

The Philosophy of CITI-VAL

What is CITI-VAL? CITI-VAL stands for citizenship values, those values that should be acquired by an individual in order to become a full and valuable member of the society. Through our production we will try to offer a helping hand for teaching learners under penal measures living in closed institutions those essential competences that will help them become true citizens.

Who are behind CITI-VAL? The team behind CITI-VAL consists of committed and experienced people from five European countries (France, Germany, Hungary, Spain and Turkey). The professionals have various profiles: they are prison teachers, university teachers, psychologists, education professionals and social engineers with experience in both the world of prison and other scenes of education.

Who is CITI-VAL for? Our pedagogical “Ready-To-Use” pack is for anyone who is working with inmates, trying to prepare them for reintegration. It can be used by teachers, psychologists, social workers, reintegration and probation counselors, NGOs offering education in prisons. Most of the lesson plans in the pack can also be taught in general education as it offers valuable and useful information for young and adults of all ages and levels.

Project n° 2016-1-FR01-KA204-023961



What will you find in the pedagogical pack? One word: versatility. Versatility in methodology and science. The professionals of CITI-VAL created a competence-based pedagogical package that has an interdisciplinary approach and is inspired by all fields of science – history, philosophy, geography, politics, modern pedagogy, arts. The training-like lesson plans offer a wide variety of practices of different methodology (group work, frontal education, individual or pair work, creative or thought-provoking exercises). The teachers/trainers will find subjects such as: European institutions, Constitution, environmental protection, living in a minority or with a disability, election day, moral dilemmas, how to get around in the city, media pros and cons, expression of self, religious facts; both practical and theoretical knowledge all of which will add to become more conscious citizens.

How to use the CITI-VAL pack? Learning without being afraid of the classroom situation. The Ready-to-Use pack of CITI-VAL teaching units will offer a fun and enjoyable way of learning. It is designed in a way that it can be used together, built upon one another and separately, adapted to the teachers/trainers' focus. The practices in each lesson plan can be freely adjusted to the learners' needs. After each session the teachers/trainers can use the recommended assessment tool so they will be able to follow the learners' progress in the subject. Hopefully, the result will be enjoyable lessons where learners will be able to acquire useful and up-to-date knowledge in a fun and easy way.

***DISCLAIMER:** 62-hour-long teaching units were tested and went well with a certain group.
Of course, users should plan the sequences according to their group
(and make adjustments if necessary)*

Project n° 2016-1-FR01-KA204-023961



Why is Assessment important? It is essential to evaluate whether the pedagogical goals and standards of the teaching units are being met. Assessment is an integral part of instruction, as it determines whether or not the goals of courses are being fulfilled. Assessment can be of good help for early school leavers, low skilled public... to show positive recognition. Assessment inspire us to ask these questions *"Are we teaching what we think we are teaching?", "Are learners learning what they are supposed to be learning?", "Is there a way to teach the subject better, thereby promoting better learning?"*.

Today's learners need also skills that will allow them to face a world that is continually changing. They must be able to think critically, to analyse and to transfer what has been learned to other contexts. Professionals need to take an active role in making decisions about the purpose of assessment and the content that is being assessed.

CITI-VAL project partners propose some quick and easy assessment tools (for professionals then for learners) at the same time as they have introduced at the end of each teaching unit a collection sheet of evaluation method.

Project n° 2016-1-FR01-KA204-023961



For Professionals: EVALUATION OF THE GROUP/ACTIVITY

Sequence n° – Title:

① Group characteristics

Male Female

Age <18 19/30 31/45 46/60 +61

Size of the group Less than 5 5-10 11-15 16-20

② Atmosphere

③ Grade of the participation

▪ Interaction between students

▪ Interaction between students and Teacher

④ Grade of motivation

▪ Students

▪ Professionals

⑤ Grade of adequacy to learner expectations

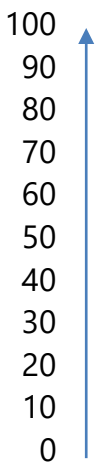
10+ 9 8 7 6 5 4 3 2 1-

Project n° 2016-1-FR01-KA204-023961



For Learners: EVALUATION OF TEACHING UNIT

Sequence n° – Title:

How do I feel about the activity?	I think I improved my knowledge
 <p>100 90 80 70 60 50 40 30 20 10 0</p>	<p>😊 <input type="checkbox"/></p> <p>😊 <input type="checkbox"/></p> <p>😐 <input type="checkbox"/></p> <p>😞 <input type="checkbox"/></p>
About this teaching unit, I liked	About this teaching unit, I didn't like
<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
What else would I like to learn about this topic?	Other
<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Project n° 2016-1-FR01-KA204-023961





Some appreciations of professionals having tested CITI-VAL teaching units



Project n° 2016-1-FR01-KA204-023961



The original Ready-To-Use pack of 2-hour sequences (Type A) for a total of 62 hours was designed by the CITI-VAL consortium. For pedagogical reasons some courses are longer (Type B).

Only 2-hour sequences were implemented (*according to the application as contracted with ERASMUS+ National Agency*) with learners in various closed institutions of European and associated countries. Before validation, adjustments were made if necessary.

The 62 hours set (Type A) was created in English and then translated into the 5 national languages of the project partners (DE-ES-FR-HU-TR). The extra-part in the Type B versions was not implemented and not translated but, as created by professionals of education and prison staffs, these sequences are also ready to use.

Project n° 2016-1-FR01-KA204-023961





CITI-VAL Pedagogical Sequences

Table of Contents

Allegiance to the Constitution

03A – Discovery of the Constitution

03B – Discovery of the Constitution

04A – Know your rights

04B – Know your rights

05A – Learn about me and follow me

05B – Learn about me and follow me

06A – Our world, our rules

06B – Our world, our rules

07A – Rights and duties

Bullying

08A – Ways out of bullying

08B – Ways out of bullying

Citizenship

09A – Consciousness citizenship

09B – Consciousness citizenship

Conflict management

10A – Are we up for peace

10B – Are we up for peace



Cultural studies

11A – The place I now live in

Democracy

12A – Milestones of democracy

Election day

13A – Ballot box: My vote is my voice

13B – Ballot box: My vote is my voice

Ethics

14A – A lifestyle that leaves a footprint

14B – A lifestyle that leaves a footprint

14C – Annex for 14A and 14B

Moral dilemma

15A – Games on decision making

15B – Games on decision making

Ethnicity and diversity

16A – Clichés of European partners



European Union

01A – ABC of Europe and major EU institutions

02A – ABC of the EU

02B – ABC of the EU

Expression of self and communication

17A – Express yourself

17B – Express yourself

Gender equity

18A – Are Women and Men equal

18B – Are Women and Men equal

19A – Sex sells through advertising

19B – Sex sells through advertising

Inclusive society

20A – Living together

20B – Living together

Knowledge of people with disabilities

21A – Walk a mile in my shoes

21B – Walk a mile in my shoes



Living in minority

22A – Contribution of minority group to our society

22B – Contribution of minority to our society

Local and national institutions

23B – Getting to know my home town's institutions

Mechanisms in society

24A – Even Robinson Crusoe has his Friday

24B – Even Robinson Crusoe has his Friday

Mobility

25A – From here to there

Preservation of nature

26A – SOS: Save Our Sphere

26B – SOS: Save Our Sphere

Prison community

27A – Sports & Rules, Me & Society

Religious facts

28A – Knowledge of secularism

28B – Knowledge of secularism

29A – My religion, your religion

29B – My religion, your religion



Use of media

30A – Media literacy

30B – Media literacy

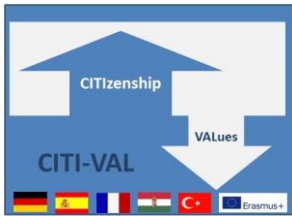
31A – More than watching TV

Women in society

32A – Proud to be a woman

Number +A means that the attached CITI-VAL sequence is of 2hour-duration

Number +B means that the attached CITI-VAL sequence is longer than 2hour-duration

**SUBJECT/AREA****With crossed disciplines**Allegiance to the Constitution
democracy, election day, citizenship**Activity Title****Discovery of the Constitution****ABSTRACT**

Participants bring their knowledge about their country's institution. From the exchanges (knowledge of each other), and the media used, they will enrich their knowledge. They will create materials that will help them integrate this data over the long term. The objective is to allow everyone to understand individually and collectively "norms" in order to live together better.

KEY WORDS

laws, institutions, symbols of the Republic

GOALS / OBJECTIVESUse and criticize different media
Understand the rules that govern our country
Be able to work in groups and challenge previous knowledge**Room Organization**

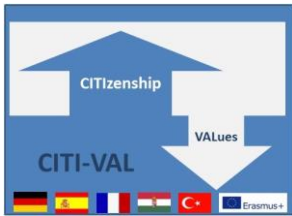
chairs, table,

Type of ACTIVITIES

brainstorming, debate, films, texts, images, visual-mapping

Proposed LEARNING OUTCOMES

- Knowing the country's institutions and democratic functioning
- Knowing the symbols of the Republic
- Knowing durably elements of the country's history



LEARNING CONTEXT

Individual Pair work Group work
Less than 5 5-10 11-15 16-20
Distance learning Frontal Interactive

SEQUENCING

Actions [2] Activities [3] Hours [2]

TEACHERS MATERIALS

Press article, images, photos, films, paper board book, internet

LEARNERS MATERIALS

Colored pencils, felt pens, white sheets, notebook

KEY COMPETENCES




- 1 - Social and civic competences
- 2 - Learn to learn

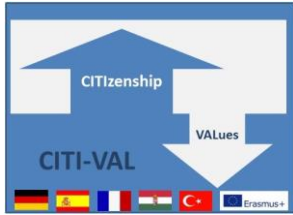
Transversal COMPETENCES

- 1 - Teamwork
- 2 - Autonomy
- 3 - Evaluating/reflecting
- 4 - Critical thinking

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 Identification of the concept « Constitution »	If learners have no or only little knowledge of the Constitution, teacher can start with https://www.youtube.com/watch?v=0UzKD8rZCc0 https://www.youtube.com/watch?v=jGsLzeWRKDM Activity 1 Brainstorming about "constitution" (individual reflection and then pooled: exchange and structuring of data: courses) Activity 2 Individual reading of a selection of constitutional articles (previously selected by teacher). Each learner is invited to summarize orally what he / she has read, which he considers important. (Teacher notes on the board, so that he can synthesize for a next course.) http://www.conseil-constitutionnel.fr/conseil-constitutionnel/english/constitution/constitution-of-4-october-1958.25742.html	Mobilization of previous knowledge and reflections on concepts <i>Writing/ reading</i> Oral expression Definition of the word Constitution and formal data on the concept <i>Knowledge of Articles of the Constitution</i>	Communication Learning to learn Civic and social skills	 	20' 30' Balance sheet 10'
Action 2	Activity 3 The pictures of the different symbols of the Republic are spread out on a table. Each learner chooses 2. Discovery of the Constitution	Help learners realize that each of the symbols can "make sense".	Communication Autonomy Creativity Teamwork		60'



<p>Les symboles de la République</p>	<p>Instructions for individual working time: Why did you choose these symbols? Dedicated time for reflection, then oral expression: each one has a given time to speak, then exchange and questioning on the individual choice.</p>			<p>Possibility to work together if difficulties with writing</p>	
--------------------------------------	---	--	--	--	--



ASSESSMENT of PRIOR LEARNING Possible Not possible yet X

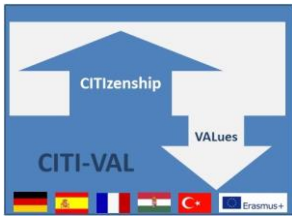
Assessment Method (if possible)

.....

.....

.....

.....

**SUBJECT/AREA**

With crossed disciplines

Allegiance to the Constitution
democracy, election day, citizenship

Activity Title

Discovery of the Constitution

ABSTRACT

Participants bring their knowledge about their country's institution. From the exchanges (knowledge of each other), and the media used, they will enrich their knowledge. They will create materials that will help them integrate this data over the long term. The objective is to allow everyone to understand individually and collectively "norms" in order to live together better.

KEY WORDS

laws, institutions, symbols of the Republic

GOALS / OBJECTIVES

Use and criticize different media
Understand the rules that govern our country
Be able to work in groups and challenge previous knowledge

Room Organization

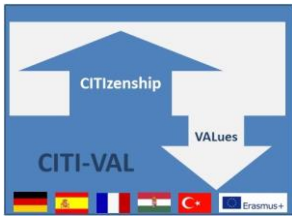
chairs, table,

Type of ACTIVITIES

brainstorming, debate, films, texts, images, visual-mapping

Proposed LEARNING OUTCOMES

- Knowing the country's institutions and democratic functioning
- Knowing the symbols of the Republic
- Knowing durably elements of the country's history



LEARNING CONTEXT

Individual Pair work Group work
Less than 5 5-10 11-15 16-20
Distance learning Frontal Interactive

SEQUENCING

Actions [4] Activities [6] Hours [4h30]

TEACHERS MATERIALS

Press article, images, photos, films, paper board book, internet

LEARNERS MATERIALS

Colored pencils, felt pens, white sheets, notebook

KEY COMPETENCES




- 1 - Social and civic competences
- 2 - Learn to learn

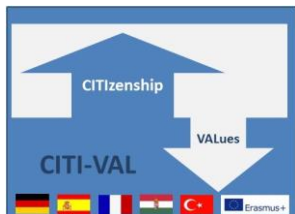
Transversal COMPETENCES

- 1 - Teamwork
- 2 - Autonomy
- 3 - Evaluating/reflecting
- 4 - Critical thinking

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
<p>Action 1 <i>Identification of the concept</i> « Constitution »</p> <p><i>The teacher will have to adapt the video/information (Activity n°2) to his/her national Constitution (here is the French constitution in English that exists also in German, Spanish and Italian translations)</i></p>	<p>If learners have no or only little knowledge of the Constitution, teacher can start with https://www.youtube.com/watch?v=0UzKD8rZCc0 https://www.youtube.com/watch?v=jGslzeWRKDM</p> <p>Activity 1 Brainstorming about "constitution" (individual reflection and then pooled: exchange and structuring of data: courses)</p> <p>Activity 2 Individual reading of a selection of constitutional articles (previously selected by teacher). Each learner is invited to summarize orally what he / she has read, which he considers important. (Teacher notes on the board, so that he can synthesize for a next course.) http://www.conseil-constitutionnel.fr/conseil-constitutionnel/english/constitution/constitution-of-4-october-1958.25742.html</p>	<p>Mobilization of previous knowledge and reflections on concepts <i>Writing/ reading</i></p> <p>Oral expression Definition of the word Constitution and formal data on the concept <i>Knowledge of Articles of the Constitution</i></p>	<p>Communication Learning to learn Civic and social skills</p>	<p></p> <p></p>	<p>20'</p> <p>30'</p> <p><u>Balance sheet</u> 10'</p>
<p>Action 2 To acquire knowledge by means of a film</p>	<p>Activity 3 Back to previous meeting in order to raise some questions Visualization of a video : https://www.youtube.com/watch?v=uOd-c8Z9RPQ (possible to make a break to discuss)</p>	<p>Improve his/her knowledge about country's institutions</p>	<p>Planning and resource management Reflecting</p>	<p></p>	<p>60'</p>



ASSESSMENT of PRIOR LEARNING Possible Not possible yet X

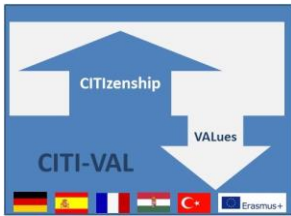
Assessment Method (if possible)

.....

.....

.....

.....



SUBJECT/AREA

With crossed disciplines

Allegiance to the Constitution
history, politics, sociology

Activity Title

Know your rights

ABSTRACT

The learner gets acquainted with his country's constitution and some historical facts regarding his country. He will be familiar with his rights and the political circumstances surrounding him. He will get the chance to build up an ideal society for himself.

KEY WORDS

constitution, history, politics, rights

GOALS / OBJECTIVES

- 1 – informative practices
- 2 – to learn historical facts
- 3 – to learn about rights (human, right to vote, ...)

Room Organization

no table, seats in circle, teacher among learners

Type of ACTIVITIES

Debate - Informative on Constitution
My ideal state
To vote or not to vote



LEARNING CONTEXT

Individual Pair work Group work
Less than 5 5-10 11-15 16-20
Distance learning Frontal Interactive

SEQUENCING

Actions [4] Activities [4] Hours [2]

TEACHERS MATERIALS

ICT, film, flipchart, pen, paper

LEARNERS MATERIALS

watercolors, colored pencils, cardboard

KEY COMPETENCES

- 1 - Communication
- 2 - Social and civic competences

Transversal COMPETENCES




- 1 - Taking responsibility
- 2 - Critical thinking
- 3 - Problem solving

Proposed LEARNING OUTCOMES



knowledge, to be well informed and up to date

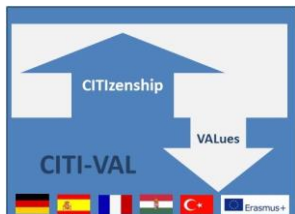
NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 « Icebreaker »: Your favorite historical personality	Activity 1 Learners have to introduce themselves as their favorite historical personality. Why is that particular person the favorite?	Ice breaker	Communication		10 minutes
Action 2 Getting to know the Constitution	Activity 2 Teacher cuts the points of the National Creed and learners have to pick one. They read it and they have to elaborate on what they see. Whether they agree or not, what they think of it, what it means to them, how they see that particular statement is valid in their lives, etc.	Sensitivity Informative task	Communication Critical thinking Sensitivity Social and civic competences		30 minutes
Action 3 My ideal state	Activity 3 In group: learners are the representatives of their ideal state. They have to find out everything about the country: name, geography, import-export, leaders, politics, rights, flag (draw), anthem, etc. When finished groups have to present their countries to the others. After, teacher will organize a discussion about their choices (why).	Practice creativity System approach	Social and civic competences Political competences Responsibility		40 minutes



<p>Action 4 To vote or not to vote?</p>	<p>Activity 4 Teacher shows short clips of political campaigns. Learners have to make an interview with the person next to them whether they would like to vote, who they'd vote for, why. After the practice they have to sum up the experiences. (If they are not up for this one teacher can create statements – e.g.: Politicians, lie; People must vote; etc - and ask the learners whether they agree or not.)</p>	<p>political competences informative political consciousness responsibility taking obligations.</p>	<p>Social and civic competences Communication Critical thinking</p>	 	<p>40 min</p>
--	---	---	---	--	---------------



ASSESSMENT of PRIOR LEARNING Possible Not possible yet X

Assessment Method (if possible)

.....

.....

.....

.....



SUBJECT/AREA

Allegiance to the Constitution

With crossed disciplines

history, politics, sociology

Activity Title

Know your rights

ABSTRACT

The learner gets acquainted with his country's constitution and some historical facts regarding his country. He will be familiar with his rights and the political circumstances surrounding him. He will get the chance to build up an ideal society for himself.

KEY WORDS

constitution, history, politics, rights

GOALS / OBJECTIVES

- 1 – informative practices
- 2 – to learn historical facts
- 3 – to learn about rights (human, right to vote, ...)

Room Organization

no table, seats in circle, teacher among learners

Type of ACTIVITIES

Debate - Informative on Constitution
My ideal state
To vote or not to vote

**LEARNING CONTEXT**

Individual Pair work Group work
Less than 5 5-10 11-15 16-20
Distance learning Frontal Interactive

SEQUENCING

Actions [4] Activities [4] Hours [3]

TEACHERS MATERIALS

ICT, film, flipchart, pen, paper

LEARNERS MATERIALS

watercolors, colored pencils, cardboard

KEY COMPETENCES

- 1 - Communication
- 2 - Social and civic competences

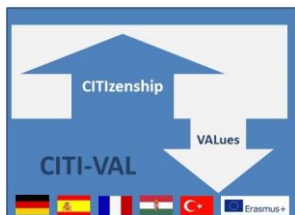
Transversal COMPETENCES

- 1 - Taking responsibility
- 2 - Critical thinking
- 3 - Problem solving

Proposed LEARNING OUTCOMES



knowledge, to be well informed and up to date

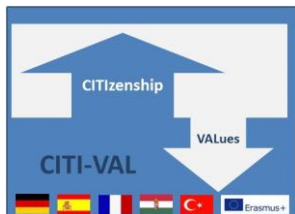
NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 Your favorite historical personality	Activity 1: Icebreaker Learners have to introduce themselves as their favorite historical personality. Why is that particular person the favorite?		communication		30'
Action 2 Getting to know the Constitution	Activity 2 Teacher cuts the points of the National Creed and learners have to pick one. They read it and they have to elaborate on what they see. Whether they agree or not, what they think of it, what it means to them, how they see that particular statement is valid in their lives, etc.	sensitivity informative task	communication critical thinking sensitivity social and civic competences		40'
Action 3 My ideal state	Activity 3 Learners are the representatives of their ideal state. They have to find out everything about the country: name, geography, import-export, leaders, politics, rights, flag (draw), anthem, etc. When finished groups have to present their countries to the others. After: discussion about choices (why).	creativity system approach	social and civic competences political competences responsibility		50'



<p>Action 4</p> <p>To vote or not to vote?</p>	<p>Activity 4</p> <p>Teacher shows short clips of political campaigns. Learners have to make an interview with the person next to them whether they would like to vote, who they'd vote for, why. After the practice they have to sum up the experiences. (If they are not up for this one teacher can create statements – e.g.: Politicians, lie; People must vote; etc - and ask the learners whether they agree or not.)</p>	<p>political competences informatic political consciousness responsibility taking obligations</p>	<p>social and civic competences communication critical thinking</p>	 	<p>60'</p>
--	---	---	---	--	------------



ASSESSMENT of PRIOR LEARNING Possible Not possible yet X

Assessment Method (if possible)

.....

.....

.....

.....

**SUBJECT/AREA**

Allegiance to the Constitution

With crossed disciplines

Social area and Communication area

Activity Title**Learn about me and follow me****ABSTRACT**

The Constitution is the fundamental law that rules the system of government in a country. The articulated text of this fundamental law is contained in a book. With this sequence the learners will approach the main rights and duties included in the Constitution and will learn about situations where these are respected or infringed.

KEY WORDS

Respect, rights, duties, freedom, democracy, citizen

GOALS / OBJECTIVES

- Bringing learners closer to the knowledge of the Constitution
- Knowing the origin of the Constitution and its value for the citizens
- Knowing and analyzing the rights and duties of the people included in the Constitution
- Valuing the importance of the Constitution and the European citizenship for the coexistence and the progress of the country and EU

Room Organization

Learners sitting around tables, sitting without tables

Type of ACTIVITIES

Presentation - Information search - Discussion



LEARNING CONTEXT

Individual Pair work Group work
Less than 5 5-10 11-15 16-20
Distance learning Frontal Interactive

SEQUENCING

Actions [3] Activities [4] Hours [2]

TEACHERS MATERIAL

Blackboard, computer, the book of the Constitution.

LEARNERS MATERIALS

Newspapers, magazines, scissors, glue, cardboard, markers and the book of the Constitution.

KEY COMPETENCES

- 1 - Communication in the hosting national language
- 2 - Social and civic competence
- 3 - Learning to learn

Transversal COMPETENCES

- 1 - Communication
- 2 - Teamwork
- 3 - Critical thinking
- 4 - Evaluating/Reflecting




Proposed LEARNING OUTCOMES

By the end of these sequences, learners will be able to:

- know the fundamental rights and duties of our Constitution.
- search for, contrast, reflect and be critical with the information gathered on the fundamental rights and duties of our Constitution.
- make wall charts with the information.
- listen and reflect showing respect.

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
<p>Action 1 <i>Getting to know The Constitution</i></p>	<p>Activity 1 The teacher tells learners what the Constitution is and the fundamental rights and duties it gathers.</p>	<p>To know the origin of the Constitution and its value for the citizens.</p> <p>To learn about the fundamental rights and duties of the people referred to in the Constitution.</p>	<p>Communication in the hosting country's language</p> <p>Learning to learn</p> <p>Communication</p>		<p>30'</p>
<p>Action 2 <i>Respect to the Constitution</i></p>	<p>Activity 2 Learners are divided into groups to work on the Constitution. The teacher brings cut – outs from magazines, texts from national and European newspapers, pictures, etc. where facts or attitudes that respect or infringe fundamental rights and duties can be seen. With the written compositions and cut - outs from newspapers and magazines, make wall charts distinguishing between events and facts that infringe and those who respect fundamental rights and duties. Below each cut - out found, learners write the article of the Constitution related to the picture or piece of news.</p>	<p>To analyze the fundamental rights and duties included in each country Constitution by relating articles to pieces of news and pictures taken from the press.</p>	<p>Social and civic competence</p> <p>Communication in the hosting country's language</p> <p>Communication</p> <p>Autonomy</p> <p>Teamwork</p> <p>Critical thinking</p> <p>Planning and resource management</p>	 	<p>45'</p>



ASSESSMENT of PRIOR LEARNING Possible Not possible yet X

Assessment Method (if possible)

.....

.....

.....

.....



SUBJECT/AREA Allegiance to the Constitution
With crossed disciplines Social area and Communication area

Activity Title Learn about me and follow me

ABSTRACT

The Constitution is the fundamental law that rules the system of government in a country. The articulated text of this fundamental law is contained in a book. With this sequence the learners will approach the main rights and duties included in the Constitution and will learn about situations where these are respected or infringed.

KEY WORDS Respect, rights, duties, freedom, democracy, citizen

GOALS / OBJECTIVES

- Bringing learners closer to the knowledge of the Constitution
- Knowing the origin of the Constitution and its value for the citizens
- Knowing and analyzing the rights and duties of the people included in the Constitution
- Valuing the importance of the Constitution and the European citizenship for the coexistence and the progress of the country and EU

Room Organization Learners sitting around tables, sitting without tables

Type of ACTIVITIES Presentation - Information search - Discussion

**LEARNING CONTEXT**

Individual Pair work Group work
Less than 5 5-10 11-15 16-20
Distance learning Frontal Interactive

SEQUENCING

Actions [3] Activities [3] Hours [4]

TEACHERS MATERIAL

Blackboard, computer, the book of the Constitution.

LEARNERS MATERIALS

Newspapers, magazines, scissors, glue, cardboard, markers and the book of the Constitution.

KEY COMPETENCES

- 1 - Communication in the hosting national language
- 2 - Social and civic competence
- 3 - Learning to learn

Transversal COMPETENCES

- 1 - Communication
- 2 - Teamwork
- 3 - Critical thinking
- 4 - Evaluating/Reflecting


Proposed LEARNING OUTCOMES

By the end of these sequences, learners will be able to:



- know the fundamental rights and duties of our Constitution.
- search for, contrast, reflect and be critical with the information gathered on the fundamental rights and duties of our Constitution.
- make wall charts with the information.
- listen and reflect showing respect.

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
<p>Action 1</p> <p><i>Getting to know The Constitution</i></p>	<p>Activity 1</p> <p>The teacher tells learners what the Constitution is and the fundamental rights and duties it gathers.</p>	<p>+ To bring the learner closer to the knowledge of the Spanish Constitution.</p> <p>+ To know the origin of the Constitution and its value for the Spaniards.</p> <p>+ To know the fundamental rights and duties of the Spanish people included in the Constitution.</p>	<p>Social and civic competence</p> <p>Communication in the hosting country's language</p> <p>Learning to learn</p> <p>Communication</p> <p>Evaluating / Reflecting</p>		<p>30'</p>



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
<p>Action 2</p> <p><i>Respect to the Constitution</i></p>	<p>Activity 2</p> <p>Learners are divided into groups to work on the Constitution. They will have to:</p> <ul style="list-style-type: none"> - Look for national and European news in the Media where facts or attitudes that respect or infringe fundamental rights and duties can be seen. - Write texts expressing criticism and opinion of the news. - With the written compositions and cut outs from newspapers and magazines, make wall charts distinguishing between events and facts that infringe and those who respect fundamental rights and duties. 	<p>+ To know and analyze the fundamental rights and duties of the Spanish people included in the Constitution.</p>	<p>Social and civic competence</p> <p>Communication in the hosting country's language</p> <p>Learning to learn</p> <p>Communication</p> <p>Autonomy</p> <p>Team working</p> <p>Critical thinking</p> <p>Evaluating/Reflecting</p>		<p>180'</p>
<p>Action 3</p> <p><i>Valuing the Constitution</i></p>	<p>Activity 3</p> <p>Learners share the work done and comment on it. Later, the importance of the Constitution and its need for the proper functioning of the country are discussed.</p>	<p>+ To value the importance of the Spanish Constitution and the European citizenship for the coexistence and progress of Spain and Europe.</p>	<p>Social and civic competence</p> <p>Communication in the hosting country's language</p> <p>Learning to learn</p> <p>Communication</p> <p>Autonomy</p> <p>Teamwork</p> <p>Critical thinking</p> <p>Evaluating/Reflecting</p>		<p>30'</p>



ASSESSMENT of PRIOR LEARNING Possible Not possible yet

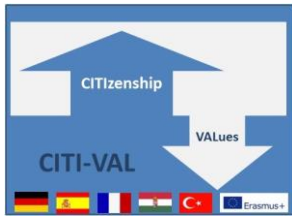
Assessment Method (if possible)

.....

.....

.....

.....

**SUBJECT/AREA**

With crossed disciplines

Allegiance to the Constitution

Psychology, Art

Activity Title

“Our World, Our Rules”

ABSTRACT

This practice aims learners to understand the idea of constitution and the necessities of it. In this activity, they learn how rules are run and what they are for. It is aimed that people have rights to live peacefully and respect each other's' wishes. They will be able to understand that freedom finishes at the point that limits others wished.

KEY WORDS

freedom, human right to live, respect, empathy

GOALS / OBJECTIVES

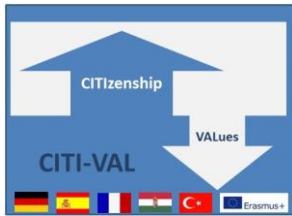
- 1 - be able to notice his/her faults
- 2 - be able to understand why rules are necessary
- 3 - be able to understand human being values from public point of view

Room Organization

no table, seats in circle, teacher among learners,
U type in a classroom

Type of ACTIVITIES

Short Films, Theatre, Role Playing, Interviews



LEARNING CONTEXT Individual Pair work Group work
Less than 5 5-10 11-15 16-20
Distance learning Frontal Interactive

SEQUENCING Actions [2] Activities [3] Hours [2]

TEACHERS MATERIALS projectors, computers, short movies-constitutions paper, interview videos

LEARNERS MATERIALS art materials, watercolors, colored pencils, cardboard

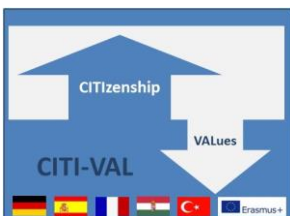
KEY COMPETENCES
1 - Social and civic competences
2 - Cultural awareness and expression




Transversal COMPETENCES
1 - Critical Thinking
2 - Creativity
3 - Team Working
4 - Taking responsibility
5 - Communication

Proposed LEARNING OUTCOMES

- 1 - Through interviews with their families, being able to create awareness for what they did
- 2 - Being able to reflect what they feel
- 3 - Being able to be included in society norms

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Compétences	Learning context	Sub-timing
Action 1 A Scenario The role Playing of the Scenarii that they created	Activity 1 Learners are asked to write a world in which they created their own rules	To see what kind of world and rules they want	Freedom of Speech- Creativity		40'
	Activity 2 Learners are asked to perform what they write and how their world are	To reflect what they want and to see how real they are	Reflection		20'
Action 2 Debate	Activity 3 Starting with a brainstorming, a debate is launched to find a solution about rules and reach conclusion	To have a final understanding of constitution and rules of a regular society	Creativity Obedience		60'



ASSESSMENT of PRIOR LEARNING Possible Not possible yet X

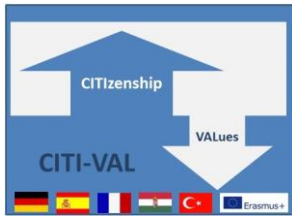
Assessment Method (if possible)

.....

.....

.....

.....



SUBJECT/AREA

Allegiance to the Constitution

With crossed disciplines

Psychology, Art

Activity Title

“Our World, Our Rules”

ABSTRACT

This practice aims learners to understand the idea of constitution and the necessities of it. In this activity, they learn how rules are run and what they are for. It is aimed that people have rights to live peacefully and respect each other’s’ wishes. They will be able to understand that freedom finishes at the point that limits others wished.

KEY WORDS

freedom, human right to live, respect, empathy

GOALS / OBJECTIVES

- 1 - be able to notice his/her faults
- 2 - be able to understand why rules are necessary
- 3 - be able to understand human being values from public point of view

Room Organization

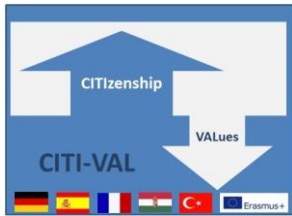
no table, seats in circle, teacher among learners,
U type in a classroom

Type of ACTIVITIES

Short Films, Theatre, Role Playing, Interviews

LEARNING CONTEXT

Individual Pair work Group work
 Less than 5 5-10 11-15 16-20
 Distance learning Frontal Interactive



SEQUENCING

Actions [6] Activities [7] Hours [4]

TEACHERS MATERIALS

projectors, computers, short movies-constitutions paper,
interview videos

LEARNERS MATERIALS

art materials, watercolors, colored pencils, cardboard

KEY COMPETENCES

- 1 - Social and civic competences
- 2 - Cultural awareness and expression

Transversal COMPETENCES







- 1 - Critical Thinking
- 2 - Creativity
- 3 - Teamwork
- 4 - Taking responsibility
- 5 - Communication

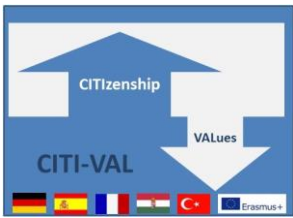
Proposed LEARNING OUTCOMES



- 1 - Through interviews with their families, being able to create awareness for what they did
- 2 - Being able to reflect what they feel
- 3 - Being able to be included in society norms

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Compétences	Learning context	Sub-timing
Action 1 Short video of their families and people effected with these crimes with them and without them	Activity 1 Video Interviews are watched that make them think what they did	To become aware of human right to live and importance of it	Critical thinking		20'
Action 2 A Therapy is implemented in company with psychologist	Activity 2 Psychologists talk to learners and know how they feel after seeing the interviews	To face and understand how they feel	Empathy		40'
Action 3 A Scenario The role Playing of the scenario that they created	Activity 3 Learners are asked to write a world in which they created their own rules	To see what kind of world and rules they want	Freedom of Speech Creativity		40'
	Activity 4 Learners are asked to perform what they write and how their world are	To reflect what they want and to see how real they are	Reflection		20'
Action 4 A short Film	Activity 5 A short film is watched in which law-abiding people live and their understanding of society rules and necessities of them.	To show them how necessary the rules are and the constitution for a comfortable life	Self-consciousness		30'
Action 5 Art Workshop	Activity 6 After watching short films, an art workshop is made that learners draw a picture and sing a song of their utopic world	To feel them the values of themselves	Art Skill Reflection		30'



					
Action 6 Debate	Activity 7 Starting with a brainstorming, a debate is launched to find a solution about rules and reach conclusion	To have a final understanding of constitution and rules of a regular society	Creativity Obedience		60'



ASSESSMENT of PRIOR LEARNING Possible Not possible yet X

Assessment Method (if possible)

.....

