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## TITLE OF THE TRAINING MODULE

How to develop Innovation Learning Outcomes in the LLL process:  
Open mind and positivism

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**Positivism and open mind in teaching**

How to introduce, and use the Theoretical introduction, so that the teachers can get the best outcome of the storyline method providing positivism and open mind in teaching.

**Openness in teaching**

How to provide the right atmosphere to maintain openness in teaching

**DIDACTIC UNIT 1 Theoretical introduction**

Ability to understand and research theory in Open Mind and Positivism.  
 The goal is to offer teachers an insight to what it will mean for their future work if they are positively influenced by this ideal, and give them the ability to have self-effectiveness hope and abilities to lead their students to a deeper understanding of the concepts Open Mind and Positivism in the classroom.

Identify conceptual understanding of general concepts as follows:

- Dogmatism, an open person can have a firm conviction, not yet ready to consider its position even if new evidence is beginning to emerge.
- Expertise, experts are not infallible and some appear only to be experts in the name.
- Naivety, the state as we are when we are easily fooled by false claims and false ideas.
- Humility, recognizing our own limitations
- Indoctrination, tend to lock the individual into a set of beliefs.
- Ability to listen, try to connect with another person's ideas to understand them.
- Surprise, be ready to receive an unexpected development or interpretation.
- Tolerance, tolerate that we are different and show proper respect.
- Xenophobia, the unprejudiced person recognizes the enormous value of pluralism and diversity.
- Wonder, insatiable curiosity, imaginative speculation is necessary to wonder.
- Positivity/joy, champions to turn everything 180 degrees for something better.
- Open mind is the key concept in this family of ideas/concepts.

We refer to the teachers that are educated in this as pupils

<b>LEARNING ACTIVITY TO DIDACTIC UNIT 1.1</b>	
<i>Understanding the theory of open mind and positivism</i>	
<b>Learning Outcomes linked</b>	<b>Curiosity, Understanding of differences and keeping an open mind</b>
<b>Unit of the Learning Outcome linked</b>	<b>Brainstorming and a lecture on Storyline method</b>
<b>Summary of the Activity</b>	<b>Brainstorming to create a unified ground to start from</b>

	before the lecture. Afterwards a lecture on how the storyline method works and why this method was chosen for the exercise in open mind and positivism
<b>Duration of the Activity</b>	Brainstorming 30 minutes Lecture and discussion 70-80 minutes (includes that the teacher handout a compendium for the class to read on the storyline method. estimated 15 minutes)  Written “outcome” on blackboard 25 minutes, pupils must write down for later use. Total: 125 minutes (2 hours)
<b>Aims of the Activity</b>	Becoming aware of own expectations regarding open mind and positivism. Understanding the storyline method. Recap in class to touch grounds on common outcome of lecture.
<b><i>Guidance for a proper performance of the Activity</i></b>	
<b>Materials needed to perform the Activity</b>	Chalk or marker-pen for brainstorming and recap on blackboard/flip-over/whiteboard, pencils, paper
<b>Methodology to Implement and Develop the Activity</b>	<u>Title: Brainstorming and storyline lecture.</u> At first the class brainstorm on there own understanding of open mind, positivism and storyline method, this should take about 30 minutes, so that there is a common ground of understanding for starting the process of teaching the subject.  Teacher handout a compendium for the class to read on the storyline method. The class has 15 minutes to read the compendium in silence.  The teacher teaches the Storyline theory, and answers questions along the way from pupils, estimated 60 minutes.
<b>Guidance once the activity is over</b>	Teacher and pupils discuss and agree on what they have learned on open mind, positivism and the storyline method. This is written down on the blackboard by teacher and on paper by each pupil, as they might need this “work sheet” later to stay on focus.
<b>Assessment of the Activity</b>	Participation of all pupils, oral evaluation of quality of questions, answers and lecture
<b>Improvement Proposal of the Activity</b>	



