



Manual for User

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Introduction to Professionals

Recommendations to Management of prisons, Detention facilities and Educational institutions and Social providers where SERA can be implemented

For a successful outcome it is highly recommended that **the Managing team is directly involved in supporting the implementation of SERA. This will require:**

- ① **Specific organisational support** (information, briefings, rules, adaptation of schedules, ...)
- ② **Adequate materials** (adaptable room, sport facilities, necessary stationery materials, computers...)
- ③ **Human resources organized in a multidisciplinary team supported by administrative resource** (external guests and experts by experiences may joined this team)
- ④ **Extra-time for preparation, evaluation and consolidation** added to time for ordinary tasks as teaching, training, ...

Philosophy of SERA

SERA is an intensive educational programme in three dimensions (personalized, individual, collective) on durations ranging from 4 weeks (Cycle 1) to 8 weeks (Cycles 1 & 2) or 12 weeks (Cycles 1, 2 & 3).

As a programme aimed at mitigating extremist violent behaviour, SERA tackles risks and needs by developing the social and human capital among young and adult offenders identified as already radicalized or at risk of radicalization.

Divided in cycles then in sequences (from 10' to more than 10 hours), SERA -born from a prior study of existing and inspiring resources and the needs- organizes the programme around 5 fields which are beliefs, education, interculture, psychology and social. In SERA, with reference to Maslow's Pyramid of needs (1943), as modified by Pinto (2002), the various sequences work on a regulation of needs by addressing values and rules. Three sessions could be followed by an individual psychological follow-up with the aim to assist and sometimes to maintain contacts with the family or significant others, access to basic education and preparation for access to vocational training. The courses range from appreciation of other religions and knowledge to sports to cooking, all coupled with well-being activities.

Echoing the Paris Declaration adopted by all EU ministers on March 17, 2015, the challenges of SERA project (2016/2019) are to:

- Develop a European production offering content to the concept of citizenship education, in terms of prevention and/or repression
- Convince professionals to engage in a holistic system of reactive care supported by the acquisition of thematic knowledge
- Bring the results to a supranational level.

How does learning acquired in confined spaces become meaningful in an open environment? How to develop a culture of commitment based on autonomy and criticism? How can professionals working with public involved in causes that may lead to violent extremism, engage in an action of desistance and citizen inclusion of people with whom so many others have failed before (early school abandonment, rejection of parenthood...)?

SERA aims at being innovative as it addresses, in a transnational way, the issue of the treatment of citizenship and secularism while at the same time bringing partners from EU member states and associated countries closer together by offering them the opportunity to work, at a supranational level on actions usually dealt with at national level (see guidelines and priorities of the Ministries of Education, Foreign Affairs, the Interior...). The diversity of national contexts (education, religion, culture...) must be lived as a resource for raising awareness of issues of citizenship to target specific audiences, at the same time helping all players to enter an educational process giving them the means to implement contributory activities.

The purpose of SERA is to provide pedagogical and methodological supports to professionals, even volunteers, working in prisons and correctional facilities. The recipients are inmates and/or target groups "at risk" on territories/environments and areas for priority education. The pedagogical ready-to-use pack could be used also by professionals of training or/and mediation for the prevention of risks and sectarian/extremist excesses in domains such as health, school, social action, prevention services and so on.

Finally, SERA also seeks to address the triple perennial dimension to European scope:

- ✓ A horizontal dissemination at European political level. This is to make known to a set of political decision-makers and public institutions the usefulness and the content of the programme;
- ✓ The constitution of a European association to develop educational activities for the prevention and fight against radicalization through the acquisition of social and civic values by sharing experiences and exchanging inspiring practices and procedures;
and
- ✓ Upgrades of the system by keeping a transnational project team on standby for past, present and future educational resources.

Preamble to the Context of implementation

The three cycles that make up the SERA programme were finalized on time but the target groups (radicalized or at risk of radicalization prisoners) were missing, probably because the political level was absent from the consortium. It is important to remember here that the project was part of the "Public Policy Reform" line and that there would have been any legitimacy to solicit them while the educational mission was privileged.

Thus, alternatives have been found in the complementarity of the partnership, which have broadened the focus and brought this work beyond using it only with those sanctioned to imprisonment to using it with others in preventive actions.

It has thus been necessary to adapt some sequences to:

- ☞ Specific issues (minors in detention centres for example as extra-time to legal educational programmes);
- ☞ National and/or cultural contexts; and
- ☞ Specific environments and rules (for example in prison)

Context of Implementation

This programme is designed to help teachers working in prisons and similar correctional facilities to create a series of activities when working with sentenced learners with traits of radicalisation. The SERA programme includes 3 cycles of a four-week programme with 30 hours of lectures and activities every week that makes a total of 120 hours per cycle and 360 hours in total.

