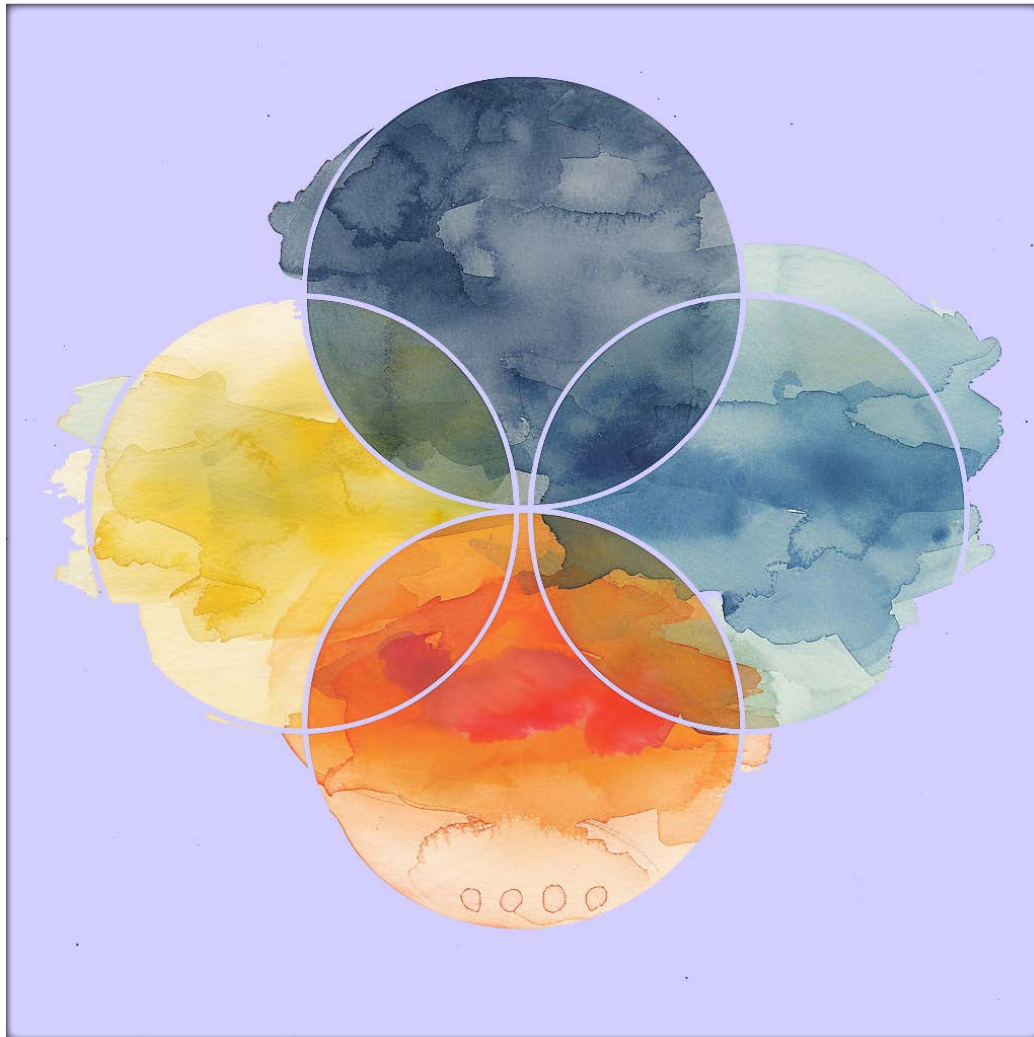




TEACHER'S GUIDE

FOLLOW



362 likes

VOICE YOUR CHOICE

GATE 1 - LEARNING TOGETHER

GATE 3 - LEARNING THROUGH EXPLORATION



Voice Your Choice

GATE 1 - Learning Together

GATE 3 - Learning Through Exploration

Introduction for Teachers:

This unit focuses on identity-formation and self-realization. It encourages students to think about cultivating self-fulfillment by creating their own personal perfect balance between the ideal and the pragmatic. It starts with the big idea of the Japanese concept of Ikigai and proceeds to individually investigate its components: hobbies, talents, society's needs and market realities. Language skills focus on constructing verb patterns as well as vocabulary expansion. Assessment includes both formative and summative components, ensuring a comprehensive evaluation of language skills and content understanding.

Gate 3 Teachers will find here :

- 3 extra lessons
- 2 extra activities for Gate 3

All highlighted in gray in the Table of Contents and on gray pages. Gate 3 is supposed to be more research oriented which is why most of the extras are designed with that in mind. Remember! Nothing is set in stone and you can decide what to include, what to leave out and how long to allocate for each section or lesson.



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LESSON

1



INVITATION TO LEARN

Content of the lesson: In this lesson students will learn about personal goals or aims in life, using a self-assessment quiz for students to find their passions.

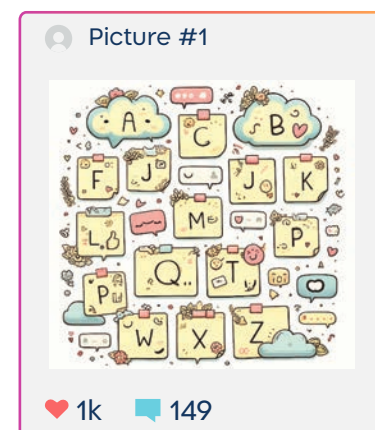
Recommended time frame: 1 lesson (45 minutes).



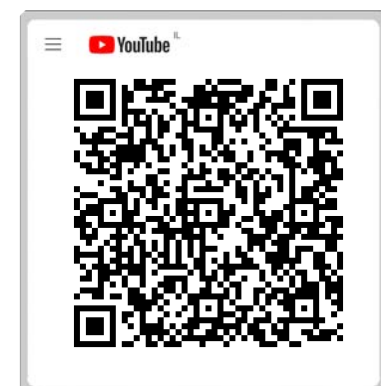
OPENING

1. Active-Alphabet game Student portfolio

- Put on the board the entire alphabet
- Ask students to brainstorm as many passions, hobbies or activities as they can that begin with the letters of the alphabet. This can be their own passion or favorite activity or something other people around them do.
- Eg. [R-rollerblading](#)

**2. Video - Finding your passion**

While watching the video, tell students to think about themselves:



Do you have any [passions/interests](#)? If yes, what?

If not, is there something you like to do or that you are good at?



A. Discover Yourself Quiz [LMS](#) or [Student Portfolio](#)

Complete the quiz. The answer key at the bottom will help you understand more about your personality, interests and passions.

Instructions: Read the questions carefully and choose the option that best describes yourself.

<p>1. In my free time, I prefer:</p> <p>(A) Reading</p> <p>(B) Playing sports</p> <p>(C) Creating things</p>	<p>2. When I'm with friends, I usually:</p> <p>(A) Share stories</p> <p>(B) Suggest playing a game</p> <p>(C) Do something creative</p>
<p>3. My favorite school subjects are:</p> <p>(A) Languages or history</p> <p>(B) Physical education or science</p> <p>(C) Art or music</p>	<p>4. If I could learn something new, it would be:</p> <p>(A) A new language</p> <p>(B) A new sport</p> <p>(C) How to create something artistic</p>





5. I prefer watching:

- A Dramas or historical movies
- B Action or adventure movies
- C Comedies or musicals

6. An exciting activity for me is:

- A Writing a poem
- B Going on a hiking adventure
- C Creating a piece of art

7. Think about a happy memory. What were you doing in this memory? I was:

- A Talking or reading
- B Being active or outside
- C Creating something

8. My strongest quality is:

- A Being a good listener
- B Being energetic and adventurous
- C Being creative and imaginative

9. In my future it is important for me to -

- A Make meaningful connections
- B Stay active and explore
- C Express myself creatively

10. A perfect day for me means:

- A Relaxing with a book or a movie
- B Exploring outdoors or playing a sport
- C Working on a creative project





Answer Key: Discover Yourself

Mostly A's - Linguistic & Reflective:

You might be a great communicator and storyteller. You enjoy languages, history, and sharing experiences with others. Hobbies and careers in writing, teaching, or social sciences might be exciting for you.

Mostly B's - Physical & Active:

You are active and adventurous. You enjoy being outdoors and doing physical activities. Consider exploring hobbies and careers in sports, travel, or environmental sciences.

Mostly C's - Artistic & Creative:

Your creativity shines! You love expressing yourself through art and music. Hobbies and careers in the arts, design, or entertainment could be your calling.



Remember, this quiz is just a starting point. Your interests and passions might change over time, and that's okay! The most important thing is to explore, learn, and find what makes you happy.



B. Group activity - Collective Collage



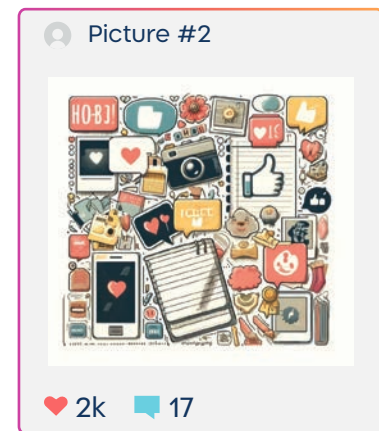
Individually:

- Each student draws or writes about one thing they discovered from the quiz that they are passionate about or interested in (hobby, subject, or dream for the future).



In groups:

- Plan a layout, find connections between group member's hobbies.
- Discuss: Why did you choose that particular interest? What about it excites you?
- Glue or tape items onto a large sheet of paper or poster. Decorate, add comments or decorative elements with markers or paints. Give your collage a title.
- Each group will present their "Passion Collage" to the class, sharing what they have learned about themselves and their peers.



Based on the "passion collage" your group has created:



- choose one hobby or passion you are excited about
- write 3 questions on this topic.

For example- how can you learn how to do it, how much does the hobby cost, etc.

My Chosen interest:

MY Questions:

1- _____

2- _____

3- _____



Part I Introduction to Ikigai

This short part of the unit contains 1 double lesson in which students are introduced to the concept of IKIGAI. Ikigai (生き甲斐) is a Japanese concept that means "a reason for being." It refers to the source of value in one's life or the things that make one's life worthwhile. In the context of teaching ESL, ikigai can be a powerful tool for helping students explore their identity, motivations, interests and passions, while also developing their language skills.

Language to be introduced in this part:

Vocabulary: (gray=not in BAND2)

- care
- community
- earn money
- excited
- guess what
- magical
- skills
- superhero
- support yourself
- talents
- treasure
- unique

Language Focus

- Verb patterns with -ing



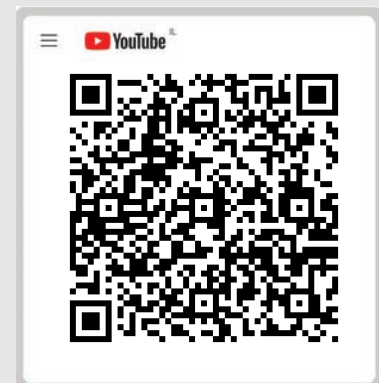
GATE 3 - Driving Question: What do you want to be when you grow up?

1. Dr. Mark Warren's Research

a. Listen to Dr. Mark Warren who explains the following data regarding career advice:

Data File

- 19% followed their parents' advice.
- 6% listened to their teachers.
- 4% went with their friends' suggestions.
- 8% turned a part-time job into a career.
- 12% found it naturally after finishing school.
- 26% trusted their own feelings.
- 6% followed what their peer group was doing.
- 18% found their job by chance.
- 1% got professional advice.



b. Survey: Try Dr. Warren's findings in real life!

Consult your parents, teachers, and other grown-ups you know, regarding some possible answers to the question "How did you decide on your career path?" Summarize their answers in your own fact file:

Data File



2. My Career Counselor

According to Dr. Mark Warren's research findings, only 1% of people surveyed got professional advice when deciding on their future careers. What do you think are the main 3 reasons for such a low percentage?

Reason 1:

Reason 2:

Reason 3:



LESSON

2



Ikigai

Content of the lesson: In this lesson students will learn about the Ikigai model and how we can use it to discover ourselves.

Recommended time frame: 12 lessons (90 min.)



GATE 3 Opening Research: What is IKIGAI?

Hey there, future explorers! Are you ready to go on a journey to uncover the secret to a happy and fulfilling life? Well, get ready because we're diving into the fascinating world of **Ikigai**!