**LEARNING ACTIVITY TO DIDACTIC UNIT 1.2**

*Exercise how to use storyline in practice*

Learning Outcomes linked	Understanding The story line method
Unit of the Learning Outcome linked	Introduction and usage of the game “story line”
Summary of the Activity	Introduction, in class, to the game “story line”, class divided into groups in which the play the game on their own, recap in class.
Duration of the Activity	Introduction and questions estimated 5 minutes Group activity playing the game estimated <b>45</b> minutes Recap in class on how to use the game in teaching estimated 10 minutes Total <b>60</b> minutes
Aims of the Activity	Getting the “tool” and knowledge on how to use the game in teaching and why we “play” instead of lecturing on subject (more fun equals faster learning and more interest in subject)
<b>Guidance for a proper performance of the Activity</b>	
Materials needed to perform the Activity	The game “story line” and teachers notes on the story line game, chalk/marker pen, recap on blackboard/flip-over/whiteboard, pencils, paper
Methodology to Implement and Develop the Activity	First an introduction to the game story line, what and why we find the game the best way to introduce the subject “story line” estimated 5 minutes  Group activity playing the game <b>45</b> minutes, so that the pupils know what they are to introduce once they have to teach story line method and game
Guidance once the activity is over	Teacher and pupils discuss and agree on what they have learned about the story line game and why we choose to teach this subject through play. This is written down on the blackboard by teacher and on paper by each pupil, as they might need this “work sheet” later to stay on focus. Estimated 10 minutes
Assessment of the Activity	Participation of all pupils, oral evaluation of quality of questions, answers and lecture
Improvement Proposal of the Activity	

**LEARNING ACTIVITY TO DIDACTIC UNIT 1.3**

How do we understand and tolerate people around us

Learning Outcomes linked	Understanding our own prejudice, how they affect us in our teaching and how to stay open minded and positive instead of “closed up” and dismissive towards others
Unit of the Learning Outcome linked	Lecture, paper hand out with keywords, to debate in the classroom, written down on backboard/flip-over
Summary of the Activity	Discussion of the keywords, and the problems with lack of tolerance in teaching, prejudice prevents a favorable learning environment.
Duration of the Activity	Reading handout estimated 5 minutes Discussion Estimated 25 minutes Recap in class 10 minutes Total 40 minutes
Aims of the Activity	Understanding what prevents a favorable learning environment and innovation in teaching

**Document for handingout in the class:**

**Keywords (handout 1)**

*Identify conceptual understanding of general concepts as follows:*

- ❖ Dogmatism, an open person can have a firm conviction, not yet ready to consider its position even if new evidence is beginning to emerge.
- ❖ Expertice, experts are not infallible and some appear only to be experts in the name.
- ❖ Naivety, the state as we are when we are easily fooled by false claims and false ideas.
- ❖ Humility, recognizing our own limitations
- ❖ Indoctrination, tend to lock the individual into a set of beliefs.
- ❖ Ability to listen, try to connect with another person ´s ideas to understand

them.

- ❖ Surprise, be ready to receive an unexpected development or interpretation.
- ❖ Tolerance, tolerate that we are different and show proper respect.
- ❖ Xenophobia, the unprejudiced person recognizes the enormous value of pluralism and diversity.
- ❖ Wonder, insatiable curiosity, imaginative speculation is necessary to wonder.
- ❖ Positivity/joy, champions to turn everything 180 degrees for something better.
- ❖ Open mind are the key concept in this family of ideas/concepts.
- ❖ Open Mind means to be ready for the changes.
- ❖ Open Mind is one of the key competences to “survive” in the knowledge society.
- ❖ Open Mind also means to accept the persons as they are (emphacy) and this requires: communication, emphasy, life long learning, interculturality.
- ❖ Motivation as the 1. step to Open Mind.
- ❖ Be curios in a proactive way –be a pathfinder.
- ❖ Heredity and environment has obviously an impact on our ability to be open to new ideas/thoughts.