.....

.....

.....



Subject/Area	Allegiance to the constitution, Democracy
With Crossed Disciplines	History, citizenship, participation
Activity Title	Citizenship – Rights and Duties

Abstract

The student learns some basics about the constitution of the hosting country, the rights it preserves and the role of the citizen amongst the community. The teacher chooses some articles of the constitution that are suitable for letting the prisoners work on the topic of “duties”. The aim is to make prisoners think about the dependence of enjoying several rights and becoming involved as an active member of society.

Key Words freedom, history, democracy

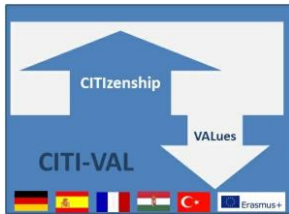
Goals / Objectives

- 1) gain knowledge about the constitution
- 2) reflect one’s own position and communicate it
- 3) show tolerance in listening to other opinions
- 4) acknowledge that a common acceptance of principle (constitutional) rights is best for all
- 5) reflecting about not just being a “consumer” but an active member of society

Room Organization classroom with table and chairs, group tables

Type of Activities

- 1) students study phrases from the constitution (reading = individual work; for illiterates a film has to be chosen or the teacher propounds)
- 2) students repeat the content of the articles in their own words and try to work out, what duties apply for them as an individual
- 3) students present their ideas, they debate and exchange views (classroom work)



LEARNING CONTEXT

Individual Pair work Group work
Less than 5 5-10 11-15 16-20
Distance learning Frontal Interactive

SEQUENCING

Actions [3] Activities [3] Hours [2]

Teacher's Materials

copies, flip chart, black board, chalk, pens

Learners' Materials

Key Competences

- 1 - Communication in the hosting country's language
- 2 - Social and civic competences
- 3 - Learning to learn

Transversal Competences


- 1 - Communication
- 2 - Critical thinking
- 3 - Taking responsibility

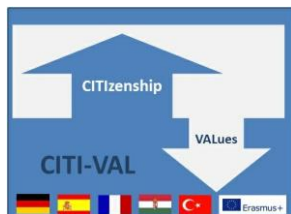
Proposed Learning Outcomes


- Knowledge on national history
- Knowledge on democracy
- Improvement in speaking in front of a group giving presentations

NOTES




Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
<p>Action 1</p> <p>Introduction of the working plan of the lesson</p> <p>Explanation what a constitution is and explanation of other difficult words</p> <p>Presentation of the copies with extracts from the constitution</p> <p>Teacher walks round and assists in case of questions</p>	<p>Activity 1 Students listen and ask questions on what they don't understand.</p> <p><i>Example (Articles from the German Constitution)</i></p> <p>Human dignity shall be inviolable. To respect and protect it shall be the duty of all state authority.</p> <p><i>All persons shall be equal before the law.</i></p> <p><i>The entire school system shall be under the supervision of the state.</i></p> <p><i>The Federal Republic of Germany is a democratic and social federal state.</i></p> <p><i>All state authority is derived from the people. It shall be exercised by the people through elections and other votes and through specific legislative, executive and judicial bodies.</i></p> <p><i>Mindful also of its responsibility toward future generations, the state shall protect the natural foundations of life and animals by legislation.</i></p>	<p>prisoners concentrate, try to comprehend and ask in case that there are questions</p> <p>supervised the prisoners discuss about equality, human dignity and other matters</p>	<p>Critical thinking</p> <p>Learning to learn</p>		<p>30'</p>



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
<p>Action 2 Teacher introduces the task of finding “responsibilities” or “duties”, he explains the words and puts the prisoners back on their texts</p> <p>The teacher can simplify the task by giving hints and rhetorical questions or he lets the prisoners work more on their own and then walks round and assists in case of questions</p>	<p>Activity 2 <i>Students take notes on what duties and responsibilities of citizens might also be included in the constitution.</i></p> <p><u>Examples</u> Human dignity includes not to have to live on the streets. Is it only a question of state money or is there also social solidarity. How much social welfare can a state bring up? What has it got to do with taxes? Equality of people gives women the same rights as men. What are my attitudes on women? School system, do I have some responsibility as a learner, or does “everything free” mean, that I can come and go as I like. Elections express the interest of the people. I have to show some interest in politics, the policies of political parties and try to make an opinion.</p>	<p>prisoners learn to make excerpts, they take notes</p>	<p>Learning to learn</p> <p>Social and civic competences</p>		<p>30'</p>



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
<p>Action 3</p> <p>Teacher discusses the opinions of the students and focusses them on the topic “allegiance to the constitution”.</p>	<p>Activity 3</p> <p>All articles of the constitution given to the students are repeated, explained and discussed.</p> <p>The students present what they think could be a responsibility or duty of a citizen.</p> <p>The students exchange about what allegiance to the constitution could mean to them.</p>	<p>The students are confronted with the legal framework which gives them many rights. They get confronted with some demands (not always suable) like attending school, obeying rules, paying taxes, showing solidarity.</p> <p>They can reflect their own thinking and behaviour and exchange views with fellow prisoners.</p> <p>They learn that the constitution is the mental soil for all people, but people have to support and contribute, otherwise constitutions (and states) are designed to fail.</p>	<p>Communication</p> <p>Critical thinking</p>		<p>60'</p>



ASSESSMENT of PRIOR LEARNING Possible Not possible yet X

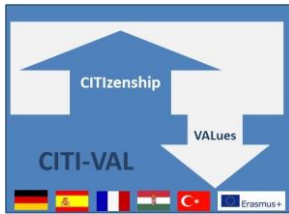
Assessment Method (if possible)

.....

.....

.....

.....



SUBJECT/AREA

Bullying

With crossed disciplines

Communication, social skill (psychology)

Activity Title

Ways out of bullying

ABSTRACT

Bullying is an aggressive behavior repeated several times. It includes spreading rumors, attacking someone physically or verbally, or excluding somebody from a group. We have to understand the mechanism of bullying to prevent it. Through this sequence we will play different behaviors in order to adopt the appropriate strategy.

The presence of a psychologist during the implementation of this sequence is strongly recommended due to the sensitivity of the topic; the psychologist could also help to clarify the concept of bullying, which is sometimes hard for learners to understand.

KEY WORDS

Self-confidence, respect, responsibility, empathy, bullying, roles, group

GOALS / OBJECTIVES

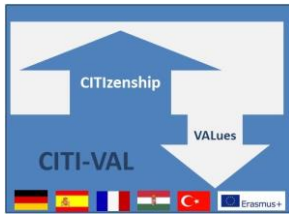
- 1 - Understanding different situations of bullying.
- 2 - Putting oneself in someone's else place.
- 3 - Acting out different roles through oral and body language
- 4 - Understanding the multiple roles in society.

Room Organization

Classroom, learners sitting on desks, learners and teacher in circle, learners standing up in front of the class

Type of ACTIVITIES

Debate, discussion, role-playing, video watching, poster/collage



LEARNING CONTEXT

Individual Pair work Group work
Less than 5 5-10 11-15 16-20
Distance learning Frontal Interactive

SEQUENCING

Actions [3] Activities [4] Hours [2]

TEACHERS MATERIALS

Press article, photos, video, roles cards

LEARNERS MATERIALS

Scissors, piece of cardboard, pictures, cut-outs from magazines, markers, glue, roles cards

KEY COMPETENCES

1 – Social and civic competences
2 – Communication in the hosting national language

Transversal COMPETENCES





1 - Communication
2 – Teamwork
3 – Critical thinking
4 – Intercultural communication

Proposed LEARNING OUTCOMES


By the end of the sequence, learners will be able to reflect in an original poster/collage their views and ideas about bullying through images, pictures, inspiring sentences.

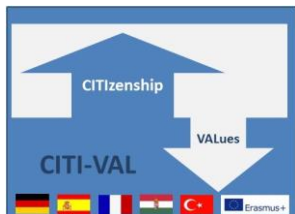
NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
<p>Action 1 <i>Understanding what bullying is</i></p>	<p>Activity 1 Write one word or one little sentence about what « bullying » is to you on sticking pieces of paper. They are then read by the other participants.</p> <p>Activity 2 Debate. What do you think of one person who is isolated in prison? Would you like to be part of a group?</p>	<p>To make an initial evaluation of representations</p> <p>To express ideas about the subject</p>	<p>Communication in the hosting national language</p> <p>Intercultural communication</p>	 	<p>30'</p> <p>15'</p>
<p>Action 2 <i>Making a Poster</i></p> 	<p>Activity 3 After watching a video, pictures or newspaper articles about bullying, learners use the knowledge they have gained to create a poster, a collage, drawings...</p>	<p>To identify bullying situations in different contexts.</p>	<p>Communication in the hosting national language</p> <p>Social and civic competence</p> <p>Critical thinking</p> <p>Teamwork</p>		<p>30'</p>



<p>Action 3 <i>Role plays</i></p>	<p>Activity 4 From one situation (learner council or staff meeting, ...), teacher gives a card to every learner with different personalities (leader, shy, headstrong, suggestible, indifferent, ...). Learners change all roles so everybody can experiment all characters.</p>	<p>To express oneself in the skin of other one To understand the different roles in society</p>	<p>Communication in the hosting national language Communication Teamwork</p>		<p>45'</p>
--	---	---	---	---	------------



ASSESSMENT of PRIOR LEARNING Possible Not possible yet X

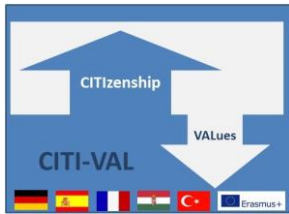
Assessment Method (if possible)

.....

.....

.....

.....

**SUBJECT/AREA**

Bullying

With crossed disciplines

Communication, social skill (psychology)

Activity Title**Ways out of bullying****ABSTRACT**

Bullying is an aggressive behavior repeated several times. It includes spreading rumors, attacking someone physically or verbally, or excluding somebody from a group. We have to understand the mechanism of bullying to prevent it. Through this sequence we will play different behaviors in order to adopt the appropriate strategy.

The presence of a psychologist during the implementation of this sequence is strongly recommended due to the sensitivity of the topic; the psychologist could also help to clarify the concept of bullying, which is sometimes hard for learners to understand.

KEY WORDS

Self-confidence, respect, responsibility, empathy, bullying, roles, group

GOALS / OBJECTIVES

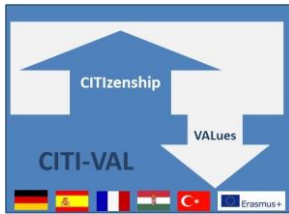
- 1 - Understanding different situations of bullying.
- 2 - Putting oneself in someone's else place.
- 3 - Acting out different roles through oral and body language
- 4 - Understanding the multiple roles in society.

Room Organization

Classroom, learners sitting on desks, learners and teacher in circle, learners standing up in front of the class

Type of ACTIVITIES

Debate, discussion, role-playing, video watching, poster/collage



LEARNING CONTEXT

Individual Pair work Group work
Less than 5 5-10 11-15 16-20
Distance learning Frontal Interactive

SEQUENCING

Actions [4] Activities [6] Hours [4+]

TEACHERS MATERIALS

Press article, photos, video, roles cards

LEARNERS MATERIALS

Scissors, piece of cardboard, pictures, cut-outs from magazines, markers, glue, roles cards

KEY COMPETENCES

1 – Social and civic competences
2 – Communication in the hosting national language

Transversal COMPETENCES





1 - Communication
2 – Teamwork
3 – Critical thinking
4 – Intercultural communication

Proposed LEARNING OUTCOMES



By the end of the sequence, learners will be able to reflect in an original poster/collage their views and ideas about bullying through images, pictures, inspiring sentences.

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 <i>Understand what's bullying</i>	Activity 1: Debate What do you think of one person who is isolated in prison ? Would you like to be part of a group? ... Activity 2 Write one word or one little sentence about what « bullying » is to you on sticking pieces of paper; they are then read by the other participant + debate	Initial evaluation of representations Express ideas about this subject	Communication Communication	 	20' 30'
Action 2 <i>Observation</i> 	Activity 3 Watch video or pictures or newspaper articles about bullying : debate Use information to make posters, collages, drawings, ...	Identity bullying within different situations	Critical thinking		60'



<p>Action 3</p> <p><i>Play roles</i></p>	<p>Activity 4: Play roles</p> <p>From one situation (learner council or staff meeting, ...), give a card to everybody with different characters (leader, shy, headstrong, suggestible, indifferent, ...). Change all roles so everybody can experiment all characters</p>	<p>Express oneself in the skin of other one</p> <p>Understand the different roles in society</p>	<p>Communication verbal and non-verbal</p>		<p>60'</p>
<p>Action 4</p> <p><i>Personal reflection</i></p>	<p>Activity 5</p> <p>Meeting with professionals (psychologists) or witnesses (dangers and definition)</p> <p>Activity 6</p> <p>Every week all year long during 10 minutes, there will be personal reflection</p>	<p>For teacher: spot person who could be bullied and then orientated to professionals</p> <p>For learner: be able to ask for help</p>	<p>Critical thinking</p> <p>Understand myself and the others</p>		<p>60'</p> <p>+10 min / week all year long</p>



ASSESSMENT of PRIOR LEARNING Possible Not possible yet

Assessment Method (if possible)

.....

.....

.....

.....



Tested

SUBJECT/AREA

Citizenship

With crossed disciplines
History

Social Studies, Communication, Literature,

Activity Title

Consciousness citizenship

ABSTRACT

In this course learners will learn Historical facts about their citizenship's changing (through three main topics: opportunities, duty and values). After they will have a creative part, where they have to make a timetable and show through it how those three topics changed in their history. As an outcome they will make an exhibition of the timetables.

KEY WORDS

Citizenship, history, responsibilities, evolving, fact, opportunities, duties, values

GOALS / OBJECTIVES

- 1 - Be able to know fact citizenship
- 2 - Be able to the build a basis citizenship history
- 3 - Be able to know responsibilities for governor
- 4 - Be able to develop sense of nationality

Room Organization

table, seats, 3 teachers, among learners

Type of ACTIVITIES

Brainstorming, small group work, presentation



LEARNING CONTEXT

Individual Pair work Group work
Less than 5 5-10 11-15 16-20
Distance learning Frontal Interactive

SEQUENCING

Actions [3] Activities [6] Hours [2]

TEACHERS MATERIALS

computer, projector, pictures

LEARNERS MATERIALS

colored pencils, paper, board marker

KEY COMPETENCES

- 1 - Civic and social skills
- 2 - Learning to learn

Transversal COMPETENCES




- 1 - Communication
- 2 - Team working
- 3 - Critical Thinking
- 4 - Intercultural communication
- 5 - Taking responsibility

Proposed LEARNING OUTCOMES


- 1 - To be able to get knowledge about citizenship in detailed
- 2 - To be able to know discussions skills ability to express their opinion
- 3 - To be able to develop social skills in their life
- 4 - Material outcomes: presentation, timetables

NOTES



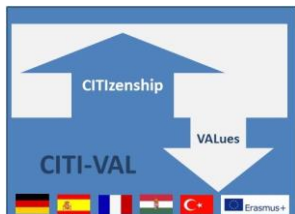
Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 Who am I ?	Activity 1 Brainstorming about who I am The trainer asks the given questions to the learners: <ul style="list-style-type: none"> - What do you like doing? - What don't you like doing? - What are your abilities? - etc. Activity 2 Brainstorming about identity as a citizen Teacher discusses different roles in society with learners: <ul style="list-style-type: none"> - daughter, mother, teacher (job), etc. 	To know about yourself as an individual in the society.	Social skills	 	25'
Action 2 What makes a citizen?	Activity 3 Knowing citizenship with the help of pictures Teacher shows pictures of people of different social ranks (from different periods, cultures, etc in history). They brainstorm with the learners about the <ul style="list-style-type: none"> -values -rights -living environment -duties -possibilities -... 	Facts about citizenship, historical facts, values of a culture.	Critical thinking		15'



	<p>With the help of the pictures, learners try to conceptualize the meaning of citizenship.</p> <p>Activity 4 About citizenship Teacher gives a short overview about citizenship from historical point of view, etc. Teacher can refer to his/her own country and culture, and Europe. (ancient age: slavery, middle age: feudalism, new age: civil wars, human rights movements, ...). The presentation can be helped with visual cues (powerpoint presentation, music, poems).</p>				15'
<p>Action 3 Citizenship in practice</p>	<p>Activity 5 People for freedom Teacher prepares “puzzle like” cards: on one card there is the picture of a famous person (related to the country) on the other there is the name of the person. <i>Alternative (if the group is more educated):</i> on one card there is the name of a famous person and on several others there are poems/events/music/..., related to them. Learners form small groups and together have to find the pairs. Then in plenary teacher discusses the persons in the pictures and the famous events related to them.</p>	<p>Historical facts about citizenship put into practice</p>	<p>Learning to learn</p>		25'



	<p>Activity 6</p> <p>Understanding citizenship with films</p> <p>Teacher shows clips from a historical movie: Robin Hood/Braveheart/Gladiator/Three musketeers</p> <p>Based on the movie clips teacher discusses with the learners:</p> <ul style="list-style-type: none"> -whether they would take up such responsibility -why -why not -what would they do in such situation -what dangers do such situations have -what characteristic features do these historical people have (enlist a few of them) 				40'
--	---	--	--	--	-----



ASSESSMENT of PRIOR LEARNING Possible Not possible yet X

Assessment Method (if possible)

.....

.....

.....

.....

**SUBJECT/AREA**

Citizenship

With crossed disciplines
History

Social Studies, Communication, Literature,

Activity Title**Consciousness citizenship****ABSTRACT**

In this course learners will learn Historical facts about their citizenship's changing (through three main topics: opportunities, duty and values). After they will have a creative part, where they have to make a timetable and show through it how those three topics changed in their history. As an outcome they will make an exhibition of the timetables.

KEY WORDS

Citizenship, history, responsibilities, evolving, fact, opportunities, duties, values

GOALS / OBJECTIVES

- 1 - Be able to know fact citizenship
- 2 - Be able to the build a basis citizenship history
- 3 - Be able to know responsibilities for governor
- 4 - Be able to develop sense of nationality

Room Organization

table, seats, 3 teachers, among learners

Type of ACTIVITIES

Brainstorming, small group work, presentation



LEARNING CONTEXT

Individual Pair work Group work
Less than 5 5-10 11-15 16-20
Distance learning Frontal Interactive

SEQUENCING

Actions [3] Activities [7] Hours [5]

TEACHERS MATERIALS

computer, projector, pictures

LEARNERS MATERIALS

colored pencils, paper, board marker

KEY COMPETENCES

- 1 - Civic and social skills
- 2 - Learning to learn

Transversal COMPETENCES





- 1 - Communication
- 2 - Teamwork
- 3 - Critical Thinking
- 4 - Intercultural communication
- 5 - Taking responsibility

Proposed LEARNING OUTCOMES


- 1 - To be able to get knowledge about citizenship in detailed
- 2 - To be able to know discussions skills ability to express their opinion
- 3 - To be able to develop social skills in their life
- 4 - Material outcomes: presentation, timetables

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 <i>Citizenship Sub-dimension</i>	Activity 1 : Brainstorming about citizenship - What is the citizenship? - Why is it useful/ do we need them? - What do you think about the citizenship?	To know facts about citizenship To build a basic citizenship	Social skills	  	40'
	Activity 2 Make subgroups' work about these topics - Opportunities - Duties - Values				40'
	Activity 3 - Final presentation about topics				40'
Action 2 <i>Citizenship Appearance in History</i>	Activity 4 Make a timeline 3-6 determining date with teacher's help for each group Activity 5 3 topics on appearance in main opportunities Activity 6 Peaceful time's art and the 3 topics presentation	To know historical facts	Learning to learn		120'



<p>Action 3</p>	<p>Activity 7 Comparing the peaceful times and the opportunities (3-6) and see if there is any evolution</p>	<p>Have awareness towards the citizenship</p>			<p>60'</p>
------------------------	--	---	--	---	------------



ASSESSMENT of PRIOR LEARNING

Possible

Not possible yet

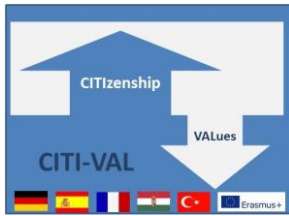
Assessment Method (if possible)

.....

.....

.....

.....

**SUBJECT/AREA**

Conflict management

With crossed disciplines

Language, Social Studies, History, Art

Activity Title**Are we up for peace?****ABSTRACT**

Through this activity the learners acquire skills to solve conflicts in a peaceful way using dialogue and taking responsibility. Also, they will learn about any local/regional/international historical moments that drove mankind to serious situations which should never happen again. To reach this purpose, they will take part in a role-play activity which will set them in the context of a real battle/conflict/war familiar to them, leading them to draft their own Treaty of Peace or any other solution to solve the conflict.

This sequence was created to work on the First World War; however, the teacher should freely choose the conflict/war according to the learners' interest, so they could easily identify with the context.

So, the activities and titles may be modified to adjust them to the chosen war.

KEY WORDS

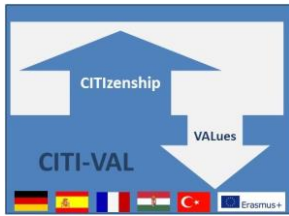
discussion, agreement/treaty, solution, peace, war, leadership...

GOALS / OBJECTIVES

- 1- Identifying the causes of the conflict/war, participating sides and consequences
- 2- Developing negotiating skills
- 3- Showing respectful attitudes towards other's opinions, controlling speaking times

Room Organization

small groups with tables, sitting in circle without tables



Type of ACTIVITIES

short video watching, presentation, map designing, discussion, treaty/agreement drafting, brainstorming

LEARNING CONTEXT

Individual Pair work Group work
Less than 5 5-10 11-15 16-20
Distance learning Frontal Interactive

SEQUENCING

Actions [4] Activities [8] Hours [2]

TEACHERS MATERIALS

Computer, projector, DVD, maps, wall, board, videos, markers, chalk, etc.

LEARNERS MATERIALS

paper, pen, pencil, coloured pencils, cardboard, encyclopedia, press articles, maps, textbooks, etc.

KEY COMPETENCES

- 1 – Learning to learn
- 2 – Social and civic competence
- 3 – Communication in the hosting national language

Transversal COMPETENCES

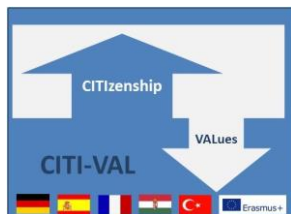
- 1- Communication
- 2- Teamwork
- 3- Planning and resource management
- 4- Evaluating/reflecting
- 5- Creativity




Proposed LEARNING OUTCOMES

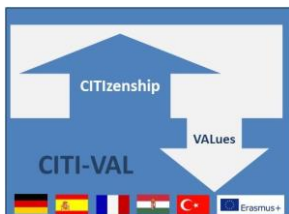
By the end of these sequences, learners will be able to:





- reflect before acting and measure the consequences of one's actions on oneself and others
- use dialogue as a tool to avoid conflicts in their daily lives
- work cooperatively to reach a solution to a given situation by writing a proposal of a peace treaty

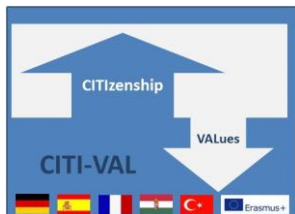
NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
<p>Action 1</p> <p><i>Introduction to the World War One (WW1)</i></p>	<p>Activity 1 Learners watch a short video introducing the topic WW1. Then, they will see a second video which briefly explains the basic facts around WW1.</p> <p>Activity 2 Teacher will write on the board the key elements to be worked on by eliciting answers from learners (causes, countries fighting...)</p> <p>https://www.youtube.com/watch?v=8UcvJi8klz8&spfreload=1 [1'48]</p> <p>[This is a sample videos; similar ones could be used]</p>	<p>To raise interest in learning more about WW1 by generating initial emotions.</p>	<p>Learning to learn Communication</p>	 	<p>5'</p> <p>10'</p>
<p>Action 2</p> <p><i>Maps creation and further presentation</i></p>	<p>Activity 3 In groups, learners look for information and work on the designing of maps showing:</p> <ul style="list-style-type: none"> - Europe before the war - Europe after the war - Countries fighting (two colours to distinguish The Triple Entente and the Central Powers) - Colonies from each country 	<p>To identify countries fighting through the designing of maps.</p> <p>To relate colonies to their correspondent countries using a</p>	<p>Learning to learn Communication in the hosting national language</p> <p>Team working Planning and resource management</p>		<p>30'</p>



	<p>Activity 4 Representatives of each group will present their maps to the rest of the class.</p>	<p>colour code in a map.</p> <p>To develop speaking skills by presenting information to the class.</p>		 	<p>20'</p>
<p>Action 3 <i>Treaty of Versailles</i></p>	<p>Activity 5 The teacher presents the topic <i>Treaty of Versailles</i> and its consequences.</p> <p>Activity 6 Through a brainstorming, learners contribute with possible peaceful solutions to the conflict.</p>	<p>To learn key facts about the Treaty of Versailles.</p> <p>To develop the skill of alternative thinking.</p>	<p>Learning to learn Communication in the hosting country's language</p> <p>Planning and resource management Creativity</p>	 	<p>10'</p> <p>10'</p>



ASSESSMENT of PRIOR LEARNING Possible Not possible yet X

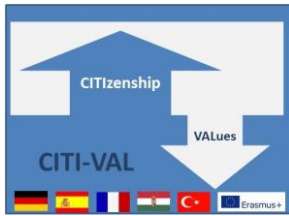
Assessment Method (if possible)

.....

.....

.....

.....

**SUBJECT/AREA**

Conflict management

With crossed disciplines

Language, Social Studies, History, Art

Activity Title**Are we up for peace?****ABSTRACT**

Through this activity the learners acquire skills to solve conflicts in a peaceful way using dialogue and taking responsibility. Also, they will learn about any local/regional/international historical moments that drove mankind to serious situations which should never happen again. To reach this purpose, they will take part in a role-play activity which will set them in the context of a real battle/conflict/war familiar to them, leading them to draft their own Treaty of Peace or any other solution to solve the conflict.

This sequence was created to work on the First World War; however, the teacher should freely choose the conflict/war according to the learners' interest, so they could easily identify with the context.

So, the activities and titles may be modified to adjust them to the chosen war.

KEY WORDS

discussion, agreement/treaty, solution, peace, war, leadership...

GOALS / OBJECTIVES

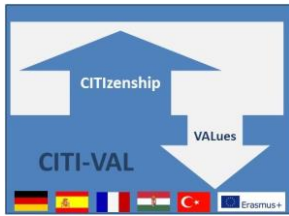
- 1- Identifying the causes of the conflict/war, participating sides and consequences
- 2- Developing negotiating skills
- 3- Showing respectful attitudes towards other's opinions, controlling speaking times

Room Organization

small groups with tables, sitting in circle without tables

Type of ACTIVITIES

short video watching, presentation, map designing, discussion, treaty/agreement drafting, brainstorming



LEARNING CONTEXT Individual Pair work Group work
Less than 5 5-10 11-15 16-20
Distance learning Frontal Interactive

SEQUENCING Actions [7] Activities [12] Hours [9]

TEACHERS MATERIALS Computer, projector, DVD, maps, wall, board, videos, markers, chalk, etc.

LEARNERS MATERIALS paper, pen, pencil, coloured pencils, cardboard, encyclopedia, press articles, maps, textbooks, etc.

KEY COMPETENCES
1 – Learning to learn
2 – Social and civic competence
3 – Communication in the hosting national language

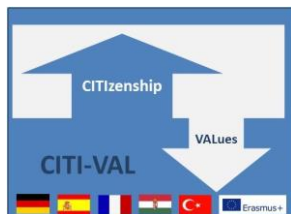
Transversal COMPETENCES
1- Communication
2- Teamwork
3- Planning and resource management
4- Evaluating/reflecting
5- Creativity





Proposed LEARNING OUTCOMES

By the end of these sequences, learners will be able to:


- reflect before acting and measure the consequences of one's actions on oneself and others
- use dialogue as a tool to avoid conflicts in their daily lives
- work cooperatively to reach a solution to a given situation by writing a proposal of a peace treaty

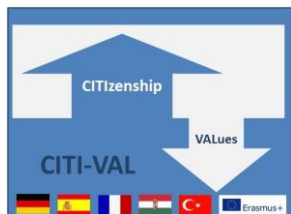
NOTES







Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 <i>Introduction to the World War One (WW1)</i> <i>[These are sample videos; similar ones could be used]</i>	Activity 1 Learners watch a short video introducing the topic WW1. Then, they will see a second video which briefly explains the basic facts around WW1. After watching, they will talk about what they have seen and how they felt. Teacher will write on the board the key elements to be worked on by eliciting answers from learners (causes, countries fighting...) https://www.youtube.com/watch?v=8UcvJi8klz8&spfreload=1 [1'48] https://www.youtube.com/watch?v=ICYnTp2upGo [7'41]	To show interest in learning more around WW1	Learning to learn Communication		30'
Action 2 <i>Leader election</i>	Activity 2 Learners get into groups and discuss to choose a leader and one of the countries taking part in the war; later they present their results to the class, giving reasons why they took such decision.	To analyze which features a good leader should have To make decisions in a responsible way.	Social and civic competence Communication in the hosting country's language Teamwork Critical thinking	 	60'
Action 3 <i>Maps creation and further presentation</i>	Activity 3 In groups, learners look for information and work on the designing of maps showing: <ul style="list-style-type: none"> - Europe before the war 	To identify countries fighting through the	Learning to learn Communication in the hosting national language		120'







	<ul style="list-style-type: none"> - Europe after the war - Countries fighting (two colours to distinguish The Triple Entente and the Central Powers) - Colonies from each country <p>Activity 4 Each group present its map to the rest of the class</p>	<p>designing of maps. To relate colonies to their correspondent countries using a colour code in a map.</p> <p>To compare the different territorial situation of Europe before and after the war.</p>	<p>Teamwork</p> <p>Planning and resource management</p>		<p>30'</p>
--	---	---	---	---	------------



<p>Action 4 <i>Treaty of Versailles and its consequences</i></p>	<p>Activity 5 The teacher briefly introduces the topic <i>Treaty of Versailles</i>, offering a range of information sources (press articles, encyclopedia, textbooks, etc.) and learners, in groups, should draw up the consequences from this treaty from the information they are handling.</p> <p>Activity 6 In groups, learners write down in small cards important facts/consequences derived from the information they have collected.</p>	<p>To develop searching and selecting information skills.</p> <p>To write key facts from the Treaty of Versailles in cardboard cards.</p>	<p>Learning to learn</p> <p>Communication in the hosting country's language</p> <p>Teamwork</p> <p>Evaluating /reflecting</p>	 	<p>60'</p> <p>30'</p>
<p>Action 5 <i>Deciding on territories</i></p>	<p>Activity 7 In groups, learners must decide which territories they are willing to grant in order to avoid war and its consequences.</p> <p>Activity 8 Leaders from each group present their decisions to the class.</p>	<p>To understand value of negotiation understanding that it doesn't mean to give up.</p> <p>To show appropriate leadership features in an oral presentation.</p>	<p>Social and civic competence</p> <p>Communication in the hosting country's language</p> <p>Teamwork</p> <p>Evaluating /reflecting</p> <p>Planning and resource management</p> <p>Taking responsibility</p>	 	<p>30'</p> <p>15'</p>



<p>Action 6</p> <p><i>Peace Treaty drafting/Posters making and Voting</i></p>	<p>Activity 9 Leaders meet to unify criteria and design a peace treaty. At the same time, the rest of members from each group will create a wall chart per group with the cards of important facts from the Treaty of Versailles they wrote in Activity 6, plus any other element suitable to add to the wall chart (photos, drawings, quotes ...).</p> <p>Activity 10 Once the leaders have finished their meeting, the members of each group present their posters/wall charts to the rest of the class. Posters will be put for display on a corner of the class.</p> <p>Activity 11 One of the leaders reads aloud the proposed agreement they have reached, which will be voted in class group by show of hands. Votes against must be justified, although the majority decision will be respected.</p>	<p>To write a document reflecting proposals derived from a consensus decision.</p> <p>To give arguments to support an opinion.</p> <p>To show respect for a majority decision.</p>	<p>Social and civic competence Communication in the hosting country's language</p> <p>Teamwork Creativity Evaluating /reflecting Planning and resource management Critical thinking Taking responsibility</p>	  	<p>60'</p> <p>15'</p> <p>30'</p>
<p>Action 7</p> <p><i>Conclusive discussion : « Dialogue avoids further conflicts »</i></p>	<p>Activity 12 Together with a psychologist, the teacher introduces a thread of discussion to start a debate: <i>we are able to solve our daily problems using dialogue in the same way we could avoid a war.</i></p>	<p>To value the use of dialogue at various levels (politicians in governments, friends, families, classmates at school, cell mates...) as a successful tool to prevent conflicts</p>	<p>Social and civic competence Communication in the hosting country's language</p> <p>Evaluating /reflecting Critical thinking Intercultural communication</p>		<p>60'</p>



ASSESSMENT of PRIOR LEARNING Possible Not possible yet

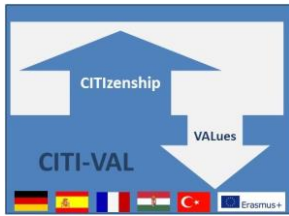
Assessment Method (if possible)

.....