Before going in class and starting any activity or delivery of any lecture, the users of this manual shall read the following points as it will help in the design of the coming weeks. Every cycle will last four weeks and the whole SERA pedagogical programme is designed to last over 3 cycles, which would last twelve weeks. The teacher/trainer should prepare the lesson outlines to ensure that all the necessary material is provided and that films, sources and exercises will be well accepted and understood by the learners that are to be involved in the SERA programme. This programme provides guiding points and exercises, as well as the approximate indication of duration of every exercise. Nonetheless the coordinator of the lectures can vary the provided guidelines according to the respective unique context. Original lesson plans, as recommended in this manual could be adapted due to various contextual circumstances, such as number of recipients, material, cultural issues or other factors. Any recommendations should be provided to SERA team for eventual improvement on the initial programme. Cycle 1, 2 and 3 are downloadable from <http://euro-cides.eu/SERA/>

The SERA programme aims at working on various needs of the individual learner. Inspired by Maslow's and Pinto's pyramids, SERA grouped the various needs in 7 colours. Every colour targets specific needs as indicated in Table 1. In the outline of the pedagogic sequences it is possible to notice that every activity could be integrated in different categories of needs. SERA identified these needs in colours and three of these colours were associated with every pedagogical input. The colours indicate that each activity includes aspects of the indicated needs. The colours were randomly chosen and are there only to act as a legend, which should help the teacher to identify which activity could be adopted to the given teaching programme.

Table 1: Addressed needs

	<p>Purple – the activities that are indicated in this colour delves into the very basic need of food and it is called the 'primary line'. Understanding the customs related with food, sweets, methods of cooking, the methods of how the basic produce of the food, and other aspects, are somehow interlinked with culture. This provides opportunities for the learners to become more knowledgeable of one's own culture and also of the culture of other participants in the programme.</p>
	<p>Blue – any activities with this colour goes into the physical wellbeing of the learners and is identified as the 'physical line'. Some of the Blue activities include sport like yoga and even more vigorous activities that make the learner exert themselves and express their energies in a positive manner.</p>
	<p>Orange – rules, regulations, boundaries and safety precautions are indicated in this colour. The orange is also called the 'stop-line'. The orange colour is indicated a number of times, but the teacher and/or educator can increase the number of instances where orange activities are included in the agenda. If such instances occur it is recommended that the teacher provides an outline of the eventualities that required a 'stop-line' so that the SERA programme is continuously updated.</p>
	<p>Brown – this colour delves into group dynamics and teamwork and is known as 'cooperation line'. Thus, the exercise in this colour motivate the learners to get involved in group work, which helps them adopt more integration skills.</p>
	<p>Yellow – the yellow colour or the 'mirror-line' targets the self-reflection of the learners. Some of the activities in this part entail that the learners should read, write or embark into other activities that would encourage focusing on one's own strengths and weaknesses and also to find potential ways of addressing them.</p>
<p>(*)</p>	<p>Red/Pink – is the 'value line' which includes those activities that require the learner to appreciate one's own values and also the value of those around us.</p> <p><i>(*) at the origin, this level of needs was in red but SERA consortium found this red too hard and moved it to pink; it could remain some red marks somewhere for which we apologize and thank you for making them known.</i></p>
	<p>Green – the activities that fall under this colour include all those activities that involve formal, non-formal and/or informal education, thus is called the 'education line'.</p>

Profiles of Actors

Teachers and/or Trainers

The SERA programme aims at drawing the attention to the fact that teachers and/or trainers are an important link in the learning process. A project like Bounce indicates that respectful, and competent trainers, among other characteristics, are the key to success of this programme that reaches wider than one is aware of. Teachers and/or trainers will be referred to as professionals for the purpose of this manual and SERA programme.

<https://www.bounce-resilience-tools.eu/fr/the-project>

Learners

Considering that SERA is aimed at being implemented in a prison, the “learners” are those individuals who would otherwise be called students, inmates, participants, beneficiaries, users and so on.

Learners are those persons who are learning a subject or skill or are receiving education, in the sense of instruction, through teaching activities from a professional.

SERA Free Adaptations

To National Culture and Language

Any professional has to take into consideration that all the material is provided in the English language and some of the references to films or other sources reflect a Western oriented culture.

For an optimal use of SERA teaching sequences or units, it is recommended to professionals to previously analyse the content to ensure that all required resources are provided. Certain activities include the use of short videos, traditional games and food, etc. It is possible to adapt and/or replace, if applicable, the mentioned resource according to the linguistic and/or cultural context of each country. The resources provided have been selected for their validity and adequacy to achieve an intended objective in each sequence. If an activity is not available for each target language, or the same given traditional or cultural element cannot be found in the target country, it is recommended that the professional search for a resource in the required language as close as possible to the original in content and aim.

To EU Key Competences Reference System

Eight key competences for lifelong learning have been defined at EU level. These competences include a combination of knowledge, skills and attitudes that are considered necessary for personal fulfilment and development, active citizenship, social inclusion and employment¹. These eight competences are:

- Communication in the mother tongue
- Communication in foreign languages
- Mathematical competence and basic competences in science and technology
- Digital competence
- Learning to learn
- Social and civic competences
- Sense of initiative and entrepreneurship
- Cultural awareness and expression

¹ Recommendation 2006/962/EC of the European Parliament and the Council of 18 December 2006 on key competences for lifelong learning, OJ L 394, 30.12.2006

To Cross-Curricular Competences

To complement the key competences that are concerned in this programme, SERA consortium also approaches transversal competences as Cross-Curricular Competences (CCC). Already listed through other European projects (such as REVEAL and VALMOPRIS), SERA will create more concerns for "Empathy".

Each sequence identifies up to three key competences and up to 5 transversal ones (CCC), one of the aim of the programme being to develop a SERA process to assess these Key and CCC competences.