***Guidance for a proper performance of the Activity***

<b>Materials needed to perform the Activity</b>	Compendium with keywords for handing out in class, chalk/marker pen, recap on blackboard/flip-over/whiteboard, pencils, paper
<b>Methodology to Implement and Develop the Activity</b>	Handing out the keywords and letting the pupils read it, estimated 5 minutes Discussion in class estimated 25 minutes
<b>Guidance once the activity is over</b>	Recap in class, teacher and pupil talk and agree upon the outcome of the previous discussion This is written down on the blackboard by teacher and on paper by each pupil, as they might need this “work sheet” later to stay on focus. Estimated 10 minutes
<b>Assessment of the Activity</b>	Participation of all pupils, oral evaluation of quality of questions, answers and lecture
<b>Improvement Proposal of the Activity</b>	

<b>Positivism and open mind in teaching</b>
Open mind in teaching

<b>Open mind in teaching</b>
Ability to understand and use, open mind in teaching

<b>DIDACTIC UNIT 2 Theoretical introduction</b>
Ability to understand and research theory in Open Mind. The goal is to offer teachers an insight to what, why and who can be affected in their future work if they are positively influenced and understand to use the ideas offered here, on open mind in teaching.

We refer to the teachers that are educated in this as pupils
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<b>LEARNING ACTIVITY TO DIDACTIC UNIT 2.1</b>	
<b>Background knowledge on theories and understanding open mind in teaching</b>	
<b>Learning Outcomes linked</b>	To understand how to stay openminded in teaching
<b>Unit of the Learning Outcome linked</b>	Lecture and debate in the classroom, paper hand out with keywords, outcome written down on blackboard/flip-over
<b>Summary of the Activity</b>	Lecture on the theories of open mind. (e.g. mindfulness) Hand-out and debate in class. Learning outcome written down on flip-over/blackboard and paper
<b>Duration of the Activity</b>	Lecture estimated 30 minutes hand-out and debate 30 minutes written outcome 10 minutes Total estimated 70 minutes
<b>Aims of the Activity</b>	To give the future users a good platform from which to find their teaching on mindfulness

**Document for handingout in the class:**  
**Teaching mindfulness (handout 2)**

Mindfulness is a way of training focus awareness. Mindfulness emphasizes focused attention to internal and external experiences in the present moment, without judgment (positivism and open mind at it's best)

Training mindfulness can be done in all ages. Even little children.

Mindfulness enhances people's attention-, focus-, self acceptance, self management and self-understanding skills. These skills are very much in focus in today's school system all over the world.

Mindfulness is training in being present at where you are at any time. E.g. have you stopped and seen the room you are in at the moment? The colors, smell, temperature, how things are placed? How about your own body? How does it feel to be sitting where you are? Any pains or discomfort? Are you relaxed? Etc...

Mindfulness is about observing and NOT judging, not even you're own thoughts, feelings or state of mind. Let go of the negative and just observe what you see, feel and notice. There is a significant difference between the things we observe and how they make us feel. The problem is that all too often we do not stop to observe, we just react towards the feelings/emotions we get as a reaction to things. Stop reacting at a split sec. And give yourself TIME to notice whether your first reaction to things is based on what actually is happening or if it is "just" your feelings.

What is Mindfulness? (Quote from  
<http://www.gestaltreview.com/Portals/0/GR1201Hooker&Fodor.pdf>

If you want to be happy, be.  
– Henry David Thoreau

It is true that children can be more focused on the present Than adults. They focus intently on a game or an enjoyable activity with friends. They feel their emotions immediately, reacting to a current situation, even if they have difficulty identifying or verbalizing those feelings. However, children also live in a world of being told what to do: what time to wake up, what time to go to school, how to do each activity while at school, and so on. Their lack of agency may lead to going through the motions of their daily tasks without conscious awareness of what they are doing. Ask a child what he or she ate for dinner last night. You may be

surprised that they may not remember. This is not simply owing to a poor memory, but more likely that they were not paying attention at the time. They ate what was put in front of them, perhaps before rushing off to watch a favorite television show, or just after arriving home from soccer practice.

