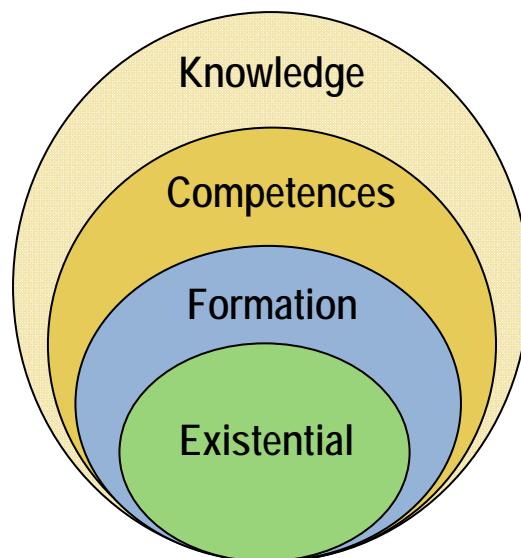


1st draft

Questionnaire at the start of the course
Validate your personal learning profile



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About validation of your learning profile

Learning has in recent years become an important concept in pedagogy, education and NGO activities. Learning takes place in formal education from primary school to university, in non-formal education such as popular adult education and as informal learning such as voluntary activities in civil society.

Here you shall validate your learning profile by four dimensions:

1. Existential values
2. Personal formation
3. Competences
4. Knowledge & skills

Each dimension is validated by five elements and each element is described by five key words. Hereby the questionnaire includes 100 questions (4 dimensions x 6 elements x 5 key questions), which you must validate on a five-point value scale. The content of the questionnaire is the following.

| | |
|---|---|
| 1. The existential dimension is determined through five elements, each described by five key words (key questions) | |
| 1.1 Self-sense | Joy of Life, self-sense, spontaneity, self-forgetfulness, devotional |
| 1.2 Self-confidence | Courage of life, self-confidence, self-Control, vigour, will power |
| 1.3 Self-esteem | Fullness of life, self-esteem, versatility, involvement, open for happiness |
| 1.4 Existential awareness | Awareness, In tune, openness, presence, wonderment |
| 1.5 Authenticity | Self-respect, sense of identity, true, credible, free |

| | |
|--|---|
| 2. Personal formation is determined through five elements, each described by five key words (key questions) | |
| 2.1 Autonomy | Autonomous, self-determination, general judgement s, recognition, personal view of life |
| 2.2 Reflexive knowledge | General orientation, interdisciplinary, critical, reflective, personal opinion |
| 2.3 Moral sense | Emphatic, ethic of reciprocity, democratic culture, solidarity, active citizenship |
| 2.4 Aesthetic sense | Sensitivity, imaginative, sensual, poetic, sense of beauty |
| 2.5 Unity of judgement | Balance, co-operation, integration, synergy, versatility |

| | |
|---|---|
| 3. Competences is determined through five elements, each described by five key words (key questions) | |
| 3.1 Social | Empathic, participatory, cooperative, responsible, tolerant (with respect of diversity) |
| 3.2 Communicative | Like to communicate, clear and distinct , varied, self-conscious, change of stile |
| 3.3 Creative | Can see new opportunities, imaginative, inventive, unorthodox, experimental |
| 3.4 Self-management | Self-propelled, entrepreneurial, self-awareness, risk-willing, goal-oriented planning |
| 3.5 Learning ability | Joy of learning, self-discipline, motivated, awareness, responsibility of own learning |

| | |
|--|---|
| 4. Knowledge & skills is determined through five elements, each described by five key words (key questions) | |
| 4.1 English language | Reading skills, vocabulary, articulateness, conversation, body language |
| 4.2 Culture and society | Historical overview, societal conditions, cultural values, outlook on life, democratic citizenship |
| 4.3 Nature and environment | Physical Geography, biology, physics, concepts of nature, environmental commitment |
| 4.4 Body and exercise | Diet and exercise, relaxation and concentration techniques, basic warm-up and training, sport types and forms of exercise, body awareness |
| 4.5 Food and health | Lifestyle diseases, dietary recommendations, food choices, cooking, life quality & dietary habits |

Elements from the four dimensions are included in one form or another in all learning processes. But their weight and qualities can vary a lot depending on the given learning arena.

This questionnaire can help you to clarify and validate your personal learning qualities at the start of the folk high school course.

Enjoy yourself - start on the series of questions.

1. The existential dimension

The existential dimension is the basic level in your relationship with yourself, others and the world.