In the next chapter it will be shown how the SERA consortium introduced assessment, however this process is not profoundly elaborate to make it easily adaptable by anyone.

Assessment Methods

Organisations implementing the SERA programme through its three Cycles 1 – 2 - 3 have to decide the way they want to give an added value to SERA learning process and outcomes.

A lot of tools exist and SERA consortium adopted a format that uses both qualitative and quantitative methods. Both the professionals and the learners were required to provide their own opinions about particular feeling and encountered difficulties.

The learners were asked to fill the thermometer scale below,

The image shows four identical thermometer scales arranged horizontally. Each scale has a vertical tube with a bulb at the bottom and a scale from 1 to 10 on the right side. The scales are labeled as follows:

- Scale 1: "How interesting was this lesson?"
- Scale 2: "How do you feel at the moment?"
- Scale 3: "How useful was this lesson?"
- Scale 4: "To what extent do you like to know more?"

Each scale has a "+" sign at the top and a "-" sign at the bottom. The scales are currently empty, with no liquid or markings.

while the professionals were required to fill a Likert scales form (smileys) below.



A widely recognized tool that is taken in consideration by SERA consortium is the [Interpersonal Reactivity Index \(IRI\) by Davies \(1983\)](#). This tool is considered to be valuable as it could measure the effectiveness of the SERA programme in terms of empathy. The IRI goes through 28-items to measure the empathy of the subjects, in SERA case the learners. Using a 4-point Likert scale which ranges from 'Does not describe me well' to 'Describes me very well', the sub-scales delve into the perspective taking, fantasy, empathic concern and personal distress.

For users to assess the effectiveness of SERA programme, the IRI test should be delivered before and upon conclusion of each cycle. The pre- and post-testing should indicate the difference in the levels of empathy of the learners before and after delivering SERA programme. If and when possible the test should be compared also with a control group that was not involved in the SERA programme and analyse the differences.

Certification Method

with or without competences achieved

1 - Without competences achieved

Every institution using SERA sequences is free to deliver Certification, with or without the competencies achieved. SERA consortium strongly recommends that all institutions deliver a **Certificate of attendance**.

Examples of Certificate of attendance



CERTIFICATE OF ATTENDANCE

Mr. Mrs. **NAME**, with ID card number **xxxx**, has attended the Cycle 1 of Erasmus + **SERA** programme (n° **580247-EPP-1-2016-1-FR-EPPKA3-IPI-SOC-IN**), implemented in (Schoolcentre)

Held in (City), from (Month) to (Month) (year), with a duration of 120 hours

Almería 30 November of 2018

Manager at _____

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ERASMUS+ Programme / Support for policy reform, Social inclusion through education, training and youth / KA2 action with multiple beneficiaries

University of Malta
Department of
Criminology





2 - With competences achieved

Furthermore, the SERA consortium recommends that if certificates of competencies achieved are issued, the following grid, adapted from REVEAL / VALMOPRIS European projects, is highly recommended to be used.

Example of Certificate of competencies achieved

Face A



Face B

Surname and Name of Learner FR3

Date of birth _____

Description of the learning activity

An informal exploration of English, through art, discussion and proverbs culminating in an expression of hope, in the form of a postcard, ready to share. Emphasis is placed on promoting self-esteem, sensitivity to cultural diversity, development of emotional and cognitive abilities through communication, teamwork and practice.

Period of activity November 2016 – February 2017

Total number of training hours 70

Name and signature of the trainer _____

Achieved competence : **Communication**

	Dates	Descriptions	Dates	Descriptions
Knowledge	02.11.2016	Show respect to people of different cultures. Correctly answer non-verbal cues. Communicate effectively thoughts and ideas.	27.02.2017	Demonstrate the ability to communicate expressively and effectively within the group. Know the purpose of the project and be aware that your own behavior can have a positive impact on society. Foster empathy.
Know-how	02.11.2016	Being able to exchange ideas and discuss the meaning of some proverbs in a team. Being able to convey ideas with the teacher and individually.	27.02.2017	Being able to: (i) persuade others to try new techniques (ii) react emotionally to the subject / objective and (iii) reflect and share different methods of learning and communication.
Know to be	02.11.2016	Recognize the personal interest of engaging in art and literature to inspire one's own creations. Develop and exchange ideas by appreciating the importance of all contributions made by the team.	27.02.2017	Have a high awareness of the difficulties encountered by other learners. Have a positive role in a team. Show mutual respect for different cultural points of view. Be aware that the learning process has a positive impact on pro-social behavior.

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VALMOPRIS EU project (ERASMUS+ 2015/2017)

VALMOPRIS draws and develops upon the tools and techniques designed through the LEVEL5 validation methodology - an innovative system - which was developed over the framework of two European-funded projects by the REVEAL network and piloted across diverse educational settings, including in prison-based vocational training.

In the VALMOPRIS project, trained practitioners measured the impact of informal and non-formal learning activities on competence development with their learners, using the VALMOPRIS validation approach. This system allows stakeholders involved in the delivery of non-formal and informal learning in prisons to evaluate, validate and (where appropriate) certify the competence development as a result of engagement in these types of informal learning situations (e.g. learning on the job, arts projects, sports and literacy workshops etc.) and in innovative competence fields (e.g. entrepreneurship, active citizenship) and other (key-competences).

