the social entrepreneurship is to offer and to run beneficial activities for socially excluded people or for the ones that might become excluded. The social enterprises are often located in the socially excluded locations so the principles would be fulfilled. Social entrepreneurship supports the development of the local activities, it uses mainly the local sources (human, entrepreneurial, investment) and it aspires to support the common responsibility idea for dealing with local needs.**

**A typical principle of employment in social enterprises in particular, is the employment of people with difficult access to the labor market. This type of company has non-discriminatory criteria when recruiting employees. All employees and workers in a social firm have an „agreement to perform a job“ or „an agreement on work“, depending on whether the worker in the social firm performs temporary work in a temporary position or gains a long-term experience in employment with respect to future preparation and entry to labor market. In companies focusing on social entrepreneurship, the principles of equal opportunities are applied in all activities of the company (selection of employees, evaluation and career development in the organizational structure).**

1. Which of the following activities represent basic activities/characteristics of the social entrepreneurship? Colour the rectangles with correct answers.

Work therapy in a work-practise café	Reading in a café	Work rehabilitation in a work-practise café
Writing a seminar work in a café	Sheltered job	Integration job in a work-practise café
High school student's work experience in a café	Socially beneficial job	Afternoon coffee break

2. Think about the advantages and disadvantages of the social entrepreneurship.

**ADVANTAGES:**

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

**DISADVANTAGES:**

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

3. Think of at least two examples of how could be the public interest in social enterprises increased.

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4. Choose a person who is the most likely to work in a work-practise café (according to the work demands and the person's abilities and chances).

- A) deeply physically handicapped person
- B) mightily physicaly handicapped person
- C) deeply mentally handicapped person
- D) mightily mentally handicapped person

5. Do you know any social enterprises or establishment in your neighbourhood? Write down at least two places of business and on what sphere is the social entrepreneurship oriented. If you don't know any place, you can use internet to find the information.

Enterprise or establishment \_\_\_\_\_

Sphere of the social entrepreneurship \_\_\_\_\_

Enterprise or establishment \_\_\_\_\_

Sphere of the social entrepreneurship \_\_\_\_\_

**Sources**

- <https://www.schwabfound.org>
- <https://www.forbes.com>

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**Key**

1. Work therapy in a work-practise café, work rehabilitation in a work-practise café, sheltered job, integration job in a work-practise café, socially beneficial job

2.

ADVANTAGES	DISADVANTAGES
The feeling of integration	Handicapped people can make easy work that is repetitious
A cheaper workforce	A need of a higher number of employees
A possibility to get donation from the government	A lower responsibility of the workers in training

3.

Advertising in newspapers or magazines, handing out leaflets at the place of business

Various social events - reading in a cafe, cultural performances, quality products in a café for a good price, etc.

A pleasant and comfortable café

4. B, D

5. Pupils present work-training facilities from their surroundings or search for such establishments on the Internet.

There are a new trend of community gardens and community composting in recent years in the Europe, which becoming much more popular and its popularity is growing. These activities have multiple goals. First of all its making better relations and attitude to local quality food in the cities and their surroundings. It can also improve safety of food because you have overview about used chemicals or it can help with food self-sufficiency for people from cities. Finally, it brings a lot of new neighbourly relations in the anonymous surroundings of big cities. People becomes friends thanks to shared joy, common success.

This commune is supported by helpful volunteers, who's prepare education seminars, making educative video guide lines, they are writing their experiences to their own newsletters and many more!

There are many things, which we can include into this projects. For example:

- Community gardens
- Garden composters
- Community composters
- Courtyard gardens
- Vermicomposters
- Shared public balconies
- CSA-Community Supported Agriculture
- Gardens
- Street gardening
- Green roofs
- Meeting places
- Shops selling aids



All these places are plot in the common map, with specific symbols. The most frequented thing in the map is vermicomposters. People establish them for producing quality hummus, which they use for planting their own plants. They are using they own bio-waste from the kitchen and special species of earthworm: The Tiger Worm (*Eisenia andrei*), which somebody can get from other members of community. There is also one rule, that you don't have to pay money for getting earthworms. They cost only some sweets, or bottle of wine.

1. Which one of these things, you cannot successfully use for making a good compost?

Lemon peel

Bones

Walnut shells

Walnut leaves

Sawdust

Egg shells

Dog's excrement

Magazines

Rest of meat

2. Look at these picture of community composting from the centre of Basel  
 Think about positives or negatives of using of bio-waste in this manner - discuss in pairs!

POSITIVES:

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_

NEGATIVES:

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_



Picture 1: Community composting

3. Look at this video <https://www.youtube.com/watch?v=xzaZjIODXm4>  
 Will you change your oppininon on this topic after you saw the video?

- A) YES
- B) NO
- C) I am not sure

4. Try to find the nearest community gardens to your home.  
 You can use your favourite internet browser for it. Did you know about them?

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Picture 2: Product of community activity

5. Try to think about social impact of comunity composting, community gardens and all other things. Why are these people doing this things? Do you think that it's good idea to do something like this? Write it!

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**Sources**

MCSWEENEY, James. Community-scale composting systems: a comprehensive practical guide for closing the food system loop and solving our waste crisis. White River Junction, Vermont: Chelsea Green Publishing, [2019]. ISBN 9781603586542.

**Key**

- 1. Bones, lemon peels, magazines, dogs excrements

Forests belong to one of the most important ecosystems on the planet, anyhow, every yeas there is a decrease of their area, especially of the original rain forests. A big problem is the illegal timber production, inconsiderate economy, extinction of both the faunal and floral breeds and exploitation of the locals.

Not only the rain forests are in danger but also in the Czech Republic there are problems such as monoculture planting of the spruces and pines that have low ability to keep the water and don't resist the calamities e.g. wind or the bark beetle. All around the world there are organizations being established that are trying to change the way forests are treated on both local and global level.

One of the main goals of these organizations is preservation of the forests and their extension. Also exploitation in keeping with environmental, social, cultural and economical policy to gain the sustainable agriculture. Sustainable development is a constantly developing process because the requirements are constantly changing depending on the newest scientific findings and the public understanding of this concept. There is a lot organisations that give certification in forestry all around the world, in the Czech republic there's a FSC – Forest Stewardship Council and a PEFC – Programme for the Endorsement of Forest Certification.

1. Colour the rectangles that contain the basic criteria of the sustainable forestry development in keeping with the thoughts of the PEFC and the FSC.