The existential dimension is thus the foundation of your learning readiness, and it is here described through five elements: Self-sense (joy of life), self-confidence (courage of life), self-esteem (fullness of life), existential awareness, authenticity.

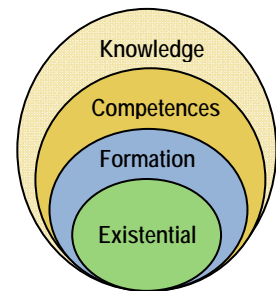
1.1 Existential / self-sense (and joy of life)

The first existential element is self-feeling (and joy of life)

To have self-sense means that you feel you are a valuable person as you are (and not because of what you can perform or have) and therefore you may experience that life is fundamentally good as it are. A solid self-sense gives rise to an immediate joy of life.

The key words are

- Joy of life
- Self-sense
- Spontaneity
- Self-forgetfulness
- Devotional



| Assessment of your actual learning profile. | Very low degree | Low degree | Some degree | High degree | Very high degree |
|--|-----------------|------------|-------------|-------------|------------------|
| Here you must assess your degree of self-feeling (and joy of life) Indicate to what extent the statements apply to you (tick one box for each statement). | | | | | |
| I am happy for the gift of life | | | | | |
| I feel myself at home in the world | | | | | |
| I experience that I have value as I am | | | | | |
| I find it easy to act spontaneously and unconstrained. | | | | | |
| I am often engaged in life situations in a self-forgetting manner. | | | | | |

| Your priority of developing this learning element during the course | | | | | |
|--|--|--|--|--|--|
| Indicate your priority for developing your self-feeling (and joy of life)? | | | | | |

| Try to describe with few sentences how you wish to use the high school course to develop your self-feeling (and joy of life). |
|---|
| |

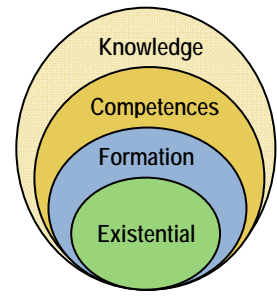
1.2 The existential / self-confidence (and courage of life).

The second existential element is **self-confidence (and courage of life)**.

To have self-confidence means you believe in your own ability to cope with others and have courage to solve given tasks. A healthy self-confidence creates the basis for a natural courage of life, so you can act with confidence that it will go well.

The key words are

- Courage of life
- Self-confidence
- Self-Control
- Vigour
- Will power



Assessment of your actual learning profile.

Here you must assess your degree of self-confidence (and courage of life).
Indicate to what extent the statements apply to you (tick one box for each statement).

| | Very low degree | Low degree | Some degree | High degree | Very high degree |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| I have courage in life | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I trust my own abilities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I can collect myself to solve difficult tasks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I can be vigorous when needed. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I have the will to cope with adversity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Your priority of developing this learning element during the course

Indicate your priority for developing your self-confidence (and courage of life)?

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

Try to describe how you wish to use the high school course to develop your **self-confidence (and courage of life)**.

1.3 The existential / self-esteem (fullness of life)

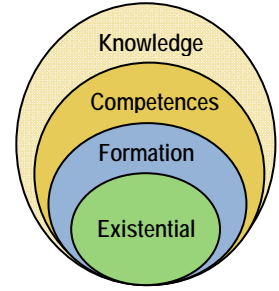
The third existential element is **self-esteem (fullness of life)**.

To have self-esteem means that you have a basic self-sense (of your own value as you are) as well as solid self-confidence (in your ability to perform), and this combines an immediate joy with a strong courage, which brings a sense of fullness in life.

An expression of self-esteem is the ability to switch when needed between acting spontaneously and deliberately and to use the intuition as well as reflective reason.

The key words are

- Fullness of life - where joy and courage reinforce each other
- Self-esteem – unity of self-sense (to be) and self-confidence (to perform)
- Versatility – shifting between spontaneity and self-control
- Involvement - with your whole personality in a given situation.
- Open for happiness



| Assessment of your actual learning profile. | Very low degree | Low degree | Some degree | High degree | Very high degree |
|---|-----------------|------------|-------------|-------------|------------------|
| Here you must assess your degree of self-esteem (fullness of life). Indicate to what extent the statements apply to you (tick one box for each statement). | | | | | |
| I experience my life is meaningful and valuable | | | | | |
| I have a good self-esteem - for example, I see myself as a valuable person even when tasks fail | | | | | |
| I can alternate between being in control and letting go | | | | | |
| I can involve myself fully in situations that really interests me | | | | | |
| I feel sometimes a great sense of happiness | | | | | |

| Your priority of developing this learning element during the course | | | | | |
|--|--|--|--|--|--|
| Indicate your priority for developing your self-esteem (fullness of life)? | | | | | |

| Try to describe how you wish to use the high school course to develop your self-esteem (fullness of life). |
|--|
| |