The VALMOPRIS methodology seeks to work with learners to support them to measure their own 'distance-travelled' in terms of competence development across three key dimensions - the active, the cognitive, and the affective. It focused on a wide range of prison-based learners and included those at risk of (re)entering the criminal justice system as well as learners within young offender institutions. It is envisaged that these types of outcome can support learners' journeys and their rehabilitation.

<http://www.euro-cides.eu/VALMOPRIS/>
www.reveal-eu.org
[VALMOPRIS Competence frameworks](#)

For the SERA project another two new sub-competences were created. These are "civic and social attitudes" and "Empathy".

[Civic and social attitude](#)

[Empathy](#)

YOUTHPASS

For learners under the age of 30, we encourage the use of this tool to document and recognize learning outcomes from youth work activities. It is available for projects funded by Erasmus+: Youth in Action (2014-2020) and Youth in Action (2007-2013) programmes. It is a part of the European Commission's strategy to foster the recognition of non-formal learning, putting policy into practice and practice into policy.

While creating their Youthpass certificate together with a support person, project participants are given the possibility to describe what they have done in their project and which competences they have acquired. Thus, Youthpass supports the reflection upon the personal non-formal learning process and outcomes.

As a Europe-wide recognition instrument for non-formal learning in the youth field, Youthpass strengthens the social recognition of youth work.

Youthpass supports active European citizenship of young people and of youth workers by describing the added value of their project.

Youthpass also aims at supporting the employability of young people and of youth workers by raising their awareness of and helping to describe their competences, and by documenting their acquisition of key competences on a certificate.

Crossed key words that fit with SERA and with Youthpass focus to foster the recognition of non-formal learning, to support active European citizenship of young people, to help to describe competences, to certify acquisition of key competences.

<https://www.youthpass.eu/en/about-youthpass/why-youthpass/>

<https://www.youthpass.eu/en/help/guide/>

A very wide range of learners, from early school leavers without any educational recognition to more mature ones, can participate in this programme. SERA consortium recommends that institutions using the SERA programme:

- Organize at least one assessment at the beginning of the course, and one at its end (better if an interim one per cycle is also conducted) through, for example, the IRI process; and
- Develop an internal certificate for recognition of prior learning (if their institution is able to deliver such document) that will be delivered during the party that ends each SERA cycle, however with no reference to the closed institution, for example with VALMOPRIS Competence frameworks and/or YOUTHPASS certificate.

THANK YOU to LEARNERS and PROFESSIONALS

We hope you will enjoy participating in the SERA programme and visit our website

<http://euro-cides.eu/SERA/>

If you have any questions please do not hesitate to contact the SERA consortium that are mentioned on the back of the last page of this manual.

Good luck and enjoy SERA

Guidelines to run SERA

SERA programme include 3 cycles of 4 weeks each. Each cycle has a number of activities that aim at targeting different aspects. Though there are three cycles, the activities tend to change and could be modified further to fit the contexts and cultures where they are applied.

Each SERA cycle is organized over a period of four weeks based on 6 hours a day and 5 days per week (choice also can be done, with consideration to institutions rules organization and learners, of 5 hours a day and 6 days per week). The programme and related activities shall be adapted to countries, national organizations, penal or educational environments. One must take into consideration that during the 30 intensive hours, there can be a need for sports to vent aggression or clear the learners' heads. It is of vital importance that extra individual psychological therapy is included.

Every cycle based on a 120-hour programme is organized on the identified 5 domains and 7 scales of needs. Topics are adapted to learners hosted in close environments. The 120 hours are divided in 4 weeks, each week having 30 intensive hours of individual and/or collective courses added to personalized interventions for clinical therapy and sports.

Interventions in clinical therapy as described in Sequence P36 / Cycle 1 are based on twice-per-week appointments per learner with a clinical psychologist. Meanwhile sport (which is different from physical activities) is made more malleable in comparison to other activities and this programme ensures that the learner should have (individually or collectively) access to sport offers (inside or outside the institution, if possible) several times a week during period out of courses.