We can teach children to begin to pay attention to those things in the present moment that they never noticed before through a process called mindfulness. Mindfulness is defined as “the awareness that emerges through paying attention on purpose, in the Present moment, and nonjudgmental to the unfolding of experiences moment by moment” (Kabat-Zinn, 2003, p. 145). The first part of this definition expresses the idea that mindfulness is an active process; it involves active attention which leads to awareness.

The second part of the definition highlights that it regards the present, rather than the past or future. The third part emphasizes that the attention is nonjudgmental and accepting, without thinking that the experience of the present moment is good or bad, right or wrong, important or not. It involves attending to the external environment such as sights, sounds, and smells, as well as to internal bodily sensations, thoughts, and feelings. In practicing mindfulness, one becomes aware of the current internal and external experiences, observes them carefully, accepts them, and allows them to be let go of in order to attend to another present moment experience.

### The Benefits of Mindfulness

*Afflictive emotions—our jealousy, anger, hatred, fear—can be put to an end when you realize that these emotions are only temporary, that they always pass on like clouds in the sky.*

– Dalai Lama, 1999

### **Cognitive Change**

My mental state, I think, is quite peaceful, quite calm. If there’s some sad news, some heart-breaking news that comes, for a short moment, I am very disturbed, very sad, but then it goes. So like an ocean, the waves come and go, come and go.

– Dalai Lama, 1999

Mindfulness actually may lead to changes in thought patterns and the attitude of one’s thoughts: cognitive change. Kabat-Zinn (1990) suggests that this occurs through the practice of nonjudgmental thinking as well as the understanding that thoughts are not necessarily the reality or the truth. For example, “feeling afraid does not necessarily mean that danger is imminent, and thinking ‘I am a failure’ does not make it true” (Baer, 2003). When this is realized and accepted, thinking changes.

### **Self-Management**

Mindfulness practice, sitting and attending to one's thought, is in itself a self-management

intervention. Again, the first stage in change is self-awareness of a problem or pattern. For example, the anxious person can sit and become aware of what they are worrying about, without the pressure to change. The bulimic person or substance abuser becomes aware of their urges, as well as the desire for the food, substance, or fix that will facilitate avoidance. By sitting and using focused awareness on what's happening at the moment the urges emerge; the triggers and stressors may also come into awareness and facilitate more active problem solving.

### **Relaxation**

As stated earlier, mindfulness is not the equivalent of relaxation, nor is relaxation the goal. However, by meditating, a person may become more relaxed. Through mindfulness practice, there is a slowing of the racing thoughts simply by practicing to take time and note and observe each thought. There is often a decrease in muscle tension, a slowing of the breathing, and a slowing of heart rate.

### **Acceptance**

Sitting quietly, doing nothing,  
Spring comes, and the grass grows by itself  
– Alan Watts, 1957, p. 133.

A component of mindfulness training is acceptance of where one is. Gestalt therapy, which has many features in common with mindfulness training, posits a paradoxical theory of change. By fully owning and accepting where one is change does occur (Beisser, 1970). In work with medical and clinical populations, mindfulness training includes an acceptance of pain, worries, thoughts, and emotions without trying to escape, avoid, or change them. By being willing to stay with the pain and negative emotions, researchers suggest, individuals may benefit through a greater sense of self acceptance (Baer, 2003).

### Research and children

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Generally, researchers report that people seem to have strong interest in and really like practicing mindfulness. Furthermore, mindfulness training programs are reported to have high completion rates (Baer, 2003). We believe that children, like adults, will like learning to be mindful, and will benefit from it as well. We believe that in applying mindfulness techniques to children, children will benefit in ways similar to adults.

Stress, anxiety, depression, and eating disorders have high prevalence in children and adolescents, and mindfulness techniques, adapted for children with these symptoms, seem indicated for these populations. There are additional specific potential benefits relevant to children. First, mindfulness may improve memory. As previously mentioned, children often forget things simply because they are not paying attention. Children will remember things better if they are: aware of them, attending to them, and focused, which may help with both learning and sports (Fontana & Slack, 1997). It may be useful for children with concentration problems and those with ADHD to use mindfulness as a practice to improve their attention and focus.