1. In what language is Ikigai? _____
2. What 2 words are combined to make it? _____ and _____
3. What do each of these two words mean separately? _____ and _____
4. What do they mean when combined together? _____

5. **Compound words** are when two or more words combine to form a new single word or a phrase that acts like a single word. For example: air+port=airport, bath+room=bathroom

Give 3 examples of compound words:

_____ and _____ make _____
_____ and _____ make _____
_____ and _____ make _____



LESSON

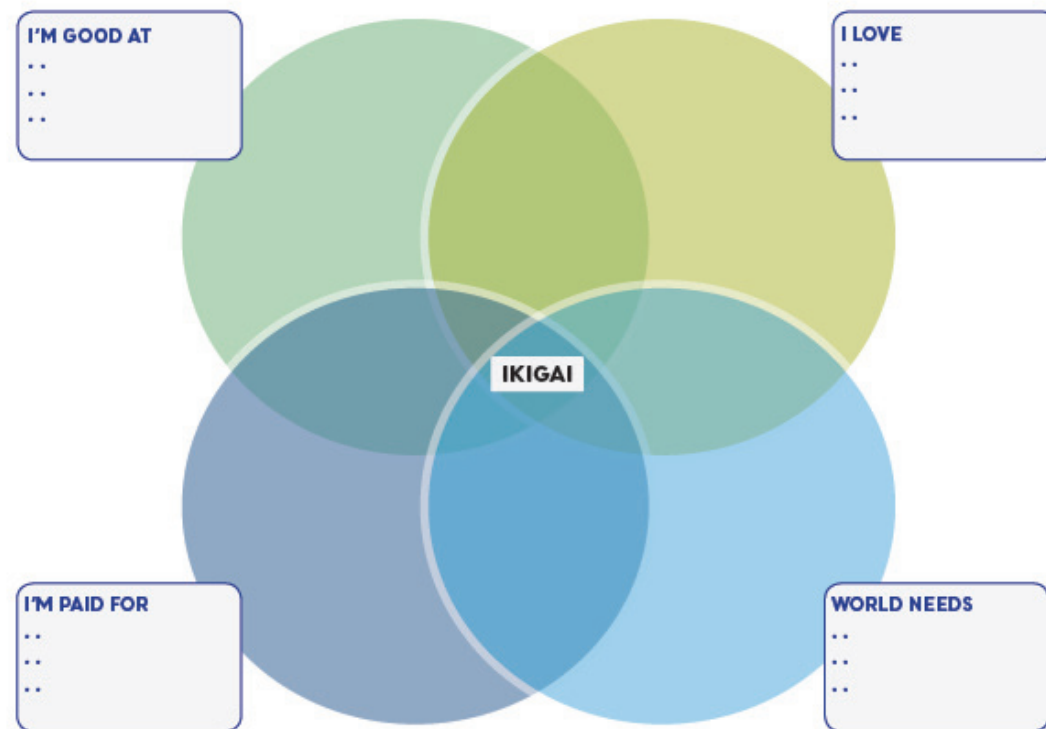
2



OPENING FOR GATE 1

(In-class or in Student Portfolio)

- a. Present picture of the model on the board and explain the 4 basic elements of the Ikigai.
- b. Students write personal examples for each element
(eg: what you love- baking)





c. Have students match these 4 explanations to the 4 elements:

- i. Things that fill my heart with joy
- ii. My special skills and talents
- iii. Things that make the world a better place
- iv. Things I can do to make a living



Pair Work

d. Pair work: Fortune Teller [Teacher Toolkit #1]

- i. Use the Fortune Teller template for students to fill in the 4 questions.
- ii. Each student interviews a friend using the Fortune Teller to fill in his friend's answers.



Read

1. Reading [Student Portfolio](#)



What is Ikigai?

Ikigai is a magical Japanese word, and it means "a reason for being" or "the joy of life." Imagine it as a treasure map to your own happiness! It's the unique combination of things that make you jump out of bed every morning, excited for the day ahead.

The Four Magical Elements of Ikigai

Let's break down this treasure map into four exciting parts:

- ♥ What you love: These are the things that make your heart sing! It could be drawing, dancing, playing soccer, or reading your favorite books. Whatever makes you smile and fills your heart with joy.
- ♥ What you're good at: Think about the stuff you're amazing at! Maybe you're a math genius, a fantastic chef, or a super organizer. These are your special skills and talents.
- ♥ What the world needs: This part is about making the world a better place. It's like being a superhero! Helping others, making your community happier, or taking care of nature—it's all about giving back.
- ♥ What you can be paid for: Of course, we need to make a living, too! This is about the jobs or careers that you can do and earn money from. It's how you can support yourself and your dreams.

**Your Personal Treasure Hunt**

Now, here's the best part: Ikigai is different for everyone! It's like a puzzle unique to YOU. Your Ikigai might include playing music, helping animals, or being a great friend. And guess what? You get to discover it!

Your Quest Begins

In this exciting adventure, we won't just talk about Ikigai; we'll explore it together. You'll learn more about what you love, what you're good at, what the world needs, and what you can be paid for.

We won't just find your Ikigai; we'll help you turn it into your superpower, guiding you towards a happier and more fulfilling life. So, are you ready for this epic journey? Get ready to unlock your treasure chest of happiness with Ikigai!

Read and answer the following questions:

1. What does the word "Ikigai" mean?

2. Check the four magical elements of Ikigai mentioned in the text/video

- What you love
- What your parents need
- What you're good at
- What will help you make friends
- What the world needs
- What you can get paid for



3. Why is Ikigai said to be different for everyone?

- a. Because everyone has the same dreams and ambitions.
- b. Because it's unique for each individual, based on their own passions, skills, and goals.
- c. Because only people from Japan can truly have an Ikigai.
- d. Because it depends on the time of year you were born.

4. What is the main goal of finding and using your Ikigai, as mentioned in the text?



Vocabulary

1. Write the word in Hebrew according to the video/text. You can use the word bank.

support yourself	לתמוך בעצמך	superhero	כישורים
earn money	להרוויח כסף	skills	גיבור על
excited	נרגש	talents	כשרונות
guess what	נחש מה?	treasure map	מפת אוצר
magical	קסום	unique	ייחודי

WORD BANK:

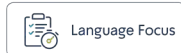
אהבה, גיבור על, חלומות, ייחודי, כישורים, כשרונות, להרוויח כסף, לתמוך בעצמך (להחזיק את עצמך כלכלית) מפת אוצר, נחש מה?, נרגש, קסום



2. Talent vs. Skill **כישרונות או כישורים**

Talent is when you're **naturally** good at something, like a gift.
Skill is when you become good at something because you **practiced** a lot and learned how to do it.

- Some people can solve math problems very quickly and easily from a young age. This is often considered a [talent] _____.
- Cooking can be improved by attending classes and practicing recipes. Therefore, cooking well is a [skill] _____.
- Being able to run fast without training might be a _____ [talent] ; however, becoming a professional runner requires developing a certain _____ [skill] through training.
- Drawing beautiful pictures the first time you try is likely a _____ [talent], but mastering different art techniques comes down to acquiring the _____ [skill] .
- Speaking multiple languages fluently without much effort could be seen as a _____ [talent] , but for most people, it requires learning and practice, which is gaining a _____ [skill].



2. Language Focus: Verb patterns with -ing

- Ask several students **what they enjoy doing**. Elicit responses paying attention to the language they use. Write/let students write sentences on the board.
- When an opportunity arises (e.g. a mistake or need for reformulation), present the grammar point to the students.

Verb patterns with -ing

When **enjoy** is followed by another verb, it must be in the -ing form:

ex. Her parents **enjoy traveling**. ~~Her parents enjoy to travel.~~

Other verbs that follow this pattern include:

- | | |
|---|---|
| <ul style="list-style-type: none"> • I don't mind (ex. I don't mind working late.) • can't help • finish | <ul style="list-style-type: none"> • miss • practice • suggest |
|---|---|

The verbs **like** and **love** can be followed by the -ing form and the to + infinitive form. Both forms are correct.

a. Rewrite these sentences so that the meaning is more or less the same.

Student Portfolio

1. What do you like to do in your free time? -> What books do you enjoy _____ in your free time? [reading]
2. I can wait, no problem. -> I don't mind _____. [waiting]
3. I don't see my old classmates as often as I'd like to. -> I miss _____ my old classmates. [seeing]
4. First do your homework, then go out, OK? -> I want to finish _____ my homework before going out. [doing]
5. He wants to play the piano better. He practices everyday. -> He practices _____ the piano every day. [playing]





Consider - skill or talent?



Singing, Drawing, Playing a musical instrument, Cooking, Fixing computers, Speaking a foreign language

In my opinion, _____ is a talent because _____
and _____ is a skill because _____

b. Use the correct form of the verbs below to complete the sentences. You won't need all the verbs.

laugh finish wait play take do

- The show was so funny we couldn't help _____ . [laughing]
- The guitar is my favorite musical instrument. I practice _____ it every day. [playing]
- We were working hard all day so I suggested _____ a break. [taking]



c. Group work [Teacher Toolkit #2]

1 - In groups of 3, each student chooses two verbs from the previous task (laugh, finish, wait, play, take, do) and writes sentences that are true for them. Each group should have a total of 6 sentences, one for each verb. Let students use the following verbs to use with this pattern.



- enjoy
- miss
- don't mind
- practice
- can't/couldn't help
- suggest
- finish



Our groups sentences:

1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____

2 - Ask each group to choose the **two** sentences that represent **all** group members the best, and write it on the board / read it out loud / etc. Then present to the class the following examples:

There are other words in English that follow the same pattern. Study the examples, then complete the exercise:

- I was **busy** trying to finish my essay.
- It was **fun** watching Maccabi Haifa beat Juventus.
- Was I **happy** doing my job? Very much so.
- Like many parents today, she's **comfortable** working from home.

a. Complete each sentence with the word that fits: Student Portfolio

busy (x2)	fun	no fun	happy	not happy
------------------	------------	---------------	--------------	------------------

1. I was _____ preparing for the test. [busy]
2. It's _____ being sick. [no fun]
3. It is _____ watching movies together with friends. [fun]
4. Whether it's making pizza or designing new apps, you need to be _____ doing your job . [happy]





5. The band was _____ working on their new album. [busy]
6. He's _____ doing business with them. They never pay on time. [not happy]

b. Do you remember the verbs in the previous exercise? Use those verbs to fill in these sentences

1. I was busy _____ for the test. [preparing]
2. It's no fun _____ sick. [being]
3. It is fun _____ movies together with friends. [watching]
4. Whether it's making pizza or designing new apps, you need to be happy _____ your job. [doing]
5. The band was busy _____ on their new album. [working]
6. He's not happy _____ business with them. [doing]

c. Complete the sentences below with these pairs of words. Both words should fit the sentence in any order. You won't need all the pairs.

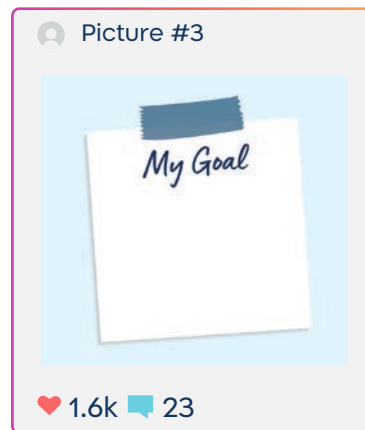
working - solving	celebrating - getting	singing - performing	sharing - speaking	doing - being
--------------------------	------------------------------	-----------------------------	---------------------------	----------------------

1. She is happy _____ in the choir. It is fun _____ on stage. [singing / performing]
2. We are comfortable _____ together. We always have fun _____ problems as a team. [working / solving]
3. We were busy _____ the room ready for the party. It is fun _____ with friends. [getting / celebrating]
4. I am comfortable _____ in public. It is fun _____ my ideas with others. [speaking / sharing]





Write one specific action or goal you commit to pursuing based on today's Ikigai lesson. This could be exploring a new hobby, improving a skill, volunteering, or researching a career interest. (Don't forget to write your name on the card.)
Place all the cards in a box to be used later on in the unit towards their final project.





Part II What the World Needs

Part II of this unit focuses on inspiring students to consider their role in making the world a better place. This section emphasizes the importance of understanding and addressing societal needs through individual actions and contributions. Students will explore the concept of Tikkun Olam, a Jewish principle meaning “repairing the world,” which encourages using one’s unique abilities to contribute positively to society. This part aims to cultivate a sense of global citizenship and the importance of using personal passions and skills to benefit others.