.....

.....

.....

**SUBJECT/AREA****With crossed disciplines**

Cultural Studies

Citizenship, gender equity, local and national institutions, symbols

Activity Title**The Place I now live in****ABSTRACT**

The learners learn basic facts about the country where they are arrested in. The information includes political, geographical and cultural details.

The learners have the chance to give their knowledge and imaginations/ideas of the country and reflect their attitudes.

KEY WORDS

country, law, culture, sport, holidays

GOALS / OBJECTIVES

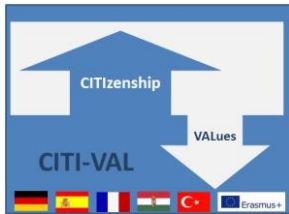
- 1 - communication skills
- 2 - intercultural communication
- 3 - adapt norms and regulations

Room Organization

classroom with table and chairs

Type of ACTIVITIES

brainstorming, debate, films and other media, plenum, collages, etc.



LEARNING CONTEXT

Individual Pair work Group work
Less than 5 5-10 11-15 16-20
Distance learning Frontal Interactive

SEQUENCING

Actions [4] Activities [4] Hours [2]

TEACHERS MATERIALS

pictures, newspapers and magazines,
videos, internet, fill-out-forms, maps

LEARNERS MATERIALS

see above, pencil and paper

KEY COMPETENCES

- 1 - Communication in the hosting national language
- 2 - Social and civic competence
- 3 - Learning to learn

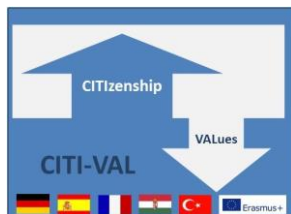
Transversal COMPETENCES








- 1 - Intercultural communication

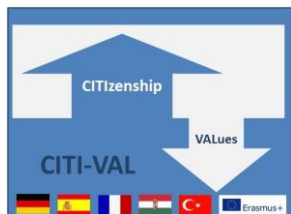
Proposed LEARNING OUTCOMES

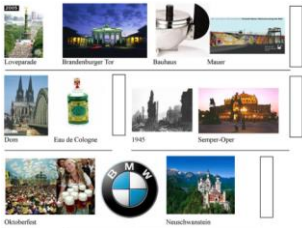

- Knowledge of the country
- Building up realistic expectations
- Arise interest in knowing more of the culture

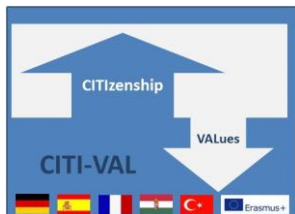
NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 	Activity 1 Learner gets a map of Europe or the local country and fills in the name of the country, the capitals and eventually more information like rivers, towns... on the country and neighbour countries.	basic information on the geography of Europe	Communication skills Learning to learn Civic and social skills	  (if there are reading and writing disabilities)	30'
Action 2 	Activity 2 Learner gets a map and questions about the hosting country. He collects information on size, population, national holiday, coat of arms, capital, currency etc. Optional: The learner presents his information to the group.	basic information about the local country; use of books, maps, dictionaries, or – if possible – internet; collecting relevant information;	Learning to learn Social skills (presentation)	 	40'
Action 3 Brainstorming “What is your personal picture of this country?” (asking for	Activity 3 The learners tell their associations, phantasies, ideas they have about the country	express yourself and speak on a topic that hasn't been proved so far (not about facts)	Communication skills		20'



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
stereotypes, basic information and false information)	(the teacher can write them on the board and cluster the relevant information)				
Action 4 	Activity 4 The learner recognizes “icons” of the hosting country. The group debates about the “image” of the pictures and the feelings they provoke. (The teacher adds important information.)	information on important sites (monuments, city skylines) habits (food, courtesy), state system (democracy, parliament ...)	Communication skills		30'



ASSESSMENT of PRIOR LEARNING Possible Not possible yet X

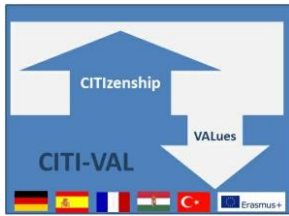
Assessment Method (if possible)

.....

.....

.....

.....



Subject/Area

Democracy

With Crossed Disciplines

History, citizenship, integration courses

Activity Title

Milestones of Democracy

Abstract

The learner learns something about the history of the (hosting) country and about the concept of democracy. If possible, arrange a visit to the prison library or bring books or pictures about the topic before the lesson to do research in history books and on the internet (optional). Will make a poster about an historic event and its importance for democracy.

Key Words

freedom, history, democracy

Goals / Objectives

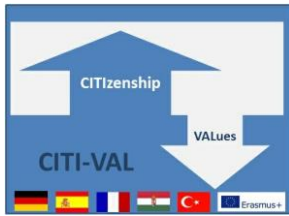
- 1) gain knowledge about important historic events
- 2) become able to do a research in history books and on the internet
- 3) gain knowledge about the concept of democracy

Room Organization

classroom with table and chairs, group tables

Type of Activities

- 1) learners browse materials (group work / research)
- 2) learners draw up a list of important historic events, discuss the importance of these events and vote for the five most important events (classroom work)
- 3) learners make a poster (group work) and present it to the class



LEARNING CONTEXT

Individual Pair work Group work
Less than 5 5-10 11-15 16-20
Distance learning Frontal Interactive

SEQUENCING

Actions [4] Activities [4] Hours [2]

Teacher's Materials

books, internet (optional), flip chart, black board, chalk, pens, historic photos, Post-Its

Learners' Materials

Key Competences

- 1 - Communication in the hosting country's language
- 2 - Social and civic competence
- 3 - Learning to learn

Transversal Competences




- 1 - Communication
- 2 - Teamwork
- 3 - Problem solving
- 4 - Creativity

Proposed Learning Outcomes


- Knowledge on national history
- Knowledge on democracy
- Improvement in speaking in front of a group giving presentations

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
<p>Action 1</p> <p><i>If possible, arrange a visit to the prison library or bring books or pictures about the topic before the lesson</i></p> <p>Introduction of working plan of the lesson</p> <p>Presentation of the books and the photos</p>	<p>Activity 1</p> <p>Learners go through the books and have a look at the pictures. They write down important historic events, as many as they like</p>	<p>Do research in the history books</p>	<p>Learning to learn</p> <p>Teamwork</p>		30'
<p>Action 2</p> <p>Collection of historic events</p> <p>Writing on the blackboard / flip charts /white board</p>	<p>Activity 2</p> <p>Learners tell the teacher what historic events they have found and say a few sentences about what the historic event is about.</p>	<p>Learners learn to listen to each other and learn to express themselves in front of a group</p>	<p>Communication</p> <p>Social and civic competencies</p>		15'
<p>Action 3</p> <p>Choosing the most important historic events</p>	<p>Activity 3</p> <p>Learners vote for the five most important historic events by going to the blackboard one after the other and putting a Post-It to the event of their choice.</p>	<p>The learners make experiences in decision making</p>	<p>Problem solving</p>		10'



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 4 Making a poster	Activity 4 The learners make a poster, displaying one of the chosen historic events and writing down its importance for the democratic development of the nation	preparing and presenting a presentation	Creativity Teamwork		45 min
	The learners present their poster to the class				20 min



ASSESSMENT of PRIOR LEARNING Possible Not possible yet X

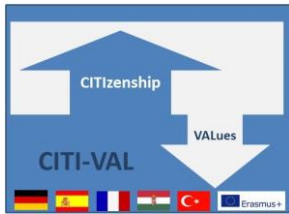
Assessment Method (if possible)

.....

.....

.....

.....



Tested

SUBJECT/AREA

With crossed disciplines

ELECTION DAY

Communication, Language, Social education

Activity Title

Ballot box: My vote is My voice

ABSTRACT

Elections are important in a democracy. Learners reflect their rights and moral duties as citizens. They understand their own role among a community. They experience the process of an election in a humorous way and understand the mechanism of opinion making and legal frame of voting.

KEY WORDS

Responsibility, democracy, power <> frustration

GOALS / OBJECTIVES

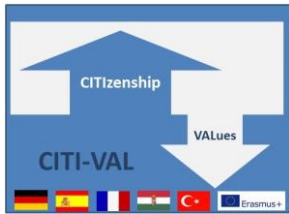
- 1 - Experiment an election
- 2 - Understand election procedures
- 3 - Develop self-awareness to be a voter / a citizen and critical thinking

Room Organization

Seats in circle

Type of ACTIVITIES

Debate, media, role play, simulation



LEARNING CONTEXT

Individual Pair work Group work
Less than 5 5-10 11-15 16-20
Distance learning Frontal Interactive

SEQUENCING

Actions [5] Activities [5] Hours [2]

TEACHERS MATERIALS

Press caricatures

LEARNERS MATERIALS

KEY COMPETENCES

1 - Social and civic competences
2 - Learning to learn

Transversal COMPETENCES

1 - Taking responsibility
2 - Critical thinking
3 - Problem solving

Proposed LEARNING OUTCOMES


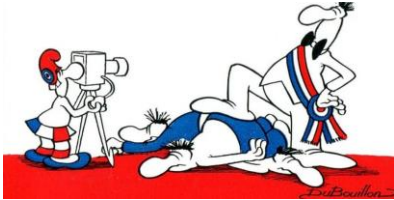



Personal experience

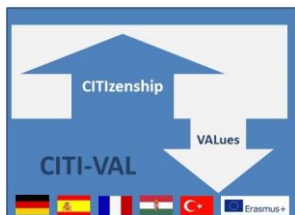
NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 Refreshing	Activity 1 Brainstorming : - Have you already voted? - Why is it important to vote? - Is it compulsory to vote? - Can you explain the process from opinion to proclamation of an idea, the search for followers, the completion of ideas, the decision-making process, the election and the results of the election?	Opening their mind and discovering election procedures,	Oral expression Social skills		45'
Action 2 Choosing a topic and experiencing a debate	Activity 2 - Learners search for absurd items to vote for (unreasonable like hair-cut, "Ministry of Silly Walks", ...). If the teacher sees difficulties or problems with this exercise he can offer different topics himself: Should public transport be free for everybody? Should there be another day off for families with many children? He takes care that the topics are not too emotional or otherwise critical. The learners take sides for one or the other argument (pro/contra). Then arguments are exchanged.	Understanding that decision-making is a complex process and it sometimes is difficult to make one's choice.	Social skills	 	30'



<p>Action 3</p> <p>The voting</p>	<p>Activity 3</p> <p>At the end of the debate the teacher discusses with the learners how they want to vote: anonymous or open.</p> <p>Then the learners vote for one or the other option.</p>	<p>Experience an election</p>	<p>Autonomy</p>		<p>5'</p>
<p>Action 4</p> <p>Exchange about experiences</p> 	<p>Activity 4</p> <p>The teacher speaks with the learners about their experienced feelings.</p> <ul style="list-style-type: none"> - winning and loosing - frustration 	<p>Develop a skill for reflection</p> <p>Being open for other arguments</p>	<p>Social skills</p>	 	<p>20'</p>
<p>Action 5</p>	<p>Activity 5</p> <p>Learners reflect the efforts a democratic process means (see action 1).</p>		<p>Self-reflection</p>		<p>20'</p>



ASSESSMENT of PRIOR LEARNING Possible Not possible yet X

Assessment Method (if possible)

.....

.....

.....

.....

**SUBJECT/AREA****With crossed disciplines****ELECTION DAY**

Communication, Language, Social education

Activity Title**Ballot box: My vote is My voice****ABSTRACT**

Elections are important in a democracy. Learners reflect their rights and moral duties as citizens. They understand their own role among a community. They experience the process of an election in a humorous way and understand the mechanism of opinion making and legal frame of voting.

KEY WORDS

Responsibility, democracy, power <> frustration

GOALS / OBJECTIVES

- 1 - Experiment an election
- 2 - Understand election procedures
- 3 - Develop self-awareness to be a voter / a citizen and critical thinking

Room Organization

Seats in circle

Type of ACTIVITIES

Debate, media, role play, simulation



LEARNING CONTEXT

Individual Pair work Group work
Less than 5 5-10 11-15 16-20
Distance learning Frontal Interactive

SEQUENCING

Actions [3] Activities [3] Hours [2h30]

TEACHERS MATERIALS

Press caricatures

LEARNERS MATERIALS

KEY COMPETENCES

1 - Social and civic competences
2 - Learning to learn

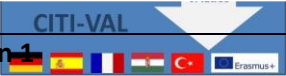


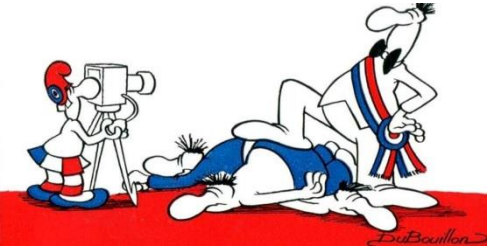

Transversal COMPETENCES

1 - Taking responsibility
2 - Critical thinking
3 - Problem solving

Proposed LEARNING OUTCOMES

Personal experience

NOTES

 Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 Refreshing	Activity 1: Brainstorming - Did you already vote? - Why is it important to vote? - Is it compulsory?...	- Opening their mind and discovering election procedures,	oral expression social skills		30'
Action 2 Election for the "absurd"	Activity 2 - Learners search for absurd items to vote for (unreasonable like hair-cut, ministry of silly walk, ...) > write them down - Election for or against each items > ranking - Put items 2 by 2 and vote for the best combination	- Experiment an election - Understand that choose is sometimes difficult > dilemma situation and limits	social skills		60'
Action 3 	Activity 3: Debate Teacher will help learners to express their feelings about: - winners and losers, - frustration - corruption, ...	- Develop critical thinking - Media education	social skills		60'



ASSESSMENT of PRIOR LEARNING Possible Not possible yet

Assessment Method (if possible)

.....

.....

.....

.....

**SUBJECT/AREA**

Expression of self and communication, Ethics - Moral dilemma and decision making

With crossed disciplines

Language and Communication, Social Studies, English, Art

Activity Title

A lifestyle that leaves a footprint

ABSTRACT

This activity aims to promote, spread, help to acquire and raise awareness about civic, moral and ethical values, not only at a personal level, but also at social and environmental ones.

KEY WORDS

Civic and ethical value, footprint, lifestyle, poverty, richness, solidarity, help, peace, respect, equity, immigration, xenophobia, social justice, environment, self-reflection, happiness

GOALS / OBJECTIVES

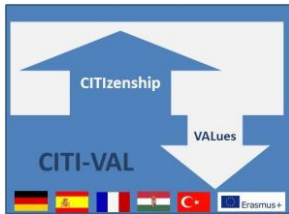
- 1- To raise awareness of vulnerable situations on certain groups
- 2- To promote civic and ethical values.
- 3- To involve learners in carrying out solidarity actions both at personal, social, environmental and working levels.

Room Organization

Sitting in U-shape, no tables, sitting in small groups with tables

Type of ACTIVITIES

PPT showing with short texts, short videos viewing, interaction with participants through oral open questions, self-assessment questionnaire, reading aloud, wallchart design and exhibition, drawings, making of a memory book.



LEARNING CONTEXT

Individual Pair work Group work
Less than 5 5-10 11-15 16-20
Distance learning Frontal Interactive

SEQUENCING

Actions [4] Activities [7] Hours [2]

TEACHERS MATERIALS

projector, laptop/PC, sound system, Power Point, videos, pens, markers, sheets, EVA foam, scissors

LEARNERS MATERIALS

paper roll, coloured pencils, cardboard, markers, glue, tape, cards, posters, pictures/photos

KEY COMPETENCES

- 1 - Learning to learn
- 2 - Social and civic competence
- 3 - Communication in the hosting national language

Transversal COMPETENCES

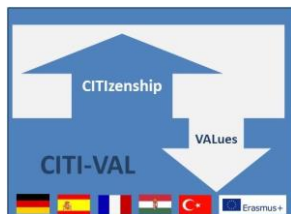
- 1 - Teamwork
- 2 - Critical thinking
- 3 - Evaluating/reflecting
- 4 - Creativity




Proposed LEARNING OUTCOMES

By the end of these sequences, learners will be able to:




- discriminate the essentials from the superfluous/material in any aspect of life
- accept diversity
- respect the environment
- appreciate those "little things" or small gestures and actions that can make other people and oneself happy

NOTES








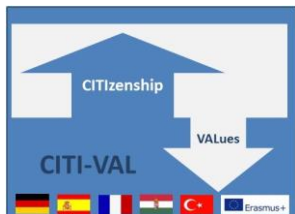
Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 <i>Preparatory craftwork for further display</i>	Activity 1 By sharing tasks (translating, designing and writing letters, coloring, etc.) the learners prepare a blank wall chart with the key phrase « A lifestyle that leaves a footprint » in different languages.	To recognize/identify different languages To develop creativity	Learning to learn Communication in the hosting country's language Communication Teamwork Creativity	 	30'
Action 2 <i>Raising awareness of the use of civic and moral values in different areas</i> <i>[PPT« Re-educating in values » and short films attached in folder]</i>	Activity 2 The learners watch a Power Point presentation with images and short sentences in L1 and English that make learners reflect. This reflection will be intensified by viewing short films related to discrimination, xenophobia, solidarity, inequality, immigration, unfriendly environmental actions... <i>The teacher will decide whether to use one video, two... according to his/her interests.</i> <i>[In this case, L1 is Spanish; so the teacher will have to translate in advance the short sentences in the PPT to the local L1]</i>	To raise awareness of vulnerable situations. To empathize with the main roles of the people shown in the films.	Learning to learn Social and civic competence Communication in the hosting country's language Critical thinking Reflecting Communication		20'



<p>Action 3 <i>Filling of self-evaluation questionnaire on the practice of certain behaviors and values</i></p>	<p>Activity 3 A self-assessment questionnaire is handed in so that each learner can check his/her behavior and attitude towards certain situations presented.</p> <p>Activity 4 After self-evaluation and reflection on oneself, the teacher/moderator will hand in a children's footprint (previously prepared by the teacher with EVA foam), on which learners will write the value or phrase with which they feel identified or wish to work on to leave the footprint for which they would like to be remembered. As they finish, they will read aloud their election and proceed to stick their footprints in the initial wallchart of activity 1 (« A lifestyle that leaves a footprint »).</p>	<p>To reflect on individual behavior in daily life situations</p> <p>To acquire communication skills</p> <p>To become aware of a lifestyle to follow</p>	<p>Communication in the hosting national language Social and civic</p> <p>Critical thinking Reflecting /evaluating Intercultural communication Taking responsibility</p>	  	<p>10'</p> <p>20'</p>
---	---	--	--	---	-----------------------



<p>Action 4 <i>Class Happiness Memory -book</i></p>	<p>Activity 5 The learners watch a short film (Video 5- Hygge movement) that will make them reflect on what it is to feel happy and what can make people happy</p>	<p>To reflect on actions which make someone take action.</p>	<p>Social and civic Communication in the hosting country's language</p>		<p>5'</p>
	<p>Activity 6 Learners are now asked to write some lines describing at least two actions which can make them happy by making others happy.</p>	<p>To develop creativity by designing drawings and making up inspiring sentences that serve as support for the memory book.</p>	<p>Reflecting Autonomy Planning and resource management Creativity Teamwork</p>		<p>5'</p>
	<p>Activity 7 As final activity, the learners will work on the designing of a Class Memory-book, by collecting all the written lines from Activity 6, plus adding drawings, photographs, inspiring sentences, etc. and arranging them so as to make up a book. This memory –book will be part of the classroom library, as self-created product, to be used as a guide towards happiness and well-being. Newcomers' contributions could also be added, as well as new ideas, to make the book a "living" production.</p>			  	<p>30'</p>



ASSESSMENT of PRIOR LEARNING Possible Not possible yet X

Assessment Method (if possible)

.....

.....

.....

.....

**SUBJECT/AREA**

Expression of self and communication, Ethics - Moral dilemma and decision making

With crossed disciplines

Language and Communication, Social Studies, English, Art

Activity Title**A lifestyle that leaves a footprint****ABSTRACT**

This activity aims to promote, spread, help to acquire and raise awareness about civic, moral and ethical values, not only at a personal level, but also at social and environmental ones.

KEY WORDS

Civic and ethical value, footprint, lifestyle, poverty, richness, solidarity, help, peace, respect, equity, immigration, xenophobia, social justice, environment, self-reflection, happiness

GOALS / OBJECTIVES

- 1- To raise awareness of vulnerable situations on certain groups
- 2- To promote civic and ethical values.
- 3- To involve learners in carrying out solidarity actions both at personal, social, environmental and working levels.

Room Organization

Sitting in U-shape, no tables, sitting in small groups with tables

Type of ACTIVITIES

PPT showing with short texts, short videos viewing, interaction with participants through oral open questions, self-assessment questionnaire, reading aloud, wallchart design and exhibition, drawings, making of a memory book.



LEARNING CONTEXT

Individual Pair work Group work
Less than 5 5-10 11-15 16-20
Distance learning Frontal Interactive

SEQUENCING

Actions [4] Activities [10] Hours [12]

TEACHERS MATERIALS

projector, laptop/PC, sound system, Power Point, videos, pens, markers, sheets, EVA foam, scissors

LEARNERS MATERIALS

paper roll, coloured pencils, cardboard, markers, glue, tape, cards, posters, pictures/photos

KEY COMPETENCES

- 1 - Learning to learn
- 2 - Social and civic competence
- 3 - Communication in the hosting national language

Transversal COMPETENCES

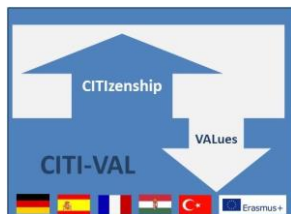
- 1 - Teamwork
- 2 - Critical thinking
- 3 - Evaluating/reflecting
- 4 - Creativity





Proposed LEARNING OUTCOMES

By the end of these sequences, learners will be able to:




- discriminate the essentials from the superfluous/material in any aspect of life
- accept diversity
- respect the environment
- appreciate those "little things" or small gestures and actions that can make other people and oneself happy

NOTES




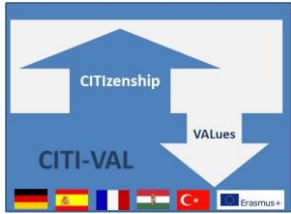
Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 <i>Preparatory craftwork for further display</i>	Activity 1 Before the viewing, a blank wall chart was designed and colored by learners with the key phrase « A lifestyle that leaves a footprint » in different languages.	To recognize/identify different languages. To develop creativity.	Learning to learn Communication in the hosting country's language		120'
	Activity 2 The learners design and cut out a template with a left and right foot, child size, in different colours, with tape on the reverse side.	To acquire knowledge about native plants. To enrich vocabulary To become aware of the environmental surrounding.	Communication Teamwork Creativity Planning and resource management Taking responsibility		60'
	Activity 3 The learners create an "environment corner" with the exhibition of different native and medicinal aromatic plants. The identification of each plant and its properties is elaborated by the learners in class, through a labeling made in cardboard.				120'
	Activity 4 The learners make a big wallchart showing a tree in which each leaf identifies the name of a native plant.				120'



<p>Action 2 <i>Raising awareness of the use of civic and moral values in different areas</i></p>	<p>Activity 5 The learners watch a Power Point presentation with images and short sentences in L1 and English that make learners reflect. This reflection will be intensified by viewing short films related to discrimination, xenophobia, solidarity, inequality, immigration, unfriendly environmental actions... <i>[PPT« Re-educating in values » and short films attached in folder]</i></p> <p>Activity 6 Learners will answer open questions posed by the teacher/moderator in order to express feelings derived from the viewing. Example: What does the image convey to you? What image do you identify with and why? What would you like to do to solve it?</p>	<p>To raise awareness of vulnerable situations. To empathize with the main roles of the people shown in the films. To develop moral and emotional skills (emotional intelligence) To acquire communication skills.</p>	<p>Social and civic skills Communication in the hosting country's language</p> <p>Teamwork Critical thinking Reflecting Problem solving Communication</p>	 	<p>30'</p> <p>30'</p>
<p>Action 3 <i>Filling of self-evaluation questionnaire on the practice of certain behaviors and values</i></p>	<p>Activity 7 After the discussion, a self-assessment questionnaire is handed in so that each learner can check his/her behavior and attitude towards certain situations presented.</p>	<p>To reflect on individual behavior in situations of daily life. To acquire communication skills. To develop creativity.</p>	<p>Learning to learn Communication in the hosting national language Social and civic skills</p>		<p>15'</p>



	<p>Activity 8 After self-evaluation and reflection on oneself, the teacher/moderator will hand in the children's footprint template prepared by the learners, where they will write the value or phrase with which they feel identified or wish to work on to leave the footprint for which they would like to be remembered. As they finish, they will read aloud their election and proceed to stick their footprints in the initial wallchart (A lifestyle that leaves a footprint).</p>	<p>To become aware of a lifestyle to follow.</p>	<p>Teamwork Critical thinking Reflecting /evaluating Intercultural communication Creativity Taking responsibility</p>		<p>45'</p>
--	---	--	--	---	------------



ASSESSMENT of PRIOR LEARNING Possible Not possible yet

Assessment Method (if possible)

.....

.....

.....

.....

*Reeducándonos en valores y
ciudadanía*

*Re-educating in values and
citizenship*

CITI-VAL ESPAÑA



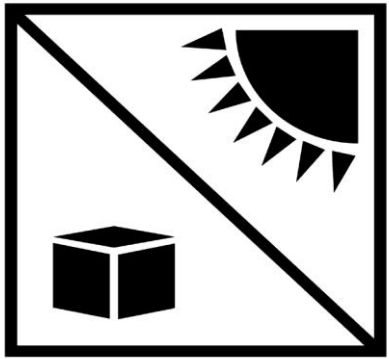
**¿Qué pensaríais de algo que fuera
así...?**

***What would you think of something
like this ...?***



**NO
MOJAR**
DO NOT WET





**DO NOT EXPOSE
TO THE SUN**

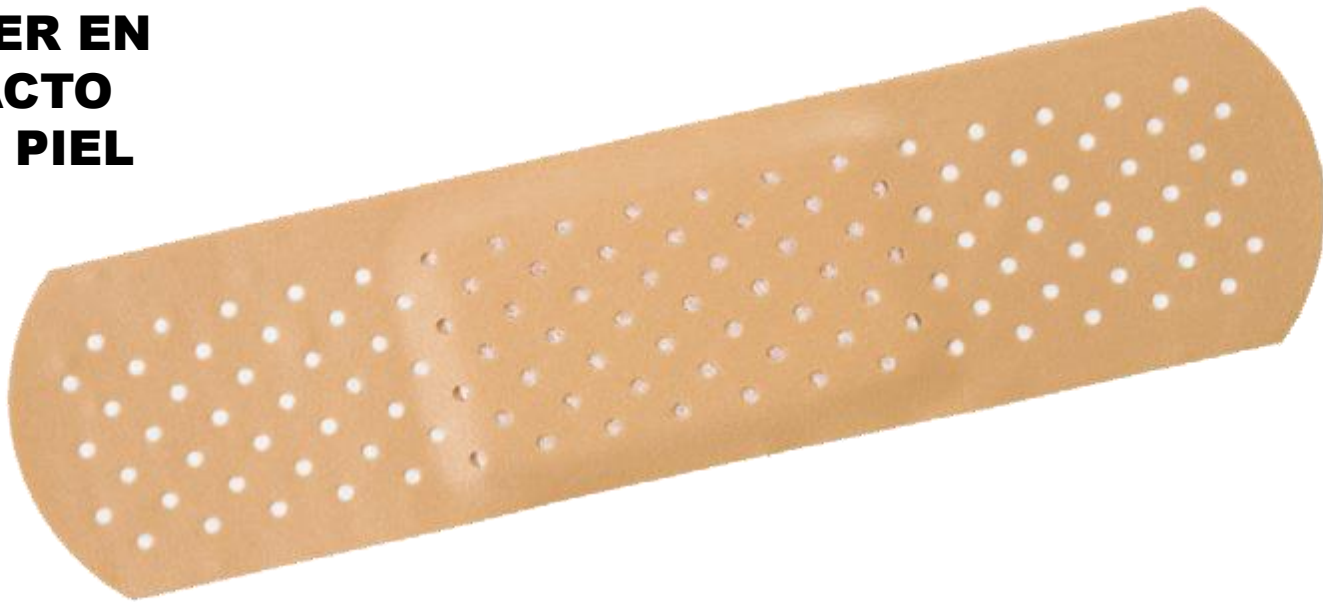
**NO
EXPOSER AL
SOL**





**DO NOT CONTACT
WITH SKIN**

**NO PONER EN
CONTACTO
CON LA PIEL**



**Si de lo anterior habéis pensado lo que habéis
pensado.....y,
aplicando la misma lógica...**

¿qué pensáis de lo siguiente?

***If you have thought what you have thought about the previous
issue....And, following the same logic...***

What do you think about this?



NO COMPROMETERSE

*Hunger, inequality,
exclusion, poverty, no
rights, injustice.*

NO COMMITMENT



El **1%** de la población mundial tiene el **48%** de la riqueza mundial

1 % of the world population has 48 % of the world wealth

El **19%** de la población mundial tiene el **46%** de la riqueza mundial

19% of the world population has 46% of the world wealth

El **80%** de la población mundial tiene el **6%** de la riqueza mundial

80% of the world population has 6% of the world wealth

(Informe Intermón-Oxfam)

(Report Intermón-Oxfam)

845 millones de personas pasa hambre crónica, 1 de cada 9 personas *(Informe ONU)*

845million people are chronically hungry, 1 in 9 people (Report ONU)

17.000 niños menores de cinco años mueren cada día por causas que se podrían evitar.

(Informe ONU)

17.000 children under five die every day for reasons that might be avoided.

El **25%** de la población española (**11'7** millones de personas) está en la exclusión, de ellos **5** millones se encuentran en exclusión severa. *(VII Informe Foessa)*

25% of the Spanish population (11'7 million) is in exclusion, 5 million of them are in severe exclusion.

VIDEOS 1, 2, 3

Gitanos con palabra

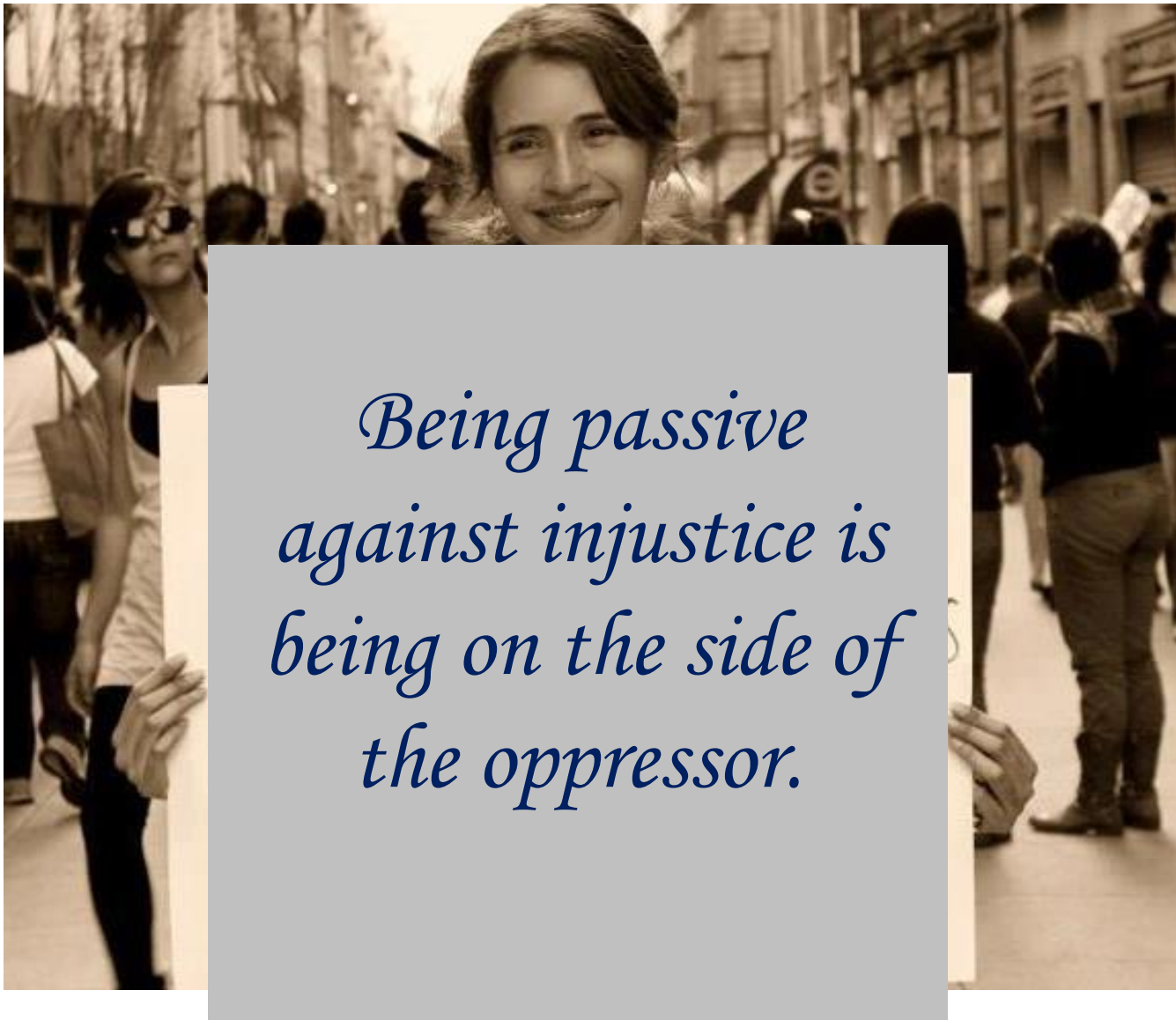
Gypsies who have a say

Experimento social

Social experiment

Niños de Siria

Syrias children



*Being passive
against injustice is
being on the side of
the oppressor.*

Poverty is not natural, it has been generated by man and can be overcome and eradicated by the actions of human beings. Ending poverty is not a gesture of charity, it is an act of Justice. It is the protection of a fundamental Human Right: The Right to Dignity and a decent Life.(N.Mandela)



Quando te vayas....