Preserving the health and vitality of forest ecosystems	Exploitation of the forests for quarry kennel	Maintaining socio-economic functions
Producing the firewood as an important energy source	Protecting and adequately developing forest ecosystem biodiversity	Supporting the production function of forests (wood and non-wood products)
Separation of the ecosystems from civilization	Adequate development of forest conservation and water conservation functions	Banning the assessing of the forest products

2. With a help of internet, find a few companies in the Czech trade that fulfil the PEFC or FSC certification.

3. Name the logos of the certification for the forestry that function in the Czech Republic.

A) 	B) 	C) 
D) 	E) 	F) 

4. Think about the negative impact an inconsiderate forest farming can have? Write down at least three ideas.

1. \_\_\_\_\_ 4. \_\_\_\_\_  
2. \_\_\_\_\_ 5. \_\_\_\_\_  
3. \_\_\_\_\_ 6. \_\_\_\_\_

5. Do you know any activities that are connected with the forest or the rainforest farming? Can you think of an unsuitable and suitable variant?

ACTIVITY

unsuitable \_\_\_\_\_ suitable \_\_\_\_\_

ACTIVITY

unsuitable \_\_\_\_\_ suitable \_\_\_\_\_

ACTIVITY

unsuitable \_\_\_\_\_ suitable \_\_\_\_\_

**Sources**

- <http://www.pefc.cz/>
- <http://www.czechfsc.cz/>
- [www.vvud.cz](http://www.vvud.cz)
- <http://poznejdrevo.cz/>

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**Key**

1. Preserving the health and vitality of forest ecosystems, maintaining socio-economic functions, protecting and adequately developing forest ecosystem biodiversity, supporting the production function of forests (wood and non-wood products), adequate development of forest conservation and water conservation functions
2. Lesy CR, Asko a.s., Ton, Sapeli a.s., Kronospan spol. s r.o., Hornbach, Hranipex
3. Logos A) and D)
4. Uneven planting of trees, lower water levels, extinction of native plant and animal species, changes in the original landscape character, ecosystem disturbance, weakening of natural forest functions...
5. Growing of tree monocultures X planting mixed forests; clearcut forest mining X selective mining with subsequent planting; systematic, mechanized harvesting of forest crops X gentle collection for own consumption; expulsion of indigenous peoples from forests X social inclusion or non-disturbance of intact cultures





**The term Medium comes from Latin and means the middle, means, mediating factor. Media is therefore means of communication. The media have impact on human behaviour, beliefs, values, attitudes and opinions. They influence everyday activities of people.**

**The term „new media“ refers primarily to media based on digital and numeric encoding of data. Media fulfil five basic functions for the contemporary society: information, interpretation, public control, socialization and entertainment functions.**

**The main characteristics of media are: openness, multimediality, mobility, collaboration, intertextuality, internationalization and interactivity.**

1. Please colour those cell, which contain new media:

<i>Internet radio and TV</i>	<i>Camera</i>	<i>Blog</i>
<i>I-zin (internet magazine)</i>	<i>Internet novel</i>	<i>Portals (e-mail, browsers)</i>
<i>Clouds and other web storages</i>	<i>Press (printed newspaper)</i>	<i>Social media (Facebook, Twitter)</i>

2. Discuss with some fellow student, what positive and negative aspects the nova media has on people and society. Please write n the benefits and disadvantages in the following empty lines.

POSITIVE:

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

E. \_\_\_\_\_

NEGATIVE:

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

E. \_\_\_\_\_

3. Please write down types of new media, which you use the most often:

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

4. Can you recall the newly created acronyms that people use in communication with new media? Write two examples of abbreviations at least.

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Picture 1: Blog

5. What does „virtual community“ mean? Please describe this term and write down one or two examples:

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Picture 2: Mobile devices

**Sources**

GREPLOVÁ, L. Information Ethics: Traditional vs. New Media [online]. Prague, 2008 [cit. 2016-11-03]. Available on: [is.muni.cz/th/74436/ff\\_m/tradicni\\_versus\\_nova\\_media.doc](http://is.muni.cz/th/74436/ff_m/tradicni_versus_nova_media.doc)  
 MACEK, J. Notes of Study of New Media. Brno: Masaryk University, 2013.  
 NEGROPONTE, N. Digital World. Issue 1. Prague: Alfred A. Knopf, 1995. 207 p. ISBN 80-7261-046-5.

**Key**

1. Internet radio and TV, Blog, I-zin, Internet novel, Internet portal and browser, Social media,
2. Advantages: interactivity, low costs, open, freedom, up to date, multimediality, intermediate availability, hypertextuality  
 Disadvantages:  
 Loss of privacy, loss of good habits (e. g. handwriting), escaping from a real life, breaking the barriers, addiction, vulnerability, cyberbullying, etc.
4. Thank you: Thx, for you: 4U, by the way: BTW, as soon as possible: ASAP...
5. Peer communities created through computer-mediated communication, lower social control and cohesion. Users share the same interests. Chat, CSFD.cz, LinkedIn

Social media are all around us. Many people cannot imagine a life without them. People can use it either as a source of quick information or for entertainment, but there are also some problems with the way it is used. Social media can be easily abused by people. It is often abused by untrustworthy people. The information there can be not right or they can be manipulative. That's all can be really dangerous for everyone who using them, especially for children, youths or for older generations. Here is some examples of harmful methods, which you can meet in social media space:

**Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

**Cyberstalking** – the repeated use of electronic communications to harass or frighten someone, for example by sending threatening emails.

**Cybergrooming** – Dangerous behaviour of adults who they are using social media like an instrument for manipulation people. They want to persuade their victims to meet together in real live. The aim of they try is sexual abuse.

**Happy Slapping** – the practice whereby a group of people assault a stranger at random while filming the incident on a mobile device, so as to circulate the images or post them online.

**Sexting** – send (someone) sexually explicit photographs, videos or messages via mobile phone, or computer, without agreement of pictured person.



1. Please, think about the negative influences of the social media on the people. Please, write down at least three negative aspects into the empty lines.

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_
- E. \_\_\_\_\_
- F. \_\_\_\_\_

2. Which social media do you use the most often? \_\_\_\_\_

3. How much time do you spent on this media? Please, cross out the most suitable answer:

- A) less than once a week
- B) 2–5 hours a week
- C) 6– 16hours a week
- D) 17–30 hours a week
- E) almost all the time when I am awake

4. Are you satisfied with your time spent on the social media? Would you wish to spend more or less with the media? What is the barrier that you spent more or less time than you wish?