Mindfulness training may also be useful for children who are aggressive, as it promotes self-control and self-management. Furthermore, children, by becoming more self aware and by focusing on themselves, will learn how their mind works and about their thinking process, promoting greater self-understanding of their own experiences of the world, which they do not typically experience (Fontana & Slack, 1997).

Using mindfulness should benefit everybody in class, both teachers and pupils, we all have to live side by side, preferably in understanding and acceptance.

***Guidance for a proper performance of the Activity***

<b>Materials needed to perform the Activity</b>	Compendium with theori of mindfulness for handing out in class, chalk/marker pen, recap on blackboard/flip-over/whiteboard, pencils, paper
<b>Methodology to to Implement and Develop the Activity</b>	Teaching the principle of the theories estimated 30 minutes hand-out and discussion/debate estimated 30 minutes
<b>Guidance once the activity is over</b>	Recap in class, teacher and pupil talk and agree upon the outcome of the previous discussion This is written down on the blackboard by teacher and on paper by each pupil, as they might need this “work sheet” later to stay on focus. Estimated 10 minutes
<b>Assessment of the Activity</b>	Participation of all pupils, oral evaluation of quality of questions, answers and lecture
<b>Improvement Proposal of the Activity</b>	

**LEARNING ACTIVITY TO DIDACTIC UNIT 2.2**

<b>Learning Outcomes linked</b>	a better understanding and acceptance of human nature, the way we act, think and react towards others and how to navigate in this setting of survival
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<b>Unit of the Learning Outcome linked</b>	<b>The survival-tour, an exercise</b>
<b>Summary of the Activity</b>	The pupils are split into groups/teams and have to agree on the course of action on a survival-tour after a plane crash. Estimated 15 minutes recap in class with all the groups and their “solutions” estimated 15 minutes
<b>Duration of the Activity</b>	Group activity estimated 15 minutes recap estimated 15 minutes Total estimated 30 minutes
<b>Aims of the Activity</b>	Teamwork, acceptance and understanding for differences in this world

*Case for handingout in the class*

### Survival tour (case 1)

you’ve crashed with a small plane in a South American jungle. None of you have been injured. The plane is located in a swamp and will sink in about 15 minutes. The pilot is unconscious but alive. He has a fractured skull and can not be rescued. In the plane there are some things, look at the list below. From the list, you have to- before the plane sinks - choose 5 items and only 5 things you can agree on, which you believe can help you in your attempt to get back to civilization. You must go through the jungle and try to find a river, which you can follow and thereby come into contact with people who can help you.

The group has the following tasks:

1. What would you do with the pilot, who is still alive but will die at a later date. Remember that the plane is sinking about 15 minutes.
2. Identify the 5 most important things from the list that I will take with you, and you think could help you survive the hardships of the jungle. You must agree and then explain why you have just chosen, the things that you have.

An inflatable boat With motor	5 containers with 20 liters of water each	A robe
A boks of matches	Cloths for Rain to you all	10 shots of morphine
One rifle with ammunition	A compass	5 pairs of rubber boots
A box of emergency rations	Binoculars	SPF

2 flares	A carton cigarettes	A DVD player
Bible	A barbecue	2 empty suitcases
5 hats	a box of makeup	sleeping bags for all
A big box of chocolates	Mosquito repellent	A machete
A container with 20 litters of gasoline	An uncharged cell phone	3 kg sugar

**Guidance for a proper performance of the Activity**

<b>Materials needed to perform the Activity</b>	Paper and pen, handout case
<b>Methodology to Implement and Develop the Activity</b>	Divide the pupils into groups and let them work, recap in class to touch grounds with each other
<b>Guidance once the activity is over</b>	-
<b>Assessment of the Activity</b>	Participation of all pupils, oral evaluation of quality of questions, answers and lecture
<b>Improvement Proposal of the Activity</b>	

**Positivism and open mind in teaching**

positivism in teaching

**Positivism in teaching**

Ability to understand and stay positive in teaching

**DIDACTIC UNIT 2 Theoretical introduction**

Ability to understand and research theory in positivism

The goal is to offer teachers an insight to what, why and who can be affected in their future work if they are positively influenced and understand to use the ideas offered here, on positivism in teaching.