When you leave....

¿cómo te gustaría que te recordaran?

How would you like to be remembered?

What impact is causing your life style in this world?

¿Quieres saberlo?

Do you want to know?



VIDEO 4

Trabajo, consumismo y nuevos pobres

Work, consumerism and new poor



Hemos elaborado unos indicadores para poder medir la **HUELLA** que nuestra forma de ser y actuar está dejando en nuestro entorno humano y medioambiental.

¿Con cuál te identificas?

We have developed indicators to measure the FOOTPRINT that our ways of being and acting is leaving in our environmental and human surroundings.

Which one do you identify with?



Huella de los que se mueven por Dinero.
Por encima del dinero no hay nada, es su dios. Por él lo sacrifican todo.

Footprint of those who move for Money.
There is nothing above money, it is their god. They sacrifice everything for it.



**Huella de los
Acomodados.** Viven
encerrados en su propio
bienestar.

**Footprint of the well-to-do
people.** They live enclosed in
their own well-being.



Huella de los Codiciosos.

Viven para acumular
riqueza para ellos solos,
cuanta más mejor. Nunca
tienen bastante.

Footprint of the greedy.

They live to accumulate
wealth for themselves, the
more, the better. They never
get enough.



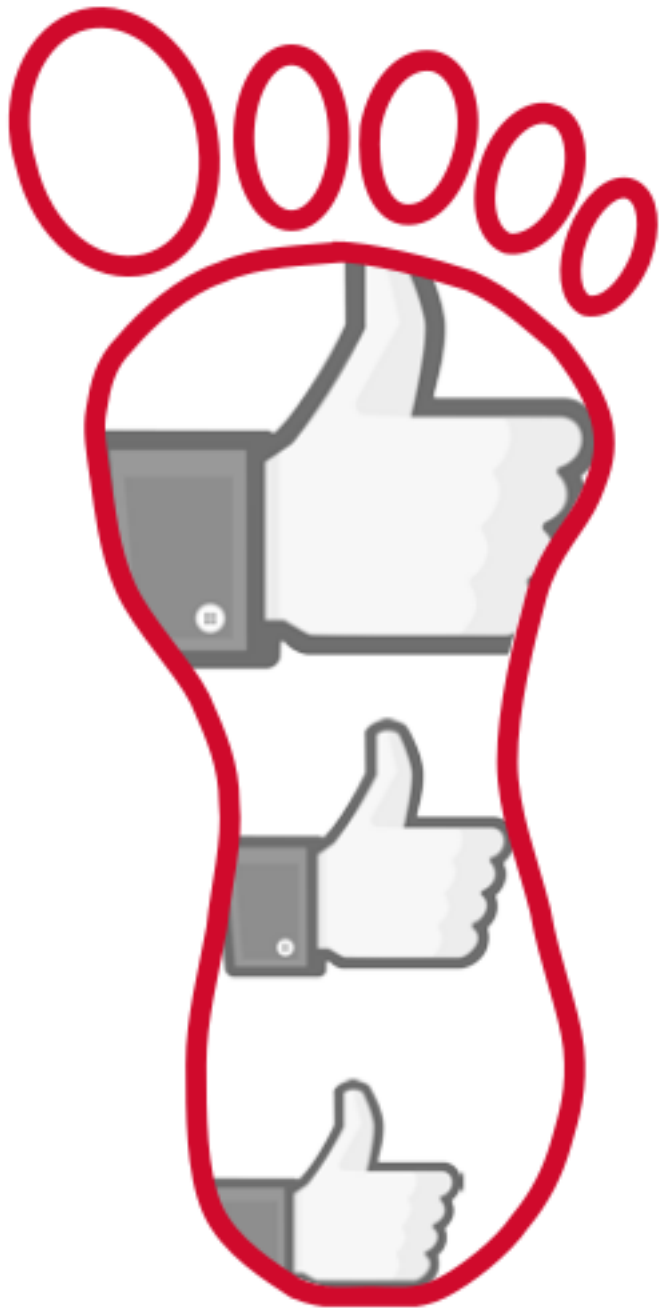
Huella de los Inhumanos. Se comportan como bestias salvajes, violentos, agresivos, despiadados, o fanáticos, sin respeto a la dignidad del otro.

Footprint of the inhuman. They behave like wild beasts, violent, aggressive, ruthless or fanatical, showing no respect for the dignity of the others.



Huella de Generosidad. Da y comparte lo que tiene con los demás gratuitamente.

Generosity Footprint.
They give and share what they have with others for free.



Huella de la Acogida y Aceptación incondicional. Para él toda persona es un tesoro, algo sagrado a respetar.

Footprint of the Reception and unconditional acceptance. For them, every person is a treasure, something sacred to be respected.



Huella de Paz
Constructor de paz,
trabaja con ella.

Footprint of Peace.
Builders of peace, they
work with it



Huella Ecológica

Estilo de vida poco
contaminante. Cuida el
Medioambiente.

Ecological footprint.

Low-polluting lifestyle.
They care for the
environment.



Huella de Esperanza y Utopía

Sonríe a la vida porque un mundo más justo, es posible. Percibe el cambio que provoca la solidaridad

Footprint of Hope and Utopia.

They smile to life because a fairer world is possible. They sense the change caused by solidarity



COMPRUEBA TU MEDIDA

Check your measurement

1. Trato con respeto, de igual a igual a los demás.
2. Soy acogedor, cordial y tolerante.
3. Escucho con atención a los demás.
4. Hago por que el otro se sienta aceptado.
5. Miro al otro sin prejuicios ni etiquetas.
6. Me relaciono con los demás sin manipularlos o utilizarlos en beneficio propio.
7. Me Comporto justa y honradamente con todos
8. Me conmueve el sufrimiento o problemas de los demás y actúo en consecuencia.
9. Comparto lo que tengo
10. Hago uso de un consumo responsable. No gasto por gastar.
11. Me preocupo por la situación de los más desfavorecidos
12. Me preocupo cada día por reducir el nivel de contaminación respetando el medio ambiente.

- 1.-I treat people with respect, from equal to equal.
- 2.-I am warm, cordial and tolerant.
- 3.-I listen carefully to other people.
- 4.-I do my best for other people to feel accepted.
- 5.-I look other people without prejudice or tags.
- 6.-I relate to others without manipulating or using them for my own benefit.
- 7.-I behave justly and honestly with everyone.
- 8.-I am moved by the suffering or problems of others and act accordingly.
- 9.-I share what I have.
- 10.-I make responsible use. I don't spend for spending's sake.
- 11.-I care about the situation of the most disadvantaged.
- 12.-I try every day to reduce the level of pollution while respecting the environment.



	NADA	POCO	MUCHO	SIEMPRE
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				



COMPROMETERSE

Adoptemos un estilo de vida que nos lleve a ser **AGENTES DE TRANSFORMACIÓN** en todos los ámbitos: personales, laborales, familiares, en los barrios, y en todos los espacios de convivencia .





ENGAGEMENT

Let's adopt a lifestyle that leads us to being **TRANSFORMING AGENTS** in every aspect: personal, work, family, neighbourhood and in every coexistence space.

**“CAMINAR SIN DEJAR HUELLA ES COMO
VIVIR SIN HABER VIVIDO”**

***“WALKING WITHOUT LEAVING A FOOTPRINT IS JUST
LIKE LIVING WITHOUT HAVING LIVED”***

Estilo de VIVIR...



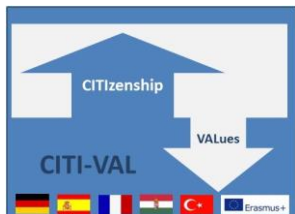
Lifestyle that leaves a footprint.

VIDEO

Movimiento Hygge

Hygge movement

GRACIAS, THANKS, DANKE, MERCI, TESSEKÜR, KÖSZÖNÖM
GRACIAS, THANKS, DANKE, MERCI, TESSEKÜR, KÖSZÖNÖM
GRACIAS, THANKS, DANKE, MERCI, TESSEKÜR, KÖSZÖNÖM



ASSESSMENT of PRIOR LEARNING Possible Not possible yet X

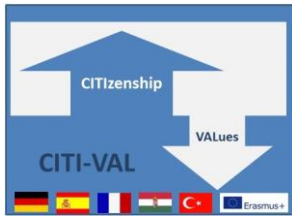
Assessment Method (if possible)

.....

.....

.....

.....



Tested

SUBJECT/AREA

With crossed disciplines

Moral dilemmas, ethics and decision making
Citizenship, integration courses, sports, social sciences, ethics

Activity Title

Games on decision making

ABSTRACT

The learner learns to solve problems and to exchange arguments and make decisions in social activity games.

KEY WORDS

freedom, decision, communication, game, respect

GOALS / OBJECTIVES

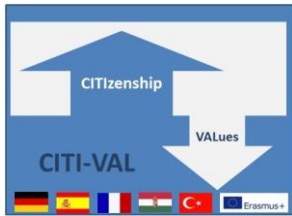
- 1 - practice communication skills
- 2 - practice cooperation
- 3 - practice conflict solving and arguing

Room Organization

classroom with table and chairs (but not in regular sitting order)

Type of ACTIVITIES

- 1) ice floe game
- 2) donut game
- 3) "waiting for a heart"



LEARNING CONTEXT Individual Pair work Group work
Less than 5 5-10 11-15 16-20
Distance learning Frontal Interactive

SEQUENCING Actions [3] Activities [3] Hours [2]

TEACHERS MATERIALS 1) cards with the description of “moral” question
2) pens, papers, handouts describing the characters

LEARNERS MATERIALS see above





KEY COMPETENCE 1 - Communication in the hosting national language
2 - Social and civic competence

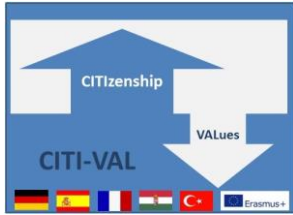
Transversal COMPETENCES 1 - Communication
2 - Teamwork
3 - Problem solving

Proposed LEARNING OUTCOMES Improvement of cooperation
Improvement of communication skills

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 Ice floe game	Activity 1 The game takes place in a virtual situation: the learners have survived the sinking of their ship in the Arctic Sea. Now everyone is standing on an ice floe (chair). There is only one free chair that can be moved. All the learners have to be evacuated to save ground/island (represented by – e.g. – a table).	cooperation warming up activity communication decision making	Communication		25'
Action 2 Donuts	Activity 2 The learners stand in 2 circles in pairs and talk to each other about given moral dilemmas (e.g.: do animals have rights? Should we experiment on animals? What about euthanasia? ...). They exchange ideas in 1 minute and repeat it 3 times with 3 different topics. After they sit back in one big circle and discuss the 3 topics.	communication agreement solution making	Decision making	 	35'
Action 3 Waiting for a heart	Activity 3 The teacher has a characterization of 5 persons (e.g. 40-yr-old doctor; 12-yr-old learner; 36-yr-old mother -> see page 5)	the learners experience decision making	Problem solving		60'



	<p>Everyone is waiting for a new heart transplant. All of them have good and bad qualities in their personality or personal life career. There is only one heart to be transplanted in the given amount of time. 4 persons have to die. At first every learner has to choose one patient to give the heart to. They also have to give explanation to their decision. This is repeated in pair work, group and class work. At the end the class has to decide on one person who'll get the heart.</p> <p>Alternative ideas: they can decide on a list of receivers and/or a representative of each group can dispute over a finalized list.</p>				
--	--	--	--	--	--



Waiting for a heart

1. Helen

Helen is a 34-yr-old housewife. The mother of 4 children: the youngest is 7 months old, the oldest is 8. Her hobbies are skating and cooking. She lives in Gloucester in a big detached house. It is known that she has a secret love affair with Owen.

2. Tozo

Tozo is a 19-yr-old girl, university learner at Keele University, majoring in sociology. She is the daughter of rich entrepreneurs living in Tokyo. Tozo is single but very attractive. She recently starred in a TV show about Japanese women and ceramics.

3. Jobe

Jobe is 41 years old and he was born in Africa. He is a minister of religions sacrificing his whole life to the social and political wellbeing of African people. Jobe is the member of the communist party and he has visited China a couple of times in the past years. He is married and father of 11 children (6-11 years old). In his free time he likes playing in a jazz group.

4. Owen

Owen is 27 years old, single. He did his military service partly in Northern Ireland where as a secret agent he unveiled an IRA-unit. For this he received an award. Returning to his civil life he couldn't find his path and has problems with alcohol. He is a head of a scouts group and he sacrifices a great deal of his energy to help youngsters. He is also the leader of hiking trips.

5. Paul

Paul is a 42-year-old divorcee. His ex-wife remarried and lives in a happy union with her husband. He was born in Scotland but now he lives in Richmond. Paul works as a doctor in Hammersmith Hospital where he researches the antidote of rabies. He is a well-known and reputable representative of the field. Recently he has formed a treatment with the help of which patients can self-treat. The majority of his researches are not published. He is a bit of a temper-tantrum guy for which he has had cases with the police in the past couple of years. His hobbies consist of classical music, opera and sailing.

6. Edward

Edward is 59 years old, he has lived in Barnsley for most of his life. He is the director of a firm producing rubber bands. The firm gives work for 71 people. He is a reputable member of the local community. Married, father of two children who have their own families and already moved from home. Edward just signed a contract with another firm the outcome of which would be that he would be able to provide job for another 25 people. He collects guns. After retirement he would like to write a book on the weapons of the civil war.



ASSESSMENT of PRIOR LEARNING Possible Not possible yet X

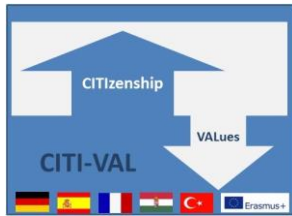
Assessment Method (if possible)

.....

.....

.....

.....



SUBJECT/AREA

With crossed disciplines

Moral dilemmas, ethics and decision making
Citizenship, integration courses, sports, social sciences, ethics

Activity Title

Games on decision making

ABSTRACT

The learner learns to solve problems and to exchange arguments and make decisions in social activity games.

KEY WORDS

freedom, decision, communication, game, respect

GOALS / OBJECTIVES

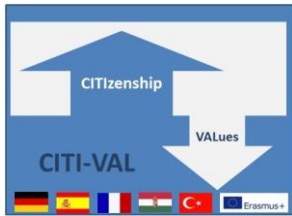
- 1 - practice communication skills
- 2 - practice cooperation
- 3 - practice conflict solving and arguing

Room Organization

classroom with table and chairs (but not in regular sitting order)

Type of ACTIVITIES

- 1) ice floe game
- 2) donut game
- 3) "waiting for a heart"



LEARNING CONTEXT Individual Pair work Group work
Less than 5 5-10 11-15 16-20
Distance learning Frontal Interactive

SEQUENCING Actions [3] Activities [3] Hours [3]

TEACHERS MATERIALS 1) cards with the description of “moral” question
2) pens, papers, handouts describing the characters

LEARNERS MATERIALS see above




KEY COMPETENCE 1 - Communication in the hosting national language
2 - Social and civic competence

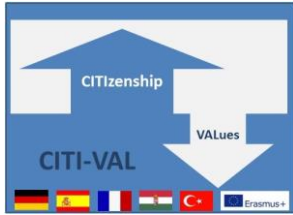
Transversal COMPETENCES 1 - Communication
2 - Teamwork
3 - Problem solving

Proposed LEARNING OUTCOMES Improvement of cooperation
Improvement of communication skills

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 Ice floe game	Activity 1 The game takes place in a virtual situation: the learners have survived the sinking of their ship in the Arctic Sea. Now everyone is standing on an ice floe (chair). There is only one free chair that can be moved. All the learners have to be evacuated to save ground/island (represented by – e.g. – a table).	cooperation warming up activity communication decision making	communication		60'
Action 2 Donuts	Activity 2 The learners stand in 2 circles in pairs and talk to each other about given moral dilemmas (e.g.: Do animals have rights? should we experience on animals? euthanasia? etc). They exchange ideas in 1 minute and repeat it 3 times with 3 different topics. After they sit back in one big circle and discuss the 3 topics.	communication decision making agreement solution making		 	60'
Action 3 Waiting for a heart	Activity 3 The teacher introduces 5 virtual persons (e.g. 40-yr-old doctor; 12-yr-	decision making	problem solving		60'



	<p>old learner; 36-yr-old mother). Everyone is waiting for a new heart transplant. All of them have good and bad qualities in their personality or personal life career. There is only one heart to be transplanted in the given amount of time. 4 persons have to die. At first every learner has to choose one patient to give the heart to. They also have to justify their choice. This is repeated in pair work, group and class work. At the end the class has to decide on one person who will get the heart. (Alternative ideas: they can decide on a list of receivers and/or a representative of each group can dispute over a finalized list.)</p>				
--	--	--	--	--	--



ASSESSMENT of PRIOR LEARNING Possible Not possible yet

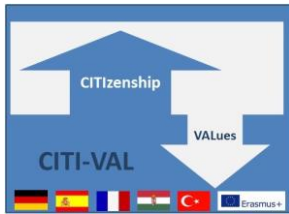
Assessment Method (if possible)

.....

.....

.....

.....



Subject/Area Ethnicity and diversity
With Crossed Disciplines mother tongue, French and German as foreign languages, civic education

Activity Title Clichés of European Partners

Abstract

The learners learn what clichés of other European nations there are, they find examples, create a poster and discuss the differences between the clichés and reality. It might be interesting to do this project in two partner countries and exchange the results (optional).

Key Words stereotype, cliché, collage, poster, Europe

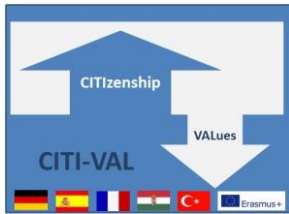
Goals / Objectives

- 1) develop a definition of a “cliché”
- 2) becoming aware that the learners have clichés of other countries
- 3) expressing these clichés with a collage
- 4) critically questioning the clichés

Room Organization group tables

Type of Activities

- discussion on “clichés”, develop a definition of the term “cliché”
- giving examples of what “clichés” are (finding and using pictures)
- making a poster/collage with foreign newspapers and magazines cuttings



LEARNING CONTEXT

Individual Pair work Group work
Less than 5 5-10 11-15 16-20
Distance learning Frontal Interactive

SEQUENCING

Actions [2] Activities [5] Hours [2]

Teacher's Materials

pictures, foreign newspapers and magazines, (also possible: videos in the beginning)

Learners' Materials

newspapers, magazines, scissors, glue, paper, posters, markers...

Key Competences

1- communication in the hosting country's language
2 - social and civic competence

Transversal Competences




1 - Teamwork
2 - Creativity
3 - Intercultural communication
4 - Taking responsibility
5 - Critical thinking

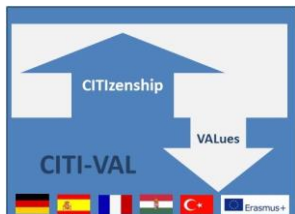
Proposed Learning Outcomes

- The learners should be aware of what a "cliché" is and not consider it as truth
- The learners should be aware that there are "clichés" about their own country, too.

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 Discussion	Activity 1 Discussion on “clichés” Learners develop a definition of the term “cliché” and what the cliché of a chosen European country is (20’) Activity 2 The learners find more examples (pictures) of stereotypes of the chosen country (30’)	Develop a definition of a “cliché” Becoming aware that the learners have clichés of other countries	Communication Teamwork Creativity Intercultural communication Critical thinking	 	50’
Action 2 Creative production <i>(the teacher, depending on his group, has the opportunity to give more time to one activity or the other)</i>	Activity 3 Looking through magazines for pictures and texts Activity 4 Making a poster/collage with foreign newspapers and magazines about the chosen country (cutting out, arranging, glueing) Activity 5 Discussing their choices Presenting their products to the other learners and to the teacher	Expressing these clichés with a collage Critically questioning the clichés	Communication Teamwork Creativity Intercultural communication Taking responsibility Critical thinking		1h 10’



ASSESSMENT of PRIOR LEARNING Possible Not possible yet X

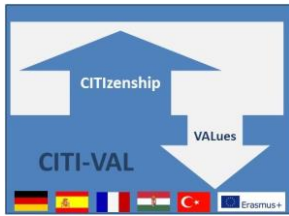
Assessment Method (if possible)

.....

.....

.....

.....



Tested

SUBJECT/AREA	European Institutions
With crossed disciplines	Geography, ICT, Politics, Economics, History
Activity Title	The ABC of Europe and Major EU Institutions

ABSTRACT

The learner achieves basic information on the geography of Europe, knows the most important European institutions in Brussels, Strasbourg, Frankfurt etc.

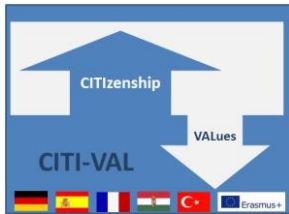
He knows where he can get information on the European Union (Internet, EU commission).

KEY WORDS EU, peace policy, currency, European values, citizenship values, symbols and flags

GOALS / OBJECTIVES The learner achieves basic information on the geography on Europe, important institutions etc.
He can use a map of Europe, show important places, name important events.

Room Organization class-room, eventually with internet access

Type of ACTIVITIES single work, group work, use of different material like time-tables, maps, pictures

**LEARNING CONTEXT**

Individual Pair work Group work
Less than 5 5-10 11-15 16-20
Distance learning Frontal Interactive

SEQUENCING

Actions [3] Activities [3] Hours [2]

TEACHERS MATERIALS

Maps, different games, computers (*for internet usage*)

LEARNERS MATERIALS

see above

KEY COMPETENCES

1 - Learning to learn
2 - Communication in national language

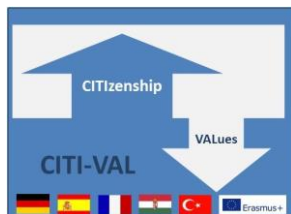
Transversal COMPETENCES




1 - (Intercultural) communication
2 - Critical thinking

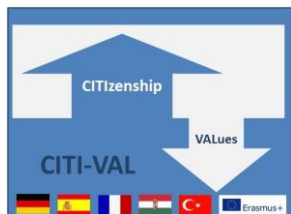
Proposed LEARNING OUTCOMES


see abstract

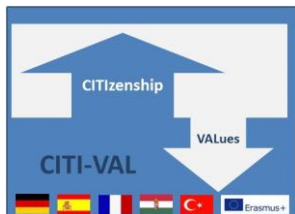
NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
<p>Action 1</p> <p>Teacher introduces himself and asks the participants to do so too</p>	<p>Activity 1</p> <p>Introduction of learners concerning their origin (« Do you come from a European country? » « In which European country have you already been? » « In which European country did you « arrive»? »)</p>	<p>get to know the other learners and where they come from</p>	<p>Intercultural communication</p>		<p>15'</p>
<p>Action 2</p> <p>“Map of Europe”</p> <p>The teacher gives every learner some information on one European country. Preferably he chooses countries from which the learners originate and countries where there are important European institutions.</p> <p>(https://europa.eu/european-union/about-eu/institutions-bodies/european-commission_en), many languages are provided</p>	<p>Activity 2</p> <p>The learners find «their » country on the map and show it to the other learners.</p>  <p>(exemplary presentation)</p> <p>The teacher asks «Which country is the biggest?». The learners look up the desired information and compare the size of the countries.</p>	<p>knowledge about the size of Europe, different regions, financial power, population, form of state, capitals and favorite sites (rivers, mountains), currency and social affairs</p>	<p>Learning to learn</p>		<p>45'</p>



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 3	Activity 3 Which country has the highest population? What is the biggest town, the longest river, the poorest country? Which countries have the EURO currency? How many languages are there in the European Union? What size do the national parliaments have and what size has the European parliament? Do you know the flags of the different countries ?				60'



ASSESSMENT of PRIOR LEARNING Possible Not possible yet X

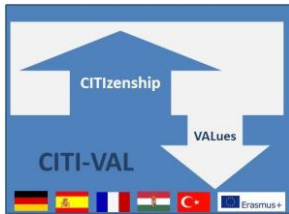
Assessment Method (if possible)

.....

.....

.....

.....



SUBJECT/AREA

European Institutions

With crossed disciplines

Social, Politics, Economics, History, Geography, ICT

Activity Title

ABC of the EU

ABSTRACT

The learners will learn the most important information about the European Union (countries, origin, EU Symbols, facts and figures) through the designing of a wallchart and by playing a quiz game.

KEY WORDS

EU countries, European values, history, citizenship values, symbols, flags, euro, anthem, motto...

GOALS / OBJECTIVES

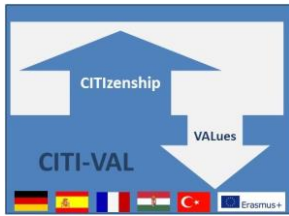
- 1- To be able to know basic facts about the European Union
- 2- To be able to achieve basic information on the EU countries

Room Organization

class-room, learners sitting at desks and without desks, teacher among learners

Type of ACTIVITIES

brainstorming, wallchart, presentation, game



LEARNING CONTEXT

Individual Pair work Group work
Less than 5 5-10 11-15 16-20
Distance learning Frontal Interactive

SEQUENCING

Actions [3] Activities [5] Hours [2]

TEACHERS MATERIALS

Map of Europe, board, books, printed material with EU information, computers, song "Ode to Joy" and music player

LEARNERS MATERIALS

Pencil, colours, cards, note book, blank maps of Europe, card, markers, scissors, glue

KEY COMPETENCES

- 1 - Civic and social skills
- 2 - Learning to learn
- 3 - Communication in the hosting country language

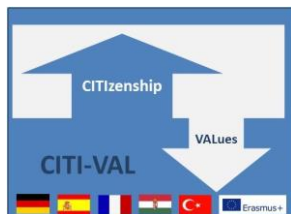
Transversal COMPETENCES





- 1 - Communication
- 2 - Teamwork
- 3 - Autonomy
- 4 - Creativity

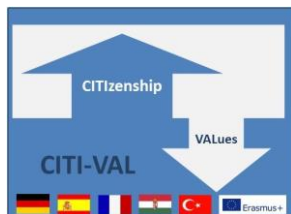
Proposed LEARNING OUTCOMES


- 1 - To be able to get general knowledge about the UE
- 2 - To play a game to learn basic facts of the EU
- 3 - To design a wallchart with the main symbols of the EU

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 Brainstorming on the EU	Activity 1 Learners introduce themselves and say where they come from.	To get to know the other learners and where they come from.	Communication in the hosting country national language		+ 5 minutes
	Activity 2 The teacher starts to introduce the topic of the European Union by asking questions such as: what is the EU? What are the member states? Do you know when it was set up? Do you know when the country you live in or the country where you come from became a state member? Can you think of advantages and disadvantages of being a state member of the EU? The teacher will guide the answers and give the right information when needed.	To share and learn basic facts about the EU	Learning to learn Communication		+ 25 minutes
Action 2 Countries and symbols of the EU	Activity 3 The teacher will display a map of Europe on the wall. The learners are given a blank map of Europe and they will fill in the names of the countries and the capital cities.	To locate countries in Europe in a blank map. To learn about the main symbols of the EU.	Learning to learn Communication Team working		+ 15 minutes
	Activity 4 In groups, learners look for information in Wikipedia, books or from material provided by the teacher about the symbols of the EU (flag, anthem, currency, motto, celebration of the EU Day, etc...). They make a wallchart or poster with this information and later present it to the rest of the class. As a	To present the information collected from a wallchart	Creativity		+ 45 minutes



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
	final end to this activity, the teacher can play the anthem of the EU (Ode to Joy, by Beethoven) for the learners to recognize.	learners themselves have designed.			
Action 3 Quiz game	<p>Activity 5</p> <p>Learners get into two teams to play a quiz game. Each team makes up 5 to 10 questions derived from what they have learned about the EU. Each group gets a point for each correct answer posed by the oponent team. The winner team is the one who gets more points.</p>	<p>To play a game about the EU and consolidate learning.</p> <p>To respect the rules while playing a game.</p>	<p>Communication in the hosting country national language</p> <p>Learning to learn</p> <p>Social and civic competence</p> <p>Communication</p> <p>Teamwork</p> <p>Autonomy</p>		+ 30 minutes



ASSESSMENT of PRIOR LEARNING Possible Not possible yet X

Assessment Method (if possible)

.....

.....

.....

.....

**SUBJECT/AREA**

European Institutions

With crossed disciplines

Social, Politics, Economics, History, Geography, ICT

Activity Title**ABC of the EU****ABSTRACT**

The learners will learn the most important information about the European Union (countries, origin, EU Symbols, facts and figures) through the designing of a wallchart and by playing a quiz game.

KEY WORDS

EU countries, European values, history, citizenship values, symbols, flags, euro, anthem, motto...

GOALS / OBJECTIVES

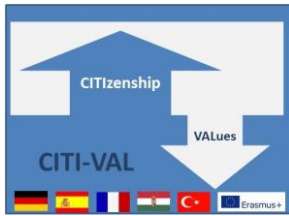
- 1- To be able to know basic facts about the European Union
- 2- To be able to achieve basic information on the EU countries

Room Organization

class-room, learners sitting at desks and without desks, teacher among learners

Type of ACTIVITIES

brainstorming, wallchart, presentation, game



LEARNING CONTEXT

Individual Pair work Group work
Less than 5 5-10 11-15 16-20
Distance learning Frontal Interactive

SEQUENCING

Actions [4] Activities [4] Hours [3]

TEACHERS MATERIALS

Map of Europe, board, books, printed material with EU information, computers, song "Ode to Joy" and music player

LEARNERS MATERIALS

Pencil, colours, cards, note book, blank maps of Europe, card, markers, scissors, glue

KEY COMPETENCES

- 1 - Civic and social skills
- 2 - Learning to learn
- 3 - Communication in the hosting country language

Transversal COMPETENCES


- 1 - Communication
- 2 - Teamwork
- 3 - Autonomy
- 4 - Creativity

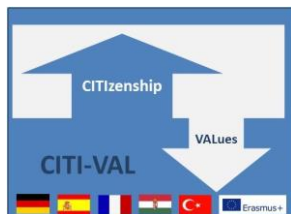
Proposed LEARNING OUTCOMES




- 1 - To be able to get general knowledge about the UE
- 2 - To play a game to learn basic facts of the EU
- 3 - To design a wallchart with the main symbols of the EU

NOTES




Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1	Activity 1 Brainstorming/ Introduction of learners by origin with different European topics	+ Get to know the other learners and where they come from	+Communication in the hosting country national language		30'
Action 2	Activity 2 Information about EU countries 	+ Knowledge about European countries, different regions, financial power, population, form of state, capitals and favorite sites (rivers, mountains), currency and social affairs	+ Learning to learn		60'
Action 3	Activity 3 By watching short film, learners obtain information on European Institutions, World War 2 and the process of peace https://www.youtube.com/watch?v=APqIcseL_B8	+ Gaining knowledge and understanding of EU institutions	+ Communication in the hosting country national language		45'



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
	 	<p>+ Acquiring and improving oral presentation skills</p> <p>+ Gaining knowledge and understanding that peace demands common interests and values and the respect of law</p>	<p>Learning to learn</p>		
<p>Action 4</p>	<p>Activity 4</p> <p>To present living, working, travelling in the EU</p>	<p>+ To get knowledge about European life</p>	<p>Learning to learn</p> <p>Communication in the hosting country national language</p>		<p>45'</p>



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
		<p>+ To have awareness towards EU institutions' opportunities</p>			



ASSESSMENT of PRIOR LEARNING Possible Not possible yet X

Assessment Method (if possible)

.....

.....

.....

.....



SUBJECT/AREA

Expression of self and communication

With crossed disciplines

Psychology, Communication, Art

Activity Title

Express Yourself

ABSTRACT

The goals of this practice are to teach learners to express themselves through art, to develop their products, and to improve their communication skills.

KEY WORDS

Self expression, communication, art, Intuitive collage, drawing, poem, creativity

GOALS / OBJECTIVES

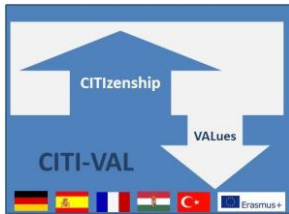
- 1 - Be able to express their feelings correctly
- 2 - Be able to become aware of communication skills (listen, speak, understand)
- 3 - Be able to feel good through art
- 4 - Be able to communicate and maintain ties with the other learner
- 5 - Be able to reach out to learners who have problems

Room Organization

class-room

Type of ACTIVITIES

drawings, pictures, video



LEARNING CONTEXT

Individual Pair work Group work
Less than 5 5-10 11-15 16-20
Distance learning Frontal Interactive

SEQUENCING

Actions [2] Activities [2] Hours [2]

TEACHERS MATERIALS

Projector, computers (for watch the video), printed material such as newspapers, novels, old books, magazines, recipe books, fortunes, horoscopes, textbooks or dictionaries.