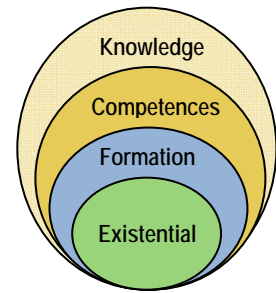
1.4 The existential / existential awareness

The fourth existential element is **existential awareness**.

To be "existentially aware" means that you can gather and tune your attention to be here and now - and this existential tuning contains a spirit of wonder and fullness of life, where your world opens up because you open yourself up to the wonders, it is to exist in the world.

Key words are

- Existential awareness (to be here and now)
- In existential tune (to tune your personality to experience being)
- Existential openness (in the double sense to open yourself so the world can open up)
- Existential presence (with your whole body and soul)
- Existential wonderment (of the wonder of life)



| Assessment of your actual learning profile. | Very low degree | Low degree | Some degree | High degree | Very high degree |
|---|-----------------|------------|-------------|-------------|------------------|
| Here you must assess your degree of existential awareness. Indicate to what extent the statements apply to you (tick one box for each statement). | | | | | |
| It often happens that I am aware to exist here and now. | | | | | |
| Sometimes I have an intense experience of my being. | | | | | |
| It happens that I am particularly open to learning new things about life. | | | | | |
| Sometimes I experience to be so fully engaged in something that I forget myself. | | | | | |
| A starry night, I can be gripped by a profound astonishment of the world's greatness | | | | | |

| Your priority of developing this learning element during the course | | | | | |
|---|--|--|--|--|--|
| Indicate your priority for developing your existential awareness? | | | | | |

| Try to describe how you wish to use the high school course to develop your existential awareness . |
|---|
| |

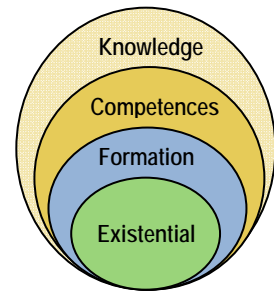
1.5 The existential / authenticity

The fifth existential element is **authenticity**.

Being authentic means you take yourself seriously as a unique individual with your own unique identity and needs, and that you thus seek "to be yourself" in spite of what others think and what is most worthwhile.

The key words are

- Self-respect (for yourself as a unique person)
- Sense of identity
- True
- Credible
- Free



| Assessment of your actual learning profile. | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Here you must assess your degree of authenticity. Indicate to what extent the statements apply to you (tick one box for each statement). | Very low degree | Low degree | Some degree | High degree | Very high degree |
| I respect myself and expect that others respect me as a unique person | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I stand by my values and desires, though others reject them. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I do not hide who I am | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I say what I mean | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I uphold my freedom to find my own path in life. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Your priority of developing this learning element during the course | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Indicate your priority for developing your authenticity? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Try to describe how you wish to use the high school course to develop your authenticity . |
|--|
| |

2. The dimension of personal formation (Bildung)

To have personal formation means that you seek freedom for yourself as well as others, and thus respect a community with freedom for diversity.

The dimension of personal formation dimension is here described through five elements: Autonomy, reflective knowledge, moral sense, aesthetic sense, versatile judgement

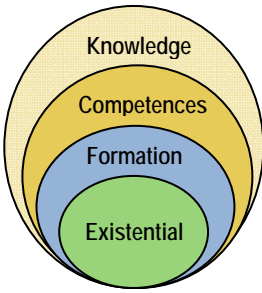
2.1 Personal formation / autonomy

The first element of personal formation is **autonomy**.

To have autonomy means that you value freedom and self-determination for yourself as well as others, and have the civil courage to take a personal stand for the common good (humanistic and democratic values) even though it may be against your personal interests.