**LEARNING ACTIVITY TO DIDACTIC UNIT 3.1**

**Background knowledge on theories and understanding positivism in teaching**

<b>Learning Outcomes linked</b>	To understand how to stay positive in regards to teaching
<b>Unit of the Learning Outcome linked</b>	Lecture on positivism and self-perception

<b>Summary of the Activity</b>	Lecture on positivism estimated 25 minutes compendium on theory of positivism estimated 10 minutes recap estimated 10 minutes
<b>Duration of the Activity</b>	Lecture estimated 25 minutes discussion estimated 15 minutes recap estimated 10 minutes Total 50 minutes
<b>Aims of the Activity</b>	To understand the theory of positivism and how to use it actively in teaching

**Document for handingout in the class:**

**Theory on unit 3 (handout 3) being positive and positivism.**

Explain that you must be prepared to accept themselves as you are, it creates a space for you to be positive.

One´s background is important for you to be on top in the teaching situation, both family and colleagues stimulant affect on your performance in a positive sense.

Positive Thinking:

I know, I can.

The things we think about ourselves, is linked with the way we perceive ourselves.

One´s self-perception can be positive or negative, and this affects our way of thinking.

Positive thinking is about getting your mind to work for yourselves and not against you.

Positivism by: StudieABC (find web-page in index)

Man has always searched for answers to the physical and social phenomena of life.

At first, the unknown was explained as something a god, witchcraft or spirit had created! But archaeologists and historians have found sure signs from 4000 years B.C. (year 0) that mankind was using scientific methods to explore space.

In ancient Greece (500-0) they worked with science and particular mathematics, physics and medicine.

But in a longer period until renaissance (in Europe and areas controlled by European powers) the church and faith got so powerful that all science was either banned or had to be hidden to the public. None other than God's representatives - priests - had to explain and interpret the unknown.

## **Science <-> speculation and superstition**

It was not science as we know it that was recognized and accepted in the 1800s. It was positivism with precise definitions, causal explanation and methodical testing (collection of empirical / data).

Positivism held that science was about the objective (positive) that could be sensed or experienced.

There exists a reality which is completely independent of human consciousness. Whether you are a Jew, Muslim or Christian, liberal, socialist or anarchist ... so are you watching the same objective reality.

*Of course and yet!*

Feelings, beliefs, ethics, psychology, norms, democracy, education, attitudes, satisfaction and happiness ... and so much more that we now can investigate scientifically contemporary scientists would not investigate because it could not be "measured and weighed."

But the positivistic science is not subject only to science. The humanistic science could also work positivistic.

A positivist historian must be able to formulate theories (laws) that could explain such. When there will be a war breaking out!

A positivistic psychologist must be able to formulate a theory on people who are mentally challenged and might need help.

In either case, theories based on observations (empiricism / data.)

**Most reliable**

The positivist science is often perceived as a particularly reliable form of knowledge, because its theories inferred on the basis of data gathered through observations and experiments.

What science considers to be true, expresses it initially as hypotheses, from which it derives (deduced) consequences, which then tested through experience (e.g. experiments). You use the hypothetical-deductive method.

As an essential feature of science is also highlighted its ability to explain and predict.

But how developed the scientific laws and theories that form the basis of explanations and predictions! Moving from isolated observations "this swan is white" is universal statement "all swans are white". But it universal statements are not undoubtedly true!

When a tree falls over in the woods, it lands with a huge bang.