Lessons Include:

1. Lesson 3: Tikkun Olam - Repairing the World
 - Introduction to Tikkun Olam and brainstorming actions to help the world.
2. Lesson 4: Tikkun Olam Superhero Trading Cards
 - Creating Tikkun Olam superheroes and designing trading cards.

Language to be introduced in this part:

Vocabulary: (gray=not in BAND2)

- | | | |
|--------------|---------------|---------------|
| • ability | • contribute | • inspire |
| • access | • difference | • limit |
| • affordable | • disappear | • major |
| • bright | • educational | • opportunity |
| • business | • gap | • program |
| • charity | • housing | • protection |
| • concern | • improve | • reduce |

Language Focus

- make vs do
- there is/there are



LESSON

3

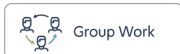
Tikkun Olam - Repairing the World

Content of the lesson: In this lesson students will learn about the impact their actions can have on society.

Recommended time frame: 12 lessons (90 min.)



OPENING



Group Work

Champions of Good - Group Work [Teacher Toolkit #3]

- Split class into small groups
- Hand out **one** card for each group
- Students in each group **read** about their assigned celebrity who contributes a lot to society.
- Group members work together:
 1. Inspired by what you have read, brainstorm actions you can do to help our world.
 2. Write a short description of a project you want to create, based on you inspiration.



Pre-reading Vocabulary

a. Find these words in the text, and translate them in their context.

repairing		volunteering	
responsibility		donating	
talents		opportunities	
disabilities		improvement	



b. Use the above words to fill in these sentences:

1. My dad is _____ the broken chair.
2. It is my _____ to feed the dog every day.
3. I enjoy _____ at the animal shelter on weekends.
4. They are _____ money to help build a new school.
5. Traveling gives you _____ to meet new people.



a. Let's Read Student Portfolio

Tikkun Olam

Tikkun Olam is a Jewish concept that means "repairing the world." It is the idea that we all have a responsibility to make the world a better place, and this can be done in many different ways.

Tikkun Olam is not just about volunteering or donating to charity. It is also about using your own special abilities to make a difference. For example, if music is your passion, you could use your talents to volunteer at **a special music therapy program to benefit children** with disabilities. Or, if you are into science, you could contribute by **volunteering at a science museum** or **mentor a young scientist**.

No matter what your passions are, there are various opportunities to use them for the world's improvement. Here are a few real-life examples:

- ♥ A student who is interested in plants and flowers makes the area around the school prettier.
- ♥ A sports lover forms a team for children in wheelchairs.
- ♥ A student who is into technology develops an app that helps people find affordable housing.
- ♥ A student who is passionate about the environment starts a club at their school where students work on environmental projects.

These are just a few examples of the many ways that teenagers can "repair the world" and make a difference.





In conclusion, Tikkun Olam is a powerful concept that can inspire us to make the world a better place. It is a reminder that we all have a role to play, and that we can use our own unique talents and abilities to make a change.

Think about your own passions and how you can use them to do good for the world. No matter what you are passionate about, there is a way to use it to make an impact.

1. Read lines 1-7 and **highlight** 3 specific suggestions for Tikkun Olam.
2. According to the text (Check all that are correct)



<input type="checkbox"/> everyone is responsible <input type="checkbox"/> you have to be rich <input type="checkbox"/> you can use your hobby	to make the world a better place
---	----------------------------------

3. Match the passion to a possible Tikkun Olam activity as suggested in the text:

1. nature	a. helping kids with disabilities
2. football	b. collecting plastic bottles
3. technology	c. planting flowers outside the school
4. the environment	d. helping people find a place to live

Answers: 1-c, 2-a, 3-d, 4-b

4. In the four examples above, underline four different ways of saying that you really like doing something. The first one has been done for you.

5. Why is Tikkun Olam described as a powerful concept in the text? Fill in the blanks:





Tikkun Olam is seen as an (1) [inspiring] concept in the text because it tells us that everyone has a part in making the world a (2) [better] place. This idea encourages us to use our own special (3) [abilities] and skills to make a (4) [difference]. It's not just about helping others; it's about how each of us can use what we are good at to (5) [improve] the world. This way, Tikkun Olam makes us feel like we can all do something to make things (6) [brighter].

Word Bank: abilities better brighter difference improve inspiring

6. What do we learn about Tikkun Olam from this article? (Choose the correct answer)

- a. Giving money to the poor is important.
- b. Making the world a better place is more important than your own success.
- c. Look into your own passions to decide how you can make the world a better place.
- d. You should work on your own talents before you can help other people.



7. the chart below fill in the personal passion, suggestion for a Tikkun Olam activity or both. The answers are NOT in the text.

	Personal Passion	Tikkun Olam Suggestion
1.	Sarah enjoys raising and training puppies	Sarah could...
2.	Jonathan loves Hip Hop, especially Breakdancing	
3.		Kimmy should make and hand out warm wool sweaters for the homeless people in her town.
4.	Paulina loves...	Paulina could create videos and post them on social media to raise awareness of social injustice.
5.	Akiva...	





1. Look at the last part of the text. What's the missing word in the blanks below?



HINT: It's the same word. _____ [make]

These are just a few examples of the many ways that teenagers can "repair the world" and _____ **a difference.**

In conclusion, Tikkun Olam is a powerful concept that can inspire us to make the world a better place. It is a reminder that we all have a role to play, and that we can use our own unique talents and abilities to _____ **a change.**

Think about your own passions and how you can use them to do good for the world. No matter what you are passionate about, there is a way to use it to _____ **an impact.**



c. Language Focus: make/do

When do we use make and when do we use do ?

Unfortunately there's no rule, but we usually use:

- do with activities, jobs and hobbies

do the cleaning, do the dishes, do yoga

- make when we are talking about creating or preparing something new

make breakfast, make friends

- But many of them just have to be learned by heart:

make my bed in the morning, make a mistake





1. Practice Student Portfolio or LMS

a. Decide if **make** or **do** goes with these nouns

a. make / do progress a difference a (lot) noise	e. make / do a mess an effort a list
b. make / do your best the chores yoga	f. make / do (a lot of) damage good (some) research
c. make / do business (with somebody) some work the cleaning and the cooking	g. make / do homework a favor a project
d. make / do a mistake an appointment a decision	h. make / do a profit a suggestion fun of someone



Did you notice that **make** is often followed by **a/an** ?

- make **a** difference / **an** impact / **a** noise

After **do** there is usually no article a/an.

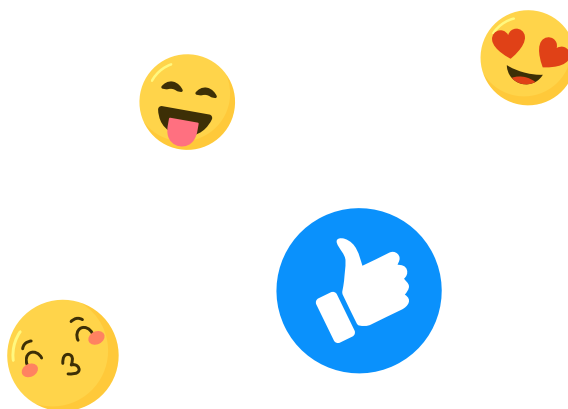
This is because do usually goes with uncountable nouns describing activities.



a. Complete the sentences below using the correct form of make or do.

do	doing (x2)	does (x2)	make (x2)	making	made (x2)
-----------	-------------------	------------------	------------------	---------------	------------------

1. My brother always _____ his homework before dinner. [does]
2. She enjoys _____ yoga in the morning for relaxation. [doing]
3. He's known for his ability to _____ a joke in any situation. [make]
4. When faced with a challenge, it's important to _____ your best. [do]
5. Marco _____ an excuse for being late. [made]
6. We decided to _____ an omelet for breakfast. [make]
7. I don't know the exact figure but I can _____ a guess. [make]
8. She usually _____ the cleaning on Friday to keep her house tidy. [does]
9. Have you _____ any new friends at school? [made]
10. They are _____ a science experiment in the lab. [doing]





Skills

Additional practice Student Portfolio

b. Need more practice with do and make?

1. I need to _____ a decision about my future career. [make]
2. She _____ a delicious cake for the party. [made]
3. Can you help me _____ the dishes after dinner? [do]
4. He is busy _____ a model airplane for his project. [making]
5. She wants to _____ a difference in her community. [make]
6. I will _____ my best to complete all the tasks on time. [do]
7. The students are _____ their homework in the library. [doing]
8. Let's _____ a promise to be kind to others. [make]
9. We should _____ a plan for the weekend. [make]
10. We should _____ some exercise every day to stay healthy. [do]
11. He enjoys _____ photography as a hobby in his free time. [doing]
12. Can you help me _____ the laundry? I have a lot of clothes to wash.
[do]
13. They _____ volunteer work at the local animal shelter on weekends.
[do]
14. She loves _____ puzzles to challenge her mind. [doing]
15. We need to _____ the shopping for the week ahead. [do]
16. Noa hopes to _____ friends at the new school. [make]





d. Language Focus: There is / There are

Explain to your students the structure: [Teacher Toolkit #4]



There is / There are...in the world

We use **there is / there's** with singular nouns and uncountable nouns.

- There is a gap (פער) between the rich and the poor.
- There's hope that things will get better.

We use **there are** with plural nouns.

- There are many children who don't have enough food.
- There are many projects trying to help them.



Practice Student Portfolio or in-class

a. Complete the sentences about what the world needs with **there is** or **there are**.

1. _____ gaps in educational levels between cities and the country. [There are]
2. In many cities, _____ a great need for affordable housing. [there is]
3. _____ many animals on the planet that need protection, or they will disappear. [There are]
4. _____ a huge gap between job opportunities in the center of the country and in the periphery. [There is]
5. _____ many opportunities for young people to start their own businesses and contribute to the economy. [There are]





Writing Task

- Choose one of the things that the world needs from the list above and consider: **Is it true for Israel?**
- Explain **why** in a sentence, write the sentence on a piece of paper.
- Hand your note over to the friend sitting next to you.
- Now answer, agreeing or disagreeing with the statement and explain.

The statement I chose is:
In my opinion it is true/untrue for Israel because...
I agree/disagree with this statement because...



Vocabulary Practice Student Portfolio or LMS



a. Match the words with their Hebrew translation

לפתוח עסק עצמאי	1. Gap _____
דיוור בר השגה	2. Great need _____
הגנה	3. Opportunities _____
להיעלם	4. Protection _____
(רמת חינוך) השכלה	5. Disappear _____
פער	6. Start your own business _____
צורך גדול	7. Contribute _____
הזדמנויות	8. Affordable housing _____
לתרום	9. Educational level _____



b. Write these pairs of words/collocations in the sentences they belong to.

- a gap between (פער בין) - programs (תוכניות)
- a major problem (בעיה חמורה) - plans to reduce (תוכנית לצמצום)
- limited access (גישה מוגבלת) - charity organizations (ארגוני צדקה)
- a growing concern (חשש גובר) - limits (הגבלות)

1. There is [a growing concern] about too many people living in busy cities. In some countries, for example China, there are [limits] on how many people can live in certain cities.

2. There is [a major problem] with climate change, and it's hurting the Earth. In big cities, there are [plans to reduce] pollution and make living there better.

3. In many parts of the world, there is [limited access] to clean water. There are [charity organizations] trying to make sure everyone has such basic things.

4. There is [a gap between] rich and poor countries in using computers and the internet. There are [programs] to help everyone have access to technology, no matter where they live.

c. Copy from above exercise and learn the prepositions that follow. The first one has been done for you.

1. a growing concern about
2. limits _____ [on]
3. a major problem _____ [with]
4. limited access _____ [to]
5. a gap _____ [between]





d. Group Work [Teacher Toolkit #5]

- Divide students to groups of 3
- Hand each group the set of cards.
- Instruction: Match the sentence parts: 2 parts of the problem - and then its solution.

Problem part a	Problem part b	Solution
1. There is a growing concern ...	(d) ... about too many people living in busy cities.	03. So countries, like China, limit the number of people who can live in certain cities.
2. There is a major problem...	(c) ...with climate change, and it's hurting the Earth.	02. So big cities have plans to reduce pollution.
3. In many parts of the world, there is limited access...	(a) ... to clean water.	01. So charity organizations try to make sure everyone has such basic things.
4. There is a gap...	(b) ... between rich and poor countries in using computers.	04. So there are programs to help everyone, everywhere have access to technology.

h. Copy your 4 complete answers: (Student Portfolio)



1.
2.
3.
4.



After reading about Tikkun Olam, what would you like to change (add, omit, alter) in your behavior/everyday habits to make the world a better place?