Board of Sequences SERA Cycle 1



SERA Pedagogic Sequences
Cycle 1

Project n° 580247-EPP-1-2016-1-FR-EPPKA3-IPI-SOC-IN



CODE	AREA	SUBJECT	ACTIVITY	TITLE of the sequence	Types of Need	Designer	Number of Actions	Number of Sequences	Duration	Key Competence 1	Key Competence 2	Key Competence 3	Transversal Competences	Assessment
B1	BELIEFS	Religions	Board game	Learning about other beliefs		MT / TR	3	6	4h00	Social and civic competences	Cultural awareness and expression		Intercultural communication Conflict management Teamwork Managing diversity Critical thinking	
									4h00					
E1.1	EDUCATION	How to start SERA	Conditional framework	My own spot / Rules and boundaries Cycle 1		BE	1	4	2h00	Social and civic competences			Evaluating / Reflecting Taking responsibility Communication Conflict management Autonomy	
E2		Communication	Film with reflection exercise	Enlightened communication "Billy Elliot"		FR	5	9	7h00	Communication	Social and civic competences		Critical thinking Empathy Evaluating / Reflecting Intercultural communication	
E6		Media literacy	Digital communication	Let's learn about social networks		FR	7	19	11h00	Digital competence	Social and civic competences	Learning to learn	Communication Critical thinking Anti-hate communication Self-reflection Organizing one's learning	
E8		Media literacy	Processing of information	We get informed		ES	4	8	4h00	Social and civic competences	Communication in the national hosting language	Learning to learn	Critical thinking Teamwork Evaluating/Reflecting	
E9.1		Skill and professional improvement	Preparing interview	Getting ready for the working world: CV and interview Cycle 1		ES	1	3	2h00	Sense of initiative and Entrepreneurship	Social and civic competences	Learning to learn	Assessment competence Teamwork Critical thinking Creativity Planning and resource management	
E11		Literacy	Writing	Letter to my own		BE	4	2	2h00	Learning to learn	Cultural awareness and expression		Communication Taking responsibility Self-reflection	
E12		Skill and professional improvement	Digital communication	My first steps with digital equipment		FR	5	19	1h00	Learning to learn	Digital competence	Basic competences in science and technology	Autonomy Self-reflection Planning and organizing one's learning Communication Networking	
E13		Skill and professional improvement	Preparing interview	Look good, feel good!		ES	3	7	3h00	Social and civic competences	Communication in the national hosting language		Critical thinking Self-reflection Autonomy	
									32h00					
I3	INTERCULTURE	Cultural specificities	Cooking	Cooking for charity		MT	5	8	11h15	Social and civic competences	Cultural awareness and expression		Teamwork Flexibility Creativity Planning and resource management	
I6		Acceptance	Cooking	Cooking is not an art		TR	2	2	0h45	Cultural awareness and expression			Communication Self-reflection Managing diversity	
									12h00					
P1	PSYCHOLOGY	Personal wellbeing	Sports	Mind and body		MT	4	9	1h45	Social and civic competences	Learning to learn		Teamwork Communication Conflict management Taking responsibility	
P6		Empathy	Work together Creativity with empathy	Empathy map		BE	2	2	35'	Social and civic competences	Sense of initiative and entrepreneurship		Self-reflection	
P8		Empathy	Work together and Creativity with empathy	Ear talking		BE	3	4	2h00	Social and civic competences	Communication in the national hosting language		Self-reflection	

CODE	AREA	SUBJECT	ACTIVITY	TITLE of the sequence	Types of Need	Designer	Number of Actions	Number of Sequences	Duration	Key Competence 1	Key Competence 2	Key Competence 3	Transversal Competences	Assessment
P9	PSYCHOLOGY	Empathy	Work together and Creativity with empathy	Singer		BE	2	4	4h00	Social and civic competences	Communication in the national hosting language		Self-reflection	
P10		Empathy	Work together and Creativity with empathy	My start position		BE	4	4	1h30	Social and civic competences	Cultural awareness and expression		Self-reflection	
P11		Empathy	Work together and Creativity with empathy	Mirror		BE	2	2	35'	Social and civic competences	Sense of initiative and entrepreneurship		Self-reflection	
P12		Identity development	Circle of courage	Circle of courage		BE	3	5	4h30	Social and civic competences			Self-reflection Creativity Intercultural communication	
P14		Identity development	Psycho-physical exercises	Strict and flexible		BE	1	4	2h00	Social and civic competences			Self-reflection Conflict management Flexibility	
P17		Self-awareness	Puzzle	Life in pieces		BE	3	4	12h00	Learning to learn	Cultural awareness and expression		Creativity Self-reflection	
P18		Self-awareness	Trust games	Collaboration		BE	3	4	1h00	Social and civic competences	Communication in the national hosting language		Self-reflection	
P20		Self-awareness	reflection exercise and drawing	Building a street - Neighborhood		BE	1	1	2h00	Social and civic competences	Communication in the national hosting language		Empathy Creativity Teamwork	
P21		Self-awareness	Trust games	Look beyond borders		BE	1	1	30'	Social and civic competences			Empathy	
P22		Self-awareness	Trust games	Stogether		BE	1	1	30'	Social and civic competences			Managing diversity Autonomy	
P23		Self-awareness	Trust games	Trust games		BE	4	4	45'	Social and civic competences	Communication in the national hosting language		Empathy Teamwork Taking responsibility	
P24		Socio-emotional development	Drawing exercise	All together now		BE	4	4	1h10	Social and civic competences	Sense of initiative and entrepreneurship		Networking Self-reflection	
P25		Socio-emotional development	Vocal expression	My voice		BE	1	1	10'	Social and civic competences	Sense of initiative and entrepreneurship		Creativity Self-reflection	
P26		Socio-emotional development	Plastic activity	Copy your face		BE	3	3	1h30	Social and civic competences			Self-reflection Creativity Managing diversity	
P28		Socio-emotional development	Phototalk	My portrait		MT	4	4	4h15	Digital competence			Self-reflection Managing diversity Intercultural communication	
P29		Socio-emotional development	Story telling	Once upon the time		MT	4	4	4h30	Cultural awareness and expression	Social and civic competences		Self-reflection Managing diversity Intercultural communication	
P30		Resilience	Film with reflection exercise	Growing stronger in adversity		ES	4	8	6h00	Digital competence	Communication in the national hosting language	Learning to learn	Teamwork Resource planning and management Self-reflection Critical thinking	
P31		Anger management	Making music	Learn to cope with anger		TR	8	10	8h00	Learning to learn	Cultural awareness and expression		Conflict management Self-reflection Teamwork Critical thinking Communication	
P36 / Personalized appointment		Family ties and parenthood	Clinical therapy	Deconstruction and identity reconstruction Cycle 1		FR	8	8	9h30	Learning to learn	Cultural awareness and expression	Social and civic competences	Self-reflection Critical thinking Assessing competence and competence development	
									68h45					
S1	SOCIAL	Sense of belonging	Reflection exercise	Core quadrants (Daniel Ofman)		BE	1	3	2h00	Social and civic competences			Self-reflection Communication Conflict management	
S2		Rehabilitation	Group discussion	Orient Express		BE	2	2	1h30	Social and civic competences	Communication in the national hosting language		Communication Self-reflection Conflict management	
S3		Rehabilitation	Photo association	Do you see what I see ?		BE	5	5	1h10	Social and civic competences	Communication in the national hosting language		Communication Self-reflection	