Is this statement not true? No, not undoubtedly true! For although there never (of all time and throughout the world) is reported a tree falling and landing silently on the forest floor, we can not know whether the next tree falling too will land with a bang, just like it has been the case with all the others. We can only say that it is "virtually certain", because all known experience confirms this assumption.

Faculty theories should be regarded as speculative and preliminary conjecture or guess, there must always be exposed to "make or break" tests - falsification - as even ever so many confirmations of the theory - verification - will not be able to guarantee its validity.

The positivist natural science approach to qualitative development is that you establish hypotheses and then all the force attempting to falsify them.

You'll never be able to say about a theory that it is the right one - only that it is better than the previous. That it is "virtually certain".

<b>Guidance for a proper performance of the Activity</b>	
<b>Materials needed to perform the Activity</b>	Blackboard, whiteboard, marker pens/chalk, compendium on theory for handing out in class
<b>Methodology to Implement and Develop the Activity</b>	The teacher teaches the theory of positivism, and answers questions along the way from pupils, estimated 25 minutes. discussion in class about positivism estimated 15 minutes
<b>Guidance once the activity is over</b>	Recap in class, teacher and pupil talk and agree upon the outcome of the previous discussion This is written down on the blackboard by teacher and on paper by each pupil, as they might need this “work sheet” later to stay on focus. Estimated 10 minutes
<b>Assessment of the Activity</b>	Participation of all pupils, oral evaluation of quality of questions, answers and lecture
<b>Improvement Proposal of the Activity</b>	

<b>LEARNING ACTIVITY TO DIDACTIC UNIT 3.2</b>	
<b>Exercise “glad/happy”</b>	
<b>Learning Outcomes linked</b>	Focus upon happiness and how to stay happy
<b>Unit of the Learning Outcome linked</b>	The exercise GLAD
<b>Summary of the Activity</b>	Explane and handour exercise estimated 10 minutes Each pupil is given the worksheet GLAD and have 10 minutes to do the exercise
<b>Duration of the Activity</b>	Explanation and handing out the exercise estimated 10 minutes exercise estimated 10 minutes Total estimated 20 minutes
<b>Aims of the Activity</b>	Focus on happiness and how to do so

**Case for handingout in the class  
Glad to (case 2)**

**Examples:**

Today I am happy that I bought a new jersey yesterday.  
 Today I am happy that I have my good friends.  
 Today I am happy that I can relax tonight and just watch TV

**Your Turn:**

Today I am pleased  
 that \_\_\_\_\_  
 \_\_\_\_\_

Today I am pleased  
 that \_\_\_\_\_  
 \_\_\_\_\_

Today I am pleased  
 that \_\_\_\_\_  
 \_\_\_\_\_

**Guidance for a proper performance of the Activity**

<b>Materials needed to perform the Activity</b>	<b>The exercise on paper to handout</b>
<b>Methodology to Implement and Develop the Activity</b>	<b>Explane very short about the next 3 exercises and how to do them estomated 10 minutes. Let the pupils do the exercise estimated 10 minutes</b>
<b>Guidance once the activity is over</b>	-
<b>Assessment of the Activity</b>	-

Improvement Proposal of the Activity	-
<b>LEARNING ACTIVITY TO DIDACTIC UNIT 3.3</b>	
exercise "A new angle"	
Learning Outcomes linked	Focus upon new angles, seeing new views on situations
Unit of the Learning Outcome linked	The exercise A new angle
Summary of the Activity	Each pupil is given the worksheet A new angle and have 10 minutes to do the exercise
Duration of the Activity	Exercise estimated 10 minutes
Aims of the Activity	To find new angles to situations and life in general

*Case for handing out in the class*  
**"A new angle" (case 3)**

**Examples:**

1. Today I think that my appearance is unappealing and ugly.  
 Another and new angle could be - I am a woman with female forms, it is okay and has NOTHING to do with my abilities or my personality.
2. Today I think that I'm a bad father.  
 Another new angle and could be - I'm a busy man who does what he can to get as much quality time with my family as possible