The key words are

- Autonomous – as a general norm for all citizens
- Self-determination – as a general norm for all citizens
- Judgements for the common good
- Reciprocal recognition – of the value of all citizens
- Personal view of life – with tolerance for other views of life



| Assessment of your actual learning profile. | | | | | |
|---|-----------------|------------|-------------|-------------|------------------|
| Here you must assess your degree of autonomy. Indicate to what extent the statements apply to you (tick one box for each statement). | Very low degree | Low degree | Some degree | High degree | Very high degree |
| I can take an independent position on major issues | | | | | |
| I am confident that I can create change and make a difference | | | | | |
| I trust on my own judgement | | | | | |
| I recognize that others may have different opinions than mine. | | | | | |
| I find it important to have a personal view of life | | | | | |

| Your priority of developing this learning element during the course | | | | | |
|---|--|--|--|--|--|
| Indicate your priority for developing your autonomy ? | | | | | |

Try to describe with few sentences, how you wish to use the high school course to develop your **autonomy**.

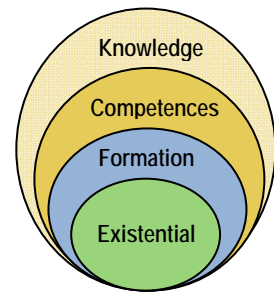
2.2 Personal formation / reflective knowledge

The second element of personal formation is reflective knowledge.

To have *reflexive knowledge* means that you have a personal attitude to your general knowledge of human conditions, society, culture and nature, and that you can assemble this knowledge into a holistic view of life.

The key words are

- General orientation
- Interdisciplinary
- Critical
- Reflective
- Personal opinion



| Assessment of your actual learning profile. | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Here you must assess your degree of reflective knowledge. Indicate to what extent the statements apply to you (tick one box for each statement). | Very low degree | Low degree | Some degree | High degree | Very high degree |
| I have a general knowledge of society, culture and nature. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I am good in getting an overview and seeing connections between different fields of knowledge | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I can take a critical stand to a presented opinion. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I can (self-) critically assess the value of my knowledge and my opinions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I can have a personal opinion to my acquired knowledge | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Your priority of developing this learning element during the course | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Indicate your priority for developing your reflective knowledge? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Try to describe with few sentences, how you wish to use the high school course to develop your reflective knowledge? |
|--|
| |

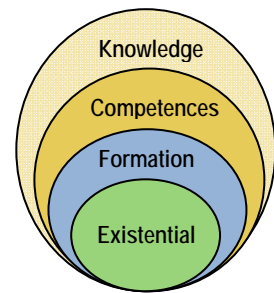
2.3 Personal formation / moral sense

The third element of personal formation is **moral sense**.

To have moral sense means that you can act as fellow human being in close relationships and act as citizen in larger social conditions.

The key words are

- Empathy
- Ethic of reciprocity
- Democratic culture
- Solidarity,
- Active citizenship



| Assessment of your actual learning profile. | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Here you must assess your degree of moral sense. Indicate to what extent the statements apply to you (tick one box for each statement). | Very low degree | Low degree | Some degree | High degree | Very high degree |
| I am emphatic and compassionate to the conditions of other people | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I treat others as I want them to treat me | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I value solidarity with those who have difficult circumstances in our society | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I appreciate an equal community characterised of trust and dialogue | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I take responsibility to the communities I am part of. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Your priority of developing this learning element during the course | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Indicate your priority for developing your moral sense? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Try to describe with few sentences, how you wish to use the high school course to develop your moral sense.

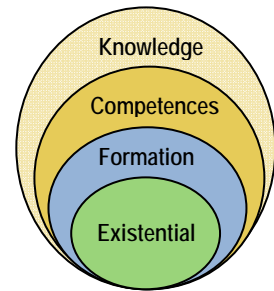
2.4 Personal formation / aesthetic sense

The fourth element of personal formation is **aesthetic sense**.

To have aesthetic sense means that you are sensitive, have feeling for moods, can express yourself sensual and poetic, are imaginative and have a developed sense of the beautiful. .

The key words are

- Sensitive of moods and feelings
- Imaginative
- Sensual expressions
- Poetic language
- Sense of beauty



| Assessment of your actual learning profile. | Very low degree | Low degree | Some degree | High degree | Very high degree |
|---|-----------------|------------|-------------|-------------|------------------|
| Here you must assess your degree of aesthetic sense. Indicate to what extent the statements apply to you (tick one box for each statement). | | | | | |
| I have a developed sense of moods and emotional meanings | | | | | |
| I can use my imagination, when I seek new opportunities | | | | | |
| I can communicate experiences by means of body language and other sensual expression | | | | | |
| I can express myself through poetic imagery and narratives | | | | | |
| I have developed my taste and judgement on what is beautiful | | | | | |

| Your priority of developing this learning element during the course | | | | | |
|---|--|--|--|--|--|
| Indicate your priority for developing your aesthetic sense? | | | | | |

| Try to describe with few sentences, how you wish to use the high school course to develop your aesthetic sense. |
|---|
| |

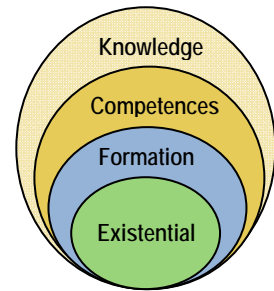
2.5 Personal formation / unity of judgement

The fifth element of personal formation is **versatile judgement**.