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5. Please fill in the blank lines with the names of social media which you know.

A. \_\_\_\_\_

B. \_\_\_\_\_

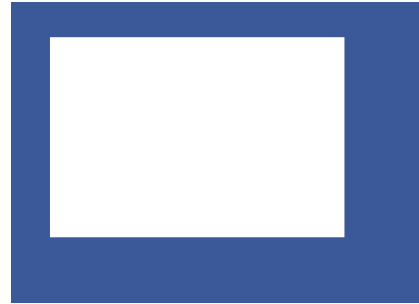
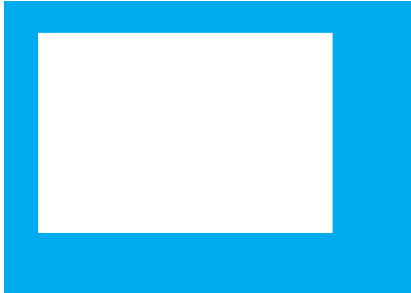
C. \_\_\_\_\_

D. \_\_\_\_\_

E. \_\_\_\_\_

F. \_\_\_\_\_

6. Please, look at these following colour combinations. Which media do use these colours? Please write their names into the middle of the rectangles.



7. Watch a video on this following link and than discuss in the classroom question A-F.

<https://www.youtube.com/watch?v=nWqDtz1LlR0>

How do you feel after watching this video?

There was sequences of typical bullying and also of cyber bullying. Which moments showed the cyberbullying?

Why did the students select that girl as a target of the cyberbullying?

Is it possible to avoid cyberbullying?

Imagine, that you are the fellow student of the girl from this video, what would you do in order to stop bullying of this girl?

Imagine the situation that you are a target of cyberbullying? What would you do to get out of this situation?



Picture 1: Cyberbullying

#### Sources

PAVLÍČEK, A. New Media and Social Networks. Prague Economica, 2010.

NEGROPONTE, N. The Digital World. Prague: Alfred A. Knopf, 1995. 207 pp. ISBN 80-7261-046-5.

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#### Key

1. Addiction, escape from the reality, loss of barriers, loss of privacy, cyberbullying, loss of the direct relationship and face to face communication (preferred virtual contact to the real direct contact), loss of good manners, negative influence of the public by media, spreading false or zkreslených information, manipulation with people...

5. Facebook, Instagram, MySpace, Snapchat, Twitter, Google +, LinkedIn, iTunes, Tinder, Youtube...

6. Twitter, Facebook

**African countries such as Egypt, South Africa, Nigeria, Ethiopia and Chad, belong among the economically less developed countries of the world. This does not mean that they are at the same level! Selected statistical data in table 1 will help you find out what are the selected African countries like, and what are they differences.**

*Table 1: Statistical information*

Statistical information / country	Egypt	JAR	Nigeria	Ethiopia	Chad	Czech Republic
Human Development Index	111	121	159	170	171	30
Number of inhabitants (millions)	72,6	47,2	128,7	75,6	9,4	10,2
HDP per person (USD)	1085	4675	560	114	447	10475
Estimated length of life (years)	69,6	49	43,3	47,6	43,6	75,5
Population with access to water (%)	98	88	48	22	42	100
The number of doctors per 100 000 inhabitants in the country	54	77	28	3	4	351
Infant mortality (‰)	36	67	197	166	200	4

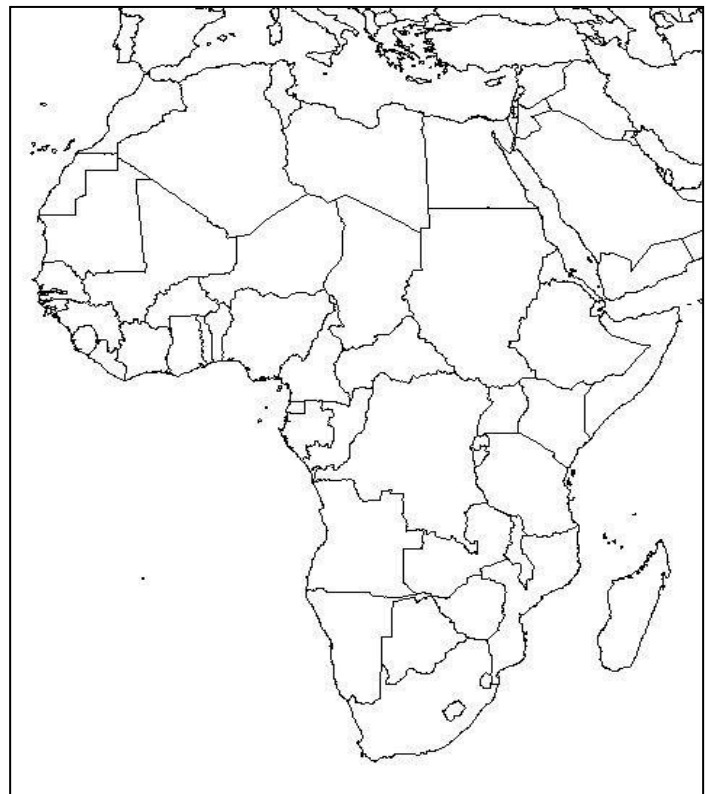
1. Try to identify, where the African country from the table 1 are situated. Please put their names in the correct space in the map of Africa on the right side of this worksheet.

2. On the basis of statistical data in Table. 1 describe the development situation of South Africa (JAR). Do not fill in only numbers, but think about what the numbers mean.

3.  
A) Which country of the mentioned African country is the most developed and which one is the most undeveloped?

B) Which data from Table. 1 helped to the decision-making?

4. Please write at least three differences between Ethiopia and the Czech Republic. Please use the information from the table 1 for completing this task.



Picture 1

### Sources

Gallagher R., Edwards J., Stevens Ch., King A., Gallagher P., Apicella P., Jiggins A., Grenyer R., Wright H., (2005): Geog. 3 teacher's resource file – photocopiable materials, assessment package, including assessment for learning, with editable files on CD-ROM, worksheets and enquiries, Oxford University Press. Oxford 264 p.  
United Nations Development Program, [Online] © Copyright United Nations Development Programme, 2006. [30.10.2007] Human Development Reports, available on: < <http://hdr.undp.org/en/statistics/data/>>

Rice is the seed of the grass. As a cereal grain, it is the most widely consumed staple food for a large part of the world's human population, especially in Asia. It is the agricultural commodity with the third-highest worldwide production after sugarcane and maize (1.0 billion tonnes). Since sizable portions of sugarcane and maize crops are used for purposes other than human consumption, rice is the most important grain with regard to human nutrition and caloric intake, providing more than one-fifth of the calories consumed worldwide by humans.