LESSON

4



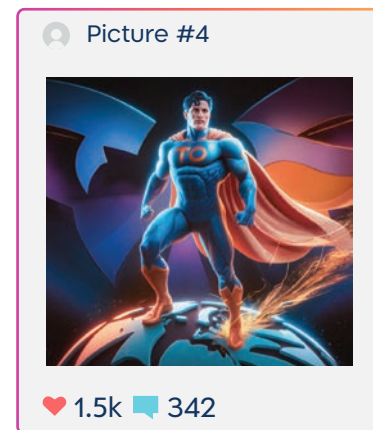
TIKKUN OLAM TRADING CARDS

Content of the lesson: In this lesson students will create their own Tikkun Olam superhero and design a trading card using AI image tools, fostering creativity, engagement and understanding of the concept of repairing the world.

Recommended time frame: 1 lesson (45 minutes).

Tikkun Olam Superhero Trading Cards

In the previous lesson we read and learned about the concept of Tikkun Olam- making the world a better place, using our own unique abilities (superpowers) to make a positive impact on the world. Let's create a Tikkun Olam **Superhero!** Use this planning page to create. [Student Portfolio](#)



STEP 1 - Brainstorm

- In pairs or small groups, write the first 3 superheroes that pop into your head.
- Fill in their unique powers
- See if they can be connected to a personal passion or hobby.

Superhero name	Powers	Passions and hobbies



STEP 2 - My Super Hero

- a. Choose a real-life superhero. Someone you read about, heard about or even met!
- b. Create a Superhero **Profile**:

Name	
Powers	
What they do	
How is it Tikkun Olam	

STEP 3 - Trading Card

- a. Generate images for your Superhero using an AI tool.
- b. Design 2 Trading Cards for a class card game. Include superhero name, image, powers, mission statement, and a brief description of how they contribute to repairing the world.



Superhero Name	
Portrait: 	Powers:
	Mission:
	Tikkun Olam:



Card Game Suggestions:

1. **A memory game:** each student creates one superhero with 2 different super-powers. In Groups they pool their cards and play.
2. **Go Fish game:** pairs of students create one hero with 4 different super-powers to create a Go Fish game. In groups they pool their cards and play. In this case you might need some pre-made superheroes to make the game more interesting. Here are a few examples. [[Teacher Toolkit #6](#)]





Part III What you love and what you are good at

Part III of the “Voice your Choice” unit focuses on helping students explore their passions and talents. This part includes several lessons designed to engage students in activities that identify and develop what they love to do and what they excel at. By participating in these lessons, students gain a deeper understanding of their interests and skills, and how these can contribute to their overall sense of purpose and satisfaction.

Lessons Include:

1. The 3 Hobbies Rule (2 lessons)
2. Learning to Learn: How to learn new skills effectively.
3. Learning from Failure
 - The importance of learning from mistakes and developing a growth mindset
4. Persistence
 - The value of persistence in achieving goals and improving skills.

Language to be introduced in this part:

Vocabulary: (gray=not in BAND2)

Here are the terms in alphabetical order:

- fitness
- get better
- get older
- go wrong
- health
- instrument
- make friends
- make sure
- practical
- research
- stay in shape
- team sports
- think outside the box
- valuable
- work out

Language Focus

- good at/good with
- Collocations

LESSON

5-6



THE 3 HOBBIES RULE

Content of the lesson: In this lesson students will learn about the importance of hobbies in their lives and learn rules to help them choose a hobby.

Recommended time frame: 2 lesson (45 minutes each).



OPENING



Discussion

1. Class Discussion [Teacher Toolkit #7]

- Present this picture to the class and ask students. Give them 1 minute to do the task. Then collect their answers on the board.

Write down as many hobbies as you can see in the picture.

- Elicit the definition of a hobby, you can summarize:

A hobby is something you like to do for fun in your free time. It is not your job or school work, but it makes you happy and may teach you new skills.

- ask students
 - do you have a hobby?

Add their hobbies to the list on the board / circle the hobbies from the picture that are also mentioned by the students as their personal ones.

Picture #5



❤️ 2.4k 💬 512



2- Video Student Portfolio or LMS

a. Watch this short video and highlight the hobbies you see:

Drawing/ Painting	Birdwatching	Programming	Dancing
Hiking	Photography	Model Building (Planes, Trains, Cars)	Playing Sports
Cooking/ Baking	Chess	Playing a Musical instrument	Podcasting
Writing (Poetry, Stories, Blog)	Aquarium Keeping	Gardening	



If students have computers / phones- allow more practice:
<https://wordwall.net/resource/69897984>



3- Hobbies have Benefits Student Portfolio or LMS

As you heard in the clip, hobbies have benefits. Here is a list of benefits, write down next to each one as many of the hobbies that provide that benefit.

Playing a Musical Instrument	Drawing/ Painting	Gardening	Writing (Poetry, Stories, Blog)	Playing Sports
	Cooking/ Baking	Coding/ Programming	Podcasting/ Youtube	Hiking/Nature Walks



Benefits	Name of hobbies
1. Sharpens thinking skills	
2. Improves understanding of emotions	
3. Increases creativity	
4. Teaches responsibility	
5. Improves physical health	
6. Teaches teamwork	
7. Encourages patience	
8. Teaches important life skills	
9. Teaches problem-solving	
10. Reduces stress	





The 3 Hobbies Rule

Here are two options for the student to learn about the 3 hobbies rule. They can read it in a text or watch a short video.

For weaker groups- you can allow both (showing the video in class and then letting them read the text. For students who are allowed to use phones or have enough computers you can let them choose. They can access the video with the [QR code](#) or work on the [Student Portfolio](#).

Student Portfolio includes the text / video + comprehension questions and LF for this part.

If we don't have any hobbies yet, how should we choose them?

Choose your source and answer the following questions:



<p>Read text</p>	<p>Watch TikTok</p>
-------------------------	----------------------------

The Three Hobbies Rule for Teens

Do you want to be happy, healthy, and good with people? Try the "Three Hobbies Rule." The "3 Hobbies Rule" is not an official guideline but rather a concept that has been popularized in discussions about personal development, including for teenagers. The idea is to encourage people to have three different types of hobbies. Let's look at what they are!

A Hobby for Creativity: This hobby aims to stimulate your mind and unleash your creativity. It could be anything from painting, writing, playing a musical instrument, or even coding. The main goal is to foster creative thinking and perhaps produce something new or beautiful.

A Hobby for Physical Health: This hobby focuses on physical well-being and fitness. Activities can range from sports like soccer, basketball, or swimming to lifestyle



activities like hiking or cycling. The aim is to maintain a healthy body, which in turn promotes a healthy mind.

A Hobby for Social Interaction: This hobby helps you build your character and get better at talking and listening to people. You can do this by joining clubs, participating in group activities, or even playing team sports. The goal is to make you feel more comfortable around others and to help you make friends. This hobby teaches you important life skills like teamwork, empathy, and communication.

Scan to view the video



- a. What is the main idea of the text/video? Choose one main idea below after you read the text or watch the video.
 - a. Teenagers find hobbies in school.
 - b. Why hobbies are good for teens.
 - c. All teenagers have three hobbies.
 - d. Adults choose hobbies for teens.

- b. In your own words summarize the 3 different types of hobbies and give an example of each

Type of Hobby	Examples of Hobbies
1.	
2.	
3.	



Language focus - Collocations

Sort these collocations into three columns according to the three hobbies rule. You will need three in each column.

playing an instrument, creative thinking, thinking outside the box, making friends, playing team sports, feeling comfortable around other,s work out, stay in shape, health and fitness

Creative	Social	Physical
playing an instrument mental challenge think outside the box	make friends playing team sports feel comfortable around others	working out stay in shape health and fitness

Choose three sentence starters and write about yourself:

- I'm good at _____
- I used to be good at _____
- I'm not so good at _____
- I'd like to be good at _____
- I'm good with _____

1. Explain the difference between **good at** or **good with**- when describing skills. [Teacher Toolkit #8]





We use *good at* with subjects.

- At school he was always *good at* sports and activities
- I'm *good at* running, but bad at catching.

Note we don't say: She's *good at* play basketball.

→We use the -ing form (gerund) : She's *good at* playing basketball.

We use *good with* with people and things.

- She's *good with* children.
- My brother is *good with* computers.

2. **With/At Gate Game** [Teacher Toolkit #9]



- Make room in the middle of the classroom.
- Mark two areas, one for "at" and one for "with" - put up the signs.
- Present a sentence to the class and students need to move to the correct side/ area.

1. My sister is good [*with*] cats.
2. Ben's good [*at*] playing the guitar.
3. Kate's good [*at*] math.
4. He's really good [*with*] people.
5. My mother is amazing [*at*] solving problems.
6. My grandma is good [*with*] her phone.
7. He's good [*at*] giving directions.
8. Jenny is good [*with*] children.
9. Ethan is good [*with*] his hands.
10. My older brother is good [*with*] money.





3. Group Work [Teacher Toolkit #10]

- a. In groups, give students cards with sentences and follow-up comments. Ask them to find matches:

Match the sentences with follow-up comments (a-e).	
1. My grandma is good with her phone.	a. She wants to be a kindergarten teacher.
2. He's good at giving directions.	b. He always helps me fix my bike.
3. Jenny is good with children.	c. He has saved enough to buy a car.
4. Ethan is good with his hands.	d. She's comfortable using it
5. My older brother is good with money.	e. You won't need Waze.

Answers: 1-d , 2-e , 3-a , 4-b , 5-c

- b. Give each group one card with a topic. [Teacher Toolkit #11]

Students write sentences with **good/not good** at or **good/not good with-** for each topic.

Here are a few examples (you can choose to give examples or not depending on the level of the students).



- PETS:** My sister is good with cats but afraid of dogs.
- SCHOOL SUBJECTS:** Nelly's good at math, but not good at history.
- LANGUAGES:** I'm not so good at English. I wish I could speak it as well as Hebrew.
- MUSIC:** He's good at playing the guitar/playing the piano, but terrible at singing.
- TECHNOLOGY:** My grandad is good with his smartphone, but can't use a computer.

Students write in their notebooks. If you want you can keep them in groups and let them share with each other.



Write two things you're good at and one thing you're not so good / bad / terrible at.

1-	_____
2-	_____
3-	_____

Choose a Hobby

Still in groups, each student skims the website and fills in the table below- recommending a hobby for another group member.

I am choosing a new hobby for	
Name of hobby	
What type of hobby is this?	creativity / health / social
Name 2 benefits provided by this hobby	
What is needed to do this hobby? (equipment, place, money, clothing...)	

Now, as a group- create a picture of the route you're taking towards your future as a group. This picture should include the hobbies or skills you think children your age need or like. You can use AI or digital tools as well as paper and colors, etc. You can use this [picture](#) from the beginning of the lesson as inspiration.



Exit Ticket

Reflection

1. What do you know about hobbies now that you didn't know before?

2. Who will you share your new knowledge with? Why that person?



LESSON

7

LEARNING TO LEARN

Content of the lesson: In this lesson students will learn about different ways they can learn new things and get inspiration from Elon Musk.

Recommended time frame: 1 double lesson (90 minutes).



OPENING Student Portfolio



In groups, let students pick one of these skills and describe five steps they would need to take to learn this skill.

Diving	Face painting	Playing the ukulele	A new dance	Other: Your choice!
				Pick your own <u>appropriate</u> and <u>achievable</u> skill to practice.

Step 1- _____

Step 2- _____

Step 3- _____

Step 4- _____

Step 5- _____



Give each group the following text, asking them to **highlight** the suggestions in the text that match their suggestions.

Learning a new skill can be exciting and rewarding. Here are five steps to help you start:

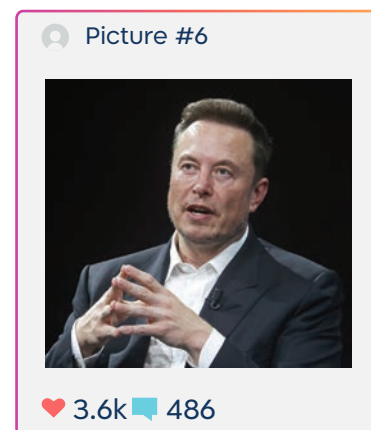
- Choose Your Skill: Decide what you want to learn. For example, choose knitting if you like making things with your hands.
- Gather Materials: Get the tools and resources you need. For knitting, you would need needles and yarn.
- Learn the Basics: Start with simple instructions. You can find easy tutorials online or in books.
- Practice Regularly: Practice makes perfect. Spend some time every day practicing your new skill.
- Ask for Help: If you find it difficult, don't hesitate to ask someone who knows how to do it for advice or help.