An ability for versatile judgements means that you can integrate your reason, volition and emotions and thereby combine your critical knowledge, moral and aesthetic sense in a versatile judgement regarding questions of the truth, right and beautiful

The key words are

- Balance between reason, volition and emotions
- Co-operation between reflection and intuition
- Integration of analysis and imagination
- Synergy of knowledge, moral and aesthetic sense
- Versatile judgement



| Assessment of your actual learning profile. | Very low degree | Low degree | Some degree | High degree | Very high degree |
|---|-----------------|------------|-------------|-------------|------------------|
| Here you must assess your degree of versatile judgement. Indicate to what extent the statements apply to you (tick one box for each statement). | | | | | |
| I can use my reason as well as my volition and emotions, when I assess my own values | | | | | |
| In various contexts I act on the basis of both reflection and intuition | | | | | |
| I often solve a new task using both my reason and my imagination. | | | | | |
| My judgements of a situation is based both on my knowledge, moral and aesthetic sense. | | | | | |
| I see myself as a free human being with a diverse and independent judgment | | | | | |

| Your priority of developing this learning element during the course | | | | | |
|---|--|--|--|--|--|
| Indicate your priority for developing your versatile judgement? | | | | | |

Try to describe with few sentences, how you wish to use the high school course to develop your versatile judgement.

3. Competences

Competences refer to the personal abilities necessary to function appropriately in changing situations including the ability to use the acquired knowledge and developed personal formation in practical action.

The dimension of competences is here described through five elements: Social, communicative, creative, self-management and learning ability

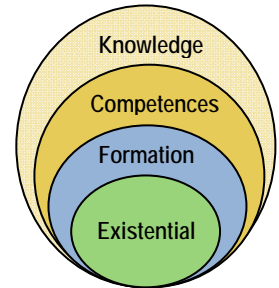
3.1 Competences / social

The first element is your **social competences**.

To have *social competences* means that you can interact in communities in a constructive manner.

The key words are

- Empathic
- Participatory
- Cooperative
- Responsible
- Tolerance (with respect of diversity)



| Assessment of your actual learning profile. | Very low degree | Low degree | Some degree | High degree | Very high degree |
|--|-----------------|------------|-------------|-------------|------------------|
| Here you must assess your degree of social competences. Indicate to what extent the statements apply to you (tick one box for each statement). | | | | | |
| I can familiarize myself with another person's problems and needs | | | | | |
| I can involve others in solving a common task | | | | | |
| I can create unity and loyalty among people | | | | | |
| I take responsibility to resolve common challenges | | | | | |
| I can cooperate with a wide range of different people | | | | | |

| Your priority of developing this learning element during the course | | | | | |
|--|--|--|--|--|--|
| Indicate your priority for developing your social competences ? | | | | | |

Try to describe with few sentences, how you wish to use the high school course to develop your **social competences**.

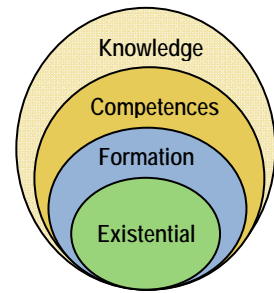
3.2 Competences / communicative

The second element is your **communicative competences**.

To have communicative competences means that you have motivation and ability to communicate with others in a good and appropriate way.

The Key words are

- Like to communicate
- clear and distinct
- Use of varied forms of communication
- Self-conscious of communicative resources
- Change stile of communication according to target group



| Assessment of your actual learning profile. | Very low degree | Low degree | Some degree | High degree | Very high degree |
|---|-----------------|------------|-------------|-------------|------------------|
| Here you must assess your degree of communicative competences. Indicate to what extent the statements apply to you (tick one box for each statement). | | | | | |
| I like to communicating with others | | | | | |
| I can give a clear and distinct message to other people | | | | | |
| I can defend a case both by arguing logically and by appealing to people's feelings | | | | | |
| I can choose the most appropriate form of communication in the given situation | | | | | |
| I can change my communication style according to where and with whom I communicate | | | | | |

| Your priority of developing this learning element during the course? | | | | | |
|---|--|--|--|--|--|
| Indicate your priority for developing your communicative competences ? | | | | | |

Try to describe with few sentences, how you wish to use the high school course to develop your **communicative competences**.