There are many varieties of rice and culinary preferences tend to vary regionally. Rice is a central part of many cultures – some countries even credit rice cultivation with the development of their civilization. It is remarkable that almost every culture has its own way of harvesting, processing and eating rice and these different traditions are, in fact, part of the world's cultural heritage. Rice has shaped the cultures and dietary habits of its cultivators and consumers.

Rice, a monocot, is normally grown as an annual plant, although in tropical areas it can survive as a “perennial” and can produce a ratoon crop for up to 30 years.

Rice is the staple food of over half the world's population. Asian farmers still account for 87% of the world's total rice production.

1. Asian farmers account for 87% of the world's total rice production. Which countries belong to the eleventh largest producers of rice?

- |          |          |           |
|----------|----------|-----------|
| 1. _____ | 5. _____ | 9. _____  |
| 2. _____ | 6. _____ | 10. _____ |
| 3. _____ | 7. _____ | 11. _____ |
| 4. _____ | 8. _____ |           |

2. Rice can come in many shapes, colours and sizes. Please write down the types of rice grain into empty boxes. The choice of the rice types are on the right hand side of this sheet.



A.



B.



C.



D.



E.



F.



G.

White Jasmine Rice

Basmati Rice

Brown Short Grain Rice

Red Cargo Rice

Rose Matta Rice

Black Rice

Dark Wild Rice

3. Please, write down at least tree products made of rice.

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4. On this link <https://www.youtube.com/watch?v=2V3QKosJk4> please watch the video about community in rural area in Philippines and answer questions after watching:

A) What are the main goals of the Regional Rice Initiative?

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B) What are three main problems of farmers in this region?

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C) When was a sustainable intensification introduced in Philippines? Write your answer here: \_\_\_\_\_

D) What are the main aims of the Farmer Field School?

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E) What dos the community need to do in order to avoid driving away pests?

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#### Sources

<http://ricepedia.org/rice-as-food/other-rice-products>

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#### Key

1. China, India, Indonesia, Bangladesh, Vietnam, Thailand, Myanmar, Pakistan, Philippines, Korea and Japan
2. A) Red Cargo Rice, B) Basmati Rice, C) Rose Matta Rice, D) Black Rice, E) White Jasmine Rice, F) Dark Wild Rice, G) Brown Short Grain Rice
3. Side dish, rice noodles, rice oil, rice vinegar, rice milk, rice crackers, rice paper, drink – arak, Rice starch (substituted of flour)
4.
  - A) Improving the sustainability of rice production and resource use efficiency; improving the region's food and nutrition security
  - B) Climate change, higher production costs and lack of training
  - C) 2013
  - D) Introducing new and natural farming techniques; improving livelihood in the community in the rural area; encouraging young people to build their career in the agriculture
  - E) Plant more trees

Nowadays, the migration flow is one of the most delicate problems of the human race. Migration in the meaning of moving and changing the location in space has been jointly forming history since forever. Migration is one of the social strategies to find livelihood, to escape the unfavourable natural conditions and to resolve social conflicts. Currently, despite some measures, the movement of people is being liberalised and by that it is becoming less transparent. Migration has been related to the previously non-affected states and areas, the occurrence of various migration routes, and the increasing diversification of migration types. The most of the experts claim that the migration flow will not be slowing down but the other way around, it will be more intense. Therefore, the migration and integration theories are one of the most necessary social sciences topics.



Picture 1: Boat with migrants

Source: <https://zpravy.aktualne.cz/zahranici/do-eu-prichazi-vyrazne-mene-migrantu-nez-loni-polovina-jich/r~02c6fe48d0b711e8b5b20cc47ab5f122/?redirected=1550848782>

1. By using your own words, try to describe the word „migration“. Name at least three words that are associated with migration (except the ones used in the question 2).

2. Match every number with a letter that defines each term. Try to explain the term that does not match any definition.

- A) an asylum-seeker
- B) an economic migrant
- C) resettlement
- D) a compatriot
- E) an integration of foreigners
- F) an immigrant

A foreigner who left their country voluntarily with a vision of improving their economic status

A foreigner who was granted asylum for a fixed period

A process of integration of immigrants into the local structures and relations

Every foreigner who has provably Czech national origin or is a child of a parent with provably Czech national origin or is a child's child of a parent with provably Czech national origin

A foreigner who comes into a country to stay there for a longer period of time

3. What do you think is the attitude residents of your country to acceptance to migrants?



4. What is your opinion on migration?

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5. Discuss with your colleagues the impact of migration. Think about the advantages and disadvantages of the different forms of migration and write them down.

ADVANTAGES:

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

DISADVANTAGES:

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

6. Give differences between legal and illegal migration.

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7. Do you know someone from your environment (e.g. in school) who does not come from the Czech Republic? If you do, write down whether and how they have integrated into our society and what is important for that.

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#### Sources

<https://www.iom.int>

<https://ec.europa.eu>

#### Key

1. Spatial movement of persons across borders; eg migration policy, state integration program, country of origin

2. A) a foreigner who was granted asylum for a fixed period; B) a foreigner who left their country voluntarily with a vision of improving their economic; C) institutionalized relocation of a refugee in non-EU countries; D) every foreigner who has provably national origin of hosting country or is a child of a parent with provably national origin of hosting country E) a process of integration of immigrants into the local structures and relations; F) a foreigner who comes into a country to stay there for a longer period of time;

integration of foreigners -

5. Obtain the obligation to provide to own citizens a peaceful coexistence with foreigners and thanks to the migration policy prevent the emergence of negative social phenomena through effective integration; to uphold the benefits of the free movement of persons within the European Union and in the Schengen area; to meet international and European commitments in the field of migration and to actively engage in Europe-wide debates and find common solutions.

6. Legal migration - the process of leaded, state-controlled immigration; illegal migration - migration that takes place without control and management by the target countries. Foreigners enter or stay in new countries without proper authorization (visa, residence permit).