Remember, learning takes time, so be patient and enjoy the process!

Elon Musk: [Student Portfolio / LMS](#)

This is Elon Musk. He is a famous business leader and inventor. He created companies like SpaceX and Tesla. Elon is known for his work in space travel and electric cars.

The following informative text, based on Wikipedia, talks about Elon Musk. Read the text to learn from Elon Musk how to learn on your own!





Elon Musk Learns in His Own Way

Elon Musk is a smart person who learned things on his own in different ways. He didn't just go to school; he **took charge** (לקח אחריות) of his own learning.

First, he read a lot of books. He explored topics such as science, engineering, and business. The more he read, the more he learned. For example, before starting SpaceX he read a lot of books about space travel. He also read a lot of materials online. With the help of the internet, he accessed information, did research, and communicated with experts. Online forums and resources like YouTube videos were valuable tools for him.

Second, he learned by doing things. When he was young, he taught himself programming and created video games, which helped him learn practical skills in software development. As he got older, he started companies like Zip2, PayPal, Tesla, and SpaceX.

Third, he talked to smart people. He found experts in different fields and learned from them. This made him even smarter. He asked many questions and made sure he understood everything before moving on.

Lastly, when things didn't work out, he didn't give up. He learned from his mistakes and got better. For example, SpaceX's early rocket failures provided important lessons for improvement.

In short, Elon Musk learned by reading, doing, talking to experts, and not giving up when things went wrong. His cool projects show that his way of learning really works.

What did you learn?

The text presents Elon Musk's suggestions of three different ways you can learn things on your own.

List the 3 ways and give specific examples that would help you learn what you chose to learn.

eg. He suggests reading a lot of books. I will read books about chess because I want to become an excellent player.





Elon Musk's Suggestions	Specific examples for you
He suggests reading a lot of books.	I will...

Learning Styles

1. Watch the video and answer, What Learning styles were presented in the video?

- visual
- auditory
- reading/writing
- kinesthetic/hands-on

a. How can you learn what **your** learner style is?

- complete online assessment
- observe yourself in previous learning experiences

2. Look at the examples from Elon Musk above and find TWO learning styles from the video that were also presented in the text about Elon Musk.

- read a lot of books=reading
- communicated with experts=auditory
- learned by doing things=hands-on

3. Play an online game- let students play on their phones / computer OR screen the game on the board and ask students to volunteer and come match learning methods with the correct learning style.





What did you learn?

a. Complete the sentences about different ways Elon Musk learned using collocations below:

made sure	went wrong	got older	did research
with the help of	valuable tools	got better	practical skills

By reading

He accessed information, 1 [did research], and communicated with experts 2 [with the help of] the internet. Online forums and resources like YouTube were 3 [valuable tools] for him.

By doing

When he was young, he taught himself programming and 4 [practical skills] in software development. As he 5 [got older], he started many tech companies.

By talking to experts

When talking to experts, he always asked questions and 6 [made sure] he understood everything before moving on.

By not giving up

He learned from his mistakes and 7 [got better]. He never gave up when things 8 [went wrong]





b. Match the collocations

WORD BANK:

accessed	asked	communicated	got (x2)	learned	made
did	practical	valuable	went	with	the help

	sure		skills
	information		tools
	research		of the internet
	from his mistakes		older
	with experts		better
	questions		wrong

c. Do you remember what verbs go with these nouns? In this exercise, the verbs should be in the past tense. You can use the same verb more than once, if necessary.

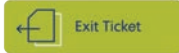
ask , do , get , learn , make

	sure
	research
	from his mistakes
	questions
	older (=became older)
	better (=improved)





did better is also possible, but to **do better** means to have a better result than before or than somebody else.



Write your own 3 sentences about Elon Musk using these collocations:

- made sure
- did research
- learn/ed from his mistakes
- asked questions
- got better

Three horizontal lines for writing.

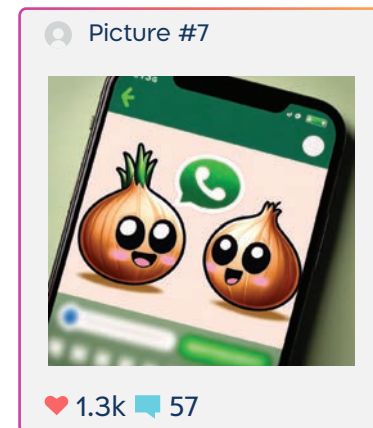


Onion Speaking Game

- Put your class into two groups, A and B.
- Group A forms a circle in the center of the classroom facing out. Group B forms a circle around A's circle facing in towards a partner.
- Set a time limit and ask the first question. When the time is up, the student from B shifts clockwise to a new partner. Ask another question, give the same time limit again, and so on.



Use as many questions as you feel are appropriate, based on your class and students' level.



List of possible questions

1. Talk about one big idea from Elon Musk you like. Why do you like it?
2. What is your favorite way to learn new things? Talk about it.
3. What is one skill you would like to learn? How can you start learning it?
4. Can you think of a time you tried something and it didn't work out, but you still learned something important? Share your story.
5. Do you think reading books is important for learning? Why or why not?
6. How does working with others help you learn better? Give an example.
7. Pick one way Elon Musk learns new things. How could you use it in your own learning?
8. Why is it good to be creative when solving problems? Can you give an example?
9. Why is it okay to make mistakes when we are learning? What have you learned from a past mistake?
10. What do you think schools will be like in the future? What would you like to see?
11. Why is it important to have goals when we learn? Do you have a learning goal right now?
12. Why is being curious important for learning? What are you curious about?

LESSON

8



LEARNING FROM FAILURE

Content of the lesson: In this lesson students will learn about learning from failure and develop a growth mindset that allows them to learn from mistakes.

Recommended time frame: 1 lesson (45 minutes).



OPENING - For GATE 3



Can you guess what all these people have in common?

.....

Research these people to find out! .



All these people are not just success stories, they are not just talented, they all worked hard and **didn't let rejection*** [דחיה/סירוב] and **failure stop them from achieving their dreams!!**



OPENING - Famous Failures [Teacher Toolkit # 12]

- Give one card to each student. The cards describe a famous person/a failure of that person. Students need to walk around the class and find their pair: a person to his/her failure story.

Michael Jordan , 6 time NBA champion, 5 time NBA MVP. & 4 time NBA all-star	After he was cut from his high school basketball team, he went home, locked himself in his room, and cried.
Albert Einstein , Theoretical physicist, & Nobel Prize winner	He couldn't talk until he was almost 4 years old. His teachers said he would "never be good at anything."
Walt Disney , Creator of Mickey Mouse, & winner of 22 Academy Awards	He was fired from a newspaper because they said he "had no imagination" and "no new ideas."
Lionel Messi , 3 time FIFA world player of the year	When he was 11, he was cut from his team because he had a growth problem. He was shorter than most kids his age.
Steve Jobs , Co-founder of Apple Inc. & co-founder of Pixar Animation Studios	At 30 years old, he was very sad and upset after he was removed from the company he started.
Thomas Edison , Inventor of the incandescent light bulb	A teacher told him he was "too stupid to learn anything" and that he should find a job where he could "succeed because he was nice."
The Beatles , the most commercially successful and critically acclaimed band in history	Decca Recording Studios rejected them and said, "We don't like their sound... They have no future in show business."

- After finding their pair, they get a short paragraph of information about this person and answer a few questions.
- Students present briefly to the class who their person is.
- Class discussion: What do all these people have in common?
- Listen to students' answers and summarize:

These people were all talented, worked hard and didn't let rejection* (דחיה/סירוב) and failure stop them from achieving their dreams!!



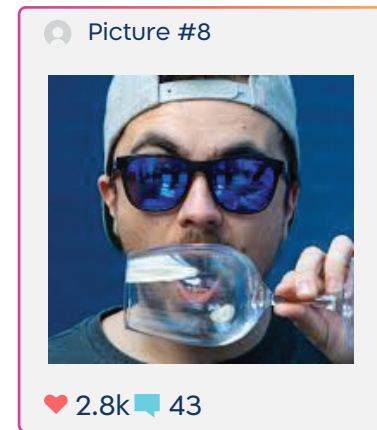


In the following part of the lesson you can let students choose to read about Mike Boyd or Picasso and towards the end of the lesson, students can pair up and share what they have learned.



1. **Average Mike** [LMS or Student Profile](#)

- a. What if you want to learn something new?
Meet Mike Boyd. He calls himself "**Average Mike**".
Watch this clip and answer this question:



What does Mike spend his time doing?

Mike spends his time... _____

- b. Go to Mike's YouTube channel and write down 3 weird things he has learned.

Mike Boyd - YouTube

1. _____
2. _____
3. _____

- c. Read the paragraph below and think - would Mike Boyd agree or disagree with it?



Learning from failure is very important. When we try something and fail, we can learn a lot. It shows us what does not work and helps us to try better next time. Every time we fail, we get stronger and smarter. Many successful people failed many times before they succeeded. Remember, it's okay to fail. It's a chance to learn and grow. Don't give up, keep trying



d. I think Mike would agree/disagree with the idea in the paragraph because



e. Do YOU agree with the idea presented here? Why or why not?

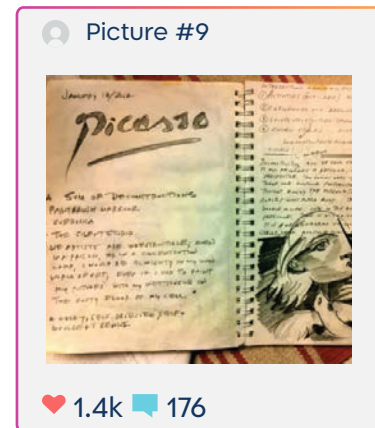
2. Picasso Student Portfolio

Imagine you are Picasso before becoming an amazing painter. You just finished drawing a beautiful picture and you can't sell it. No one is interested in buying it.

How do you feel?

What do you think you should do?

What do your family and friends say?



Write Picasso's diary entry for that day:

Dear Diary,

Today...



Students should use each other's ideas to make the entry more creative. In addition, you can suggest they write a dialogue / conversation between Picasso and people from his life, instead of a diary entry.

1. Listen to this short story about Picasso.



Picasso's Napkin:



How does Picasso feel now? What changed in the way he feels about himself?



Ask some of the groups to share how they think Picasso would feel now.

[After Mike boyd and/or Picasso]



You can learn anything - Listening activity [LMS or Student Portfolio](#)

Watch this [video](#)



While you are watching, **highlight** the words connected to learning and success.

smart	talk	walk	can	can't		
reading	writing	adding	talking	riding	counting	
learn	slowly	stumble	fall	slip	crawl	fail
frustrated	confused	trying	struggle			
stronger	brain	growing	will	yet	understand	



1. How many words did you highlight? _____
2. This teaches me that (choose the correct answer)
 - a. Learning to walk is like learning anything new.
 - b. Everyone struggles sometimes.
 - c. Frustration is part of growing.
 - d. All of the above are correct



Reflective Writing

Write a short paragraph (50-80 words) to summarize what you have learned about yourself in this lesson. Refer to:

1. Something you failed at.

2. How did it make you feel?

3. Looking back, what is the most important thing you learned?

4. Did / Will you try again? Explain.

5. How will you use what you learned for next time?



LESSON

9



PERSISTENCE

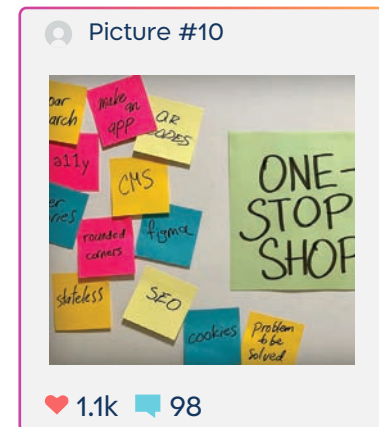
Content of the lesson: In this lesson students will learn the importance of persistence in learning anything new and gaining new skills.

Recommended time frame: 1 lesson (45 minutes).



OPENING

- Give each student 2 sticky notes.
- Students pick 2 friends and write on each note something their classmates are good at.
- Dialogue (2 rounds):
- Give the notes to the classmate.
- The classmate says whether they agree.
- Students share in class: how they became good at this?