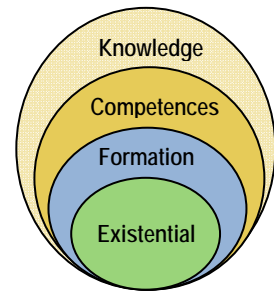
3.3 Competences / creative

The third element is your **creative competences**

To be creative and innovative means that you can see new possibilities, easily get new ideas, and have the ability to develop and implement innovations.

The key words are

- Can see new opportunities
- Imaginative
- Inventive
- Unorthodox
- Experimental



| Assessment of your actual learning profile. | Very low degree | Low degree | Some degree | High degree | Very high degree |
|--|-----------------|------------|-------------|-------------|------------------|
| Here you must assess your degree of creative competences. Indicate to what extent the statements apply to you (tick one box for each statement). | | | | | |
| I can see new possibilities when a task has to be solved | | | | | |
| I can use my imagination to solve new problems | | | | | |
| I get easily new ideas to solve problems in new ways | | | | | |
| I am open to give up old solutions and find new paths | | | | | |
| I like to experiment and test alternative solutions | | | | | |

| Your priority of developing this learning element during the course | | | | | |
|--|--|--|--|--|--|
| Indicate your priority for developing your creative competences ? | | | | | |

| Try to describe with few sentences, how you wish to use the high school course to develop your creative competences . |
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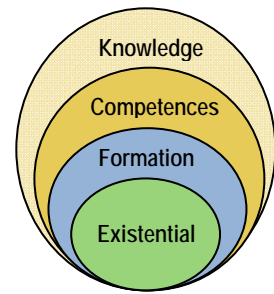
3.4 Competences / self-management

The fourth element is your **competence of self-management**.

To have competence of self-management means that you are good to plan and implement your own tasks.

The key words are

- Self-propelled
- Entrepreneurial
- Self-awareness (of own strengths and weaknesses)
- Risk-willing
- Goal-oriented planning



| Assessment of your actual learning profile. | Very low degree | Low degree | Some degree | High degree | Very high degree |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Here you must assess your competences of self-management. Indicate to what extent the statements apply to you (tick one box for each statement). | | | | | |
| Facing a challenging, complex or long task, I am able to motivate myself | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I take the initiative to solve common problems encountered | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I'm aware of my own strengths and weaknesses in relation to a task | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I am willing to take risks to achieve difficult goals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I can solve and plan a large task by dividing it into subtasks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Your priority of developing this learning element during the course | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Indicate your priority for developing your competence of self-management ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Try to describe how you wish to use the high school course to develop your competence of self-management . |
|---|
| |

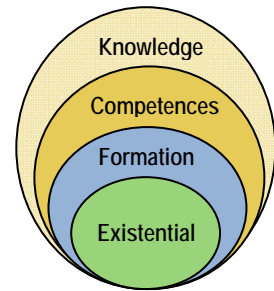
3.5 Competences / learning ability

The fifth element is your **learning competences**.

To have learning competence means that you have motivation and ability to continuously learning as human being, citizen and employee, and you know your own learning styles and thus the best ways to acquire new knowledge and skills in different areas.

The key words are

- Curiosity and joy of learning
- Self-discipline and persistence
- Motivated for change and development
- Awareness of own learning styles
- Responsibility of own learning



| Assessment of your actual learning profile. | Very low degree | Low degree | Some degree | High degree | Very high degree |
|--|-----------------|------------|-------------|-------------|------------------|
| Here you must assess your learning competences. Indicate to what extent the statements apply to you (tick one box for each statement). | | | | | |
| I like the process of learning | | | | | |
| I don't give up, when I want to learn something new, even though it is difficult | | | | | |
| I like to learn something new that can change my understanding of the world or other persons | | | | | |
| I am conscious of my own learning style and how I learn best | | | | | |
| I take responsibility for what I want to learn and how I will do it | | | | | |

| Your priority of developing this learning element during the course | | | | | |
|--|--|--|--|--|--|
| Indicate your priority for developing your learning competences ? | | | | | |

| Try to describe with few sentences, how you wish to use the high school course to develop your learning competences . |
|--|
| |

4. Knowledge & skills

This learning dimension focuses on your knowledge & skills in general learning subjects as well as more specific subject areas. .