CODE	AREA	SUBJECT	ACTIVITY	TITLE of the sequence	Types of Need	Designer	Number of Actions	Number of Sequences	Duration	Key Competence 1	Key Competence 2	Key Competence 3	Transversal Competences	Assessment
S5	SOCIAL	Social skills	Empathy role play	Burn down		BE	7	7	50'	Social and civic competences	Communication in the national hosting language		Communication Self-reflection Empathy	
S7		Equity	Values corner	Yes to equality		ES	5	7	1h45	Social and civic competences	Communication	Learning to learn	Teamwork Critical thinking Self-reflection Autonomy	
S13		Personal wellbeing	Sports and cooperative games	Together we can make it		ES	6	6	2h00	Social and civic competences	Cultural awareness and expression		Teamwork Self-reflection	
S14		Sense of belonging	Music and song	Music heals the soul		TR	3	3	1h00	Cultural awareness and expression			Intercultural communication Managing diversity Teamwork Communication	
S15		Sense of belonging	Creating a dream	Dream your paradise		BE	4	2	2h00	Learning to learn	Sense of initiative and entrepreneurship		Communication Taking responsibility Self-reflection	
S16.1		Sense of belonging	Organize a party	Let us all have a party together		BE	2	5	3h00	Learning to learn	Social and civic competences	Cultural awareness and expression	Communication Taking responsibility Creativity Flexibility Project management	
S19		Personal wellbeing	Sports	Let us play Boules		MT	3	3	1h30	Social and civic competences	Learning to learn		Teamwork Communication Conflict management Taking responsibility	
									16h45					

Board of Sequences SERA Cycle 2



SERA Pedagogic Sequences
Cycle 2

Project n° 580247-EPP-1-2016-1-FR-EPPKA3-IPI-SOC-IN



CODE	AREA	SUBJECT	ACTIVITY	TITLE of the sequence	Types of Need	Designer	Number of Actions	Number of Sequences	Duration	Key Competence 1	Key Competence 2	Key Competence 3	Transversal Competences	Assessment
B2	BELIEFS	Religions	Story telling activity	Keep your faith !		TR	7	8	5h00	Sense of initiative and Entrepreneurship	Cultural awareness and expression	Communication in the national hosting language	Teamwork Critical thinking Self-reflection Flexibility Autonomy	
									5h00					
E1.2	EDUCATION	How to start SERA	Conditional framework	My own spot / Rules and boundaries Cycle 2		BE	1	4	2h00	Social and civic competences			Evaluating / Reflecting Taking responsibility Communication Conflict management Autonomy	
E3		Communication	Film with reflection exercise	Enlightened communication "Skirt day"		FR	5	9	7h30	Communication	Social and civic competences		Critical thinking Empathy Evaluating / Reflecting Intercultural communication	
E7.1		Media literacy	Reflection exercise	Engage in critical thinking about key concepts - Part I		FR	6	14	6h00	Learning to learn	Communication		Critical thinking Social and civic competence Cultural awareness and expression Self-reflection Anti-hate communication	
E9.2		Skill and professional improvement	Preparing interview	Getting ready for the working world: CV and interview Cycle 2		ES	6	9	12h00	Sense of initiative and Entrepreneurship	Social and civic competences	Learning to learn	Assessment competence Teamwork Critical thinking Creativity Planning and resource management	
E10		Communication	Writing scripts	And if I was wrong ?		FR	5	11	9h00+	Learning to learn	Communication	Social and civic competences	Critical thinking Empathy Flexibility Self-reflection Autonomy	
E15.1		Growing mindset	Painting	Decorating our spaces with Graffiti – Part I		ES	3	9	5h00	Cultural awareness and expression	Social and civic competences	Digital competence	Communication	
E18		Communication	Reflection exercises, Debates	What cause? What fight?		FR	5	24	6h30	Learning to learn	Cultural awareness and expression	Social and civic competences	Flexibility Self-reflection Critical thinking Communication	
									48h00					
18	INTERCULTURE	Traditions	Exhibition	Learning about other traditions		MT	2	3	1h00	Social and civic competences	Cultural awareness and expression		Conflict management Teamwork Managing diversity	
19		Diversity in cultures	Reflection exercises	Resources of each other are complementary		FR	10	29	8h00	Digital competence	Cultural awareness and expression	Communication	Self-reflection Teamwork Intercultural communication Organizing one's learning	
									9h00					
P4	PSYCHOLOGY	Decision making	Inner talk	Advice yourself		BE	6	6	1h30	Learning to learn	Social and civic competences		Self-reflection Problem solving Empathy	
P13		Identity development	Reflection exercise	Conflict cycle		BE	2	4	3h00	Social and civic competences			Self-reflection Taking responsibility Problem solving Conflict management	
P15		Identity development	Reflection exercise	Listen to your emotion		BE	3	3	0h25	Social and civic competences	Communication in the national hosting language		Self-reflection	
P16.1		Identity development	Line up	Talk to your inner child (Cycle 2)		BE	1	1	0h30	Social and civic competences			Self-reflection Empathy	