PART A- Being good- discussion Student Portfolio



Option 1- Karolina Protsenko	Option 2- Lydian Nadhaswaram
clip- Karolina	clip- Lydian





Show the clip to the students, present the person (Karolina / Lydian) and direct the students to their portfolios to answer the following:

1. Why does Karolina/Lydian have so many followers?

2. What do you think Karolina/ Lydian does to be able to play like this?

3. Do you think she/he loves what she/he is doing? How do you know?

4. Can you be as good as this girl/boy? How?

PART B - Fast track

Divide class into groups of 3-4.



Group Work

1 - Group discussion:

- Watch this clip of people doing their jobs.
- Ask: What do they all have in common?
- Can you do anything like this?
- What does it take to be so good?



2 - Class Presentations:

- Each student in the group suggests one activity s/he can do well and is willing to teach the rest of the group.
- Give students a few minutes to choose one activity and practice.
- Then, present to the class their newly learned activity (it could be anything from juggling, drawing, solving a Rubik's cube (quickly), magic tricks, origami, etc.)



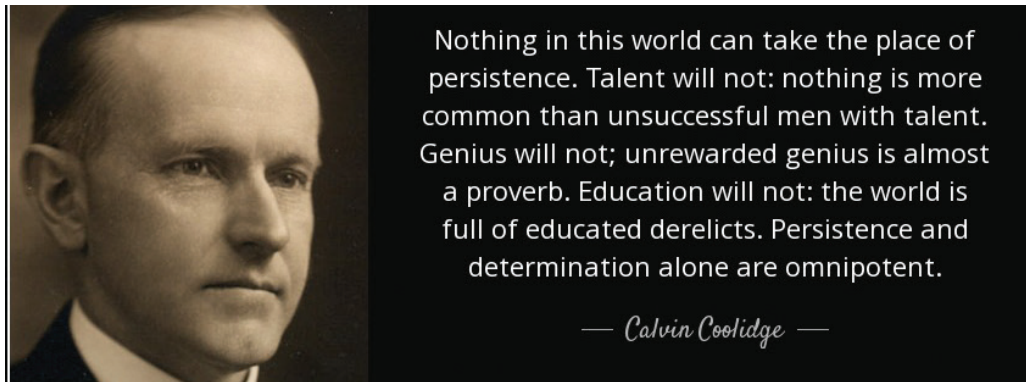
Hobby Showcase

These lessons are an opportunity for student empowerment. Here is an idea you can implement in your classes:

- Host a showcase event where students display and demonstrate their chosen hobbies to the class or school community.
- Guests can get a map of the showcase event and sign up for specific display.
- Each display includes demonstrations and a teaching element where guests experience this specific hobby.

Persistence [Teacher Toolkit # 13]

1. Calvin Coolidge was the 30th President of the USA from 1923–1929. This is what he said:



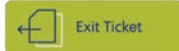
2. Hand each pair of students the cards with the quote and its translation.
3. Students match the Hebrew translation to the English to help understand his message.
4. Then students answer the following question.



Nothing in this world can take the place of persistence. Talent will not;	אין דבר בעולם היכול לבוא במקום התמדה. לא הכישרון לבדו.
Nothing is more common than unsuccessful men with talent. Genius will not;	אין דבר נפוץ יותר מלא-יוצלחים כישרוניים; לא הגאונות לבדה.
Unrewarded genius is almost a proverb. Education will not;	רוב הגאונים לא זוכים לגמול עבור גאונותם. לא ההשכלה לבדה.
The world is full of educated derelicts. Persistence and determination alone are omnipotent.	העולם מלא באנשים משכילים שלא הגיעו לכלום. התמדה ונחישות ישיגו כל מטרה.
The slogan 'Press On!' has solved and always will solve the problems of the human race.	הביטוי "המשיכו הלאה!" תמיד פתר ותמיד יפתור את בעיות המין האנושי.

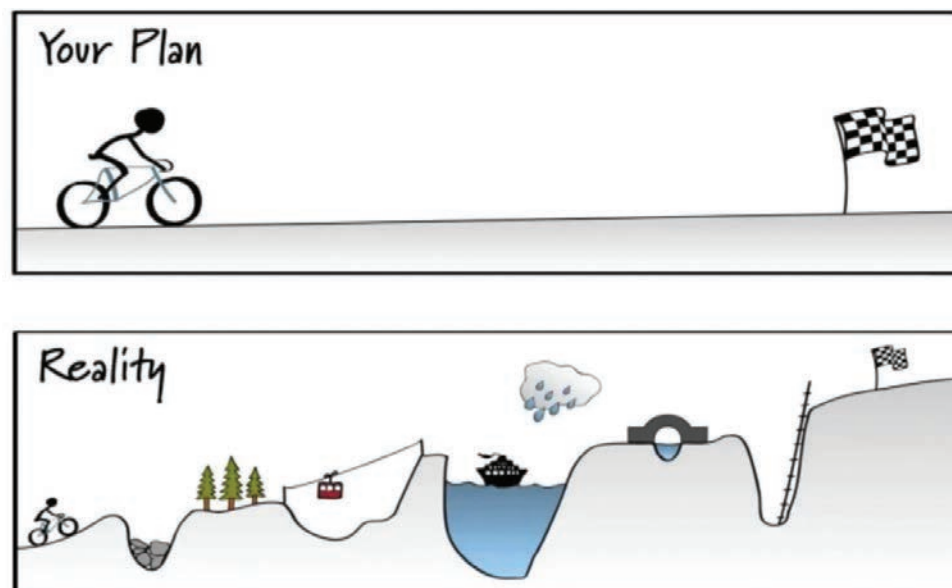
5. In your opinion, **what** is the connection to Karolina/Lydia and all the people you saw doing their jobs so perfectly?





Reflect and Share

Here is a cartoon that illustrates why persistence in life is important.



Students think about something they have made progress in. It could be a skill, a language, a hobby, a school subject or anything that they've improved in. Tell them they are going to make a 30 second recording of themselves talking about it. They can talk about:

- What have you made progress in?
 - Did you make a decision to work on this or did it happen by accident?
 - What was the starting point of the process?
 - Did you define a destination or goal? What was it? If not, why not?
 - Who or what helped you in the process?
 - What obstacles got in your way? How did you overcome them?
1. Write and record for at least 30 seconds reflecting on this process and progress.
 2. Share your recording in the PADLET or send it to the teacher.
 3. If on PADLET- Respond in writing to one of your friends' recordings with encouraging remarks.





Part IV What you can get paid for

Part IV of this unit, is designed to help students understand the concept of earning a living by leveraging their skills and interests. This section aims to provide students with essential financial literacy skills and insights into various career options. This part is crucial in helping students recognize the importance of financial literacy and how their skills can be translated into rewarding career opportunities. By the end of this part, students will be better equipped to understand and navigate the financial aspects of their future careers, fostering a sense of responsibility and practical knowledge in managing their personal finances.

Lessons Include:

1. Financial Literacy: concepts and essential vocabulary to talk about money.
2. Literature: Students explore different literary pieces, offering a unique perspective on money management and the value of financial responsibility.

Language to be introduced in this part:

Vocabulary: (gray=not in BAND2)

Here are the terms in alphabetical order:

- architect
- dentist
- earn money
- entertain
- entertainment
- expenses
- examine
- express
- fashion designer
- firefighter
- housewife
- income
- influencer
- live within your means
- budget
- musician
- pensioner
- photographer
- poet
- responsible
- save money
- secretary
- shelter
- software developer
- soldier
- survive
- take care (of)
- treat

Language Focus

- work in/work as
- suffix -er

GATE 3 - Research: How to turn your Hobby into a Career?

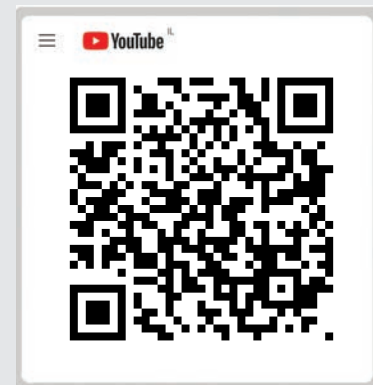
Getting Inspired

1. Here are 2 young people who turned their interest into a career. Choose one and watch the video.



Treandos: 8 Year Old Turns His Passion for Bow-Ties into a Successful Business

Alina: 14 Year Old Girl Invents Candy That's Healthy for Teeth



2. Find online another young person who turned their interest into a career.

3. Compare both young people in the following table.

Category/Name	Treandos / Alina	_____
Reasons for Starting a Business		
Challenges and Difficulties		
Help from Others		

4. Help Others! Use the table to summarize some advice for teenagers who dream about making a career out of their hobbies/passions.



LESSON

10



FINANCIAL LITERACY

Content of the lesson: In this lesson students will learn financial and monetary concepts and vocabulary.

Recommended time frame: 1 lesson (45 minutes).



OPENING

Today we are going to learn about Financial Literacy. We're going to learn some new words and chunks, and then you will try and define what exactly financial literacy is.

These are the new words that they will need. Split the class into 2 groups and rotate activities:

- Use cards [Teacher Toolkit #14] to learn through a matching game.
- Use Word Wall games to practice these words:



English	Hebrew	English	Hebrew
to save money	לחסוך כסף	make a budget	לעשות תקציב
to earn money	להרוויח כסף	income	הכנסה
to survive	כדי לשרוד	expenses	הוצאות
shelter	קורת גג	live within your means	לחיות במסגרת התקציב שלך
responsible	אחראי		



Ask the class to now explain financial literacy.

Me and My Money Student Portfolio

Answer these questions and then share with your friend.

1. Is there something you saved money for in the past? What was it?

2. For how long did you save?

3. Where did you save the money? In the bank or at home in a box?

4. Is there something you are saving money for now? What is it?

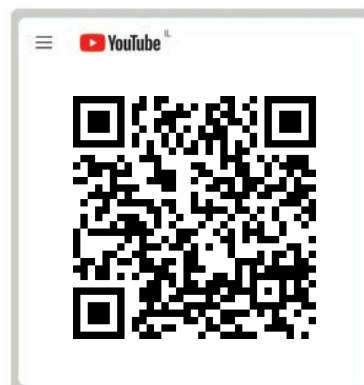
When sharing: think together of two ways in which you can save money now, as teenagers



Watch and learn LMS or Student Portfolio

Watch this video in class and answer the questions as they appear.

[Financial Literacy for Kids | Learn the basics of finance and budgeting \[0-3:22\]](#)





1. What does the word 'earn' mean? [0:36]
 - a. להרוויח
 - b. לקנות
 - c. לחסוך
 - d. לקחת

5. What is an example of a need? [1:13]
 - a. food
 - b. candy
 - c. skateboard

4. A budget is made of [1:44]
 - a. income and money
 - b. income and expenses
 - c. money you spend
 - d. money you save



Group Work

Group work: Instagram Budget [Teacher Toolkit #15]

Divide the class into four groups. Give each group one Instagram post and let them discuss the following things:

1. Are these people financially literate?

2. Are they taking good care of their money and making smart choices with it?

3. Are they living within their budget OR living outside their means?

4. Suggest two more things the person who wrote the post can do in order to make his life more financially balanced. (If they live within a budget, suggest more ways of doing so, and if they live outside their means- suggest ways of using a budget). –

eitan_cena ✓

146,934 likes
 Guess what, friends? I just got a shiny, new car! 🚗
 it's red and super fast. I saved money for 2 years to buy it.
 No loans for me! 🙌
 #Newcar #Savingwin...

view all 160 comments
 1 hours ago See Translation

michael_or ✓

60,373 likes
Dream Vacation 🌴
 Hello from the beaches of Hawaii! 🌺
 Decided yesterday, booked my flight today!
 Life's short, right? Who needs savings when you have
 sunsets like these?
 #LastMinuteTrip #BeachLife

view all 467 comments
 1 hours ago See Translation



hila_miz22 ✓

94,241 likes
Concert Night 🎵
 Just bought front-row tickets to see my favorite band! 🙌
 Money's tight, but you only live once!
 Can't wait for the night of my life!
 #ConcertYolo #FrontRow

view all 887 comments
 1 hours ago See Translation

michal.ash ✓

23,266 likes
Homemade Dinner 🍽️
 Made a delicious, homemade dinner tonight!
 Using what I already had in my kitchen.
 Saving money can be tasty too! Who needs fancy restaurants?
 #HomeCooked #BudgetChef

view all 345 comments
 1 hours ago See Translation



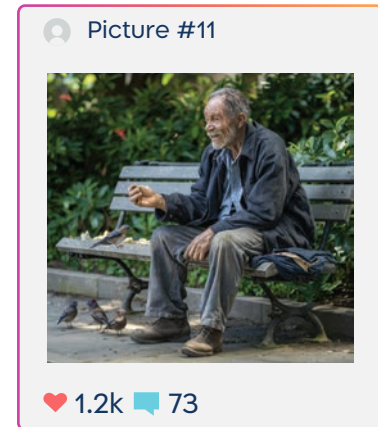
Writing Task Student Portfolio

Tell a short story, using this picture and at least 4 of the words you have learned in this lesson.