In discussions on current migration actions, the terminology related to the phenomenon of migration, especially refugee, exile and migrant are very often confused and they are not used correctly. However, their distinction is absolutely crucial, since each of these terms entails a different legal status, obligations of the receiving country and the level of protection which may or must be provided to those persons.

The basic classification is based on the assumption that while exiles including refugees, leave their homeland in fact involuntarily, due to some adverse situation that could result in their personal integrity violation, other migrants embark on a voluntary journey, mostly in order to ensure a better life for themselves and their families without threatening their lives, health or freedom. These include illegal economic migrants trying to escape from poverty or unemployment illegally, as well as foreigners legally residing in the Schengen area on the basis of various residence or work permits in the territory of a Schengen member state.

1. What is the difference between a refugee and a person seeking for an asylum?

A. \_\_\_\_\_

B. \_\_\_\_\_

2. What is the term for a return of emigrants to their original starting area?

\_\_\_\_\_

3. What is the term for return of indigenous people to the place from which they moved voluntarily or involuntarily because of war, racism or another violence? For what reasons could they move out voluntarily?

\_\_\_\_\_

4. Please, write down four situations that lead to migration. Describe one of them more precisely.

FACTORS

A. \_\_\_\_\_ B. \_\_\_\_\_

C. \_\_\_\_\_ D. \_\_\_\_\_

Description of one selected factor:

\_\_\_\_\_  
\_\_\_\_\_

5. The areas inhabited by refugees change three basic components of the landscape. Please, write them down:

A. \_\_\_\_\_ B. \_\_\_\_\_

C. \_\_\_\_\_

6. Please define internal and International migration:

A. internal migration: \_\_\_\_\_

B. International migration: \_\_\_\_\_

7. In this map of Africa, colour in three states on whose area the refugees camps are situated.  
A) Sudan, B) Tanzania, C) Guinea



Picture 1: Map of Africa

8. Imagine that you had to leave your home – where would you go? What would you take with you? (please, write down things, which would fit in one luggage)

**Sources**

<https://www.ohchr.org>

<https://www.diplomatie.gouv.fr>

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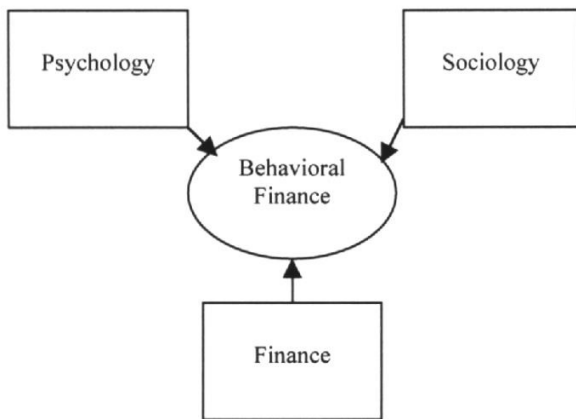
**Key**

1.
  - A) Anyone, who is forced to leave his home for all sorts of reasons and flee to another place (outside his homeland)
  - B) A refugee, who applied for asylum in another country and the application is approved
2. Re-emigration
3. Mostly better living conditions, money, work, possibilities...
4. Military conflicts, natural, political and economic reasons
5. Deforestation, reducing the quantity and deteriorating the quality of water supplies, soil degradation
6. A) movements within the boundaries of the area – (national migration), B) a permanent, long-term or short-term process of moving individuals or groups of people across borders of their country
- 7.

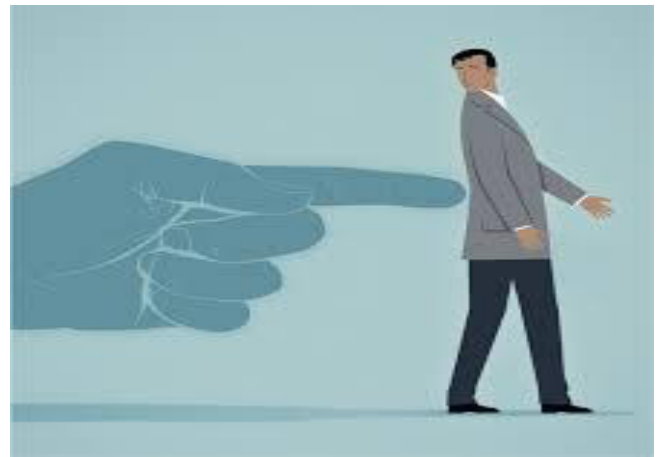


Classical economy stands on a few axioms that say that people decide rationally. According to R. Thaler (2005) are these rationally behaving subjects who maximize their good called economical acts always the way to gain the biggest profit (and is aware of all impacts or alternatives of his behavior) and when he makes a mistake, he will learn from it and he will not make it again. This assumption would mean that man's behaviour can be predicted, which does not talk back to the observed reality. Behavioral economy applies economical, psychological and sociological findings in order to create more reliable models and to be able to better describe observed relations (Ricciardi, Simon, 2000).

One of the practical outcomes of this new line are so-called „nudges“. These putative trifles supposedly influence people's decision-making in a way to make people behave more rationally and to make better decisions both towards themselves and their environment. (Thaler and Sunstein, 2008).



Picture 1  
Source: Ricciardi, Simon, 2000



Picture 2  
... <http://science.sciencemag.org/content/361/6401/431>

1. Try to think of at least three examples of a situation in which people are more likely to decide irrationally in conflict with the assumption of the maximization of the good.

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

E. \_\_\_\_\_

F. \_\_\_\_\_

2. Try to deduce reasons that can lead to this kind of behavior.

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3. Now try to describe irrational behavior that has a negative impact either on society or on the government (the state budget, e.g. expenses on dealing with consequences caused by this decision).

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

4. What realized arrangements are there (both state prevention and restriction)?

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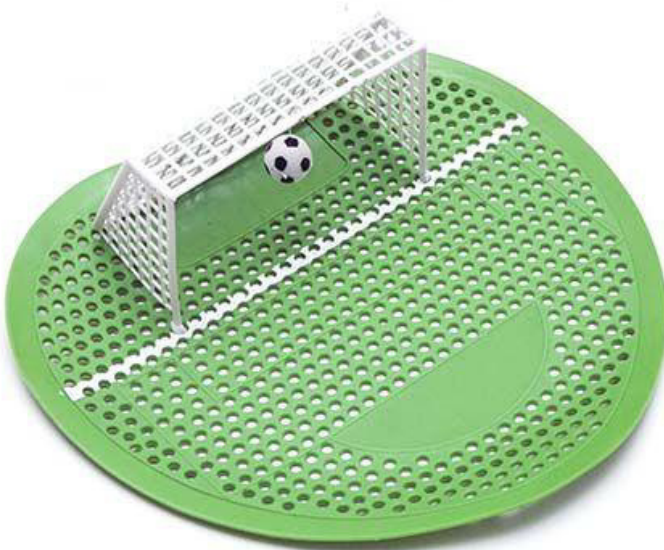
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6. On the base of the following videos, discuss what could be a „nudge“ that would help to improve the bad habits mentioned above.