CODE	AREA	SUBJECT	ACTIVITY	TITLE of the sequence	Types of Need	Designer	Number of Actions	Number of Sequences	Duration	Key Competence 1	Key Competence 2	Key Competence 3	Transversal Competences	Assessment
P27	PSYCHOLOGY	Expression of emotions	Reflection and texts writing	Fear : Friend or Foe		ES	5	8	2h30	Social and civic competences	Communication in the national hosting language	Learning to learn	Self-reflection Critical thinking Autonomy	
P32		Empathy	Debate	In someone else's shoes		TR	6	7	3h30	Communication	Social and civic competences	Cultural awareness and expression	Evaluating / Reflecting Taking responsibility Self-reflection Creativity Problem solving	
P34		Expression of emotions	Theater	Elsewhere the grass is greener		FR	5	15	5h00	Learning to learn	Cultural awareness and expression	Social and civic competences	Communication Critical thinking Autonomy Anti-hate communication Teamwork	
P35		Socio-emotional development	Expression of emotions	Mood masks		FR	6	10	10h00	Learning to learn	Cultural awareness and expression	Social and civic competences	Communication Teamwork Creativity	
P37 / Personalized appointment		Family ties and parenthood	Clinical therapy	Representation of self, family, environment and restoration of parental bond Cycle 2		FR	8	8	9h30	Learning to learn	Social and civic competences		Self-reflection Evaluating / Reflecting Assessing competence and competence development	
P39		Personal wellbeing	Yoga	Let's reveal your potential		FR	4	8	8h00	Sense of initiative and entrepreneurship	Communication		Autonomy Empathy Self-reflection	
P41		Physical wellbeing	Conditional framework	Let's make my life easier in community		FR	6	15	3h00	Social and civic competences	Communication		Autonomy Taking responsibility Evaluating / Reflecting Critical thinking	
									47h00					
S9	SOCIAL	Family support	Story telling activity	Never without family support		TR	6	8	9h30	Learning to learn	Digital competence	Cultural awareness and expression	Creativity Anti-hate communication Critical thinking Intercultural communication Managing diversity	
S12		Social skills	Role plays	Please, Sorry, Thank you		ES	4	7	2h30	Social and civic competences	Learning to learn	Communication	Anti-hate communication Teamwork Creativity Self-reflection Critical thinking	
S16.2		Sense of belonging	Organize a party	Let us all have a party together		BE	2	5	4h00	Learning to learn	Social and civic competences	Cultural awareness and expression	Communication Taking responsibility Creativity Flexibility Project management	
S17		Decision making	Competitive games	Ladder competition		BE	1	1	1h00	Social and civic competences	Sense of initiative and entrepreneurship		Communication Taking responsibility Conflict management	
S21		Community involvement	Socialization Competitive games	Are the true forces where we believe they are?		FR	3	12	5h00	Cultural awareness and expression	Social and civic competences	Communication	Empathy Creativity Taking responsibility Teamwork Self-reflection	
									22h00					