(make a budget, saving, needs, wants, expenses, live within his means, income, responsible)

You should write 50-100 words.

This can be done in previously assigned groups, or as a personal graded writing task.



LESSON

11-12

LITERATURE

Content of the lesson: The Ikigai model also refers to what you can get paid for. In this lesson students will learn about different aspects of money, through literature.

Recommended time frame: 1 double lesson (90 minutes).

This lesson has four main parts:

- ♥ an opening
- ♥ literature: (a choice between)
 - ◇ A nursery Rhyme
 - ◇ A fairy tale
 - ◇ A modern song
- ♥ Language Focus - talking about jobs
- ♥ Exit Ticket

**OPENING** [Teacher Toolkit # 16]

- Divide students into small groups.
- Each group gets a mind map and brainstorms relevant vocabulary for each part. This activity will allow some vocabulary pre-teaching as well as helping students get familiar with their own financial concepts.
- Ask each group to present in class OR put two groups together to share their mind maps. (creating groups of 6-7 students thus allowing more students to speak about what they wrote).



Choice

Part B- Choice

You can CHOOSE between the following literary pieces. They vary in genre and level of difficulty. You can also let your students choose individually or in pairs, and have a sharing/presentation session.

- A Nursery Rhyme "Find a Penny" [page 78]
- A Fairy Tale "The Magic Penny" [page 81]
- A song "I need a Dollar" [page 84]



Option 1 - A Nursery Rhyme (A1) Student Portfolio

Read the poem.

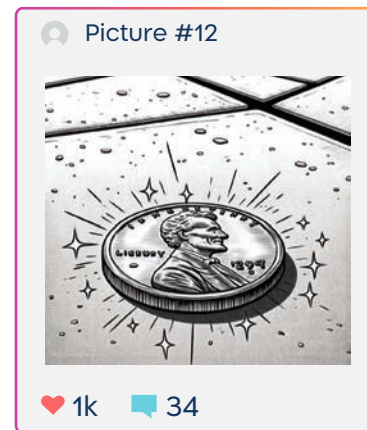
Students can individually underline new words they would like to look up their meaning.

Find a penny, pick it up,
All day long you'll have good luck.

Share the penny with a friend,
And your luck will never end.

Give your penny to a charity
And then your heart will be merry.

Put the penny in your bank account,
And see your savings grow in amount.



1. Match according to the poem. You can use the Answer Bank below.

Action	Interaction	Result
find	pick it up	have good luck
share	with a friend	be lucky all the time
give	with charity	have a merry heart
put	in the bank	get rich

find, give, put, share	in the bank, to charity, pick it up, with a friend	be lucky all the time, get rich, have good luck, have a merry heart
------------------------	---	---



2. Characteristics of a Nursery Rhyme:

- a. What is the first adjective that comes to mind when you read this kind of poem? _____
- b. Do you know who wrote it? _____
- c. Who can enjoy a poem like this? _____

- d. What is special about the pattern of the poem? _____

3. Use your answers to write a definition of a Nursery Rhyme.

A Nursery Rhyme is a

4. (Optional) In groups, ask students to find a nursery rhyme in Hebrew and translate it into English. You can make this part competitive by assigning time to perform the task. You can provide examples of nursery rhymes in Hebrew (Yonatan Hakatan, Parpar Nechmad, Numi Numi, Uga Uga, etc.)

שיר ילדים קצר	Translation





5. In the IKIGAI model the 4th part is about bringing in an income, making money. It could be by doing a job or selling a product and/or a service.

- Find as many examples as you can of the following categories.
- Discuss and use each others' ideas to find more examples.

I pay people to teach me...	I pay people to do... (a skill or knowledge I don't have)	I buy from people... (physical products or things adding value to my life)

6. Ask students to think what they can do, right now, to earn some money. They can take some ideas from the table done in groups. After writing, let students share and hear a friend's opinion on the idea. What do you see yourself doing in the future?

I see myself working in _____ because _____.

I see myself working as _____ because _____.





Option 2 - A Fairy Tale (A2) Student Portfolio

Divide the class into groups of 3. Each student has a role:



- Student A reads the text out loud.
- Student B summarizes each paragraph in 1-2 sentences
- Student C gives a title to each paragraph.

After reading, students answer the questions together.

The Magic Penny

Once upon a time, in a bustling town, there lived a young girl named Lily. One day, as she walked through the market, she spotted a shiny penny on the ground. Remembering an old nursery rhyme, she picked it up with a smile, thinking of the promised good luck.

Throughout the day, Lily shared her discovery with her friend, Sam. They decided to split the penny in half, each keeping a part. Little did they know that by sharing, their luck would double. As they went about their day, unexpected joys and surprises came their way.

In the spirit of kindness, Lily and Sam decided to give the remaining halves of their pennies to a local charity. As they dropped the coins into the donation box, they felt a warm glow inside. The nursery rhyme's wisdom proved true—sharing brought a sense of fulfillment and happiness.

Days passed, and Lily thought about the penny she had left. Inspired by a new idea, she decided to put it in her piggy bank. Every day, she added a few more coins, watching her savings grow. With patience and diligence, Lily's small savings turned into a substantial amount.

One day, as Lily counted her coins, she realized the true magic of the penny. It wasn't just about good luck; it was about the journey of sharing, giving, and saving. The once-small penny had transformed into a symbol of generosity and financial wisdom.

And so, in the town of joy and kindness, Lily's tale became a legend—a reminder that even the smallest acts of sharing and saving could lead to a lifetime of happiness and prosperity.



1. Match according to the poem. You can use the Answer Bank below.

Action	Interaction	Result

find, give, put, share	in the bank, to charity, pick it up, with a friend	be lucky all the time, get rich, have good luck, have a merry heart
------------------------	---	---



2. Read the Characteristics of a Fairy Tale, and answer the questions.

- ♥ A fairy tale has a theme or teaches an important lesson.
- ♥ Fairy tales may include magic, fantasy, or make-believe elements.
- ♥ There is a problem or conflict in the story and a happy ending when it is resolved.
- ♥ Fairy tales are set in the past and often begin with "Once upon a time".
- ♥ Fairy tales often include events, people, or objects in sets of three.
- ♥ The setting is often enchanted and may include royalty.
- ♥ Animals can sometimes talk or have other special abilities.
- ♥ A fairy tale includes good and evil characters.

A. Which of these elements does The Magic Penny have?

B. Write the title of another fairy tale in English or Hebrew.

C. What elements of fairy tales does it have?



3. In the IKIGAI model the 4th part is about bringing in an income, making money. It could be by doing a job or selling a product and/or a service.

- Find as many examples as you can for the following categories,
- Discuss and use each others' ideas to find more examples.

I pay people to teach me...	I pay people to do... (a skill or knowledge I don't have)	I buy from people... (physical products or things adding value to my life)

4. Ask students to think what they can do, right now, to earn some money. They can take some ideas from the table done in groups. After writing, let students share and hear a friend's opinion on the idea.

What do you see yourself doing in the future?

I see myself working in _____ because _____.

I see myself working as _____ because _____.





Option 3 - I need a Dollar / Aloe Blacc (A2) Student Portfolio

- Play the first part of the song [2:35] "I need a Dollar" Aloe Blacc
- Ask students to listen and fill in the missing words.

I need a dollar, dollar, a dollar is what I need
Well, I need a dollar, dollar a dollar is what I need
And I said I need dollar, dollar, a dollar is what I need
And if I share with you my **[story]**, would you share your dollar with me?

Bad times are **[coming]**, and I reap what I done sowed
Well, let me tell you something all that glitters ain't **[gold]**
It's been a long, old, trouble, long, old, troublesome road
And I'm looking for **[somebody]** come and help me carry this load.

I need a dollar, dollar, a dollar that's what I need
Well, I need a dollar, dollar, a dollar that's what I need.

Well, I don't know if I'm walking on solid **[ground]**
'Cause **[everything]** around me is falling down
And all I want is for someone to help me!

I had a **[job]**, but the boss man let me go
(He said) I'm sorry, but I won't be needing your **[help]** no more
(I said) Please, Mister Boss Man, I **[need]** this job more than you know
But he gave me my last **[paycheck]**, and he sent me on out the door.

Well, I need a dollar, dollar, a dollar that's what I need
Said I need a dollar, dollar, a dollar that's what I need
And I need a dollar, dollar, a dollar that's what I need
And if I **[share]** with you my story, would you share your dollar with me?

Well, I don't know if I'm **[walking]** on solid ground
'Cause everything around me is crumbling down
And all I want is for someone to **[help]** me!

What in the world am I gonna do [tomorrow]?
Is there someone with a dollar I can **[borrow]**?
Who can help me take away my **[sorrow]**?
Maybe it's inside the bottle?





1. This song was written for an American TV mini-series that ran for only one season. Go over the song and write the titles of the series' 3 episodes. Use your imagination and creativity!

Episode 1 (Pilot)	
Episode 2	
Episode 3 (Season Finale)	

2. Use your imagination and write a creative description about the life of the songwriter from his personal point of view, using information from the song:

What's his name? Where does he live? What does he do for a living? Does he have a family?

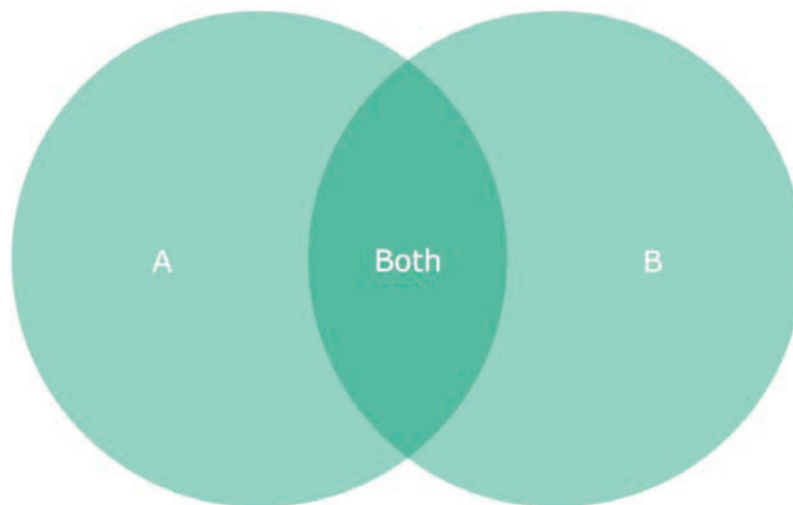


My name is ...

3. This is Aloe Blacc's Wikipedia entry. He is the real songwriter who's real name is Egbert Nathaniel Dawkins III.

Students need to compare: Aloe Blacc and the person they described in task 2.

Ask them in what ways they are similar or different. Use a Venn Diagram:



4. In the IKIGAI model the 4th part is about bringing in an income, making money. It could be by doing a job or selling a product and/or a service. Find as many examples as you can to the following categories by interviewing friends and family members:

I pay people to teach me...	I pay people to do... (a skill or knowledge I don't have)	I buy from people... (physical products or things adding value to my life)

5. Ask students to think what they can do, right now, to earn some money. They can take some ideas from the table done in groups. After writing, let students share and hear a friend's opinion on the idea. What do you see yourself doing in the future?

I see myself working in _____ because _____.

I see myself working as _____ because _____.



Part C - Language Focus Student Portfolio



We are going to learn about different jobs and how to talk about them in English.

While teaching and practicing, draw students' attention to the "-er" suffix that is in many of the jobs.