<https://www.youtube.com/watch?v=xoA8N6nJMRs>

<https://www.youtube.com/watch?v=9yqeCa09zW4>



Picture 3

#### Sources

RICCIARDI, Victor; SIMON, Helen K. What is behavioral finance? Business, Education & Technology Journal, 2000, 2.2: 1-9  
THALER, Richard H. a Cass R. SUNSTEIN. Nudge: improving decisions about health, wealth, and happiness. New Haven: Yale University Press, c2008. ISBN 978-0-300-12223-7.

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#### Key

1. Time pressure, stressful situation, travelling in foreign country, feeling of fear, emotional situation, under influence of drugs of alcohol, manipulating by another strong personality...
2. To act as the others, manipulation by mass media, stressful situation...
3. Black market, robbery, vandalism, corruption, fashion trend...
4. Promoting empowerment by better communication and spreading information; trainings to prevent these situations, positives changes in law...



**Equity, is a capital, which belongs to owner. It's the main holder of business risk. Its share of total capital is therefore an indicator of financial certainty (independence) of the company. Basic capital is consists of monetary and non-monetary contributions of partners to the company. Unemployment compensation is for person, who lost his employment. Another important condition is that person must be registered in labor office and meet the conditions of law. The amount of unemployment benefit is calculated from the previous wage. Solidarity tax was introduced as a short-term tax in response to the economic crisis at the beginning of the year 2013. This tax is paid by people with high income. The limit of decisive income is increasing every year.**

1. Consider whether it is safe to trade with a limited liability company, where the registered capital is EUR 1 and why?

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2. Under what conditions is paid unemployment benefits? Please select one.

<b>Always</b>		WORKING AT LEAST 12 MONTHS LAST 2 CALENDAR YEARS
<b>Never</b>		AFTER END OF SECONDARY SCHOOL OR UNIVERSITY STUDIES

3. Try to think about advantages and disadvantages of solidarity tax of income. Write it down please.

ADVANTAGES

DISADVANTAGES

A. \_\_\_\_\_

A. \_\_\_\_\_

B. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

C. \_\_\_\_\_

**Sources**

<https://www.investopedia.com/>

German government moves to end 'solidarity tax' for eastern Germany) [https://www.dw.com\)](https://www.dw.com/)

**Key**

1. In the case that there is basic capital only 1 EUR, it is necessary to be cautious. You have to look inside public reports if the company is credible, or if it's sufficiently liquid to pay their obligations. You cannot say that rate 1 EUR of basic capital is bad, but you have to be carefull. But there is also psychological effect as well...

2. Working at least 12 months in two last calendar years

3. ADVANTAGES – More money into state budget. Try to erase social differences. Effort to protect poor.

DISADVANTAGES – it is a duty, there is no chance to choose, it is only for small group of population. You have to do your tax return by your selfie.



**Non violent communication, abbreviated NVC (also called compassionate or collaborative communication) is an approach to non violent living developed by Marshall Rosenberg beginning of the 1960's.**

**For to understand what non violent communication is, it is needed to understand what violent communication is in the first place. If « violent » means acting in ways that result in hurt or harm then much of how we communicate – judging others, bullying, having racial bias blaming, finger pointing, discriminating, speaking without listening, criticizing others or ourselves, name calling, reacting when angry, using political rhetoric, being defensive or judging who's «good or bad » or what's « right and wrong » with people – could indeed be called « violent communication ».**

**Non violent communication (NVC) is based on the principles of ... non violence – the natural state of compassion when no violence is present in the heart. NVC begins by assuming that we all are compassionate by nature and that violent strategies – whether verbal or physical – are learned behaviours taught and supported by the prevailing cultures.**

**NVC also assumes that we all share the same, basic human needs, and that all actions are a strategy to meet one or more of these needs. Its theory supposes all human behavior stems from attempts to meet universal human needs. The needs are never in conflict. Rather, conflict arises when strategies for meeting needs clash. NVC proposes people identify shared needs, revealed by the thoughts and feelings surrounding these needs, and collaborate to develop strategies and make requests of each other to meet each other's needs. The result is interpersonal harmony and learning for future cooperations.**

**Nonviolent Communication is the integration of 4 aspects**

- consciousness: a set of principles that support living a life of compassion, collaboration, courage, and authenticity
- language: understanding how words contribute to connection or distance
- communication: knowing how to ask for what we want, how to hear others even in disagreement, and how to move toward solutions that work for all
- means of influence: sharing “power with others” rather than using “power over others”

**NVC serves our desire to do three aspects:**

- increase our ability to live with choice, meaning, and connection
- connecting empathically with self and others to have more satisfying relationships
- sharing of resources so everyone is able to benefit

1. *What has communication to do with sustainable development?*

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2. *What are your daily needs?*

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3. How did you react and how are you reacting when someone bullies (makes fun of) you?

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4. What do you feel inside, when you are angry / annoyed / sad?

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5. Is education for sustainable development possible if taught in a non sustainable way?