This dimension is here described through five elements of knowledge and skills: 1) language and communication, 2) culture and society, 3) nature and environment: 4) body and exercise, and 5) food and health

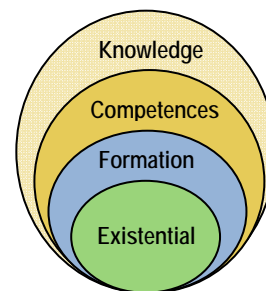
4.1 Knowledge & skills / English language

The first element is your knowledge & skills in topics of English **language and communication**.

To have general knowledge & skills in English language and communication means that you have the knowledge and skill in using the Danish language and other forms of expression

The key words are

- Reading skills
- Vocabulary
- Fluency / articulateness
- Unconstrained conversation
- Body language



| Assessment of your actual learning profile. | Very low degree | Low degree | Some degree | High degree | Very high degree |
|--|-----------------|------------|-------------|-------------|------------------|
| Here you must assess your degree of knowledge & skills in the topics of language and communication. Indicate to what extent the statements apply to you (tick one box for each statement). | | | | | |
| I am good to read and understand printed and digital English texts | | | | | |
| I have an extensive and varied English vocabulary | | | | | |
| I can express myself in English accurately both orally and in writing | | | | | |
| I am good to talk in English about anything and everything in convivial contexts | | | | | |
| I have a varied body language that can support what I want to tell. | | | | | |

| Your priority of developing this learning element during the course | | | | | |
|---|--|--|--|--|--|
| Indicate your priority for developing your abilities in language and communication ? | | | | | |

Try to describe how you wish to use the high school course to develop your knowledge & skills of **language and communication**

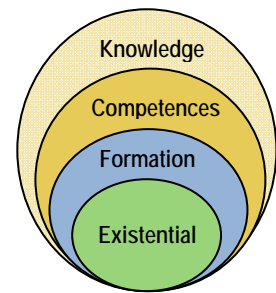
4.2 Knowledge & skills / culture and society

The second element is your knowledge & skills in the topics of **culture and society**.

To have knowledge & skills regarding culture and society means that you understand the historical, social, cultural and religious development at home and internationally, both in terms of social conditions, lifestyles, values and outlook on life.

The key words are

- Historical overview
- Societal conditions
- Cultural values
- Outlook on life
- Democratic citizenship



Assessment of your actual learning profile.

Here you must assess your degree of knowledge & skills in the topics of culture and society. Indicate to what extent the statements apply to you (tick one box for each statement).

| | Very low degree | Low degree | Some degree | High degree | Very high degree |
|---|-----------------|------------|-------------|-------------|------------------|
| I have a chronological overview of Europe's development from the Antique to today | | | | | |
| I can outline what the Nordic social model is about | | | | | |
| I have insight into the values that the Nordic welfare societies are based on | | | | | |
| I have insight into the major religions and / or views of life that exist in Europe today | | | | | |
| I want to protect and promote democracy and freedoms in my own country, in Europe and elsewhere | | | | | |

Your priority of developing this learning element during the course

Indicate your priority for developing your your knowledge & skills in topics of **culture and society**?

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

Try to describe how you wish to use the high school course to develop your knowledge & skills in topics of **culture and society**.

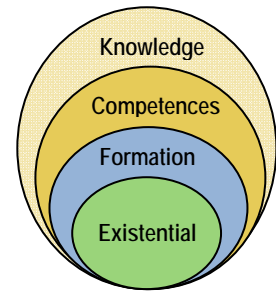
4.3 Knowledge & skills / nature and environment

The third element is your knowledge & skills in the topics of **nature and environment**.

To have knowledge & skills on nature and environment means that you understand the contexts and problems associated with nature, technology, environment, and health, and that you understand the interplay between man and nature and the need for environmental responsibility.