1. Listening [Teacher Toolkit #17]



- Present words and pronounce them clearly. You can use the [PPT](#)
- Ask students to practice in pairs pronunciation and spelling.
- Set up a class dictation (+ translation).

sec - re - tar - y	secretary	מזכירה
mu - si - cian	musician	מוזיקאית
pen - sion - er	pensioner	גמלאית
photo - graph - er	photographer	צלם/ת
fire - figh - ter	firefighter	כבאית

2. Do you know what these jobs are? Translate.

1. She's an influencer	_____	משפיענית / אינפלואנסר
2. He's a firefighter	_____	כבאי
3. She's a housewife	_____	עקרת בית
4. He's a police officer	_____	שוטרת
5. She's a pensioner	_____	גמלאית / פנסיונרית
6. He's a photographer	_____	צלם/ת
7. She's a soldier	_____	חיילת
8. He's a software developer	_____	מפתח/ת תוכנה



3. Answer the following questions. (You can use any job more than once.)

Word Bank:	
influencer	firefighter
housewife	police officer
pensioner	photographer
soldier	software developer

Which of these words -

- are the same in English and Hebrew ?
- consist of two words?
- consist of two words that are written as one?
- may some people consider 'not real jobs'? Why?

_____ [influencer / pensioner]

_____ [software developer / police officer]

_____ [firefighter / housewife]

4. Now translate these jobs into English. You can use a dictionary to help you.

אדריכל	_____	architect
רופאת שיניים	_____	dentist
מעצב אופנה	_____	fashion designer
משורר	_____	poet
מזכירה	_____	secretary

5. Match the jobs with follow-up comments.

1. He's a musician.	a. But these days we usually say 'stay-at-home-mom'.
2. She's a soldier now.	b. You can tell by his uniform.
3. She's a housewife.	c. He's used to performing in front of people.
4. He's a police officer.	d. He knows all about social media.
5. He's an influencer.	e. She is defending the country.

Answers: 1-c, 2-e, 3-a, 4-b, 5-d

6. With your hand / a piece of paper, cover exercise 4 and choose the correct form of the verb.



1. He's a musician.	He's used to performing / to perform in front of an audience.
2. She's a soldier now.	She is defending / defends the country.
3. She's a housewife.	But these days we usually saying / say 'stay-at-home-mom'.
4. He's a police officer.	You can tell / to tell by his uniform.
5. He's an influencer.	He know / knows all about social media.

can tell by - יכול לראות לפי

perform in front of an audience - להופיע מול קהל

defend the country - להגן על המדינה

7a. Match these sentences about jobs with follow-up comments.

Pay attention to the words in bold.

1. He'd like to be an actor.	a. She takes care of small kids
2. He's a poet.	b. She examines people's teeth and treats them if they have problems
3. She's working as a babysitter.	c. Theater and entertainment is his passion
4. She works as a dentist	d. He's good at expressing ideas and emotions
5. He's an influencer.	e. She is defending the country.

Answers: 1-c, 2-d, 3-a, 4-b



examine - לבדוק express - לבטא take care (of) / לטפול ב / לטפול על
entertainment - בידור treat - לטפל ב

- 7b. Which of the above words is similar in meaning to these words?
- check = _____ [examine]
 - look after = _____ [take care]

To describe someone's job, we say:

- He works as a **JOB**
- He works in an **AREA OF WORK** or a **PLACE**

8. Match these jobs with follow up comments

1. She works in advertising.	a. But she would like to be a manager one day.
2. He works in construction.	b. She's good with money.
3. She works as a secretary	c. Her job is to attract customers.
4. He works as a software developer.	d. It's hard physical labor, but he really likes it.
5. She works in a bank.	e. He designs new apps.

Answers: 1-c, 2-d, 3-a, 4-e, 5-b

Which of these jobs is the hardest? Why?



9. Complete the dialogues below using the patterns:

<ul style="list-style-type: none"> • I work in ... or I work as a ... • and the following jobs / areas of work: sales photographer manager social media 	
<p>A: What do you do? B: _____ A: Do you enjoy it? B: Yes, I know how to persuade people and I like doing it.</p>	I work in sales
<p>A: What do you do? B: _____ A: What exactly do you do? B: I take photos at weddings and other events.</p>	I work as a photographer
<p>A: So what do you do? B: _____ A: What do you manage? B: A small sales team in our company. I am responsible for 4 sales people.</p>	I work as a manager
<p>A: So what do you do? B: _____ A: Are you a social person? B: Oh come on! You don't have to be a social person, but you should know how to manage different pages.</p>	I work in social media





Write a short poem about money, at least 5 lines long.

- Focus on the topic of money.
- Think about what money means to you, how it affects people's lives, and any feelings or thoughts you have about it.

1. Sentence Starters:

- Money can buy _____,
- When I have money, I feel _____,
- Money can be _____,
- With money, I can _____,
- Money cannot buy _____,

2. Rhyming Words:

- Money - Sunny
- Buy - Sky
- Feel - Real
- Dream - Team
- Day - Way



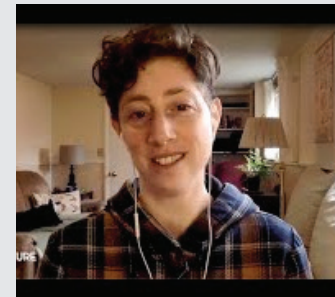
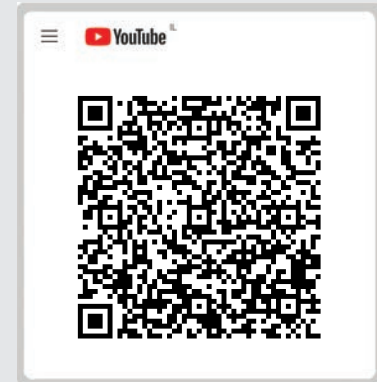
GATE 3 - Research: Multipotentialites

1. Emilie Wapnick - TED talk video

Let's meet Emilie Wapnick [00:38-02:44]

1. Can you relate to Emilie's story? Why or why not?

2. What do you want to be when you grow up?



According to Emilie, the question "What do you want to be when you grow up?" inspires us to dream about what we could be, but not about **ALL** that we could be. The reason is that when someone asks us what we want to be when we grow up, we can't reply with 20 different things... because if you do, most adults will tell you that you have to choose.

But do we really have to choose?

3. Listen and fill-in these sentences. [03:57- 04:50]

Dr. Bob Childs is both a _____ and a _____ .

Amy Ng is a _____ , turned _____ , _____ ,
 _____ , _____ .



4. Multipotentialites [04:51 - 06:29]

Describe a 'multipotentialite' in your own words:

A 'multipotentialite' is a person who...



5. Superpowers [06:30 - 10:28]. Multipotentialites have 3 superpowers:

Idea synthesis -	Rapid learning -	Adaptability -
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Translate these superpowers and add the title to the table. Read explanations and examples carefully.

Superpower			
Explanation	Combining two or more fields and creating something new.	Dive in and observe everything connected to the field	The ability to morph and change into whatever is needed in a situation.
Example	Meshu company - custom geographically inspired jewelry	Nora Dunn - pianist and typist	Abe Cajudo - video director, web designer, kickstarter consultant and teacher.



6. Research Task

These are pictures of famous 'multipotentialites'. How many of them can you name?





Play this game online:

Choose 1 famous 'multipotentialite', learn about him/her and describe their various fields of interest.

What 'multipotentialite superpowers' did they demonstrate in their careers (**Idea Synthesis, Rapid Learning, Adaptability**) and how?

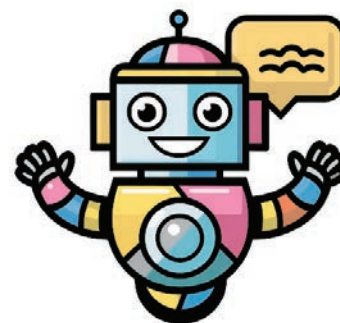
Multipotentialite Name: _____ Their interests were: _____
Idea Synthesis - _____
Rapid Learning - _____
Adaptability - _____



Part V Creating a Career ChatBot

What is an AI chatBot?

An AI chatbot is like a robot friend on the computer or phone that can talk to you. It uses its robot brain (AI language model) to understand what you say and then answers your questions or chats with you, almost like a real person, but it's all done with computer magic!




How to Make a Chatbot with [Poe.ai](https://poe.ai)

Remember, making a chatbot is about trial and error. Don't worry if it's not perfect at first. Keep practicing and have fun with it!

<p>1. Sign Up or Log In</p> <ul style="list-style-type: none"> Go to the Poe.ai website https://poe.com/ If you have an account, log in. If not, sign up for free. 	
<p>2. Explore</p> <ul style="list-style-type: none"> Before creating your own Bot, explore existing bots to see how a bot works. Try any category of bots that interests you, sports, music, games and so on. Write to yourself notes, what you liked or liked less in the bots you interacted with. 	
<p>3. Start a New Project</p> <ul style="list-style-type: none"> Go back to the main page, look for a button that says "Create Bot" and click on it. 	
<p>4. Choose Picture, Name and Base</p> <ul style="list-style-type: none"> You can create a picture using an AI image generator. The bot name is called a Handle. This can be anything you like. As Base for the bot you can use ChatGPT 3.5, or any other text model that doesn't require payment. 	



<p>5. Prompt Here you program the bot how to behave. For example:</p> <ul style="list-style-type: none">• You are a very experienced career advisor• You will respond in a professional , but down-to-earth response.• You can ask at least 4 questions before giving advice. Make sure these questions align with the Ikigai model provided in the Knowledge Base.	<p> Use prompt</p>
<p>6. Knowledge Base</p> <ul style="list-style-type: none">• Prepare a Knowledge Base document. Instructions {page 98}.• Upload a Knowledge Base document using the “+ Add knowledge source” button.	
<p>7. Greeting message</p> <ul style="list-style-type: none">• Create an introductory opening including a question for your ChatBot users. This will be seen at the beginning of each conversation with your Bot.• For example:• Hi, I am your I am here to help you.... Before we start, tell me about....	
<p>8. Test Your ChatBot This is also called QA (Quality Assurance).</p> <ul style="list-style-type: none">• Create your Bot and use it yourself. Try different questions with your Bot to make sure it works well.• Send your ChatBot to family and friends, and ask them to test the bot and see that it stays on topic, answers correctly and in general works.• Make changes to the Knowledge Base or prompt if needed.• Keep testing until you're happy with how it responds.	



Knowledge Based Document

In this lesson you will be creating a Knowledge Base Document for your Career Advisor Chatbot.

Part 1 - Explaining Ikigai

Write a short paragraph explaining the Ikigai model. Use everything you have read and learned in this unit, you can use other reliable resources too. Relate to the model's 4 parts.

Part 2 - Explaining the model parts

For each part provide an explanation of what it means. For example, "If you love playing video games and you are good at coding, you might enjoy a career in game design."

Add short questions at the end of each section. Examples:

- For Passion: "List three activities you love doing."
- For Vocation: "What are three skills you are good at?"
- For Mission: "Name three problems in the world you want to help solve."
- For Profession: "What are three jobs that interest you?"

Tips for Writing:

- Use Simple Language. Write short sentences. Use easy words.
- Be Clear and Concise: Make your explanations easy to follow.

Final Step: Review and Edit

- Check your work. Make sure there are no mistakes.
- Ask a friend or teacher to read your document. They can help you find errors or parts that are hard to understand.





Glossary

	PoS	Meaning
ability	n	
access limited access	n	
affordable	adj	people can buy it
architect	n	
bright	adj	
budget	n	
business do business (with)		to trade
business start own business	n	company, organization
charity	n	
concern a growing concern	n	worry
contribute	v	
dentist	n	
developer software developer		
designer fashion designer	n	
difference	n	
disappear	v	
earn money	v	
educational	adj	
entertainment	n	
examine	v	look at carefully



	PoS	Meaning
excited	adj	
expenses	n	money spent on sth
express	v	feelings
firefighter	n	
fitness	n	
gap	n	space, break
get better		improve
get older		
go wrong		fail, turn badly
guess what		
health	n	
hero superhero		
housewife	n	
housing	n	
improve	v	
income	n	
influencer	n	
inspire	v	
instrument	n	musical instrument
limit put limits on limited access	v,n	
live within your means		



	PoS	Meaning
magical	adj	
major major problem	adj	serious, important
make friends (with sb)		
make sure (that)		
musician	n	
opportunity	n	chance
pensioner pension	n	
photographer	n	
poet	n	
practical	adj	
program	n,v	
protection	n	
put your hands up		
put your mind to		
reduce	v	
research	n	
responsible	adj	
save money		collect for the future
secretary	n	
shelter	n	
skills	n	
soldier	n	



	PoS	Meaning
stay in shape		
support support yourself		serious, important
survive	v	
take care of sb/sth		
talents	n	
team sports		chance
think outside the box		
treasure	n	
treat	v	
unique	adj	one of its kind
valuable	adj	
work out		



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