LEARNERS MATERIALS

Drawing block, paper, black and colored markers, pencil crayons, collage items, watercolor

KEY COMPETENCES

1 - Civic and social skills

Transversal COMPETENCES




1 - Communication
2 - Critical Thinking
3 - Intercultural Communication

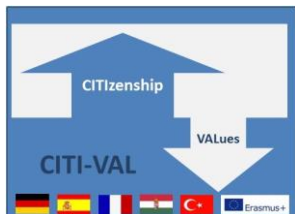
Proposed LEARNING OUTCOMES

- 1- The arts activities (drawing, writing poem) reach learners who are not otherwise being reached
- 2- To be able to connect learners to themselves and to each other
- 3- To be able to develop communication skills in their life
- 4- To be able to help them express themselves clearly and well
- 5- Material outcomes: An exhibition

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 'Expressive Art Therapy'	Activity 1 To draw a picture and write a poem or write a letter that telling themselves	Understanding their emotions Stress and fears are forgotten and creativity becomes the focus	Communication Art skills Creativity		60'
Action 2 'Intuitive Collage'	Activity 2 Choosing images, textures and colors without thinking or judging at old magazines. Anything that excites or intrigues they is then glued down in fresh and spontaneous ways <i>While expressing themselves, this activity can be sensitive for the learners so if possible the trainer may get help or work with a psychologist for this action.</i> 	This collage work will guide you to express and release the emotional pain of anxiety, shame, anger, self-consciousness, lack of self-worth	Art skills Creativity		60'



ASSESSMENT of PRIOR LEARNING Possible Not possible yet X

Assessment Method (if possible)

.....

.....

.....

.....



SUBJECT/AREA	Expression of self and communication
With crossed disciplines	Psychology, Communication, Art
Activity Title	Express Yourself

ABSTRACT

The goals of this practice are to teach learners to express themselves through art, to develop their products, and to improve their communication skills.

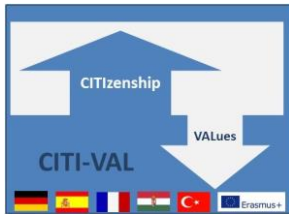
KEY WORDS Self-expression, communication, art, Intuitive collage, drawing, poem, creativity

GOALS / OBJECTIVES

- 1 - Be able to express their feelings correctly
- 2 - Be able to become aware of communication skills (listen, speak, understand)
- 3 - Be able to feel good through art
- 4 - Be able to communicate and maintain ties with the other learner
- 5 - Be able to reach out to learners who have problems

Room Organization class-room

Type of ACTIVITIES drawings, pictures, video



LEARNING CONTEXT

Individual Pair work Group work
Less than 5 5-10 11-15 16-20
Distance learning Frontal Interactive

SEQUENCING

Actions [5] Activities [5] Hours [4]

TEACHERS MATERIALS

Projector, computers (for watch the video), printed material such as newspapers, novels, old books, magazines, recipe books, fortunes, horoscopes, textbooks or dictionaries.

LEARNERS MATERIALS

Drawing block, paper, black and colored markers, pencil crayons, collage items, watercolor

KEY COMPETENCES

1 - Civic and social skills

Transversal COMPETENCES




1 - Communication
2 - Critical Thinking
3 - Intercultural Communication

Proposed LEARNING OUTCOMES



- 1- The arts activities (drawing, writing poem) reach learners who are not otherwise being reached
- 2- To be able to connect learners to themselves and to each other
- 3- To be able to develop communication skills in their life
- 4- To be able to help them express themselves clearly and well
- 5- Material outcomes: An exhibition

NOTES

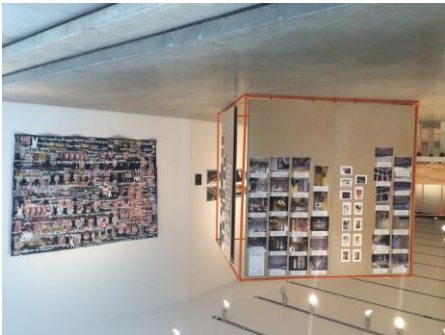



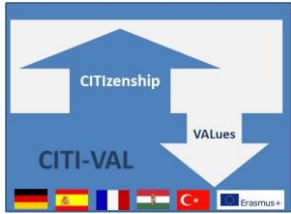
Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1	<p>Activity 1: To watch a video about Communication</p> <p>A video is highlighted that emphasizes the importance of communication</p> 	<p>to become aware of communication skills (listen, speak, understand)</p>	<p>communication</p>		<p>15'</p>
Action 2	<p>Activity 2: Debate</p> <p>Teacher ask these following questions:</p> <ul style="list-style-type: none"> - What should we pay attention to for effective communication? - How can we express our feelings with a correct expression? - What do we need to pay attention to when communicating with others?... etc 	<p>knowledge about effective communication skills</p>			<p>45'</p>



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 3	<p>Activity 3: Expressive art therapy</p> <p>To draw a picture and write a poem or write a letter to tell about themselves</p>	<p>To understand their emotions</p> <p>Stress and fears are forgotten and creativity becomes the focus</p>	<p>Communication</p> <p>Art skills</p> <p>Creativity</p>		60'
Action 4	<p>Activity 4</p> <p>Choosing images, textures and colors without thinking or judging at old magazines. Anything that excites or intrigues they is then glued down in fresh and spontaneous ways</p> <div style="display: flex; justify-content: space-around;">   </div>	<p>This collage work will guide you to express and release the emotional pain of anxiety, shame, anger, self-consciousness, lack of self-worth</p>	<p>Art skills</p> <p>Creativity</p>		60'



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
<p>Action 5</p>	<p>Activity 5: Exhibition</p> <p>They will exhibit their poetry, paintings and collages</p> 	<p>To understand themselves and the others</p>	<p>Communication Self expression</p>		<p>60'</p>



ASSESSMENT of PRIOR LEARNING Possible Not possible yet

Assessment Method (if possible)

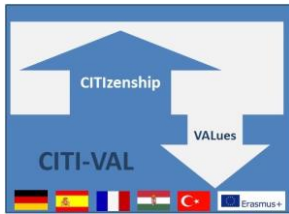
.....

.....

.....

.....

.....

**SUBJECT/AREA****With crossed disciplines**

Gender Equity

Social Studies, Communication, Art

Activity Title**Are Women and Men Equal?****ABSTRACT**

The activities the learners will carry out through these sequences will make them reflect, analyze and research about the importance of women and their skills along history, in a world where only masculine abilities are highlighted. Also, they will learn to identify situations of gender discrimination at different fields, against which they will contribute to change by starting acting within their own surroundings.

KEY WORDS

gender roles, equity, areas of knowledge, discrimination, woman, man, regulation, housework, work, salary

GOALS / OBJECTIVES

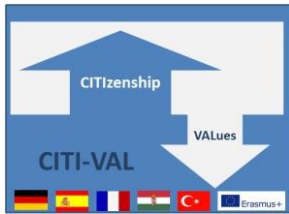
- 1 – Being aware of equity.
- 2 – Showing respect to the opposite sex.
- 3 - Participating actively in proposing new laws and measures which avoid gender discrimination situations.

Room Organization

seats with and without tables, small and class groups

Type of ACTIVITIES

Brainstorming, debate, videos viewing, wallcharts making up, texts writing, information searching and selection.



LEARNING CONTEXT

Individual Pair work Group work
Less than 5 5-10 11-15 16-20
Distance learning Frontal Interactive

SEQUENCING

Actions [4] Activities [8] Hours [2]

TEACHERS MATERIALS

computer, videos, projector, board, magazines, texts, newspapers, encyclopedia, etc.

LEARNERS MATERIALS

colored pencils/markers/crayons, pencils, pens, eraser, cardboard, cards, white paper roll, glue, white sheets, photos,

KEY COMPETENCES

- 1 - Learning to learn
- 2 - Social and civic competence
- 3 - Communication in the hosting national language

Transversal COMPETENCES

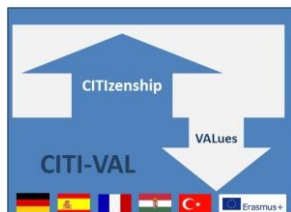
- 1 - Teamwork
- 2 - Critical Thinking
- 3 - Taking responsibility
- 4 - Intercultural communication
- 5 - Reflecting/evaluating



Proposed LEARNING OUTCOMES

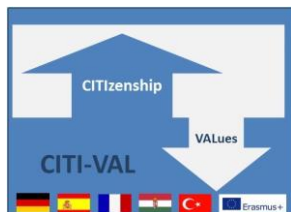
By the end of these sequences, learners will be able to:





- identify gender discrimination situations and be critical about it.
- use proper discussion and speaking skills in a debate.
- understand that women can have the same abilities and skills as men in order to advance within the working world.
- know and value the life and actions from important women who have left their trace in history.

NOTES






Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
<p>Action 1 <i>Identification of the concept « equity »</i></p>	<p>Activity 1 The teacher starts a brainstorming to introduce the concept of equity. Which well known/successful women do you know who stand out in different areas of knowledge? What do you understand by equity? Do you think there are gender roles? In your family, do woman and man have the same role? What could the benefits of gender equity be? Have you ever experienced any situation of gender discrimination in your life?</p> <p>Activity 2 The learners watch two short videos that will lead to further discussion.</p> <p>+ https://www.youtube.com/watch?v=zTMqB7qjQQQ <i>(Gender roles)</i> [5:24]</p> <p>+ https://www.youtube.com/watch?v=2XbeJotW16E <i>(Gender in workplace)</i> [1 :17]</p> <p><i>[The latter are sample videos; similar ones could be used]</i></p>	<p>To identify different situations of gender discrimination.</p> <p>To identify the usual role of men and women at home.</p>	<p>Learning to learn Communication in the hosting national language Social and civic competence</p> <p>Reflecting Communication Intercultural communication Critical thinking</p>	<p></p> <p></p>	<p>10'</p> <p>8'</p>




	<p>Activity 3</p> <p>The learners can now ask any questions, and the teacher encourages them to share their opinions about what they have seen on the videos, based on personal experiences, if it is the case and they feel comfortable in doing so.</p>				7'
<p>Action 2</p> <p><i>Creation of Women wallcharts</i></p>	<p>Activity 4</p> <p>The teacher asks whether they know women from all times who stand out for different reasons. After a brief brainstorming and out of a list of suggested women, learners use different sources (encyclopaedia, magazines, books...) to look for information on these women. On a piece of card, they design a basic fact file of every women they find: name, birth, nationality, short lifestory, why she stands out for. [Supporting pictures and drawings can be added to the factfile].</p> <p>Activity 5</p> <p>On another piece of card, each learner writes now a short text, similar to the one in Activity 4, this time referring to a woman who is important for them (mother, daughter, friend...), explaining the reasons why. [They can also add supporting drawings to these cards].</p>	<p>To learn about women who have changed and influenced historical moments.</p> <p>To raise awareness about how women can be as succesful as men in different fields of knowledge and action.</p>	<p>Learning to learn Communication in the hosting national language</p> <p>Teamwork Planning and resource management Critical thinking Reflecting Creativity</p>	  	<p>30'</p> <p>10'</p>



	<p><i>[Fast finishers will prepare two large pieces of white paper roll with the titles « Successful women in the world » and « The women in our lives »].</i></p> <p>Activity 6 One by one, learners stand up and read both cards aloud, sharing their election with the class, and then proceed to glue each card on the correspondent white paper roll to make up two wallcharts to be displayed in class, corridors...</p>			 	20'
<p>Action 3 <i>Debate</i></p>	<p>Activity 7 Now it's time to begin a debate, first focusing in the fact that more men than women can be found in the different areas of knowledge, which will lead to discussion. Then, measures to make up for this lack of women representation should be proposed.</p>	<p>To learn about the current status regarding gender equity</p> <p>To use appropriate oral speech phrases when participating in a debate.</p>	<p>Learning to learn Communication in the hosting national language Social and civic competence</p> <p>Communication Critical thinking Intercultural communication Evaluating/reflecting</p>		20'



<p>Action 4 <i>Drafting of legal code</i></p>	<p>Activity 8 In groups, learners work on the drafting of a «Class regulation book on equity and non-discrimination» that will be kept in class and in the school library as a consensus action guideline, open to changes and new contributions.</p>	<p>To show creativity and commitment by making up new rules and principles that could contribute to avoid gender discrimination situations.</p>	<p>Social and civic competence Communication in the hosting national language</p> <p>Teamwork Planning and resource management Intercultural communication Autonomy Reflecting Critical thinking Taking responsibility Creativity</p>		<p>15'</p>
--	---	---	---	---	------------



ASSESSMENT of PRIOR LEARNING Possible Not possible yet X

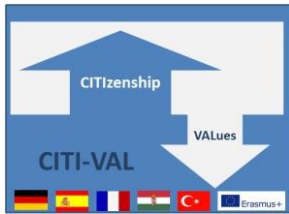
Assessment Method (if possible)

.....

.....

.....

.....



SUBJECT/AREA

Gender Equity

With crossed disciplines

Social Studies, Communication, Art

Activity Title

Are Women and Men Equal?

ABSTRACT

The activities the learners will carry out through these sequences will make them reflect, analyze and research about the importance of women and their skills along history, in a world where only masculine abilities are highlighted. Also, they will learn to identify situations of gender discrimination at different fields, against which they will contribute to change by starting acting within their own surroundings.

KEY WORDS

gender roles, equity, areas of knowledge, discrimination, woman, man, regulation, housework, work, salary

GOALS / OBJECTIVES

- 1 – Being aware of equity.
- 2 – Showing respect to the opposite sex.
- 3 - Participating actively in proposing new laws and measures which avoid gender discrimination situations.

Room Organization

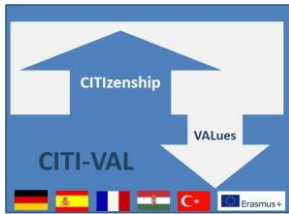
seats with and without tables, small and class groups

Type of ACTIVITIES

Brainstorming, debate, videos viewing, wallcharts making up, texts writing, information searching and selection.

LEARNING CONTEXT

Individual Pair work Group work
Less than 5 5-10 11-15 16-20
Distance learning Frontal Interactive



SEQUENCING

Actions [5] Activities [14] Hours [11+]

TEACHERS MATERIALS

computer, videos, projector, board, magazines, texts, newspapers, encyclopedia, etc.

LEARNERS MATERIALS

colored pencils/markers/crayons, pencils, pens, eraser, cardboard, cards, white paper roll, glue, white sheets, photos,

KEY COMPETENCES

- 1 - Learning to learn
- 2 - Social and civic competence
- 3 - Communication in the hosting national language

Transversal COMPETENCES

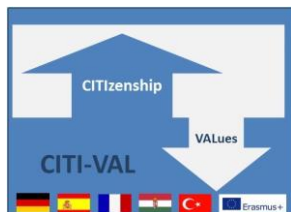
- 1 - Teamwork
- 2 - Critical Thinking
- 3 - Taking responsibility
- 4 - Intercultural communication
- 5 - Reflecting/evaluating




Proposed LEARNING OUTCOMES

By the end of these sequences, learners will be able to:



- identify gender discrimination situations and be critical about it.
- use proper discussion and speaking skills in a debate.
- understand that women can have the same abilities and skills as men in order to advance within the working world.
- know and value the life and actions from important women who have left their trace in history.

NOTES







Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 <i>Identification of the concept « Equity »</i>	<p>Activity 1 The teacher starts a brainstorming to introduce the concept of equity. What do you understand by equity? Do you think there are gender roles? In your family, do woman and man have the same role? What could the benefits of gender equity be? Have you ever experienced any situation of gender discrimination in your life?</p> <p>Activity 2 The learners watch four short videos that will lead to further discussion.</p> <p>+ https://www.youtube.com/watch?v=pvjUtU9viuc (<i>Gender roles in cleaning ads</i>) [0.48]</p> <p>+ https://www.youtube.com/watch?v=zTMqB7qjQOQ (<i>Gender roles</i>) [5.24]</p> <p>+ https://www.youtube.com/watch?v=yLuirfMc-34 (<i>Gender pay gap</i>) [1 .22]</p> <p>+ https://www.youtube.com/watch?v=2XbeJotW16E (<i>Gender in workplace</i>) [1 :17] <i>[The latter are sample videos; similar ones could be used]</i></p> <p>Activity 3 The learners can now ask any questions, and the teacher encourages them to share their opinions about what they have seen on the videos, based on personal experiences if it is the case and they feel comfortable in doing so.</p>	<p>To identify different situations of gender discrimination.</p> <p>To identify the usual role of men and women at home.</p>	<p>Learning to learn Communication in the hosting national language Social and civic competence</p> <p>Reflecting Communication Intercultural communication Critical thinking Creativity</p>	  	<p>30'</p> <p>10'</p> <p>30'</p>





	<p><i>[Optional: Next activity could be feasible in those institutions where there is a Women's section. The aim is to compare the wallcharts made by men and women and reflect on the results. Ideally, we could have men and women visiting each other's sections to see the wallcharts on display; otherwise, wallcharts could be interchanged for a while in each section. At the end of the sequence, and after comparing the different roles reflected on the men and women wallcharts, a discussion should be started to encourage learners to contribute to change situations of inequity regarding gender roles at home].</i></p> <p>Activity 4 After handing out pieces of cards and white sheets, the teacher asks the learners to draw themselves (or write a short text, or both) performing the action/s they usually carry out at home relating housework and family matters. With the resulting productions, they make up a wallchart that could be titled « Our roles at home »]</p>				<p>60' (plus extra time needed for comparing differences in men and women wallcharts and further reflection)</p>
<p>Action 2 <i>Creation of Women wallcharts</i></p>	<p>Activity 5 The teacher asks whether they know women from all times who stand out for different reasons. After a brief brainstorming, learners use different sources (encyclopedia, magazines, books...) to look for information on these women. On a piece of card, they design a fact file of every woman they find: name, birth, nationality, short storytelling, why she stands out for. Supporting pictures and drawings can be added to the fact file.</p>	<p>To learn about women who have changed and influenced historical moments.</p>	<p>Learning to learn Communication in the hosting national language</p>		<p>40'</p>



<p>Action 4</p> <p><i>Collection of materials</i></p>	<p>Activity 10</p> <p>Learners select information from various sources provided by the teacher coming from magazines, legal texts, newspapers, etc. dealing with gender equity. They cut out their findings and stick them onto a piece of white paper roll to make a collage shaping the symbols  under the title « Gender equity in the media ».</p> <p><i>Here are some examples of texts and news that could be used :</i></p> <p>+ https://europa.eu/european-union/about-eu/agencies/eige_en + https://elpais.com/elpais/2017/06/07/opinion/1496837186_189902.html [Spanish] // https://techcrunch.com/2017/06/01/facebook-shareholders-reject-proposal-for-gender-pay-equity-report/ [English] + http://www.independent.co.uk/news/business/news/women-pay-gap-penalty-become-mothers-parents-gender-equality-workplace-income-job-a7508611.html + http://ec.europa.eu/justice/gender-equality/law/index_en.htm</p>	<p>To read and analyze the content of different texts for a proper selection of material to be displayed in a wallchart.</p>	<p>Learning to learn Communication in the hosting national language</p> <p>Teamwork Planning and resource management Intercultural communication Autonomy Evaluating Critical thinking</p>		<p>120'</p>
<p>Action 5</p> <p><i>Drafting of legal code</i></p>	<p>Activity 11</p> <p>Learners make up new laws and regulations which reflect the treatment of equity gender within the occupational, social, sports, family... fields.</p> <p>Activity 12</p> <p>A member representing each group will present their proposal of new laws to the rest of the class.</p> <p>Activity 13</p>	<p>To show creativity and commitment by making up new rules and principles that could contribute to avoid gender</p>	<p>Learning to learn Communication in the hosting national language Social and civic competence</p> <p>Teamwork</p>	 	<p>60'</p> <p>30'</p> <p>40'</p>



	<p>Learners engage in debate, discussing which parts of the proposed rules could be changed, added or erased, taking into account what they have learnt about the topic through previous sessions. 2horaas y media</p> <p>Activity 14 In groups and by sharing tasks (writing, designing, coloring...), learners work on the confection of a «Class regulation book on equity and non-discrimination» that will be kept in class and in the school library as a consensus action guideline, open to changes and new contributions.</p>	<p>discrimination situations.</p> <p>To use appropriate oral speech phrases when participating in a debate.</p>	<p>Planning and resource management Taking responsibility Creativity Critical thinking Autonomy Reflecting</p>	 	<p>120'</p>
--	--	---	--	--	-------------



ASSESSMENT of PRIOR LEARNING Possible Not possible yet

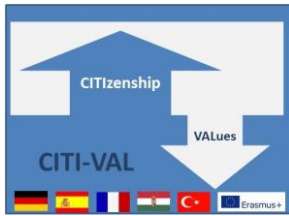
Assessment Method (if possible)

.....

.....

.....

.....



SUBJECT/AREA

With crossed disciplines

Expression of self and communication/ Gender equity
Social Education, Communication

Activity Title

Sex sells through advertising

ABSTRACT

This teaching unit is aimed at emphasizing stereotypes/clichés about gender equity in advertising and in real life. To reach this goal, we will use different situations of exchanges and communication such as role plays and debate, creating an egalitarian environment in the classroom.

KEY WORDS

gender, advertising, posters, discrimination, family, work.

GOALS / OBJECTIVES

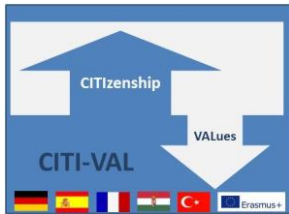
- 1- Be able to describe a picture
- 2 -Be able to recognize stereotypes in advertising
- 3 - Be able to develop critical thinking
- 4 - Be able to understand and accept others' thoughts and opinions

Room Organization

teacher among learners

Type of ACTIVITIES

Description, debate (women in general, women in their families), role plays, debate



LEARNING CONTEXT

Individual Pair work Group work
Less than 5 5-10 11-15 16-20
Distance learning Frontal Interactive

SEQUENCING

Actions [3] Activities [6] Hours [2]

TEACHERS MATERIALS

press articles, photos, books, posters, advertising

LEARNERS MATERIALS

press articles, photos, books, posters, advertising

KEY COMPETENCES

- 1 - Social and civic competence
- 2 - Communication in the hosting country's language

Transversal COMPETENCES

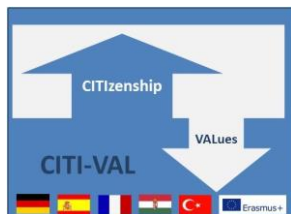
- 1 - Communication
- 2 - Teamwork
- 3 - Critical thinking
- 4 - Intercultural communication

Proposed LEARNING OUTCOMES

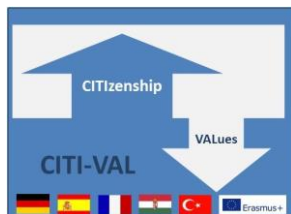
By the end of these sequences, learners will be able to:




- 1 - Recognize stereotypes in advertising
- 2 - Think and reflect critically
- 3 - Understand and accept others' way of thinking

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 <i>Description</i>	Activity 1 The teacher shows two pictures / advertisements including men and women. The learners have to look at them, describing them (oral and/or writing). The teacher analyzes more carefully, marking aspects that have not been commented.	To be able to describe a picture.	Social and civic competence		15'
	Activity 2 Identify. The learners look at the various documents (magazines, newspapers, advertisements). They look for stereotypes commented in the previous activity. They choose pictures of men and women and write two or three lines about them.	To be able to write a short text.	Communication in the hosting country's language		15'
	Activity 3 Common feedback. Each learner explains the rest of the pictures and highlights.	To be able to express oneself orally.	Communication Teamwork Intercultural communication		15'
Action 2 <i>Role plays</i> <i>If learners don't want to make role plays, activity</i>	Activity 4 The teacher assigns learners' roles with different personalities, and also establishes different situations which learners must act out with the given roles.	To accept and try to express oneself through the body.	Social and civic competence		15'



<p><i>could be replaced with the creation of posters or similar.</i></p>	<p>Activity 5 Each group acts out their situations.</p>	<p>+ To accept to work on self esteem</p>	<p>Communication in the hosting country's language</p> <p>Communication</p> <p>Teamwork</p> <p>Intercultural communication</p>	 	<p>30'</p>
<p>Action 3 <i>Debate</i></p>	<p>Activity 6 The learners have to identify the different characters and directed questions. They write the name of the character and try to describe his/her personality. Do you identify any of these characters in your surroundings? Do you identify yourself with any character? Is it positive or negative? If it's negative, would you be willing to change? Feedback about every role play.</p>	<p>To be able to respect others.</p> <p>To be able to express one's opinions and give arguments to support them.</p> <p>To be able to take part in a debate.</p>	<p>Social and civic competence</p> <p>Communication in the hosting country's language</p> <p>Teamwork</p> <p>Intercultural communication</p> <p>Critical thinking</p>		<p>30'</p>



ACTIVITY 1

Julien a trouvé un poste à la hauteur de ses ambitions.

C'est la concrétisation de son projet professionnel. Et ce projet, pour lui, c'est de faire vivre et partager sa passion, transmettre des savoirs et des valeurs, se consacrer à la réussite de chacun de ses élèves. C'est pour cela qu'il a décidé de devenir enseignant.

Laura a trouvé le poste de ses rêves.

C'est l'avenir qu'elle a toujours envisagé. Et l'avenir, pour elle, c'est de faire vivre et partager sa passion, transmettre des savoirs et des valeurs, se consacrer à la réussite de chacun de ses élèves. C'est pour cela qu'elle a décidé de devenir enseignante.

3 L'ÉDUCATION NATIONALE RECRUTE 17 000 PERSONNES

Pourquoi pas vous ? 17 000 postes d'enseignants, d'infirmières et de médecins scolaires sont à pourvoir en 2011. RENSEIGNEMENTS ET INSCRIPTIONS DU 31 MAI AU 12 JUILLET 2011 SUR WWW.LEDUCATIONRECRUTE.FR

3 L'ÉDUCATION NATIONALE RECRUTE 17 000 PERSONNES

Pourquoi pas vous ? 17 000 postes d'enseignants, d'infirmières et de médecins scolaires sont à pourvoir en 2011. RENSEIGNEMENTS ET INSCRIPTIONS DU 31 MAI AU 12 JUILLET 2011 SUR WWW.LEDUCATIONRECRUTE.FR

Two teachers, male and female.

What differences can you see?

What subject do you think each one teaches?

Your teachers, have they ever looked like that?

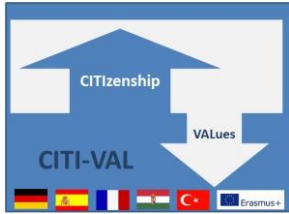
What do you think each one is doing at the moment?



- Do you identify yourself with these people?
- Do you think women like this type of men?
- Would you like to look like them?
- Is it good to live by and for personal care?
- Do you identify this image as one of a healthy habits person?
- If you do not wear this type of clothing, can't you fit into this society anymore?



Differences between these two pictures.
Repeat the above questions.



ACTIVITIES 4 and 5

ROLE PLAY 1

CHARACTERS /

PLACE / IN THE LIVING ROOM

MOTHER

THE FATHER

THE SON

THE DAUGHTER

The father is watching a football game with his son and he asks his wife, who is very busy, to bring him drinks/ food.

What are the son and daughter's reactions?

Play/ act this situation.

ROLE PLAY 2

CHARACTERS /

PLACE / IN THE KITCHEN

MOTHER

THE FATHER

THE SON

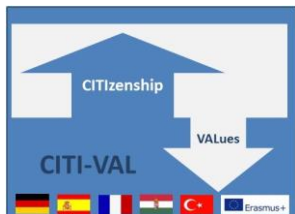
THE DAUGHTER

The mother is very busy in the kitchen cooking/ baking and cleaning. The father is relaxing in the living room asking to be served. She is answering she cannot cope with his needs. He then asks his daughter, who is also busy doing her homework. The daughter is surprised.



ROLE PLAY 3

Taking as examples the previous role plays, each group of learners proposes a situation they can imagine, invent and represent to the large group. They must explain what they wanted to represent and discuss it with the other groups.



ASSESSMENT of PRIOR LEARNING Possible Not possible yet X

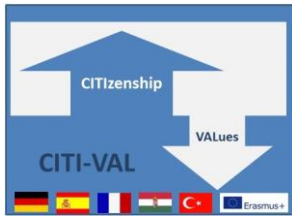
Assessment Method (if possible)

.....

.....

.....

.....



SUBJECT/AREA Expression of self and communication/ Gender equity

With crossed disciplines Social Education, Communication

Activity Title **Sex sells through advertising**

ABSTRACT

This teaching unit is aimed at emphasizing stereotypes/clichés about gender equity in advertising and in real life. To reach this goal, we will use different situations of exchanges and communication such as role plays and debate, creating an egalitarian environment in the classroom.

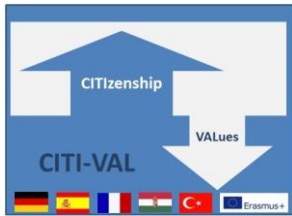
KEY WORDS gender, advertising, posters, discrimination, family, work.

GOALS / OBJECTIVES

- 1- Be able to describe a picture
- 2 -Be able to recognize stereotypes in advertising
- 3 - Be able to develop critical thinking
- 4 - Be able to understand and accept others' thoughts and opinions

Room Organization teacher among learners

Type of ACTIVITIES Description, debate (women in general, women in their families), role plays, debate



LEARNING CONTEXT

Individual Pair work Group work
Less than 5 5-10 11-15 16-20
Distance learning Frontal Interactive

SEQUENCING

Actions [3] Activities [7] Hours [4]

TEACHERS MATERIALS

press articles, photos, books, posters, advertising

LEARNERS MATERIALS

press articles, photos, books, posters, advertising

KEY COMPETENCES

- 1 - Social and civic competence
- 2 - Communication in the hosting country's language

Transversal COMPETENCES

- 1 - Communication
- 2 - Teamwork
- 3 - Critical thinking
- 4 - Intercultural communication

Proposed LEARNING OUTCOMES

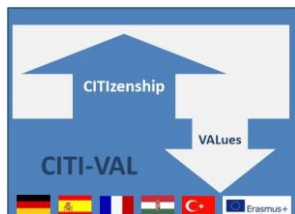
By the end of these sequences, learners will be able to:





- 1 - Recognize stereotypes in advertising
- 2 - Think and reflect critically
- 3 - Understand and accept others' way of thinking

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1	<p>Activity 1 The teacher shows two pictures / advertisements including men and women. The learners have to look at them, describing them (oral and or writing). The teacher analyzes more carefully, marking aspects that have not been commented.</p>	To be able to describe a picture.	Social and civic competence Communication in the hosting country's language		20'
	<p>Activity 2: Identify The learners look at the various documents (magazines, newspapers, advertisements). They look for stereotypes commented in the previous activity. They choose pictures of men and women and write two or three lines about them.</p>	To be able to write a short text.	Communication Teamwork Intercultural communication		25'
	<p>Activity 3: Common feedback Common feedback. Each learner explains the rest of the pictures and highlights.</p>	To be able to express oneself orally.			15'
Action 2	<p>Activity 4: Roleplays Explain Annex I and Annex II. After establishing the various groups, they have to choose/ pick up a role and</p>	To accept and try to express oneself through the body.	Social and civic competence Communication in		30'



	<p>prepare the role play.</p> <p>Activity 5 Playing /acting. Each group acts for two minutes.</p>	<p>To accept to work on Self-esteem</p>	<p>the hosting country's language</p> <p>Communication Teamwork Intercultural communication</p>	 	<p>60'</p>
<p>Action 3</p>	<p>Activity 6: Debate The audience has to identify the different characters and directed questions. They write the name of the character and try to describe his/her personality. Do you identify any of these characters in your surroundings? Do you identify yourself with any character? Is it positive or negative? If it's negative, would you be willing to change? Feedback about every role play.</p> <p>Activity 7 The learners reflect and express themselves about stereotypes. The teacher encourages them to talk about their roles in their own families (attitudes towards their wife, daughters, sons, mother...)</p>	<p>To be able to respect others.</p> <p>To be able to express one's opinions and give arguments to support them.</p> <p>To be able to take part in a debate</p>	<p>Social and civic competence</p> <p>Communication in the hosting country's language</p> <p>Communication Teamwork Intercultural communication Critical thinking</p>	 	<p>45'</p> <p>45'</p>



ASSESSMENT of PRIOR LEARNING Possible Not possible yet

Assessment Method (if possible)

.....

.....

.....

.....



Tested

SUBJECT/AREA

With crossed disciplines

Living in a Minority

Sociology, ethics, psychology, communication, pedagogy, anthropology, ethnography, history

Activity Title

Living together

ABSTRACT

The learner gets acquainted with stereotypes held towards minorities in society and experiences how distance is built up between layers of society. The aim of the sequence is to diminish preconceptions, prejudices and know one's responsibility in living together.