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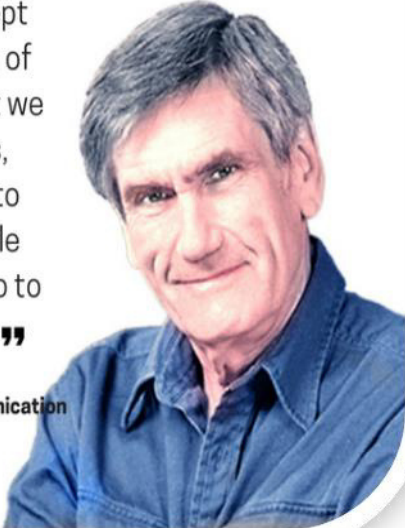


Picture 1: Schema of non-violent communication

## Celebrating Marshall B. Rosenberg

October 6, 1934 – February 7, 2015

“ Everything we do is in service of our needs. When this one concept is applied to our view of others, we'll see that we have no real enemies, that what others do to us is the best possible thing they know to do to get their needs met. ”



-Marshal Rosenberg  
Founder, Nonviolent Communication

Picture 2: M. B. Rosenberg

### Sources

<https://www.cnvc.org/>

<https://nonviolentcommunication.com>

[https://en.wikipedia.org/wiki/Nonviolent\\_Communication](https://en.wikipedia.org/wiki/Nonviolent_Communication)

Images:

<https://www.slideshare.net/JaumeJornetRivas/nonviolent-communication-gamestorming-barcelona-session>

<https://www.pinterest.de/explore/gewaltlose-kommunikation/>

Short lesson version: The Basics of non violent communication (workshop by Marshall Rosenberg)

<https://www.youtube.com/watch?v=M-129JLTjkQ>

<https://www.youtube.com/watch?v=I7TONauJGfc>

### Key

1. We are interdependent beings sharing a planet with limited resources which we are wasting since some years and if we don't manage to communicate and thus live harmoniously we will suffer from inner violence like we make the outer environment suffer from it (we already are).



Bees are flying insects closely related to wasps and ants, known for their role in pollination and, in the case of the best-known bee species, the western honey bee, for producing honey and beeswax. They are found on every continent except Antarctica, in every habitat on the planet that contains insect-pollinated flowering plants. Bees are adapted for feeding on nectar and pollen, the former primarily as an energy source and the latter primarily for protein and other nutrients. Most pollen is used as food for larvae. Bee pollination is important both ecologically and commercially; the decline in wild bees has increased the value of pollination by commercially managed hives of honey bees.

Human beekeeping or apiculture has been practised for millennia, since at least the times of Ancient Egypt and Ancient Greece. Apart from honey and pollination, honey bees produce beeswax, royal jelly and propolis. Bees have appeared in mythology and folklore, through all phases of art and literature, from ancient times to the present day, though primarily focused in the Northern Hemisphere, where beekeeping is far more common.

Eusociality, characterized by reproductive division of labour, cooperative brood care, and overlap of generations, is considered one of the key innovations that has allowed ants, bees, and termites to become the dominant organisms in terrestrial ecosystems.

1. With help of the encyclopaedia, publication, internet etc., try to find answers to these following questions:

- A) What types of bees are there in one colony/bee hive?
- B) What is the general task of each type of bees?
- C) What is honey made from?
- D) How do bees transport the pollen and nectar?
- E) Why are there different colours or flavours of honey?
- F) Which bee doesn't have a sting?
- G) What is a typical lifespan for a bee?
- H) How do they show each other where to find the food/flowers?
- I) Why are bees vital to human food production?
- J) What can we do to make bees feel comfortable and happy (for example in your garden or on your balcony)?



Picture 1: Bee

2. Please fill the blanks in the text with the following words:

ENVIRONMENTALLY FRIENDLY	STING	COMMUNICATE
SIX WEEKS	FLOWERS	QUEEN

Bees, also known as Honey Bees, are \_\_\_\_\_ and vital as pollinators. Without bees we would probably not be able to eat fruits and nuts and tomatoes for example.

Honey bees have 6 legs, 2 pairs of wings, a nectar pouch and a \_\_\_\_\_. The honey bee's wings stroke incredibly fast, about 200 beats per second, this making their famous, distinctive buzz. A honey bee can fly for up to six miles and as fast as 15 miles per hour. A honey bee visits 50 – 100 \_\_\_\_\_ during a collection trip.

A colony of bees consists of 20 000 – 60 000 worker bees, a few hundred male drones and one \_\_\_\_\_. Worker honey bees are female, live for about \_\_\_\_\_ and do all the work. The sole role of the queen bee is to fill the beehive with eggs. The male honey bees (drones) have no sting and their only task is to copulate with the queen. Bees only sting when they feel threatened and die once they did.

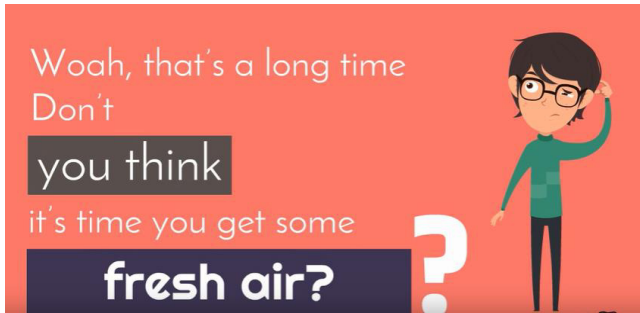
Honey bees \_\_\_\_\_ with each other by dancing, especially to find food (flowers).

During winter honey bees feed on the honey they collected during the warmer months.

If you want to make a bee-friendly garden or balcony there are some plants that are especially useful like rosemary, lavender or thyme.



Urban agriculture, urban farming or urban gardening is the practice of cultivating, processing and distributing food in or around a village, town, or city. Urban gardening often means growing on rooftops, balconies, alleyways, sidewalks or whatever little space the gardener has available. In society, a pop-up garden convert unused urban space into a place for the community to grow things, but also to share knowledge and experience. Their goal is to help other communities start their own gardens.



Picture 1



Picture 2

Please watch the videos and try to answer the questions after watching.

Video: <https://www.youtube.com/watch?v=1-92w4C-k8E>

[https://www.youtube.com/watch?time\\_continue=2&v=kSQm09twKEE](https://www.youtube.com/watch?time_continue=2&v=kSQm09twKEE)

1. Discuss with some fellow student, what positive and negative aspects the urban gardening has. Please type in the following blank lines the benefits and disadvantages of urban gardening.

POSITIVE:

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

NEGATIVE:

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

2. Please write down types of urban gardening, which you know:

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_
- E. \_\_\_\_\_

3. Please discuss and write down the guidelines, how people can make our garden by the easiest and cheapest way?

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4. Please, circle vegetables in the picture on the left side of this sheet, which you can plant in your home:



**Sources**

Types of Urban Agriculture. Available on: <https://simplicable.com/new/urban-agriculture>  
Urban Gardening. <https://www.gardeners.com/how-to/urban-gardening-with-vegetables/5491.html>  
<https://www.theguardian.com/world/2018/jun/07/fresh-free-and-beautiful-the-rise-of-urban-gardening>  
<https://eu.clickandgrow.com/blogs/news/38039556-6-benefits-of-urban-farming-vs-traditional-farming>

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**Key**

1. Positive: productive, sustainable, accessible, fresh produce, organic production, simple / Negative: time consuming, demand for suitable area
2. Backyard gardens, street landscaping, tactical gardens, greenhouses, forest gardening, rooftop gardens, parks

Different fruits and vegetables are sustainable to eat in different seasons. We call them seasonal food. Practicing proper hygiene and food safety techniques will help prevent foodborne illness. You can usually tell by looking or feeling if they are going bad.