***Your Turn:***

Today, I think  
 at \_\_\_\_\_

Today, I think  
 at \_\_\_\_\_

Today, I think

at \_\_\_\_\_  
 \_\_\_\_\_

**Guidance for a proper performance of the Activity**

<b>Materials needed to perform the Activity</b>	<b>The exercise on paper to handout</b>
<b>Methodology to Implement and Develop the Activity</b>	<b>Let the pupils do the exercise estimated 10 minutes</b>
<b>Guidance once the activity is over</b>	-
<b>Assessment of the Activity</b>	-
<b>Improvement Proposal of the Activity</b>	-

**LEARNING ACTIVITY TO DIDACTIC UNIT 3.4**

**exercise “turn a problem into a challenge**

<b>Learning Outcomes linked</b>	<b>Focus upon problems, seeing new views on situations and turning the problem upside down and inside out into a challenge</b>
<b>Unit of the Learning Outcome linked</b>	<b>The exercise Turn a problem into a challenge</b>
<b>Summary of the Activity</b>	<b>Each pupil is given the worksheet Turn a problem into a challenge and have 10 minutes to do the exercise recap on all 3 exercises estimated 20 minutes</b>
<b>Duration of the Activity</b>	<b>Exercise estimated 10 minutes recap on all 3 exercises estimated 20 minutes Total 30 minutes</b>
<b>Aims of the Activity</b>	<b>To create challenges and overcome problems</b>

*Case for handingout in the class*  
**Turn a problem into a challenge (case 4)**

**Example:**

Yesterday I thought that being alone was a problem!

Today I know that my single life is a wonderful opportunity to meet new, nice and interesting people who can become a part of my future.

**Your Turn**

Yesterday I thought that \_\_\_\_\_ was  
a problem.

Today I know that \_\_\_\_\_  
is a fantastic opportunity to \_\_\_\_\_

Yesterday I thought that \_\_\_\_\_ was  
a problem.

Today I know that \_\_\_\_\_  
is a fantastic opportunity to \_\_\_\_\_

Yesterday I thought that \_\_\_\_\_ was  
a problem.

Today I know that \_\_\_\_\_  
is a fantastic opportunity to \_\_\_\_\_

***Guidance for a proper performance of the Activity***

<b>Materials needed to perform the Activity</b>	<b>The exercise on paper to handout</b>
<b>Methodology to Implement and Develop the Activity</b>	<b>Let the pupils do the exercise estimated 10 minutes</b>
<b>Guidance once the activity is over</b>	<b>Recap in class, pupils tell ,individually , how they relate to the 3 exercises and how they imagine they can be used in regards to teaching estimated 20 minutes</b>
<b>Assessment of the Activity</b>	<b>Participation of all pupils, oral evaluation of quality of questions, answers and lecture</b>
<b>Improvement Proposal of the Activity</b>	

## Index for curriculum theory:

- ❖ [www.criticalthinking.org](http://www.criticalthinking.org)
- ❖ Karsten Schnack, ( book): Didaktik på kryds og tværs
- ❖ Lena Boström (book): fra undervisning til læring
- ❖ Hans Jørgen Kristensen (book): Didaktik & Pædagogik
- ❖ Per Fibæk Laursen (book): Didaktik og Kognition
- ❖ Peter Andersen (book) God undervisning
- ❖ <http://workz.dk/storyline> (the game)
- ❖ Teaching mindfulness to children by Karen E. Hooker, PSY.D & Iris E. Fodor PH.D
- ❖ <http://www.gestaltreview.com/portals/0/GR1201Hooker&Fodor.pdf>
- ❖ [http://studieabc.dk/index.php?option=com\\_content&view=article&id=79&Itemid=69](http://studieabc.dk/index.php?option=com_content&view=article&id=79&Itemid=69)

Recomanded reading:

- [http://www-psych.stanford.edu/~pgoldin/Buddhism/MBSR2003\\_Kabat-Zinn.pdf](http://www-psych.stanford.edu/~pgoldin/Buddhism/MBSR2003_Kabat-Zinn.pdf)