KEY WORDS

prejudices, stereotypes, living together, respect, inclusion

GOALS / OBJECTIVES

- 1 – practice critical thinking
- 2 – to learn empathy
- 3 – to learn to diminish prejudices

Room Organization

no table, seats in circle, teacher among learners

Type of ACTIVITIES

- Debate – Typical sentences
- Film clips on minority (“Crash”)
- Role play on social distances

**LEARNING CONTEXT**

Individual Pair work Group work
Less than 5 5-10 11-15 16-20
Distance learning Frontal Interactive

SEQUENCING

Actions [5] Activities [5] Hours [2]

TEACHERS MATERIALS

photos, ICT, film, flipchart, role cards, pen, paper, handout with characters

LEARNERS MATERIALS

watercolors, colored pencils, cardboard

KEY COMPETENCES

1 - Communication
2 - Social and civic competences

Transversal COMPETENCES




1 - Intercultural competences
2 - Communication
3 - Sensitivity
4 - Problem solving

Proposed LEARNING OUTCOMES

Improvement of communication
Improvement of cooperation
Ability to judge people not based on their race/color

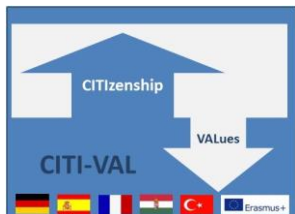
NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 Icebreaker: « Say HELLO in as many languages as you can »	Activity 1 Learners have to say HELLO to each other in as many languages as they know. Not only verbally but in gestures.	Ice breaker	Communication		10'
Action 2 Stereotypes in pictures	Activity 2 Teacher shows previously collected pictures taken of different people from different cultures. When organizing the photo show, teacher has to focus on collecting pictures that awake stereotypes. Learners have to give a first impression when looking at the picture shown one by one. Afterwards the teacher reveals the identity of the person in the picture. After this activity, the group can talk about what causes stereotypes, negative effect of judging based on first impression, etc.	Sensitivity Informative task	Communication Intercultural competences Sensitivity Social and civic competences		25'
Action 3 Social distance game	Activity 3 Each participant gets a character (e.g. Roma mother with two kids; Son of an immigrant; Wealthy Chinese entrepreneur; Hungarian prostitute; Daughter of a French minister; characters may vary).	Experience what it's like to be left behind Sensitivity Informative task	Intercultural competences Sensitivity Social and civic competences		30'



	<p>Teacher has a list of statement (e.g.: I have the opportunity to travel abroad for two weeks each summer; I don't have to be afraid of the violation of my rights; I have internet access in my flat; etc.) Learners have to form a straight line, teacher starts reading the statements. To the statements those step one ahead if they think the statement could be right to them. After the activity the group sees the whereabouts of the others and talk about how they felt, feel.</p>				
<p>Action 4 Movie clips (e.g. from Crash)</p>	<p>Activity 4 Teacher chooses clips from, for example, the movie Crash (e.g.: the locksmith and the Persian; the policeman and the woman; the Spanish cleaning lady and the minister). After seeing the clips the group elaborates on the causes of prejudices, stereotypes, etc.</p>	<p>Sensitivity informative task</p>	<p>Intercultural competences Sensitivity Social and civic competences Communication Critical thinking</p>		<p>30'</p>
<p>Action 5 What is needed for living together?</p>	<p>Activity 5 Group collects the conditions that needed for different cultures in order to live together peacefully.</p>	<p>Acceptance Sensitivity Social responsibility</p>	<p>Intercultural competences Sensitivity Social and civic competences Communication Critical thinking</p>		<p>25'</p>



ASSESSMENT of PRIOR LEARNING Possible Not possible yet X

Assessment Method (if possible)

.....

.....

.....

.....

**SUBJECT/AREA**

Living in a Minority

With crossed disciplines

Sociology, ethics, psychology, communication, pedagogy, anthropology, ethnography, history

Activity Title**Living together****ABSTRACT**

The learner gets acquainted with stereotypes held towards minorities in society and experiences how distance is built up between layers of society. The aim of the sequence is to diminish preconceptions, prejudices and know one's responsibility in living together.

KEY WORDS

prejudices, stereotypes, living together, respect, inclusion

GOALS / OBJECTIVES

- 1 – practice critical thinking
- 2 – to learn empathy
- 3 – to learn to diminish prejudices

Room Organization

no table, seats in circle, teacher among learners

Type of ACTIVITIES

Debate – Typical sentences
Film clips on minority (“Crash”)
Role play on social distances



LEARNING CONTEXT

Individual Pair work Group work
Less than 5 5-10 11-15 16-20
Distance learning Frontal Interactive

SEQUENCING

Actions [5] Activities [5] Hours [4]

TEACHERS MATERIALS

photos, ICT, film, flipchart, role cards, pen, paper, handout with characters

LEARNERS MATERIALS

watercolors, colored pencils, cardboard

KEY COMPETENCES

- 1 - Communication
- 2 - Social and civic competences

Transversal COMPETENCES



- 1 - Intercultural competences
- 2 - Communication
- 3 - Sensitivity
- 4 - Problem solving

Proposed LEARNING OUTCOMES




Improvement of communication
Improvement of cooperation
Ability to judge people not based on their race/color

NOTES




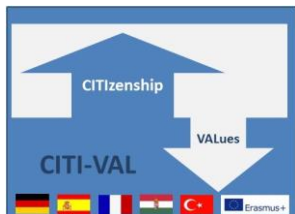
Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 « Say hello in as many languages as you can »	Activity 1: Icebreaker Learners have to say hello to each other in as many languages as they know (not only verbally but also in gestures).	Know each other	communication		20'
Action 2 <i>Stereotypes in pictures</i>	Activity 2 Teacher shows previously collected pictures taken of different people from different cultures. When organizing the photo show, teacher has to focus on collecting pictures that awake stereotypes. Learners have to give a first impression when looking at the picture shown one by one. Afterwards the teacher reveals the identity of the person in the picture. After this activity the group can talk about what causes stereotypes, negative effect of judging based on first impression, etc.	sensitivity informative task	communication intercultural competences sensitivity social and civic competences		60'



<p>Action 3</p> <p><i>Social distance game</i></p>	<p>Activity 3</p> <p>Each participant gets a character (e.g. Roma mother with two kids; Son of an immigrant; Wealthy Chinese manager; Hungarian prostitute; Daughter of a French minister; characters may vary). Teacher has a list of statement (e.g.: I have the opportunity to travel abroad for two weeks each summer; I don't have to be afraid of the violation of my rights; I have internet access in my flat; etc.) Learners have to form a straight line, teacher starts reading the statements. To the statements those step one ahead if they think the statement could be right to them. After the activity the group sees the whereabouts of the others and talk about how they felt, feel.</p>	<p>experience what it's like to be left behind</p> <p>sensitivity</p> <p>informative task</p>	<p>intercultural competences</p> <p>sensitivity</p> <p>social and civic competences</p>	 	<p>60'</p>
<p>Action 4</p> <p><i>Movie clips (e.g. from Crash)</i></p>	<p>Activity 4</p> <p>Teacher chooses clips from, for example, the movie Crash (e.g.: the locksmith and the Persian; the policeman and the woman; the Spanish cleaning lady and the minister). After seeing the clips the group elaborates on the causes of prejudices, stereotypes, etc.</p>	<p>sensitivity</p> <p>informative task</p>	<p>intercultural competences</p> <p>sensitivity</p> <p>social and civic competences</p> <p>communication</p> <p>critical thinking</p>		<p>60'</p>



<p>Action 5</p> <p><i>What is needed for living together?</i></p>	<p>Activity 5</p> <p>Group collects the conditions that needed for different cultures in order to live together peacefully.</p>	<p>acceptance sensitivity social responsibility</p>	<p>intercultural competences sensitivity social and civic competences communication critical thinking</p>		<p>40'</p>
--	---	---	---	---	------------



ASSESSMENT of PRIOR LEARNING Possible Not possible yet X

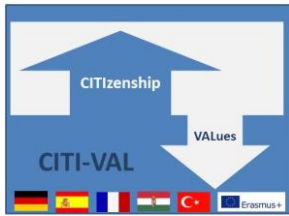
Assessment Method (if possible)

.....

.....

.....

.....



Tested

SUBJECT/AREA

Knowledge of people with disabilities

With crossed disciplines

biology, art

Activity Title

Walk a Mile in My Shoes

ABSTRACT

The goal is to understand what disability means, what are the consequences and problems they have to solve every day. The learners have the opportunity to experiment the different situations of a disabled person's life. Debate and share their feelings. Understand the importance of the recognition of somebody in need of help.

KEY WORDS

disabilities, empathy, respect, diversity, living in minority

GOALS / OBJECTIVES

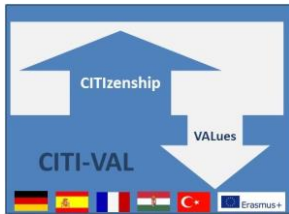
- 1 – Be able to understand what disability is
- 2 – Be able to respect and live with each other
- 3 – Feel responsible for people with disabilities

Room Organization

room with chairs and outside

Type of ACTIVITIES

brainstorming, video, experimental, discussion, debate

**LEARNING CONTEXT**

Individual Pair work Group work
Less than 5 5-10 11-15 16-20
Distance learning Frontal Interactive

SEQUENCING

Actions [3] Activities [6] Hours [2]

TEACHERS MATERIALS

DVD, projector, PC/notebook, flipchart, post-it

LEARNERS MATERIALS

wheel-chair, sleeping mask, painting materials, ropes

KEY COMPETENCES

- 1 - Social and civic skills
- 2 - Communication in hosting language

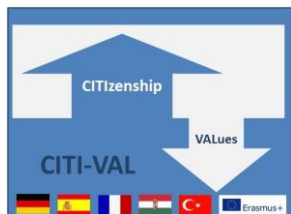
Transversal COMPETENCES



- 1 - Communication
- 2 - Problem solving
- 3 - Teamwork
- 4 - Taking responsibility
- 5 - Autonomy

Proposed LEARNING OUTCOMES




Exhibition of paintings and photos, empathy for people (personal outcome)

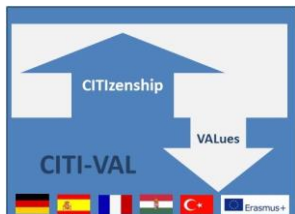
NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 Getting know what disabilities mean	Activity 1 Brainstorming about disabilities. <ul style="list-style-type: none"> - What is disability? - What kind of disabilities do you know? - What kind of disability do you have? - Do you remember a day/occasion when you feel different? - Who has any experience about it? Activity 2 Watching a video of Nick Vujicic and debate (or choose a person from said country's famous personalities living with a disability)	Understand what is disability	Sharing experiences, Listening, Critical thinking, Reflecting, Empathy		20'
Action 2 Experiment	Activity 3 Art -Painting, writing with non-writing hand or mouth or foot (try to copy real disabled artists painting, after see the differences) OR -Write on computer with mittens	To experience disability	Empathy, Respect, Take care of others, Cooperation, Trust Accept differences		20'



	<p>Activity 4 Seeing -Learn to move without seeing (with and without help) OR -Recognize things, like food and everyday objects and people OR -Try to eat, drink and serve water. Recognize food only by taste.</p> <p>Activity 5 Being mute -Order a meal in restaurant without speaking OR -One person has to explain the other what a picture looks like without speaking, and the other has to draw it, after we can compare if it looks like the original or not.</p> <p>Discussion at the end of the sessions.</p>			 	<p>20'</p> <p>20'</p>
<p>Action 3 Meeting with people live with disabilities and presenting the experiments (the paintings, draws and pictures of the learners) Closing</p>	<p>Activity 6 Exhibition of the products Discussion with the guests about their lives, and also the experiences the learners get.</p>		<p>Communication</p>		<p>40'</p>



ASSESSMENT of PRIOR LEARNING Possible Not possible yet X

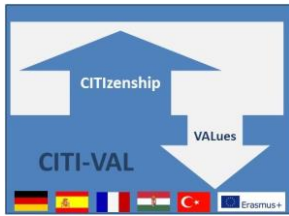
Assessment Method (if possible)

.....

.....

.....

.....

**SUBJECT/AREA**

Knowledge of people with disabilities

With crossed disciplines

biology, art

Activity Title

Walk a Mile in My Shoes

ABSTRACT

The goal is to understand what disability means, what are the consequences and problems they have to solve every day. The learners have the opportunity to experiment the different situations of a disabled person's life. Debate and share their feelings. Understand the importance of the recognition of somebody in need of help.

KEY WORDS

disabilities, empathy, respect, diversity, living in minority

GOALS / OBJECTIVES

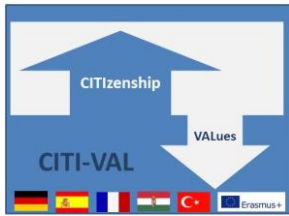
- 1 – Be able to understand what disability is
- 2 – Be able to respect and live with each other
- 3 – Feel responsible for people with disabilities

Room Organization

room with chairs and outside

Type of ACTIVITIES

brainstorming, video, experimental, discussion, debate

**LEARNING CONTEXT**

Individual Pair work Group work
Less than 5 5-10 11-15 16-20
Distance learning Frontal Interactive

SEQUENCING

Actions [3] Activities [7] Hours [9]

TEACHERS MATERIALS

DVD, projector, PC/notebook, flipchart, post-it

LEARNERS MATERIALS

wheel-chair, sleeping mask, painting materials, ropes

KEY COMPETENCES

- 1 - Social and civic skills
- 2 - Communication in hosting language

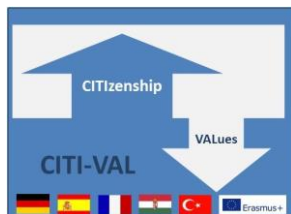
Transversal COMPETENCES





- 1 - Communication
- 2 - Problem solving
- 3 - Teamwork
- 4 - Taking responsibility
- 5 - Autonomy

Proposed LEARNING OUTCOMES


Exhibition of paintings and photos, empathy for people (personal outcome)

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 <i>Getting know what disabilities mean</i>	Activity 1 : Brainstorming about disabilities. <ul style="list-style-type: none"> - What is disability? - What kind of disabilities do you know? - What kind of disability do you have? - Do you remember a day/occasion when you feel different? - Who has any experience about it? 	To understand what means disability To agree with limits as for autonomy	Sharing experiences, listening, thinking, reflecting, empathy	 	45'
	Activity 2: Watching a video of Nick Vujicic then debate				75'
Action 2 <i>Experiment</i>	Activity 3 Sport activities with wheel-chair <ul style="list-style-type: none"> - Learn how to use it and avoid obstacles - Try some wheel-chair sports (basketball, dancing, etc.) 		empathy, respect, take care of others, cooperation, confidence, accept differences	 	60'-90'
	Activity 4 : Art <ul style="list-style-type: none"> - Painting, writing with non-writing hand or mouth or foot (try to copy real disabled artists) 				60'-90'



	<ul style="list-style-type: none"> - One person has to explain the other what a picture looks like without speaking, and the other has to draw it, after we can compare if it looks like the original or not. 				
<p>Action 3</p> <p><i>Meeting with people who live with disabilities and presenting the experiments (the paintings, draws and pictures of learners)</i></p>	<p>Activity 7: Exhibition of the products and debate</p> <p>Discussion with the guests about their lives, and also the experiences the learners get.</p>		communication		60'-90'



ASSESSMENT of PRIOR LEARNING Possible Not possible yet

Assessment Method (if possible)

.....

.....

.....

.....

**SUBJECT/AREA**

Living in minority

With crossed disciplinesLanguage, History, Politics, Culture, Religion,
Social skills**Activity Title****Contribution of Minority Groups to Our Society****ABSTRACT**

The goal is to prepare the learners for the conflicts which they can come across with in the minority topic. Also, they should gain the ability of critical thinking on the subject to be able to debate and talk with others who do not have the same knowledge of the topic.

KEY WORDSminority, discrimination, men-women, ethnics,
respect, solidarity, freedom**GOALS / OBJECTIVES**

- 1) Defining the situations and options, naming issues in contact with minorities
- 2) Identifying problems in each of these sections of society
- 3) Analyzing newspapers, articles on the issues
- 4) Recognizing reasons for they have difficulties to succeed in their lives
- 5) Reflect on norms and behaviors to avoid the situations (in prison)

Room Organization

group tables and classroom, assembly hall

Type of ACTIVITIESDiscussion about newspapers - Produce collage
and newspaper - Finding creative solutions

**LEARNING CONTEXT**

Individual Pair work Group work
Less than 5 5-10 11-15 16-20
Distance learning Frontal Interactive

SEQUENCING

Actions [3] Activities [6] Hours [2]

TEACHERS MATERIALS

Pictures, newspapers and magazines, photos, computer

LEARNERS MATERIALS

Scissors, glue, paper, pens, cardboard, markers

KEY COMPETENCES

- 1 – Communication in the hosting national language
- 2 – Social and civic competence
- 3 – Learning to learn




Transversal COMPETENCES

- 1 – Communication
- 2 – Teamwork
- 3 – Creativity
- 4 – Intercultural communication
- 5 – Critical thinking




Proposed LEARNING OUTCOMES

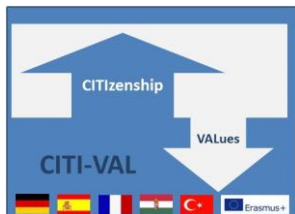
- Texts written by learners which reflect their awareness and respect towards minority groups.
- Being able to identify and explain the reasons why minority groups could have to face situations which would be more difficult to them than to the rest.
- Acquisition of preventing measures to avoid attitudes which could affect these minorities in a negative way.

NOTES

Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
<p>Action 1</p> <p>Reading articles and make a collage</p>	<p>Activity 1 Teacher presents several articles in newspapers showing examples of social exclusion (due to gender, religion, political ideas, nationality. If the topic is too sensitive choose an event/personality/news that your country is not related to.) Teacher hands out the news randomly and each learner who has an article read it aloud for the rest of the class. Once they have finished reading, teacher poses questions and they start a discussion. Why do you think this is in the newspaper? Do these stories present any problem? Do you know someone who has lived similar situations?</p> <p>Activity 2 Out of some newspapers and magazines, learners must select similar texts related to the topic, cut them out and make a collage.</p>	<p>The learners recognise the several types of the minority (religion, culture, language, etc.)</p>	<p>Communication skills Teamwork Creativity</p>		<p>50'</p>
<p>Action 2</p> <p>Proposal of solutions to situations in articles</p>	<p>Activity 3 Learners choose an article from the collage (with stickers) which caused the highest impact for them and work on it in small groups, reflecting on the situation and proposing solutions,</p>	<p>Express yourself and speak about a topic. The learners recognize their own feelings and difficulties about the topic.</p>	<p>Communication skills</p>	 	<p>40'</p>



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
	<p>creating new laws to prevent similar situations in the future.</p> <p>Activity 4 Each group gives a short presentation of the chosen article.</p>				
<p>Action 3</p> <p>Prison conditions and conflicts</p>	<p>Activity 5 Teacher presents some situations that can happen inside the prison due to the minority (gang war, smoking, violent acts, conflicts, etc.). Some pictures, videos and maps can be very useful and illustrative. Then the teacher can discuss this topic with the learners.</p> <p>Activity 6 Learners can tell their own stories and experiences if they want about minority inside and outside the prison.</p>	<p>Recognize the problems in the prison that are formed due to the minority and be able to talk about it.</p>	<p>Critical thinking Creativity Communication skills</p>	 	<p>30'</p>



ASSESSMENT of PRIOR LEARNING Possible Not possible yet X

Assessment Method (if possible)

.....

.....

.....

.....



SUBJECT/AREA	Living in minority
With crossed disciplines	Language, History, Politics, Culture, Religion, Social skills
Activity Title	Contribution of Minority Groups to Our Society

ABSTRACT

The goal is to prepare the learners for the conflicts which they can come across with in the minority topic. Also, they should gain the ability of critical thinking on the subject to be able to debate and talk with others who do not have the same knowledge of the topic.

KEY WORDS minority, discrimination, men-women, ethnics, respect, solidarity, freedom

GOALS / OBJECTIVES

- 1) Defining the situations and options, naming issues in contact with minorities
- 2) Identifying problems in each of these sections of society
- 3) Analyzing newspapers, articles on the issues
- 4) Recognizing reasons for they have difficulties to succeed in their lives
- 5) Reflect on norms and behaviors to avoid the situations (in prison)

Room Organization group tables and classroom, assembly hall

Type of ACTIVITIES Discussion about newspapers - Produce collage and newspaper - Finding creative solutions



LEARNING CONTEXT

Individual Pair work Group work
Less than 5 5-10 11-15 16-20
Distance learning Frontal Interactive

SEQUENCING

Actions [3] Activities [6] Hours [3h30]

TEACHERS MATERIALS

Pictures, newspapers and magazines, photos, computer

LEARNERS MATERIALS

Scissors, glue, paper, pens, cardboard, markers

KEY COMPETENCES

- 1 – Communication in the hosting national language
- 2 – Social and civic competence
- 3 – Learning to learn

Transversal COMPETENCES

- 1 – Communication
- 2 – Teamwork
- 3 – Creativity
- 4 – Intercultural communication
- 5 – Critical thinking

Proposed LEARNING OUTCOMES

- Texts written by learners which reflect their awareness and respect towards minority groups.
- Being able to identify and explain the reasons why minority groups could have to face situations which would be more difficult to them than to the rest.
- Acquisition of preventing measures to avoid attitudes which could affect these minorities in a negative way.

NOTES



ASSESSMENT of PRIOR LEARNING Possible Not possible yet X

Assessment Method (if possible)

.....

.....

.....

.....



SUBJECT/AREA

Local and national institutions

With crossed disciplines

History, civic and moral education.

Activity Title

Getting to know my Home Town's Institutions

ABSTRACT

This teaching unit is aimed at acquainting learners with the local institutions; to know where they are located in a town, to know about their roles and to know who and how to contact in case of problem and/ or questions.

The exercise of the city plan can be easy (village) or complex (city, agglomeration, metropolis) according to the level of the learners.

The exercise can be diversified if the teacher organizes in parallel an identification of private local services (doctor, mechanic, notary, ...) that can be completed by an identification of the corresponding international icons.

KEY WORDS

town hall, hospital, schools, job center, police, courts, leisure activities, fire center.

GOALS / OBJECTIVES

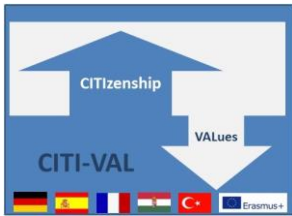
- 1 - Be able to know where the local institutions are situated
- 2 - Be able to know about their roles
- 3 - Be able to know how to get in touch with them
- 4 - Be able to know how to intervene in case of emergency situations

Room Organization

table, seats in circle, teacher among learners

Type of ACTIVITIES

Game, exchanges, conference, course, showing practicing.

**LEARNING CONTEXT**

Individual Pair work Group work
Less than 5 5-10 11-15 16-20
Distance learning Frontal Interactive

SEQUENCING

Actions [4] Activities [6] Hours [6h30]

TEACHERS MATERIALS

Posters, city map, photos, magnets, worksheets, computer, overhead projector.

LEARNERS MATERIALS

Game material (dice, cards, city maps, pawns), cardboard, ...

KEY COMPETENCES

- 1 - Communication
- 2 - Social and civic skills
- 3 - Learning to learn

Transversal COMPETENCES

- 1 - Communication
- 2 - Autonomy
- 3 - Teamwork
- 4 - Intercultural communication
- 5 - Mentoring



Proposed LEARNING OUTCOMES

Be able to know which institution is suitable to solve a problem.

Disclaimer: the testing period of the initial short version (2 hours) was not positive; thus it was necessary to totally revise this sequence to come to this new longer version.

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 Identify the local public institutions	Activity 1 Brainstorming: this exercise, through learners' ideas, intends to establish a standard list of local public institutions as exhaustive as possible and adapt to a large range of city. <i>Alternative: Teacher can provide a wide list of various institutions (public, private, ...) and learners will have to identify among them the ones that are public institutions.</i>	<i>Be able to identify local</i>	Communication Autonomy Intercultural communication		30'
	Activity 2 Teacher will print some model of city map on which learners will have to locate public institutions from the list (police, townhall, schools, leisure center, job center, court, fire station, ...) with pictures and magnets. <i>Alternative: Learners with teacher can previously design cards to represent the public institutions or make collage with pictures they will cut from magazines.</i>				60' (+ 120')
Action 2 Design	Activity 3 Each learner receives an identical copy of a city map. The teacher shows them how to draw horizontal and vertical lines at equal distances to create squares. They denominate the horizontal lines by letters, and the vertical lines by digits so as to be able later to identify boxes A-6, C-2, ... https://www.viamichelin.fr/web/Cartes-plans <i>Teacher will use this exercise to inculcate some geometric notions like parallels, squares, units of measures, ...</i>	<i>Be able to know where the local institutions are situated.</i>	Communication Teamwork Mentoring Intercultural communication		45'



	<p>Activity 4</p> <p>Once the grid is done, the learners in two sub-groups will imagine the positioning of public institutions in places and places identified on the map by sets letter / figure for which they will draw up a list. Then, exchanging the 2 cards, each sub-group will position using the list, the public institutions on the map of the city using the drawn / pasted cards (activity 2).</p>				45'
<p>Action 3 Summary / Synthesis</p>	<p>Activity 5</p> <p>A worksheet with pictures of the institutions on the left side and explanations on the right (location, functions, ...) and the learners have to match them for the ones in difficulty.</p> <p><i>Alternative: the learners can also answer questions prepared by the group about the various institutions.</i></p>	<p><i>Be able to know how to get in touch with them</i></p>	<p>Communication Autonomy</p>		30'
<p>Action 4 Riddles</p>	<p>Activity 6</p> <p>Each learner will choose the role of a public person (judge, firefighter, mayor, teacher, postman, ...) that he will present to the group in plenary session; it is then up to the group to identify the role played by the apprentice player.</p>	<p><i>Be able to know about their roles</i> <i>Be able to identify who's who when you need information</i></p>	<p>Communication Intercultural communication</p>		60'



ASSESSMENT of PRIOR LEARNING Possible Not possible yet X

Assessment Method (if possible)

.....

.....

.....

.....



SUBJECT/AREA

Mechanisms in society

With crossed disciplines

Sociology, Social Studies, Communication,
Philosophy

Activity Title

Even Robinson Crusoe has his Friday: Let's Become a Social Person

ABSTRACT

The term social mechanisms and mechanism-based explanations of social phenomenon originate from the philosophy of science. Social mechanisms make effective control in social life. In this course students will learn social mechanisms in the prison. These activities include 2 sequences and 6 activities in totally 4 hours. Debate, questions-answers and role play techniques (in case of bantering, the trainer may change the role play activity with another pair or group work) will be used. As an outcome they will make a conclusion.

KEY WORDS

Social, mechanism, society, norms, greetings,
communication, respect, listen, help

GOALS / OBJECTIVES

- 1 - Be able to respect the each other
- 2 - Be able to help the each other
- 3 - Be able to know opportunities about social life
- 4- Be able to know being social in prison

Room Organization

Table, seats, teacher, among students

Type of ACTIVITIES

Question and answer, Debate, Video,



LEARNING CONTEXT

Individual Pair work Group work
Less than 5 5-10 11-15 16-20
Distance learning Frontal Interactive

SEQUENCING

Actions [1] Activities [3] Hours [2]

TEACHERS MATERIALS

computer, video, projector, flipchart

LEARNERS MATERIALS

colored pencils, post-it, paper

KEY COMPETENCES

- 1 - Civic and social skills
- 2 - Learning to learn

Transversal COMPETENCES



- 1 - Communication
- 2 - Teamwork
- 3 - Critical Thinking
- 4 - Taking responsibility
- 5 - Evaluating/Reflecting

Proposed LEARNING OUTCOMES


- 1- To be able to get knowledge about social mechanisms and norms
- 2- To be able to know communication skills
- 3- To develop social skills in their life

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
<p>Action 1</p> <p>Communication and introduction</p> <p>https://www.youtube.com/watch?v=4viXOGvuu0Y</p>	<p>Activity 1 Watch a short video (Communication)</p> <p>Teacher ask the following questions about the video ;</p> <ul style="list-style-type: none"> -What do you think about the video? -Do you think is good in the video? -What is true or good in the video? -Do you have any opinion? <p>Teacher speaking about the following topics at the same time</p> <ul style="list-style-type: none"> -Listening -Respecting to others -Classroom rules (hands up, don't speak loudly ...etc.) <p>Activity 2 Teacher says that "How to introduce myself to others?"</p> <ul style="list-style-type: none"> -Good morning, Good Bye (Greeting or Meeting), -My name is,, <p>Give some information regarding cloths, positions, standing, eye contacts during the communication.</p> <p>Give some examples!</p>	<p>To know true</p> <p>Communication ability</p>	<p>Social skills</p>	<p></p> <p></p>	<p>40'</p> <p>50'</p>



	<p>Activity 3: Role Model Regarding introduce ourselves, make a role play.</p> <ul style="list-style-type: none">- One inmate goes out and try to introduce himself/herself like above example.- Make a Role Play regarding employment interview with inmates.				30'
--	---	--	--	---	-----



ASSESSMENT of PRIOR LEARNING Possible Not possible yet

Assessment Method (if possible)

.....

.....

.....

.....

**SUBJECT/AREA**

Mechanisms in society

With crossed disciplines

Sociology, Social Studies, Communication,
Philosophy

Activity Title

Even Robinson Crusoe has his Friday

ABSTRACT

The term social mechanisms and mechanism-based explanations of social phenomenon originate from the philosophy of science. Social mechanisms make effective control in social life. In this course learners will learn social mechanisms in the prison. These activities include 2 sequences and 6 activities in totally 4 hours. Debate, questions-answers and role play techniques (in case of bantering, the trainer may change the role play activity with another pair or group work) will be used. As an outcome they will make a conclusion.

KEY WORDS

Social, mechanism, society, norms, greetings,
communication, respect, listen, help

GOALS / OBJECTIVES

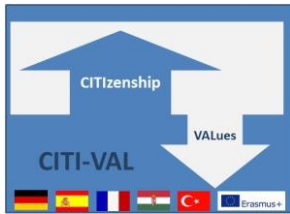
- 1 - Be able to respect the each other
- 2 - Be able to help the each other
- 3 - Be able to know opportunities about social life
- 4- Be able to know being social in prison

Room Organization

Table, seats, teacher, among learners

Type of ACTIVITIES

Question and answer, Debate, Video,



LEARNING CONTEXT

Individual Pair work Group work
Less than 5 5-10 11-15 16-20
Distance learning Frontal Interactive

SEQUENCING

Actions [2] Activities [6] Hours [4]

TEACHERS MATERIALS

computer, video, projector, flipchart

LEARNERS MATERIALS

colored pencils, post-it, paper

KEY COMPETENCES

- 1 - Civic and social skills
- 2 - Learning to learn

Transversal COMPETENCES



- 1 - Communication
- 2 - Teamwork
- 3 - Critical Thinking
- 4 - Taking responsibility
- 5 - Evaluating/Reflecting

Proposed LEARNING OUTCOMES

- 1- To be able to get knowledge about social mechanisms and norms
- 2- To be able to know communication skills
- 3- To develop social skills in their life

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
<p>Action 1</p> <p><i>Communication and introduction</i></p>	<p>Activity 1: Watch a short video (Communication)</p> <p>Teacher ask the following questions about the video ;</p> <ul style="list-style-type: none"> -What do you think about the video? -Do you think is good in the video? -What is true or good in the video? -Do you have any opinion? <p>Teacher speaking about the following topics at the same time</p> <ul style="list-style-type: none"> -Listening -Respecting to others -Classroom rules (hands up, don't speak loudly, ... etc.) <p>Activity 2</p> <p>Teacher says that "How to introduce myself to others?"</p> <ul style="list-style-type: none"> - Good morning, Good Bye (Greeting or Meeting), - My name is,, - Give some information/examples regarding cloths, positions, standing, eye contacts during the communication. 	<p>Able to identify the truth</p> <p>Communication ability</p>	<p>Social and civic skills</p>	<p></p> <p></p>	<p>40'</p> <p>50'</p>



ASSESSMENT of PRIOR LEARNING Possible Not possible yet

Assessment Method (if possible)

.....

.....

.....

.....

<https://www.youtube.com/watch?v=4viXOGvvu0Y>



SUBJECT/AREA

Mobility

With crossed disciplines

Geography, Mathematics, ICT

Activity Title

From here to there

ABSTRACT

The learner knows the different types of transportation and their costs, also of the fees when you don't stick to the rules. He is able to read maps and time-tables, to calculate the money he needs for transportation and he can plan the itinerary.

KEY WORDS

transport, public transport, maps, tickets

GOALS / OBJECTIVES

The learner knows the different types of carriages and about the costs, he is able to use different maps and time-tables in order to travel efficiently (time and costs).

Room Organization

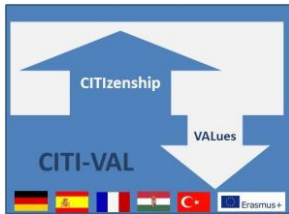
class-room

Type of ACTIVITIES

time-tables, maps, pictures, video

LEARNING CONTEXT

Individual Pair work Group work
Less than 5 5-10 11-15 16-20
Distance learning Frontal Interactive



SEQUENCING

Actions [3] Activities [3] Hours [2]

TEACHERS MATERIALS

Maps (copies and writings on the board in case of equipment shortage), time-tables, videos, pictures

LEARNERS MATERIALS

see above

KEY COMPETENCES

- 1 - Learning to learn
- 2 - Communication in national language

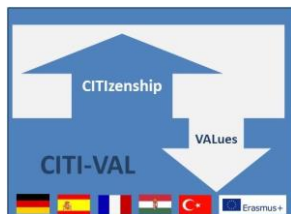
Transversal COMPETENCES







- 1 - Communication
- 2 - Problem solving
- 3 - Planning and resource management

Proposed LEARNING OUTCOMES




see abstract

NOTES





Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 “Types of carriage”	Activity 1  Learner identifies the carriages he can take then learners share their experience.	The learner knows the different types of carriages like bus, train, car, taxi, subway, metro, hitch-hiking, « bla-bla car », tram	Learning to learn	 Alternatively: 	15'
Action 2 “The costs of transport”	Activity 2 Learner has to guess how much a transport costs (from A to B) with bus, taxi or other	Learners understand that their choice effects the costs, they learn to calculate the costs and compare the costs. For example, costs in a big city can vary from the costs in the countryside.	Learning to learn	 Alternatively: 	15'
Action 3 “How to use public transport and how to save money using public transport.”	Activity 3 Teacher brings an easy street map (free map from the tourist office) with, for example, bus lines and the learners look	Learners know how to use: - street maps (A)	Learning to learn		20'



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
<p>Learners also learn about the fees when not buying tickets.”</p>	<p>at the map and find different places and how to reach them</p>  <p>Activity 3.A The map gets more complex and complicated; the task for the learner gets more complicated</p> 				<p>20'</p>



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing																																			
	<p>Activity 3.B (similar to A) Teacher shows an easy map (like only metro) and then a complex map with metro, bus and tram... Learner identifies stations, lines, places to change transport...</p> <p>Activity 3.C Learner reads time-table of one carriage and works with it. Learner works with two or more different carriages/time-tables.</p> <p>In addition, lists with the different costs of the different means of transport can help to complicate the task.</p> <table border="1" data-bbox="667 1023 1059 1222"> <thead> <tr> <th>Tickets</th> <th>K</th> <th>1a</th> <th>1b</th> <th>2a</th> </tr> </thead> <tbody> <tr> <td>Einzel- und 4erTickets</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>EinzelTicket Erwachsene</td> <td>1,90</td> <td>2,40</td> <td>2,80</td> <td>2,80</td> </tr> <tr> <td>EinzelTicket Kinder</td> <td>1,00</td> <td>1,30</td> <td>1,60</td> <td>1,60</td> </tr> <tr> <td>4erTicket Erwachsene</td> <td>7,50</td> <td>9,20</td> <td>11,00</td> <td>11,00</td> </tr> <tr> <td>4erTicket Kinder</td> <td>4,00</td> <td>5,20</td> <td>6,40</td> <td>6,40</td> </tr> <tr> <td>4erTicket MobilPass</td> <td></td> <td>5,20</td> <td>6,30</td> <td>6,30</td> </tr> </tbody> </table>	Tickets	K	1a	1b	2a	Einzel- und 4erTickets					EinzelTicket Erwachsene	1,90	2,40	2,80	2,80	EinzelTicket Kinder	1,00	1,30	1,60	1,60	4erTicket Erwachsene	7,50	9,20	11,00	11,00	4erTicket Kinder	4,00	5,20	6,40	6,40	4erTicket MobilPass		5,20	6,30	6,30	<p>- public transport maps (B)</p> <p>- read a time-table (C)</p>		<p></p> <p></p>	<p>20'</p> <p>30'</p>
Tickets	K	1a	1b	2a																																				
Einzel- und 4erTickets																																								
EinzelTicket Erwachsene	1,90	2,40	2,80	2,80																																				
EinzelTicket Kinder	1,00	1,30	1,60	1,60																																				
4erTicket Erwachsene	7,50	9,20	11,00	11,00																																				
4erTicket Kinder	4,00	5,20	6,40	6,40																																				
4erTicket MobilPass		5,20	6,30	6,30																																				



ASSESSMENT of PRIOR LEARNING Possible Not possible yet X

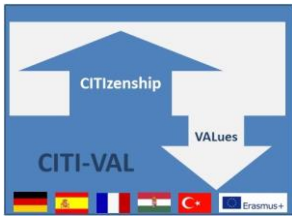
Assessment Method (if possible)

.....