The key words are

- Physical Geography
- Biology
- Physics / Chemistry
- Concepts of nature
- Environmental Commitment



| Assessment of your actual learning profile. | Very low degree | Low degree | Some degree | High degree | Very high degree |
|--|-----------------|------------|-------------|-------------|------------------|
| Here you must assess your degree of knowledge & skills in the topics of nature and environment Indicate to what extent the statements apply to you (tick one box for each statement). | | | | | |
| I know the important aspects of weather, climate and climate changes on Earth | | | | | |
| I have knowledge of how our lifestyles affect nature's cycles and habitats for plants and animals | | | | | |
| I have a basic knowledge of contemporary ideas about the universe and its development | | | | | |
| I have knowledge of the modern scientific understanding of life's evolution (Darwinism) | | | | | |
| I seek in my daily life to take responsibility for a green sustainable development | | | | | |

| Your priority of developing this learning element during the course | Very low degree | Low degree | Some degree | High degree | Very high degree |
|--|-----------------|------------|-------------|-------------|------------------|
| Indicate your priority for developing your knowledge & skills in topics of nature and environment ? | | | | | |

| Try to describe how you wish to use the course to develop your knowledge & skills in topics of nature and environment . |
|--|
| |

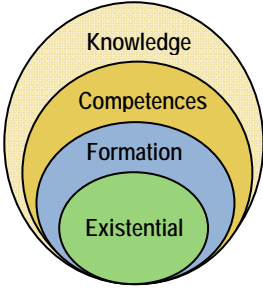
4.4 Knowledge & skills / body and exercise

The fourth element is your knowledge & skills in the topics of **body and exercise**.

To have knowledge & skills in body and exercise means that you understand the importance of lifelong physical activity for life quality, health, and living conditions, can use selected sports and exercises, and not least have developed body awareness and enjoyment of physical activity.

The key words are

- Relation diet and exercise
- Relaxation and concentration techniques
- Basic warm-up and training exercises
- Sport types and forms of exercise
- Body awareness



| Assessment of your actual learning profile. | Very low degree | Low degree | Some degree | High degree | Very high degree |
|--|-----------------|------------|-------------|-------------|------------------|
| Here you must assess your knowledge & skills the subject area of body and exercise. Indicate to what extent the statements apply to you (tick one box for each statement). | | | | | |
| I know the relationships between diet and exercise | | | | | |
| I know and can use basic relaxation and concentration techniques | | | | | |
| I know and can use basic forms of warm-up and training exercises | | | | | |
| I know and have skills in a variety of sport types and forms of exercise | | | | | |
| I have a good body awareness and enjoyment of physical activity | | | | | |

| Your priority of developing this learning element during the course | | | | | |
|---|--|--|--|--|--|
| Indicate your priority for developing your knowledge & skills in the area of body and exercise ? | | | | | |

Try to describe how you wish to use the high school course to develop your knowledge & skills in the area of **body and sport**.

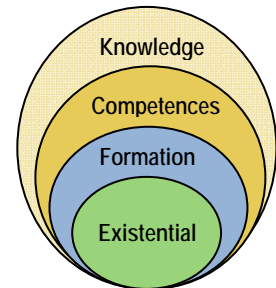
4.5 Knowledge & skills / food and health

The fifth element is your knowledge & skills in the topics of **food and health**.

To have knowledge & skills in food and health means that you understand the relationships between lifestyle diseases, consumption and dietary habits, know the principles of dietary recommendations, and healthy nutrition, have skills in food choices and healthy cooking, and not least the ability to lead a healthy lifestyle in everyday life .

The key words are

- Lifestyle diseases
- Dietary recommendations
- Food choices including product declarations and labelling systems
- Cooking
- Life quality and dietary habits



| Assessment of your actual learning profile. | Very low degree | Low degree | Some degree | High degree | Very high degree |
|---|-----------------|------------|-------------|-------------|------------------|
| Here you must assess your degree of knowledge & skills in the topics of food and health. Indicate to what extent the statements apply to you (tick one box for each statement). | | | | | |
| I have knowledge of the major lifestyle diseases | | | | | |
| I know the dietary recommendations and principles of healthy nutrition | | | | | |
| I have knowledge about food choices and understand product declarations and labelling systems | | | | | |
| I am good at cooking | | | | | |
| I have the will and ability to follow good dietary habits and lead a healthy lifestyle | | | | | |

| Your priority of developing this learning element during the course | | | | | |
|---|--|--|--|--|--|
| Indicate your priority for developing your knowledge & skills in topics of food and health ? | | | | | |

| Try to describe how you wish to use the high school course to develop your knowledge & skills in topics of food and health . |
|---|
| |

Possible comments

If you have comments or critics of the questionnaire, or want to explain your answers, you are welcome to write them below

General comments:

Comments to the existential dimension (Self-sense, self-confidence, self-esteem, existential awareness, authenticity)

Comments to personal formation (Autonomy, reflective knowledge, moral sense, aesthetic sense, versatile judgement)

Comments to competences (Social, communicative, creative, self-management , learning ability)

Comments to knowledge & skills (English language, culture & society, nature & environment, body & exercise, food & health)