



<b>LEVEL</b>	1
<b>LEARNING OUTCOME</b>	L01: Students can analyse their strengths, competences and moral compass in their own environment
<b>SPECIFIC LEARNING OUTCOME</b>	Students know how to be entrepreneur of their own life
<b>KEYWORDS</b>	What is moral behaviour for you? test/self-evaluation
<b>INTRODUCTION</b>	This evaluation enables the students to think about soft skill and evaluate soft skills in teams with another student or teacher
<b>HOW TO WORK WITH THIS MATERIAL</b>	<ul style="list-style-type: none"> <li>• Answer the questions</li> <li>• Put the questions in an order</li> <li>• pick three aspects from your self-evaluation test and describe how you can improve these aspects</li> </ul>
<b>TIMING</b>	approx. 2 hours



## 1. What is moral behaviour for you?

Answer the questions with yes/no

Put the questions in an order of importance from very important to not so important.

		Important	Not so important
1	Do you get up from your seat when an elderly person enters the bus, and all other seats are taken?		
2	Would you cheat in a class test if the teacher doesn't notice?		
3	You find € 50,- on the street near your house. It belongs to a wealthy person. Do you take the money?		
4	You are in a happy marriage, but your first lover is going to die and asks you to spend one last weekend with him/her. Do you agree?		
5	Your friend tries on a shirt in a shop and leaves the place without paying. You are still in the store. Do you report your friend's name to the owner when he asks you?		
6	You do an internship in a hospital and notice they take organs from dead patients without permission. The surgeon asks you to bring him skin plasma from a dead person for an urgent surgery. Do you get it for him?		
7	Your friend has been promised to help prepare for a test; but he has a lot more desire to laze around instead.		



		Important	Not so important
6	You do an internship in a hospital and notice they take organs from dead patients without permission. The surgeon asks you to bring him skin plasma from a dead person for an urgent surgery. Do you get it for him?		
7	Your friend has been promised to help prepare for a test; but he has a lot more desire to laze around instead.		
8	You are driving to work in your car and briefly look at your mobile phone to read a message. Just as you turn your gaze back to the street, a pedestrian appears in front of your car. Although you immediately hit the brakes, you run over him. Because you braked hard, the car behind you slams into your car and there is a collision with several vehicles.		
	When you get out of the car, dazed, you see that the pedestrian is dead. A distraught, crying woman comes up to you who has gotten out of one of the other cars involved. She is beside herself because she believes that she was who ran over the pedestrian. You know that the person who caused the accident faces several years in prison. What are you doing?		
9	You witness a bank robbery. You discreetly follow the bank robber and see where he lives. Because you shadow him for a while, you also find out that he doesn't keep his catch to himself, but rather takes it to a children's home. Your research shows that resources were previously scarce for this home and that the children often went hungry. With the loot of the bank robber, the home management can finally buy enough food. You know that the children's home must return the donated money if you report the bank robber to the police. What you are doing?		



## 2. Test/ self-evaluation

self-evaluation (student)



evaluation of another person (student/teacher)



### How to do it:

After students filled in the test/self-evaluation and evaluated it with a partner, pick three aspects relevant for daily life AND sustainable entrepreneurs.

Describe how you can improve these aspects in order to prepare yourself to become a sustainable entrepreneur

	5 4 3 2 1	
easy to get in contact	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	holding back
lively	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	quiet
open	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	closed up
interested	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	uninterested
high engagement	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	not engaged
flexible	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	inflexible
responsible	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	irresponsible
creative	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	not creative
observant	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	non observant
recognizes duties	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	avoids duties
plans carefully	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	no planning abilities
observe situations and acts appropriate	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	doesn't recognizes social situations
carefully using prejudices	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	using prejudices quickly



socially active	□□□□□	keeps social distance
appropriate social affection	□□□□□	inappropriate social affection
respectful	□□□□□	disrespectful
good communication skills	□□□□□	bad communication skills
shows feelings appropriate	□□□□□	shows feelings inappropriate
interest in ideas of other people	□□□□□	only interested in own approach
asks a lot	□□□□□	asks never
passes on information	□□□□□	doesn't pass on information
accepts critics	□□□□□	neglects critics
speaks out critical aspects	□□□□□	never criticises
reflects situations	□□□□□	avoids reflexion