.....

.....

.....



SUBJECT/AREA

Preservation of nature

With crossed disciplines

Natural science, language, mother tongue, arts.

Activity Title

SOS: Save Our Sphere

ABSTRACT

This teaching unit is aimed at having the students become conscious of the dangers of human activities on nature through different ways and materials. The students will finally be able to adopt responsible behaviors towards environment.

KEY WORDS

nature, environment, preservation, recycling, cleanliness, animals, green energy.

GOALS / OBJECTIVES

- 1 - Be able to know about recycling
- 2- Be aware of the importance of the ecosystem
- 3 - Be able to know the country's laws as far as environment and preservation of nature are concerned...

Room Organization

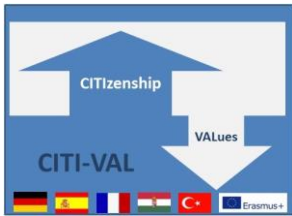
Teacher among students, tables.

Type of ACTIVITIES

Debate, Film, Conference, Course

LEARNING CONTEXT

Individual Pair work Group work
Less than 5 5-10 11-15 16-20
Distance learning Frontal Interactive



SEQUENCING

Actions [2] Activities [2] Hours [2]

TEACHERS MATERIALS

Photos, flipchart, book, the grid about disintegrated waste

LEARNERS MATERIALS

Clean waste, art stuff.

KEY COMPETENCES

- 1 - Civic and social competences.
- 2 - Communication in mother tongue
- 3 - Learning to learn

Transversal COMPETENCES



- 1 - Communication
- 2 - Autonomy
- 3 - Teamwork
- 4 - Creativity
- 5 - Taking responsibility

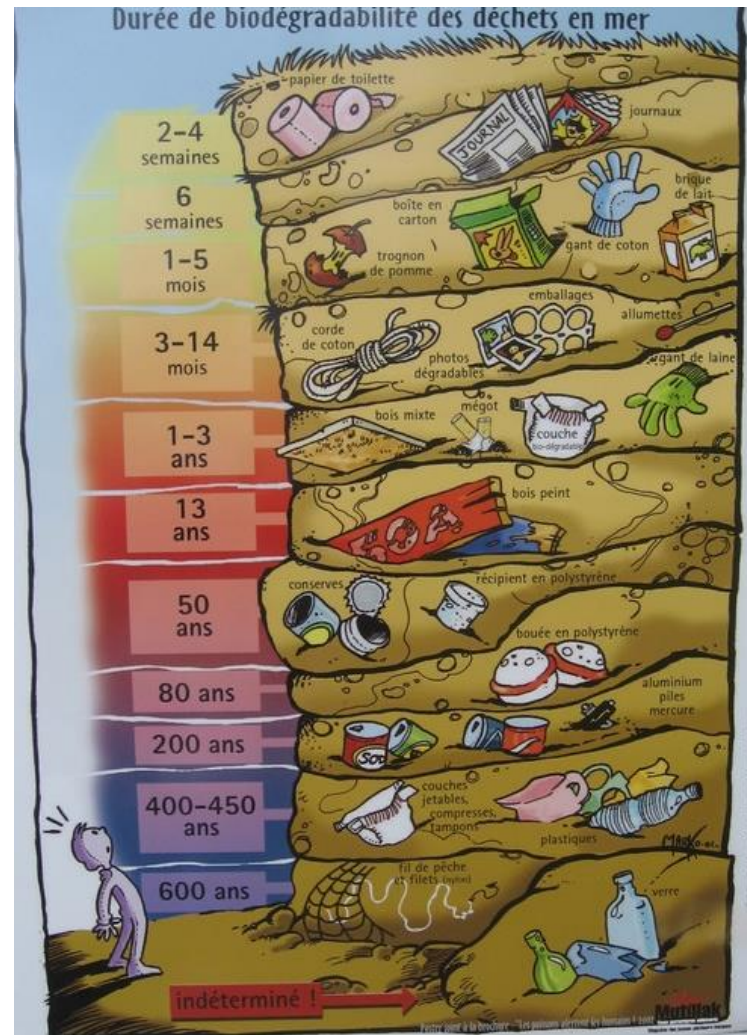
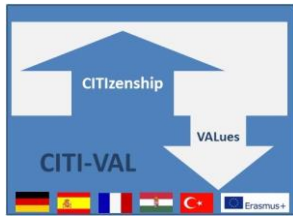
Proposed LEARNING OUTCOMES

Having been aware of the protection of the environment and recycling.
Having Become eco responsible

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 Precisions about environment	Activity 1 Teacher will start by showing following cartoon "Man" by Steve Cutts https://www.youtube.com/watch?v=dFc-Etxo6jY Then teacher will propose a brainstorming about « environment » to identify words/vocabulary (genetically modified plants, ...)	Be able to know the vocabulary about environment and to use it.	1 - Communication 2 - Intercultural communication (foreigners, nomads...) 3 - Reflecting		30' 30'
Action 2 Meeting	Activity 2 Giving a grid (Annex 1) of the time of disintegration of waste: the students have to put the objects (pictures) in front of the duration + solution Teacher also can ask learners to find objects from magazines then to do the same exercise on the grid.	Be aware of the different solutions (recycling, organic compost) to reduce this human impact	1 - Communication 2- Teamwork 3- Critical thinking 4- Taking responsibility 5- Reflecting		1h





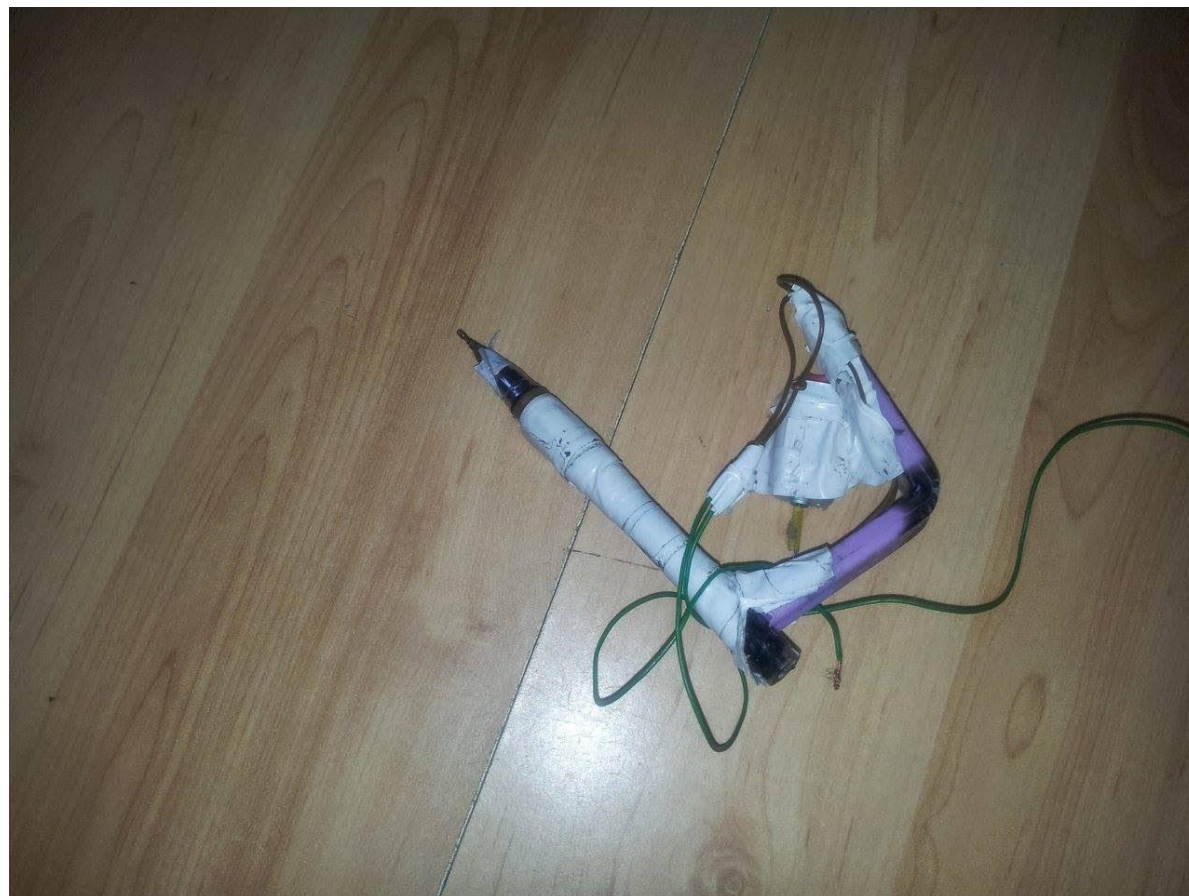


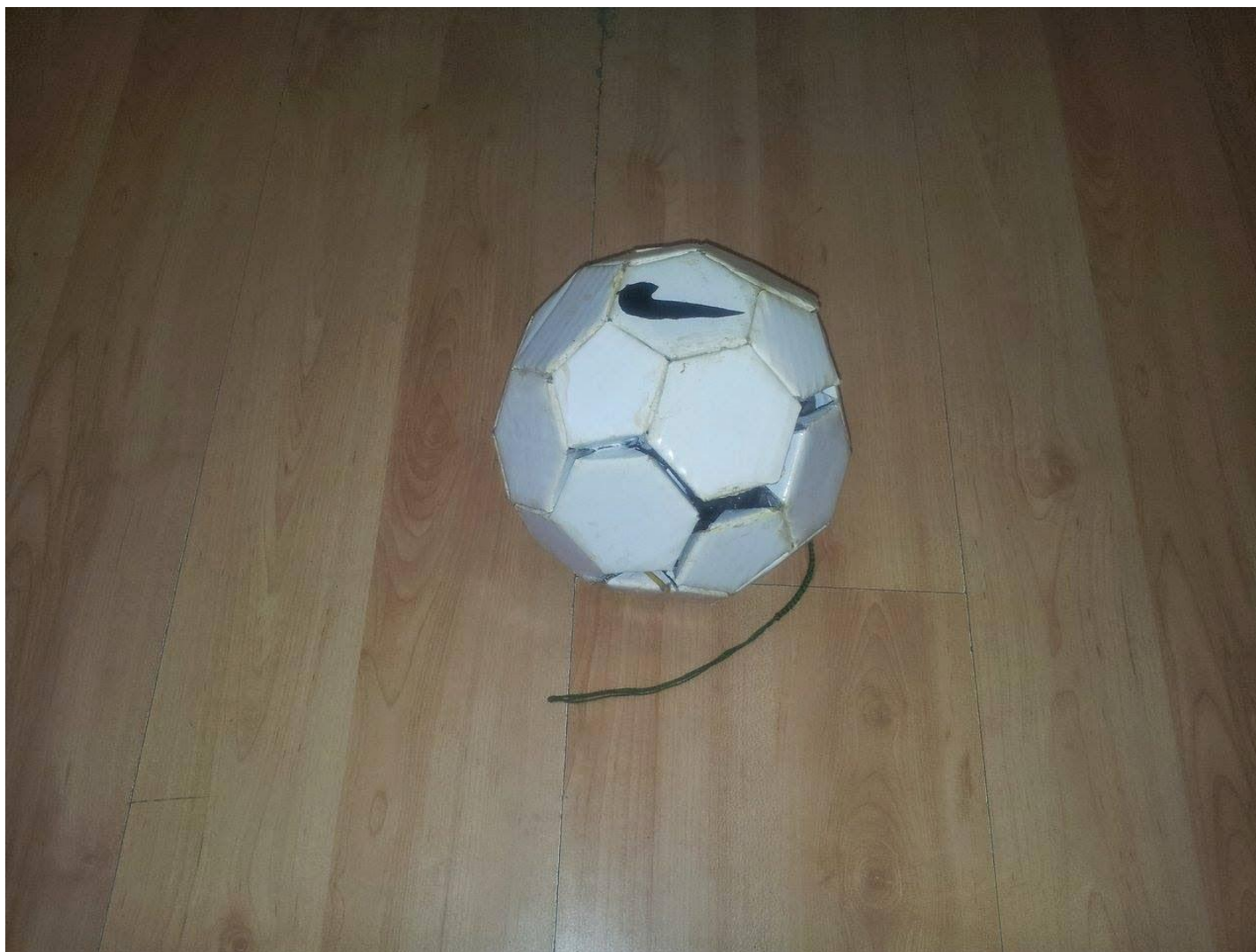




Application n° 2016-1-FR01-KA204-023961







Application n° 2016-1-FR01-KA204-023961



ASSESSMENT of PRIOR LEARNING Possible Not possible yet X

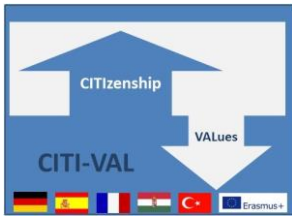
Assessment Method (if possible)

.....

.....

.....

.....



SUBJECT/AREA

Preservation of nature

With crossed disciplines

Natural science, language, mother tongue, arts.

Activity Title

SOS: Save Our Sphere

ABSTRACT

This teaching unit is aimed at having the learners become conscious of the dangers of human activities on nature through different ways and materials. The learners will finally be able to adopt responsible behaviors towards environment.

KEY WORDS

nature, environment, preservation, recycling, cleanliness, animals, green energy.

GOALS / OBJECTIVES

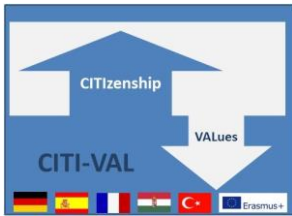
- 1 - Be able to know about recycling
- 2- Be aware of the importance of the ecosystem
- 3 - Be able to know the country's laws as far as environment and preservation of nature are concerned...

Room Organization

Teacher among learners, tables.

Type of ACTIVITIES

Debate, Film, Conference, Course



LEARNING CONTEXT Individual Pair work Group work
 Less than 5 5-10 11-15 16-20
 Distance learning Frontal Interactive

SEQUENCING Actions [3] Activities [4] Hours [6]

TEACHERS MATERIALS Photos, flipchart, book, the grid about disintegrated waste

LEARNERS MATERIALS Clean waste, art stuff.

KEY COMPETENCES

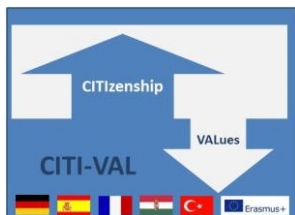
- 1 - Civic and social competences.
- 2 - Communication in mother tongue
- 3 - Learning to learn




Transversal COMPETENCES

- 1 - Communication
- 2 - Autonomy
- 3 - Teamwork
- 4 - Creativity
- 5 - Taking responsibility

Proposed LEARNING OUTCOMES Having been aware of the protection of the environment and recycling.
 Having Become eco responsible

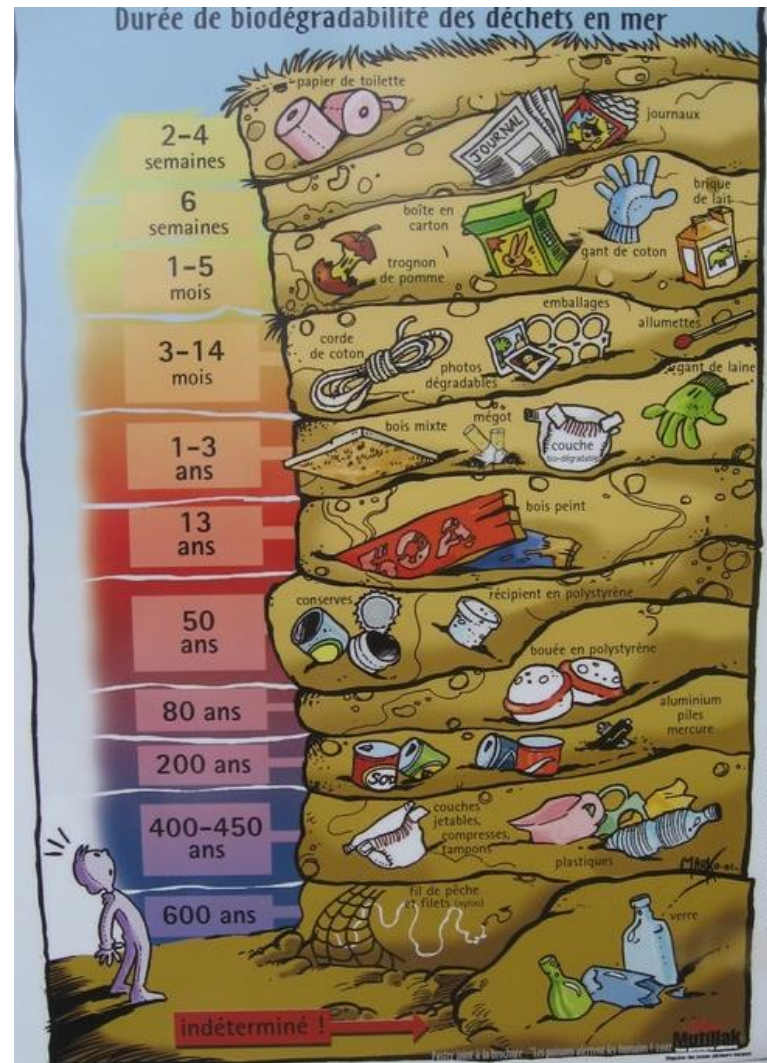
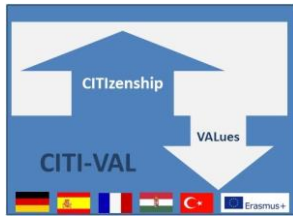
NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 <i>Precisions about environment</i>	Activity 1: Brainstorming about « environment » To keep the words/ vocabulary (genetically modifies plants ...) Activity 2: Watching to a video/documentary. Different steps from vocabulary (Eden, pollution, deforestation, wild urbanization, ...) then discussion and think about a title to the document	Be able to know the vocabulary about environment and to use it. Be aware of the dangers of human impacts on nature.	Communication Intercultural communication (foreigners, nomads, ...) Reflecting		90'
Action 2 <i>Meeting</i>	Activity 3 Working from a grid of duration for waste disintegration: the learners have to put the objects (pictures) in front of the duration + solution Visit of a recycling facility (depends if closed/open spaces) <u>And/Or</u> Presentation of different objects with a person in charge of recycling with the regular teacher: interactive exercise	Be aware of the different solutions (recycling, organic compost) to reduce this human impact.	Communication Teamwork Critical thinking Taking responsibility Intercultural communication (foreigners, nomads, ...) Reflecting		90'
Action 3 <i>Artistic Production</i>	Activity 4 With recycling stuff, learners are asked to create a recycling board, planters, scarecrows in the garden, astrays or others.	Be able to create useful objects from recyclable material.	Communication Autonomy Teamwork Critical thinking Creativity		180'

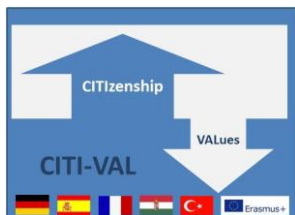


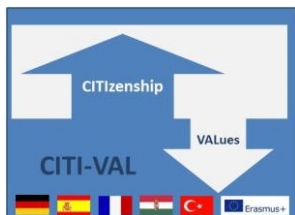
	<p>(Be careful of hidden objects as depends the environment, some may face problems of security)</p> <p>AND <u>if it is possible</u> Learners can execute short periods in the closed recycling factory (if it exists)</p>		<p>Taking responsibility Intercultural communication Reflecting Professional skills</p>		
--	--	--	---	--	--



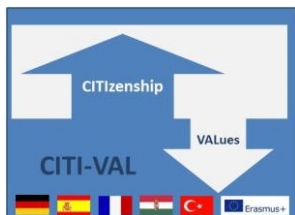


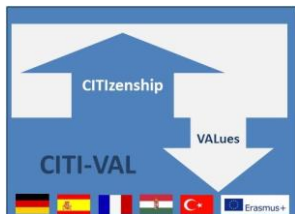


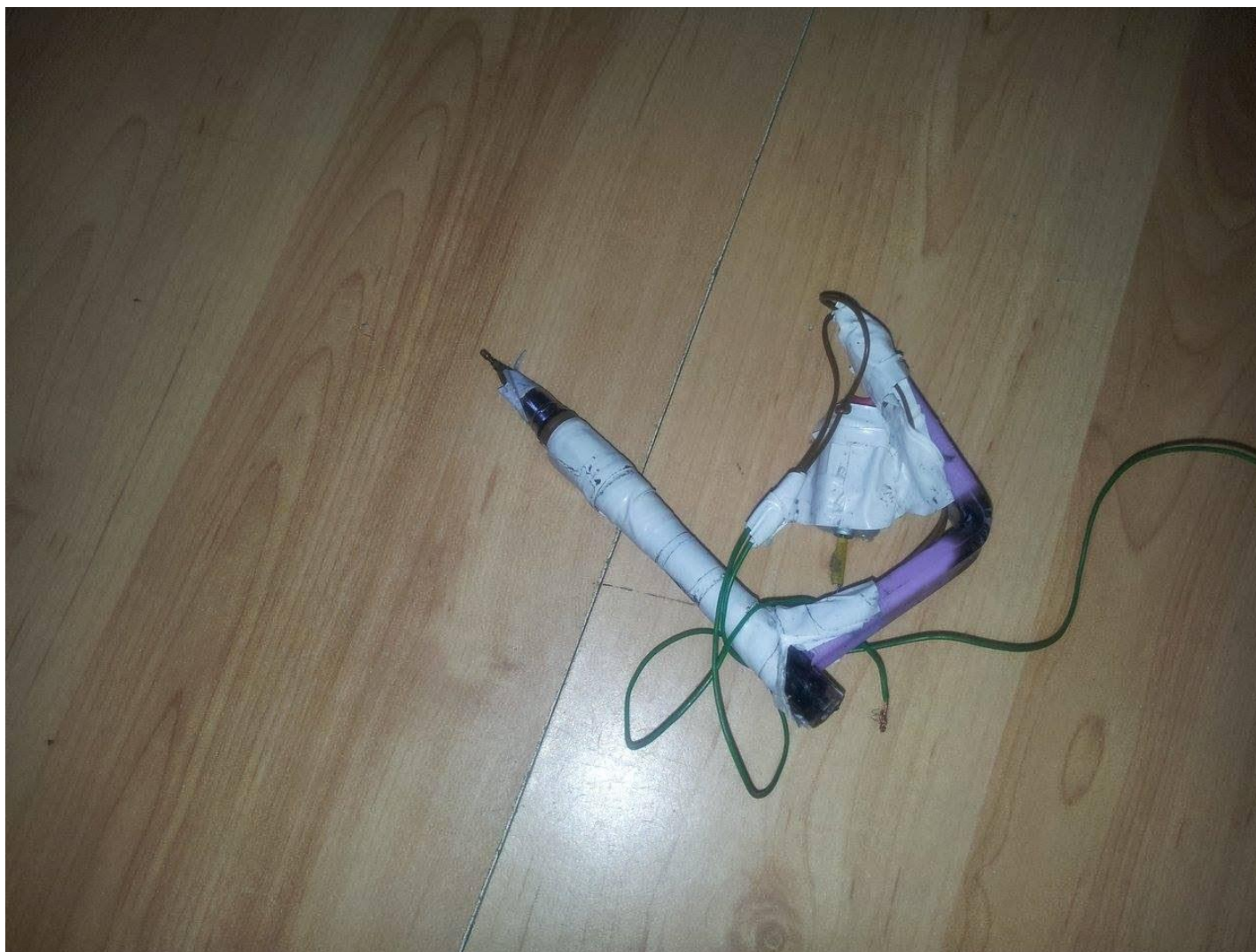


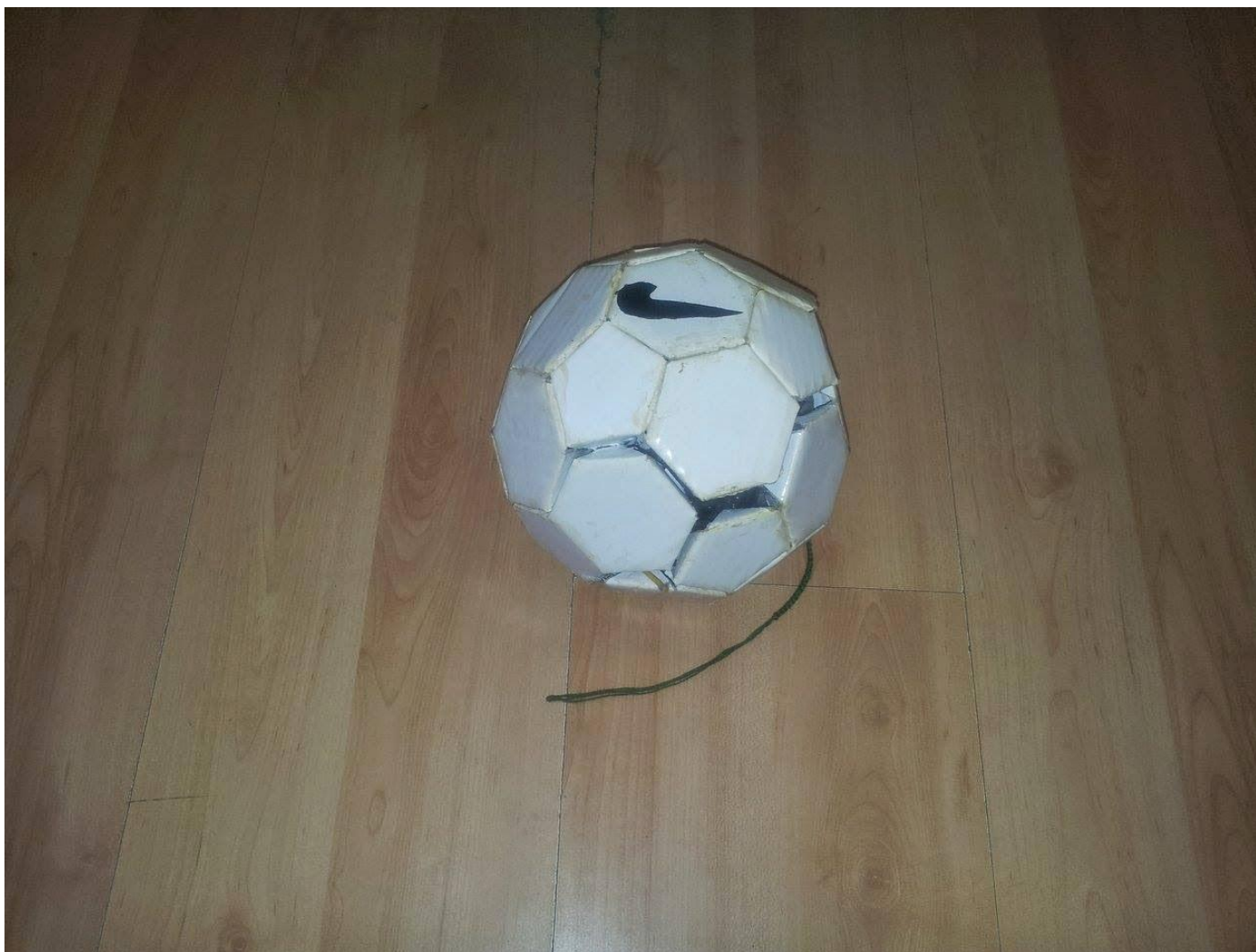
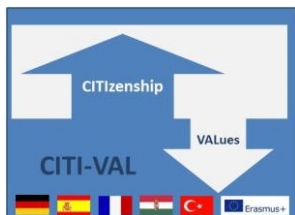


Application n° 2016-1-FR01-KA204-023961











ASSESSMENT of PRIOR LEARNING Possible Not possible yet

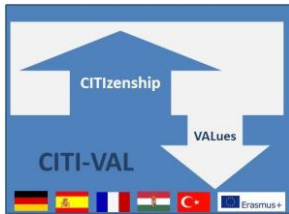
Assessment Method (if possible)

.....

.....

.....

.....



SUBJECT/AREA Prison community
With crossed disciplines Geography

Activity Title **Sports & Rules, Me & Society**

ABSTRACT

Sport is a number one topic all over the world. It doesn't matter whether you are doing sport yourself or enjoying spectator sport. Most people have a favorite sport and sport competitions arouse peoples interest worldwide.

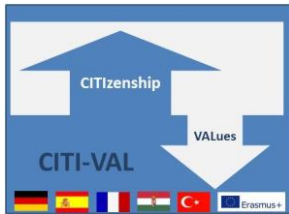
The learner learns about the role of sport in other countries, the interest in sport of his fellow learners, gives some information from his side, thinks about his attitudes and opinions, and he discusses different matters on sport. He eventually learns that people have different backgrounds, traditions and interests concerning sport, he learns to express his opinion and to respect the opinion of others.

KEY WORDS sport, team, personal goals and interests, group activity

GOALS / OBJECTIVES

- 1) communication skills are trained
- 2) intercultural communication
- 3) accept diversity (opinions, skill level, interests)
- 4) critical self-perception

Room Organization classroom with table and chairs; flip chart, black board and chalk, paper and pens for learners

**Type of ACTIVITIES**

Brainstorming, debate, films and other media, small group work, plenum, collages etc.

LEARNING CONTEXT

Individual Pair work Group work
Less than 5 5-10 11-15 16-20
Distance learning Frontal Interactive

SEQUENCING

Actions [1] Activities [5] Hours [2]

TEACHERS MATERIALS

necessary: black board or white board
or flipchart and materials to write with
useful: sellotape to fix posters on the wall
optional: pictures, (foreign) newspapers and
magazines, videos, internet, experts

LEARNERS MATERIALS

paper and pens

KEY COMPETENCES

1 – Communication in the hosting national language
2 – Social and civic competence

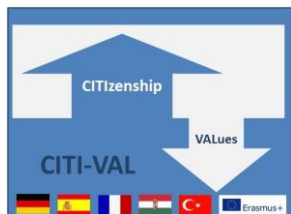
Transversal COMPETENCES

1 - Communication
2 - Team working
3 - Intercultural communication

Proposed LEARNING OUTCOMES


- knowledge on sports and different national conventions
- higher self-esteem, self-awareness
- critical self-perception
- acceptance of other values and interests

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1	Activity 1 Teacher's introduction of working plan of the module	listen and learn, give your opinion, ask questions	Communication		5'
Introduction of people	Activity 2 On a map learners show where they come from. Learners introduce themselves by explaining the most famous sport activities of their country.	communication skills are trained; intercultural communication	Communication in the national language Civic and social skills		15'
Brainstorming "What sports do you know?" "What sports do you like or dislike?"	Activity 3 Learners work (single, in pairs or) in the group on a mindmap on sports. Common values, what I like about sports, are shared and collected.	team working intercultural communication	Communication in the national language		45'
Teacher asks questions and leads learners on their way to reflect, what is important for them: <ul style="list-style-type: none"> to win or to loose to have fun together to train for health issues 	Activity 4 Learners explain what is important for them in sports to have fun. They also outline what should not happen to them.	Learners learn to negotiate and respect other point of views	Communication in the national language Civic and social skills		45'



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
<ul style="list-style-type: none"> that everybody follows the rules of the game 					
<p>Teacher reflects the whole session with the learners and eventually picks up matters the Learners are interested in for further works</p>	<p>Activity 5 Learners give feed-back, say how the liked it, what they didn't like, they express their feelings, also on the following of the rules by the group and eventually wish for further work on this topic</p>	<p>Learners learn to speak for themselves, they express their opinions</p>	<p>Communication in the national language</p> <p>Civic and social skills</p>		<p>10'</p>



ASSESSMENT of PRIOR LEARNING Possible Not possible yet X

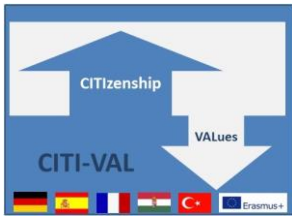
Assessment Method (if possible)

.....

.....

.....

.....



SUBJECT/AREA

Religious facts

With crossed disciplines

Discovery of arts

Activity Title

Knowledge of Secularism

ABSTRACT

It is a question of knowing the great movements of thought, the contributions of religions to our civilization, to literature, to the arts. It is about creating trust to develop living together (Esther Benbassa, universitaire et sénatrice, les Cafés pédagogiques 2014).