Board of Sequences SERA Cycle 3



SERA Pedagogic Sequences
Cycle 3

Project n° 580247-EPP-1-2016-1-FR-EPPKA3-IPI-SOC-IN



CODE	AREA	SUBJECT	ACTIVITY	TITLE of the sequence	Types of Need	Designer	Number of Actions	Number of Sequences	Duration	Key Competence 1	Key Competence 2	Key Competence 3	Transversal Competences	Assessment
B3	BELIEFS	Religions	Debate	The reasons to believe in a religion		TR	5	5	1h30	Cultural awareness and expression			Self-reflection Teamwork Critical thinking	
B4.1		Positive extremism	Defense of rights	A cause to serve		TR	6	6	3h00	Cultural awareness and expression			Critical thinking Self-expression Anti-hate communication Teamwork	
B4.2		Positive extremism	Reflection exercises	Choose the positive way !		TR	4	4	2h00	Cultural awareness and expression			Critical thinking Self-expression Managing diversity Problem solving Teamwork	
B5		Faith	Reflection exercises	I believe, you believe, we believe... or not		FR	3	10	5h00	Learning to learn	Cultural awareness and expression	Social and civic competences	Managing diversity Self-reflection Critical thinking Anti-hate communication Intercultural communication	
									11h30					
E1.3	EDUCATION	How to start SERA	Conditional framework	My own spot / Rules and boundaries Cycle 3		BE	1	4	2h00	Social and civic competences			Evaluating / Reflecting Taking responsibility Communication Conflict management Autonomy	
E4		Communication	Film with reflection exercise	Enlightened communication "The Wave"		FR	5	9	8h00	Communication	Social and civic competences		Critical thinking Empathy Evaluating / Reflecting Intercultural communication	
E7.2		Media literacy	Reflection exercise	Engage in critical thinking about key concepts - Part II		FR	4	7	5h00	Learning to learn	Communication		Critical thinking Social and civic competence Cultural awareness and expression Self-reflection Anti-hate communication	
E14		Socio-emotional development	Physical wellbeing	What are your talents?		MT	4	4	2h00	Social and civic competences			Self-reflection Managing diversity Communication Teamwork Critical thinking	
E15.2		Growing mindset	Action painting	Decorating our spaces with Graffiti - Part II		ES	2	4	9h00	Cultural awareness and expression	Social and civic competences	Sense of initiative and entrepreneurship	Communication	
E16		Media literacy	Reflection exercises, Debates	Plot: the dark side of the subject		FR	5	17	5h00	Learning to learn	Social and civic competences	Communication in the national hosting language	Critical thinking Autonomy Self-reflection Anti-hate communication Reflecting / Evaluating	
E17		Media literacy	Reflection exercises, Debates	Is everything good to say?		FR	5	12	2h30	Learning to learn	Communication in the national hosting language	Cultural awareness and expression	Critical thinking Self-reflection Autonomy Flexibility	
E19		Media literacy	Digital communication	Let's learn how to make an efficient research on the internet		FR	4	10	4h00	Learning to learn	Digital competence		Autonomy Self-reflection Communication	
									37h30					
I2	INTERCULTURE	Growing mindset	Diversity of cultures	My identity, my commitments		FR	6	10	10h00+	Cultural awareness and expression	Sense of initiative and entrepreneurship	Learning to learn	Teamwork Communication Critical thinking Empathy Creativity	

CODE	AREA	SUBJECT	ACTIVITY	TITLE of the sequence	Types of Need	Designer	Number of Actions	Number of Sequences	Duration	Key Competence 1	Key Competence 2	Key Competence 3	Transversal Competences	Assessment
14	INTERCULTURE	Acceptance	Self reflection	Happiness in acceptance		TR	8	9	4h30	Social and civic competences	Cultural awareness and expression		Self-reflection Evaluating / Reflecting Critical thinking Taking responsibility	
15		Values	Story telling	Our value is the sum of our values		TR	10	10	6h30+	Learning to learn	Communication		Critical thinking Conflict management Creativity Teamwork Evaluating / Reflecting Communication	
17		Acceptance	Discussion making	Let's go fishing		MT	1	1	1h00	Learning to learn	Cultural awareness and expression	Social and civic competences	Critical thinking Self-reflection Managing diversity	
									22h00					
P2	PSYCHOLOGY	Conflict management	Role play	Play it out !		BE	5	6	2h00	Communication	Social and civic competences		Self-reflection	
P5		Guilt	Artistic activity	Our inner voice : Guilt		ES	4	11	4h00	Digital competence	Communication	Learning to learn	Teamwork Planning and resource management Self-reflection Critical thinking Creativity	
P16.2		Identity development	Line up	Talk to your inner child (Cycle 3)		BE	1	2	1h00	Social and civic competences			Self-reflection Empathy	
P33		Expression of feelings	Creating story for theater then play	Feel free to express yourself		TR	12	12	9h30+	Communication	Sense of initiative and entrepreneurship	Cultural awareness and expression	Self-reflection Creativity Critical thinking Problem solving Teamwork	
P38 / Personalized appointment		Family ties and parenthood	Clinical therapy	Let's identify indicators of polarization to better understand them so to promote desistance Cycle 3		FR	8	8	11h00	Learning to learn	Social and civic competences	Sense of initiative and entrepreneurship	Teamwork Critical thinking Flexibility Evaluating / Reflecting Communication	
P40		Personal wellbeing	Yoga	Know thyself		FR	4	8	8h00	Sense of initiative and entrepreneurship	Communication		Autonomy Empathy Self-reflection	
									35h30					
S6	SOCIAL	Sense of belonging	Non violent communication	We and our commitments		FR	8	13	10h00	Social and civic competences	Learning to learn	Digital competence	Teamwork Creativity Critical thinking Self-reflection Communication	
S8		Gender equity	Film and reflection exercises	Why am I not allowed for being a woman?		ES	1	3	2h00	Social and civic competences	Communication	Learning to learn	Autonomy Flexibility Critical thinking Evaluating / Reflecting	
S16.3		Sense of belonging	Organize a party	Let us all have a party together		BE	2	5	4h00	Learning to learn	Social and civic competences	Cultural awareness and expression	Communication Taking responsibility Creativity Flexibility Project management	
S18		Community involvement	Community work	Cleaning from rubbish		BE	1	3	4h00	Social and civic competences	Sense of initiative and entrepreneurship		Communication Taking responsibility Teamwork	
S20		Food culture	Organize a breakfast to share within the group	You are what you eat		TR	4	4	3h30	Cultural awareness and expression			Communication Self-reflection Managing diversity Teamwork	
S22		Community involvement	Socialization Life stories	Why did they flee ?		FR	2	3	2h00	Cultural awareness and expression	Social and civic competences	Communication	Anti-hate communication Critical thinking Empathy Self-reflection	
									25h30					



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