In some very low developed countries with really small HDP, the fruit and vegetables are almost only food for inhabitants in rural areas.

The United States, France and the Netherlands are leading fruit and vegetable producers and the largest agricultural exporters in the world.

The introduction of organic products in supermarkets in the second half of the 1990s, as well as government policy to stimulate primary producers to convert to organic farming methods and to increase consumer awareness, contributed to a strong increase in organic sales in the Netherlands. The organic sector received a major boost when the leading Dutch retailer developed its own organic brand in 1998.

1. Does banana grow on the tree? \_\_\_\_\_

2. Is watermelon fruit or vegetable? \_\_\_\_\_

3. Guess, when is the harvesting period of these vegetables and fruits? Please connect the concrete fruit or vegetable with the months when it is usually harvested in your country. Which is fruit, vegetable, flower, root, bulb or leaves?



Picture 1: Vegetables and fruits in the season

**Sources**

[https://www.iarc.fr/en/publications/pdfs-online/prev/handbook8/Handbook8\\_Fruit.and.Vegetables-1.pdf](https://www.iarc.fr/en/publications/pdfs-online/prev/handbook8/Handbook8_Fruit.and.Vegetables-1.pdf)

[http://na-nu.com/terfloth.org/Kitchen/Season\\_Cal.pdf](http://na-nu.com/terfloth.org/Kitchen/Season_Cal.pdf)

<https://hennepweb.nl/wp-content/uploads/2014/07/groentekalender.pdf>

[https://www.etsy.com/market/seasonal\\_produce](https://www.etsy.com/market/seasonal_produce)

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**Key**

1. The “banana tree” is an herb.

2. Water melon is vegetable.

3. Pumpkin: October – November, fruit / Tomato: July – August, fruit / Salad: May – October, leaves / Apple: August – November, fruit / Cauliflower: October – November, flower / Brussels sprout: October – December, leaves / Pepper: June – September, fruit / Cucumber: July – August, fruit / Onion: August – all year, flower / Peach: June – July, fruit / Kiwi: September – October, fruit / Potato: August – all year, tube & root / Asparagus: March – May, flower

According to the Intergovernmental Panel on Climate Change (IPCC), the risk of conflict, famine and floods is growing in the coming decades. Environmental pollution kills 1,7 million children every year. Average global surface temperature from 1856 to 2005.

We can see that the global temperature of the planet has increased significantly in the last century! Increasing temperatures will lead to greater food insecurity around the world as a result of expected more serious floods and droughts. Some changes are already inevitable, but if global warming is limited to 1,5 °C, people will face a lesser threat of food and water shortages. However, if the world warmed by 2 °C, 76 % of developing countries would be affected. If the rise in temperatures is controlled to 1,5°C instead of 2°C, it will allow areas around the world that are suitable for "climate haven" for flora and fauna to increase from 5,5 to 14 %.

1. What is your favourite food? Where your favourite food come from? Please write down your answers:

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2. What is food waste? Please, write down your answer.

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3. What are the consequences of food waste? Please write down at least three answers:

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Picture 1: Tomatoes



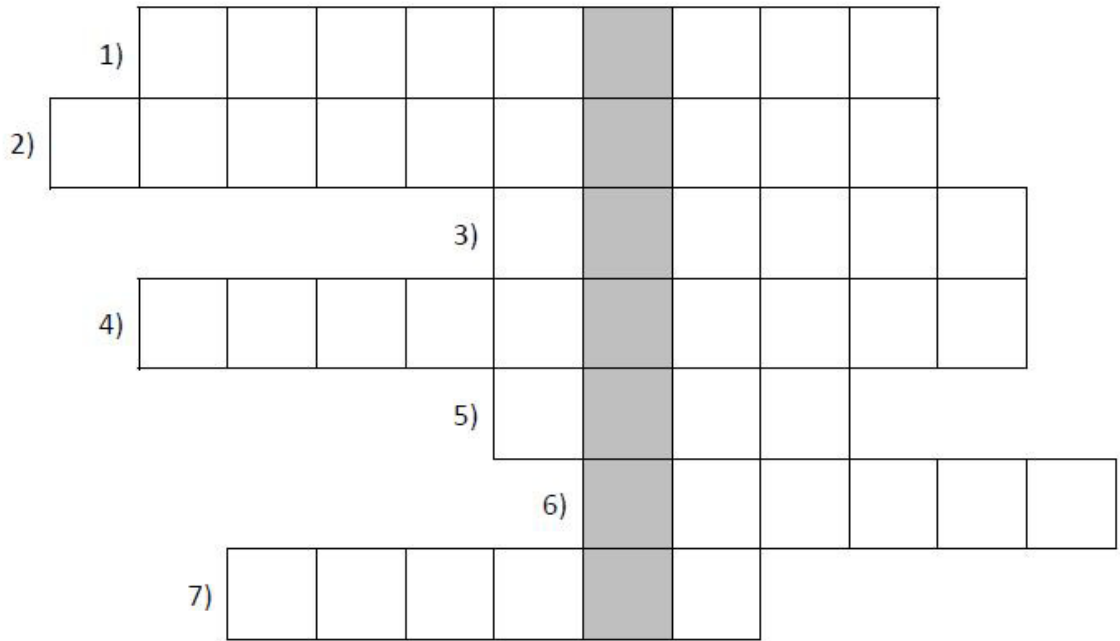
Picture 2: Lemon

4. Discuss with the group how you can prevent food waste for example at home or in the school canteen. Please, write down conclusions from the discussion.

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5. Please, fill in names of fruit to the crosswords:



**Sources**

<http://www.who.int>  
<http://www.fao.org/home/en>

**Key**

1)	P	I	N	E	A	P	P	L	E	
2)	S	T	R	A	W	B	E	R	R	Y
				3)	O	R	A	N	G	E
4)	G	R	A	P	E	F	R	U	I	T
				5)	P	E	A	R		
				6)	C	H	E	R	R	Y
7)	T	O	M	A	T	O				



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