Given the sensitivity of the subject, sufficient time will be dedicated to the introduction of "safety rules", which will have to be validated by everyone. It will be an integral part of this project.

KEY WORDS

Religions, civilizations, arts, secularism

GOALS / OBJECTIVES

1 - Be able to explain a point of view

2 - Be able to understand and accept others' thoughts and opinions

Room Organization

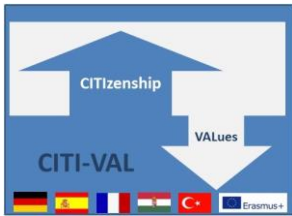
Teacher among learners, seats in circle when presence of an artist

Type of ACTIVITIES

Watch video documentaries, intervention of artists

LEARNING CONTEXT

Individual Pair work Group work
Less than 5 5-10 11-15 16-20
Distance learning Frontal Interactive



SEQUENCING

Actions [2] Activities [2] Hours [2]

TEACHERS MATERIALS

press article, books, magazines,

LEARNERS MATERIALS

watercolors, colored pencils, cardboard,

KEY COMPETENCES

- 1 – Social and civic competences
- 2 – Learning to learn

Transversal COMPETENCES

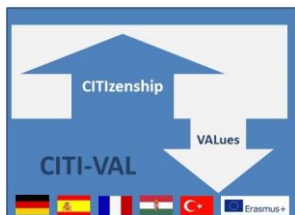
- 1 - Communication
- 2 - Intercultural communication
- 3 - Anti-hate communication in intercultural perspective
- 4 - Self reflection
- 5 - Cultural awareness and expression

Proposed LEARNING OUTCOMES

- 1 - understanding that religions are “cultural subject”
- 2 - understanding the notion of “secularism”
- 3 - know about “secularism” from common belief

This work could be done thanks to the association “Enquête” <http://www.enquete.asso.fr/>
(Mrs Quenin as General delegate of the association)

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
<p>Action 1 <i>Stereotypes</i></p>	<p>Activity 1 Realize a card game with stereotypes. To do this work, teacher will propose to learners from the list Annex 1/page 4, to find pictures from books, magazines, newspapers, that will represent these people, so to build a set of cards. Learners may want to add some other persons once they will have identified the 3 categories they belong too.</p> <p><i>Teacher may want to complicate the game according to learners' level by asking them to add character signs, traditional object reflecting belonging</i></p>	<p>Be able to organize cards into 3 categories</p> <p>Be able to explain words / pictures on every card</p>	<p>Communication</p> <p>Managing diversity</p>		60'
<p>Action 2 <i>Notion of secularism from representations</i></p>	<p>Activity 2 Teacher will quickly introduce notions of secularism compared to religion.</p> <p>Then learners will do following exercise Who are they? What are they doing? <i>Teacher may want to add some well-known religious/secular people OR he can ask learners to think and add well known ones by looking through books, magazines, ... or going to prison library, public library, on internet if possible, ...</i></p>	<p>Be able to watch to documents and try to find answers to questions</p>	<p>Communication</p> <p>Managing diversity</p>	 	<p>10'</p> <p>50'</p>



Annex 1

English words for the card – obligation to mention “Enquête” -name of the society who created tools

Français: French

Indonésien: Indonesian

Chinois: Chinese

Israélien: Israeli

Sénégalais: Senegalese

Marocain: Moroccan

Arabe: Arab

Asiatique: Asiatic

Africain: African

Européen: European

Musulman: Muslim

Chrétien: Christian

Juif: Jewish

Athée: Atheist

Hindou: Hindu

Bouddhiste: Buddhist



ASSESSMENT of PRIOR LEARNING Possible Not possible yet X

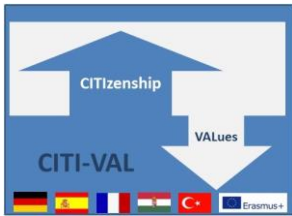
Assessment Method (if possible)

.....

.....

.....

.....



SUBJECT/AREA

Religious facts

With crossed disciplines

Discovery of arts

Activity Title

Knowledge of Secularism

ABSTRACT

It is a question of knowing the great movements of thought, the contributions of religions to our civilization, to literature, to the arts. It is about creating trust to develop living together (Esther Benbassa, universitaire et sénatrice, les Cafés pédagogiques 2014).

Given the sensitivity of the subject, sufficient time will be dedicated to the introduction of "safety rules", which will have to be validated by everyone. It will be an integral part of this project.

KEY WORDS

Religions, civilizations, arts, secularism

GOALS / OBJECTIVES

1 - Be able to explain a point of view

2 - Be able to understand and accept others' thoughts and opinions

Room Organization

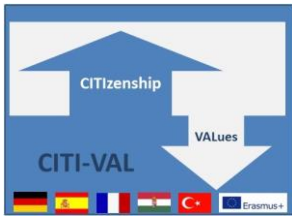
Teacher among learners, seats in circle when presence of an artist

Type of ACTIVITIES

Watch video documentaries, intervention of artists

LEARNING CONTEXT

Individual Pair work Group work
Less than 5 5-10 11-15 16-20
Distance learning Frontal Interactive



SEQUENCING

Actions [4] Activities [6] Hours [4]

TEACHERS MATERIALS

press article, books, magazines,

LEARNERS MATERIALS

watercolors, colored pencils, cardboard,

KEY COMPETENCES

- 1 – Social and civic competences
- 2 – Learning to learn

Transversal COMPETENCES

- 1 - Communication
- 2 - Intercultural communication
- 3 - Anti-hate communication in intercultural perspective
- 4 - Self reflection
- 5 - Cultural awareness and expression





Proposed LEARNING OUTCOMES

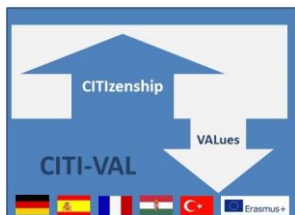
- 1 - understanding that religions are “cultural subject”
- 2 - understanding the notion of “secularism”
- 3 - know about “secularism” from common belief




This work could be done thanks to the association “Enquête” <http://www.enquete.asso.fr/>
(Mrs Quenin as General delegate of the association)

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 <i>Introduction of safety rules</i>	Activity 1: <i>Introduction of safety rules</i> Learners reflect individually on their needs in the framework of a work on a sensitive theme, that of the religious question. What is important to them, during this activity? This will constitute a kind of charter with the rules of operation within the group. (Limits specific to each)	Be able to understand and accept others' thoughts and opinions	Communication in the hosting national language Social and civic competences	 	30'
	Activity 2: <i>Religions and secularism</i> Reflections on: What is a religion? (brainstorming): to be agreed with a common definition (accepted by all)				Communication Anti-hate communication in an intercultural perspective
Action 2 <i>Believing Vs Knowing</i>	Activity 3: Experiment the two following concepts in concrete situation <i>"Bring out elements that clarify these two notions: To know and To believe"</i> Learners are divided into two teams. The teacher informs the learners that he/she will read sentences. (Caution: it's	Be able to understand and accept others' thoughts and opinions	Communication Anti-hate communication in an intercultural perspective Managing diversity	 	40'



	<p>not the same as saying if it's true or if it's wrong ... ") Each team will answer a question by saying if they believe, or if they know.</p> <p>The teacher reads the text, orally the first time. Learners then answer the questions individually</p> <p>Activity 4 Secularism is not only a regulatory framework to be explained and applied, but also an object of instruction. To educate to secularity therefore supposes to transmit knowledge on the religious facts, to bring the elements of culture essential to the comprehension of the contemporary world.</p>		<p>Communication creativity Managing diversity</p>	 	<p>20'</p>
<p>Action 3 <i>Stereotypes</i></p>	<p>Activity 5 Realize a card game with stereotypes. To do this work, teacher will propose to learners from the list Annex 1/page 4, to find pictures from books, magazines, newspapers, that will represent these people, so to build a set of cards. Learners may want to add some other</p>	<p>Be able to organize cards into 3 categories</p> <p>Be able to explain words / pictures on every card</p>	<p>Communication Managing diversity</p>		<p>60'</p>



	<p>persons once they will have identified the 3 categories they belong too.</p> <p><i>Teacher may want to complicate the game according to learners' level by asking them to add character signs, traditional object reflecting belonging</i></p>				
<p>Action 4</p> <p><i>Notion of secularism from representations</i></p>	<p>Activity 6: Teacher will quickly introduce notions of secularism compared to religion.</p> <p>Then learners will do following exercise Who are they? What are they doing?</p> <p>Teacher may want to add some well-known religious/secular people OR he can ask learners to think and add well known ones by looking through books, magazines, ... or going to prison library, public library, on internet if possible, ...</p>	<p>Be able to watch to documents and try to find answers to questions</p>	<p>Communication Managing diversity</p>		<p>10'</p> <p>50'</p>



Annex 1

English words for the card – obligation to mention “Enquête” -name of the society who created tools

Français: French

Indonésien: Indonesian

Chinois: Chinese

Israélien: Israelian

Sénégalais: Senegalese

Marocain: Moroccan

Arabe: Arab

Asiatique: Asiatic

Africain: African

Européen: European

Musulman: Muslim

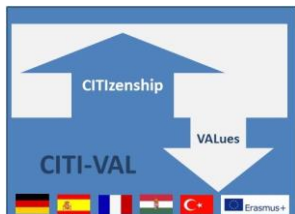
Chrétien: Christian

Juif: Jewish

Athée: Atheist

Hindou: Hindu

Bouddhiste: Buddhist



ASSESSMENT of PRIOR LEARNING Possible Not possible yet X

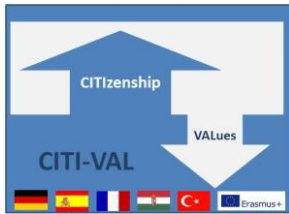
Assessment Method (if possible)

.....

.....

.....

.....



SUBJECT/AREA

Religious facts

With crossed disciplines

History of religions, philosophy, theology

Activity Title

My Religion, Your Religion

ABSTRACT

Getting know through each other religion through the religious objects and places in prison. To mobilize the inmates to be able to present information about their religion in order to respect each other and accepting the differences in and out of the cells, the trainer has to do some preparations such as photos or books before the lesson.

KEY WORDS

religion, ethics, golden rules, worship, retribution

GOALS / OBJECTIVES

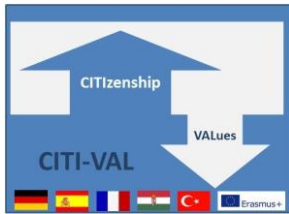
- 1 - Be able to aware ethics of your own and communities religion
- 2 - Be able to explain to the religion facts to someone who not follow other/any religion
- 3 - Be able to respect other religions

Room Organization

seats in circle with round tables

Type of ACTIVITIES

sharing experiences relating religious facts, religious presentations to inmates of the religion (exp. main characters, key believes), and conversation (how did you feel?) get to word to express what he/she got from the conversation, religious chronological facts of the main religions exciting in the prison / presentation done by the teacher leading the activity (parallel timeline with different religions)



LEARNING CONTEXT

Individual Pair work Group work
 Less than 5 5-10 11-15 16-20
 Distance learning Frontal Interactive

SEQUENCING

Actions [1] Activities [1] Hours [2]

TEACHERS MATERIALS

holy books, traditional wearing, holy objects

LEARNERS MATERIALS

KEY COMPETENCES

- 1 - Learning to learn
- 2 - Social and civic skills
- 3 - Communication in national language of hosting country

Transversal COMPETENCES



- 1 - Communication
- 2 - Mentoring
- 3 - Anti-hate communication in an intercultural perspective
- 4 - Autonomy
- 5 - Evaluating/Reflecting

Proposed LEARNING OUTCOMES

Respect to other religions, knowledge of different religions, awareness of ethics

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
<p>Action 1</p> <p>Group session in the context of religious facts</p>	<p>Activity 1</p> <ul style="list-style-type: none"> - Paired work introduction in the participant's religion and themselves - Religious presentation by the inmates about their own religion (main characters, key beliefs, moral values) - End conversation (How did you feel) everyone gets word to express to what he/she got on the session 	<p>Get to know and have personal experience about other inmates living with them</p>	<p>Learning to learn Communication Evaluating/reflection Anti-hate communication with intercultural perspective Autonomy</p>	 	<p>60' + 60'</p>



ASSESSMENT of PRIOR LEARNING Possible Not possible yet X

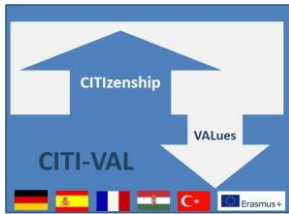
Assessment Method (if possible)

.....

.....

.....

.....

**SUBJECT/AREA**

Religious facts

With crossed disciplines

History of religions, philosophy, theology

Activity Title**My Religion, Your Religion****ABSTRACT**

Getting know through each other religion through the religious objects and places in prison. To mobilize the learners to be able to present information about their religion in order to respect each other and accepting the differences in and out of the cells, the trainer has to do some preparations such as photos or books before the lesson.

KEY WORDS

religion, ethics, golden rules, worship, retribution

GOALS / OBJECTIVES

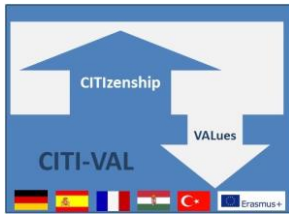
- 1 - Be able to aware ethics of your own and communities religion
- 2 - Be able to explain to the religion facts to someone who not follow other/any religion
- 3 - Be able to respect other religions

Room Organization

seats in circle with round tables

Type of ACTIVITIES

sharing experiences relating religious facts, religious presentations to learners of the religion (exp. main characters, key believes), and conversation (how did you feel?) get to word to express what he/she got from the conversation, religious chronological facts of the main religions exciting in the prison / presentation done by the teacher leading the activity (parallel timeline with different religions)



LEARNING CONTEXT

Individual Pair work Group work
Less than 5 5-10 11-15 16-20
Distance learning Frontal Interactive

SEQUENCING

Actions [3] Activities [3] Hours [4]

TEACHERS MATERIALS

holy books, traditional wearing, holy objects

LEARNERS MATERIALS

KEY COMPETENCES

- 1 - Learning to learn
- 2 - Social and civic skills
- 3 - Communication in national language of hosting country

Transversal COMPETENCES





- 1 - Communication
- 2 - Mentoring
- 3 - Anti-hate communication in an intercultural perspective
- 4 - Autonomy
- 5 - Evaluating/Reflecting

Proposed LEARNING OUTCOMES

Respect to other religions, knowledge of different religions, awareness of ethics

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 <i>Visiting the religious facilities in the prison</i>	Activity 1 To know the existing facilities in the prison in connection with religion, visit those to get-to-know the existence of different religions in their living space	Use of religious facilities	social and civic skills		60'
Action 2 <i>Group session in the context of religious facts</i>	Activity 2 <ul style="list-style-type: none"> - Paired work introduction in the participant's religion and themselves - Religious presentation by the learners about their own religion (main characters, key beliefs, moral values) - End conversation (How did you feel) everyone gets word to express to what he/she got on the session - 	Get to know and have personal experience about other learners living with them	learning to learn communication evaluating/reflection anti-hate communication intercultural perspective autonomy	 	60'+ 60'
Action 3 <i>Chronological facts of history for religions existing in the prison</i>	Activity 3 <ul style="list-style-type: none"> - To put the key religions in to a historical context (timeline) parallelly existing each other 	Basic knowledge of historical timeline Be able to think about religious facts in parallel	learning to learn mentoring		60'



ASSESSMENT of PRIOR LEARNING Possible Not possible yet

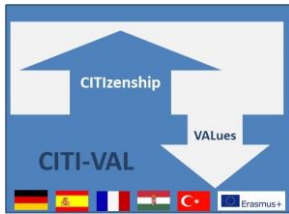
Assessment Method (if possible)

.....

.....

.....

.....

**SUBJECT/AREA**

Understand and use of the media

With crossed disciplines

Social studies, Language

Activity Title

Media Literacy

ABSTRACT

Civic and social skills are very important. Media literacy helps to develop critical thinking, creativity, expression, debate, communication. Is there a better way to understand the use and dangers of media than writing a newspaper?

First step: initial thinking, decrypting media languages, spotting headings, analyzing pictures.

KEY WORDS

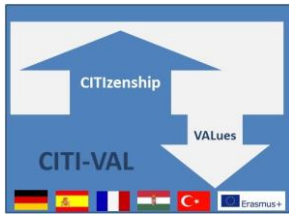
media, newspapers, pictures, comments, communication, critical thinking, manipulation

GOALS / OBJECTIVES

- 1 - Be able to understand the use of medias
- 2 - Be able to read a picture
- 3 - Be able to find information
- 4 - Be able to write an article

Room Organization**Type of ACTIVITIES**

Brainstorming, debate, questioning, pictures' analysis and synthesis, writing.



LEARNING CONTEXT

Individual Pair work Group work
Less than 5 5-10 11-15 16-20
Distance learning Frontal Interactive

SEQUENCING

Actions [2] Activities [4] Hours [2]

TEACHERS MATERIALS

Several newspapers: press article, photos, drawings, post it (for brainstorming), computers, video projector

LEARNERS MATERIALS

Paper and pencils.

KEY COMPETENCES

1 - Civic and social skills

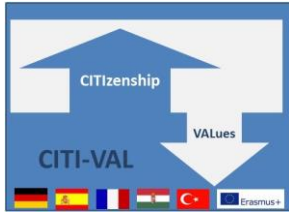
Transversal COMPETENCES

1 - Critical thinking
2 - Communication
3 - Teamwork
4 - Creativity
5 - Evaluating / reflecting

NOTES

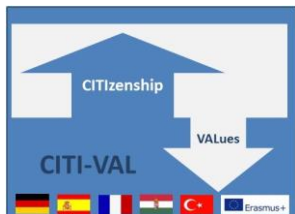


Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 Analyse headings	Activity 1 Debate - Where do you usually look for information? - What are the differences between T.V., newspapers and internet? - What are the different headings in a newspaper?	Listen and respect each other, expression of their own opinion	Critical thinking Communication		20 min
	Activity 2 Questionnaire: the teacher asks learners to find information in a newspaper (several copies of the same newspaper can be brought by the trainer as they may not get a newspaper in prison)	How to find an information, get new vocabulary.			20 min
	Activity 3 Compare how the same subject has been treated in another newspaper.	Be able to distinct different points of view			20 min
Action 2 What do pictures tell us?	Activity 4 Teacher shows several pictures with different framings and asks learners to describe and analyze what they see Teacher ask for each picture to find a title	Be able to understand that a picture shows the point of view of the photographer and is a part of a global context Understand how title and point of view can influence the viewers	Critical thinking		60 min



Other examples of manipulation from pictures

http://www.cndp.fr/crdp-reims/fileadmin/documents/cddp10/semaine_de_la_presse/Images_mensongeres_F.pdf



ASSESSMENT of PRIOR LEARNING Possible Not possible yet X

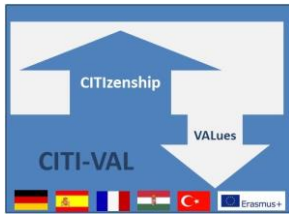
Assessment Method (if possible)

.....

.....

.....

.....

**SUBJECT/AREA**

Understand and use of the media

With crossed disciplines

Social studies, Language

Activity Title

Media Literacy

ABSTRACT

Civic and social skills are very important. Media literacy helps to develop critical thinking, creativity, expression, debate, communication. Is there a better way to understand the use and dangers of media than writing a newspaper?

First step: initial thinking, decrypting media languages, spotting headings, analyzing pictures.

KEY WORDS

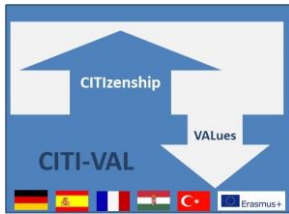
media, newspapers, pictures, comments, communication, critical thinking, manipulation

GOALS / OBJECTIVES

- 1 - Be able to understand the use of medias
- 2 - Be able to read a picture
- 3 - Be able to find information
- 4 - Be able to write an article

Room Organization**Type of ACTIVITIES**

Brainstorming, debate, questioning, pictures' analysis and synthesis, writing.



LEARNING CONTEXT

Individual Pair work Group work
Less than 5 5-10 11-15 16-20
Distance learning Frontal Interactive

SEQUENCING

Actions [4] Activities [7] Hours [4]

TEACHERS MATERIALS

Several newspapers: press article, photos, drawings, post it (for brainstorming), computers, video projector

LEARNERS MATERIALS

Paper and pencils.

KEY COMPETENCES






1 - Civic and social skills

Transversal COMPETENCES



1 - Critical thinking
2 - Communication
3 - Teamwork
4 - Creativity
5 - Evaluating / reflecting

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 <i>Initial thinking</i>	Activity 1: Brainstorming/mindmap about « media » Activity 2: Debate - What are the limits to the freedom of expression? - What are the goals of media? - Do you think media can be dangerous?	Developing civic and social skills by understanding the use of media	Critical thinking Creativity Communication	 	30' 40'
Action 2 <i>Analyse headings</i>	Activity 3: Debate - Where do you usually look for information? - What are the differences between T.V., newspapers and internet? What are the different headings in a newspaper? Activity 4: Questionnaire Teacher asks learners to find information in a newspaper (several copies of the same newspaper) Activity 5 Compare how the same subject has been treated in another newspaper.	Listen and respect each other, expression of their own opinion How to find an information, get new vocabulary. Be able to distinct different points of view	Critical thinking Communication Autonomy Teamwork Critical thinking	  	15' 30' 20'



<p>Action 3</p> <p><i>What do pictures tell us?</i></p>	<p>Activity 6</p> <p>Teacher shows several pictures with different framings and asks learners to describe and analyze what they see (e.g. picture joined: Show the left part of the picture / right part and the whole picture.</p>	<p>Be able to understand that a picture shows the point of view of the photographer and is a part of a global context</p>	<p>Critical thinking</p>		<p>45'</p>
<p>Action 4</p> <p><i>Class newspaper</i></p>	<p>Activity 7</p> <p>Write some articles and create a newspaper</p>	<p>Be able to write a press article</p>	<p>Creativity Autonomy Teamwork</p>		<p>60'</p>



ASSESSMENT of PRIOR LEARNING Possible Not possible yet

Assessment Method (if possible)

.....

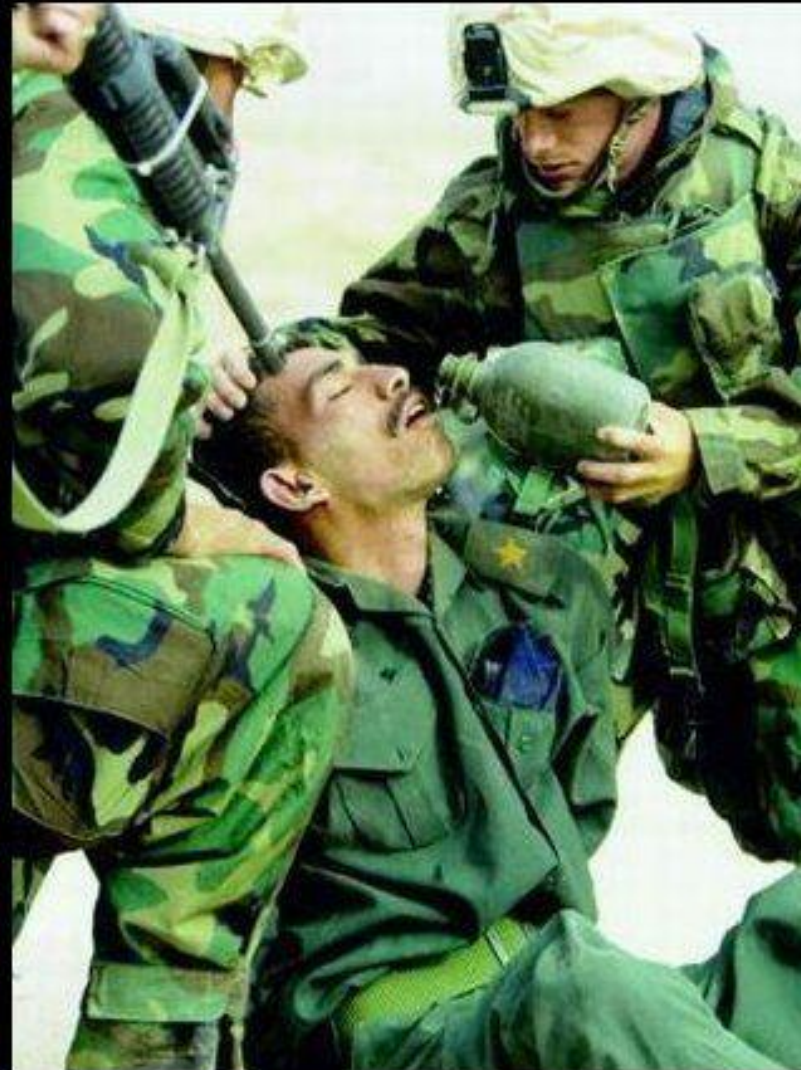
.....

.....

.....



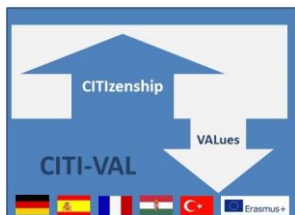
HOW THE MEDIA CAN MANIPULATE OUR VIEWPOINT





Other examples of manipulation of pictures :

http://www.cndp.fr/crdp-reims/fileadmin/documents/cddp10/semaine_de_la_presse/Images_mensongeres_F.pdf



ASSESSMENT of PRIOR LEARNING Possible Not possible yet X

Assessment Method (if possible)

.....

.....

.....

.....



Tested

Subject/Area

Use of Media in prison

With crossed disciplines:

L1 national language, politics, computer class (optional)

Activity Title

More than watching TV

ABSTRACT

The learners reflect on their use of media before their time in jail and while being in prison. They make a survey of the most important media in prison and what they miss most compared to their previous lives. They create a presentation of their results. It is possible to do this project in more than one country and share the results with foreign learners.

Key Words

media, information, news, internet, TV

Goals / Objectives

- 1) gain knowledge about the importance of media for everyday life
- 2) become able to do a survey

Room Organization

classroom with table and chairs; computer lab

Type of Activities

- 1) draw up a list of media and show how often they are used in and outside of jail (classroom work)
- 2) at computer or on graph paper / presentation of data (single work)



LEARNING CONTEXT

Individual Pair work Group work
Less than 5 5-10 11-15 16-20
Distance learning Frontal Interactive

SEQUENCING

Actions [3] Activities [3] Hours [2]

Teacher's Materials

JIM survey (in Germany) or similar surveys,
computer, black board, chalk, pens

Learners' Materials

JIM survey (in Germany) or similar surveys,
computer, chalk, pens

Key Competences

- 1 - Communication in the hosting country's national language
- 2 - Social and civic competence
- 3 - Learning to learn

Transversal Competences



- 1 - Communication
- 2 - Teamwork

Proposed Learning Outcomes



- knowledge on media use
- ranking of the importance of media for their peer group
- presentation of data

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
<p>Action 1</p> <p><i>Teacher explains the term “media”, he can use a fixed definition or work one out together with the participants</i></p> <p>media use before jail and in prison</p>	<p>Activity 1</p> <p>The learners make a list of the media they used before their incarceration. They also find out how often they used these media.</p> <p>The learners make a list of the media they use while they are in jail. They also find out how often they use these media.</p>	<ul style="list-style-type: none"> - make a survey of the media used before jail - list of the use of media in liberty - ranking of the use of media in liberty - list of the use of media in the prison 	<p>Learning to learn</p> <p>Teamwork</p> <p>Social and civic competences</p>		<p>30 min</p>
<p>Action 2</p> <p>Comparison to national statistics (e. g. JIM Survey in Germany)</p>	<p>Activity 2</p> <p>Learners read the results of a national statistic (e. g. JIM survey in Germany)</p>	<ul style="list-style-type: none"> - learners learn how to interpret bar charts - learners compare their own results to the national results 	<p>Communication</p>		<p>30 min</p>



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
<p>Action 3 making bar charts using a spreadsheet calculation program (e. g. MS Excel) or draw them on graph paper</p> <p><i>Teacher can go into the depths of Excel if he likes and the learners can follow; more information on media (costs, content etc.) may be added to the task</i></p>	<p>Activity 3 Learners make bar charts to display their survey's results in a professional way. They can either use a spreadsheet calculation program or do this on graph paper</p>	<p>presenting data in a professional way</p>	<p>Communication Creativity Use of spreadsheet calculation program</p>	 	<p>1 h</p>



ASSESSMENT of PRIOR LEARNING Possible Not possible yet X

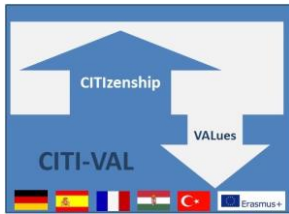
Assessment Method (if possible)

.....

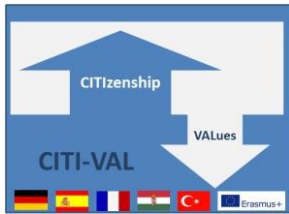
.....

.....

.....



Subject/Area	Women in Society
With Crossed Disciplines	literature, L1 language, history, politics, cultural studies, sports
Activity Title	Proud to Be a Woman
Abstract	The learners learn about women in different fields of public life and society. They make posters and give presentations.
Key Words	women, professions, success, sectors of society, talents
Goals / Objectives	<ol style="list-style-type: none">1) defining and naming different sectors of society2) identifying women who are successful / well known/ important in each of these sectors of society3) analyzing the contribution that these women made to their field4) recognizing reasons why these women have / had their success in life
Room Organization	Group tables and classroom
Type of Activities	Research – Presentation - Watching videos - Voting Making a poster



LEARNING CONTEXT

Individual Pair work Group work
Less than 5 5-10 11-15 16-20
Distance learning Frontal Interactive

SEQUENCING

Actions [3] Activities [5] Hours [2]

Teacher's Materials

pictures, newspapers and magazines, videos, blackboard, computer, video projector

Learners' Materials

scissors, glue, paper, posters, marker, Post-Its, pens, cards

Key Competences

- 1 - Communication in the hosting country's national language
- 2 - Social and civic competence
- 3 - Learning to learn

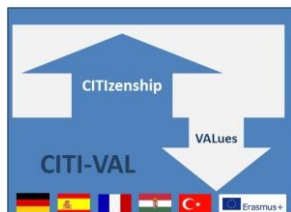
Transversal Competences



- 1 - Communication
- 2 - Teamwork
- 3 - Creativity
- 4 - Intercultural communication
- 5 - Critical thinking

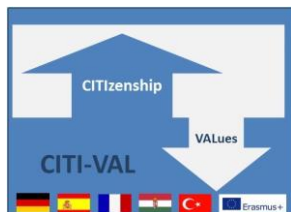
Proposed Learning Outcomes

- learn about important women in society
- learn about the different sectors of public life
- speaking in front of the class in the hosting country's language and presenting information
- taking notes on the information given

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 Research	<p>Activity 1 Finding information on famous women in newspapers, magazines and on the internet and collecting pictures and texts to be used later on</p> <p>Activity 2 Classify to which sectors of public life these women belong to</p> <p>Activity 3 The teacher writes the sectors on the blackboard / whiteboard / flipchart. Learners define the sectors that are going to be worked on.</p>	<ul style="list-style-type: none"> - learn about important women in society - learn about the different sectors of public life 	Social and civic skills Learning to learn Communication in the hosting country's language Communication Teamwork Critical thinking Creativity		45 min
Action 2 Creating posters	<p>Activity 4 Every group is now responsible for one section of public life and gets all the material that was collected so far. The groups create a poster, giving information about their topic and showing the most important women in this field.</p>				45 min
Action 3	<p>Activity 5 The learners present the poster of their group. They tell the class what contribution the women they have chosen made to their field.</p>	<ul style="list-style-type: none"> - speaking in front of the class in the hosting country's 	Communication in the hosting country's language		30 min



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
<p>Presenting the posters and drawing up a ranking</p>	<p>The learners take notes about the information they are given from the other groups. The posters are hung up on the wall. The learners get five (*) Post-Its and they vote for the five most important women. They have to pick the five women out of at least 3 fields.</p> <p><i>(*) The number of woman corresponds to the number of groups.</i></p>	<p>language and presenting information</p> <p>taking notes about the information given</p>	<p>Communication Critical thinking Evaluating/ reflecting</p>		



ASSESSMENT of PRIOR LEARNING Possible Not possible yet X

Assessment Method (if possible)

.....

.....

.....

.....



Application n° 2016-1-FR01-KA204-023961

Ministerium der Justiz Rheinland-Pfalz

Ernst-Ludwig Strasse 3 – 55116 Mainz - Deutschland

Tel +06 131 16-4934

Martin.Zaschel@jm.rlp.de



Centro de Educación Permanente (CEPER) Retamar

Carretera Los Úbedas, km 2'5, 04130, Almería - España

Tel +34 950153102

04500775.edu@juntadeandalucia.es



Euro-Compétences et Initiatives pour le Développement de l'Entrepreneuriat Solidaire Euro-CIDES (coordinating organism)

67 Voie privée du vieux Chêne – 33125 LE TUZAN - France

Tel +33 6 11 72 92 54

www.euro-cides.eu

contact@euro-cides.eu / dominique.antony@cegetel.net



FORESEE / National University of Public Service Faculty of Law Enforcement

H-1092 Budapest, Bakáts tér 3

Tel +36 1 392 3547

<http://www.foresee.hu/en/>

fekete.marta@uni-nke.hu



Ankara İl Millî Eğitim Müdürlüğü

İncitasi Caddesi MEB Besevler Kampusu I Blok

Yenimahalle/06560 Ankara/TURKEY

Tel +90 312 212 66 40

<https://ankaraerge.meb.gov.tr/>



This publication has been produced with the financial support of the ERASMUS+ Programme of the European Union. The contents of this publication are the sole responsibility of the CITI-VAL consortium of partners and can in no way be taken to reflect the views of the European Commission.