



Cycle 1



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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.



SERA Logo design

Duration – 1 month (10 x 3 hour sessions)

Competences validated – Problem solving and Teamwork

Location and learners – HMP Shotts, long-term adult male prisoners, Scotland, UK

This experiential project-based learning is linked to the country's first prison-based creative industries work party. The work is by commission, from external stakeholders. The wealth of learning that takes place in this employment – production, teamwork, brief development, art and digital design – is not summative assessed or monitored for grading or qualifications.

So the project's facilitator chose the **problem-solving sub-competence of the key competence Learn to Learn** because the learner needs to be competent in acquiring, processing and mastering new knowledge and skills to be able to design a logo, as well as to develop their own learning strategies during the development process.

We focused on the creation of a logo for SERA "Secularism and Radicalization" an ERASMUS+ European initiative to address the radicalisation of people in prison, with six countries taking part: Belgium, France, Italy, Malta, Spain, Turkey.

The different stages of the process involved:

- o Stage 1: Establishing a creative communication with client about project brief
- o Stage 2: The group devised a concept based on the brief
- o Stage 3: They prepared designs and made a proof sheet
- o Stage 4: They liaised with the client on a creative level
- o Stage 5: Finally, they made a final graphic product ready for professional use

The logo was devised based on the client's brief as follows:

"The purpose of the project is to strengthen the learning of the founding values of secularism in order to better fight the phenomena of radicalization in enclosed living spaces (prisons, educational centres, ...).

We do not expect specific colours (all your propositions will be welcomed). We will harmonise the website colour with the logo..."



The students came up with the following concept for this logo:

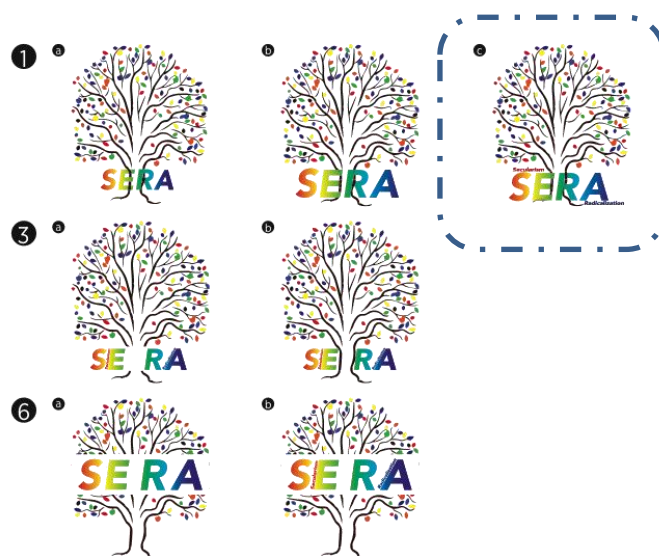
"We wanted to represent the positive change that SERA can have on the individual by acknowledging the variety among people's backgrounds and preferences in life, and step away from radicalisation. The colours of the leaves represent the multicultural nature of humanity and its diversity, while the tree represents the tree of life. We may all have different colours and beliefs systems. However, we all belong to the same world."

The project's facilitator and his learners told us:

"During this activity my learners develop knowledge, skills and attitudes in relation to how and when to apply strengths of their own learning styles and personality types, setting goals, managing time and acquiring necessary information resources, reflecting upon the new knowledge and experience as well as interacting with others in order to reach learning challenges."

*"I enjoy learning to think, act and communicate better in a group or team workspace. But also just to improve learning skills. I enjoyed communicating as part of a team and working on weaknesses. It made me focus on points that I didn't think of before, like **critical thinking** and **problem solving**."*

The proof sheet from the LOGO Design non-formal learning activity:





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



Across Europe, the adoption of the broad concept of key competences has been accompanied by a number of variations in the specific terms and the exact content of the set of competences or skills that are being developed. Depending on the country and context, policy documents make reference to 'core competences', 'basic' or 'key' skills and other similar terms. In this report, the terms competences and skills will be used as synonyms.

The SERA consortium decided to join two of these competences, mainly:

- Communication in the mother tongue and
- Communication in foreign languages

So as to come to a "new" competence for SERA that is

- Communication in the national language of the hosting country.

It is not important that the learner speaks or not in his/her mother tongue or if he/she develops competences in foreign languages. To follow SERA cycles, professionals have to focus on the fact that learners are able to communicate in the national languages of the hosting country.



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.

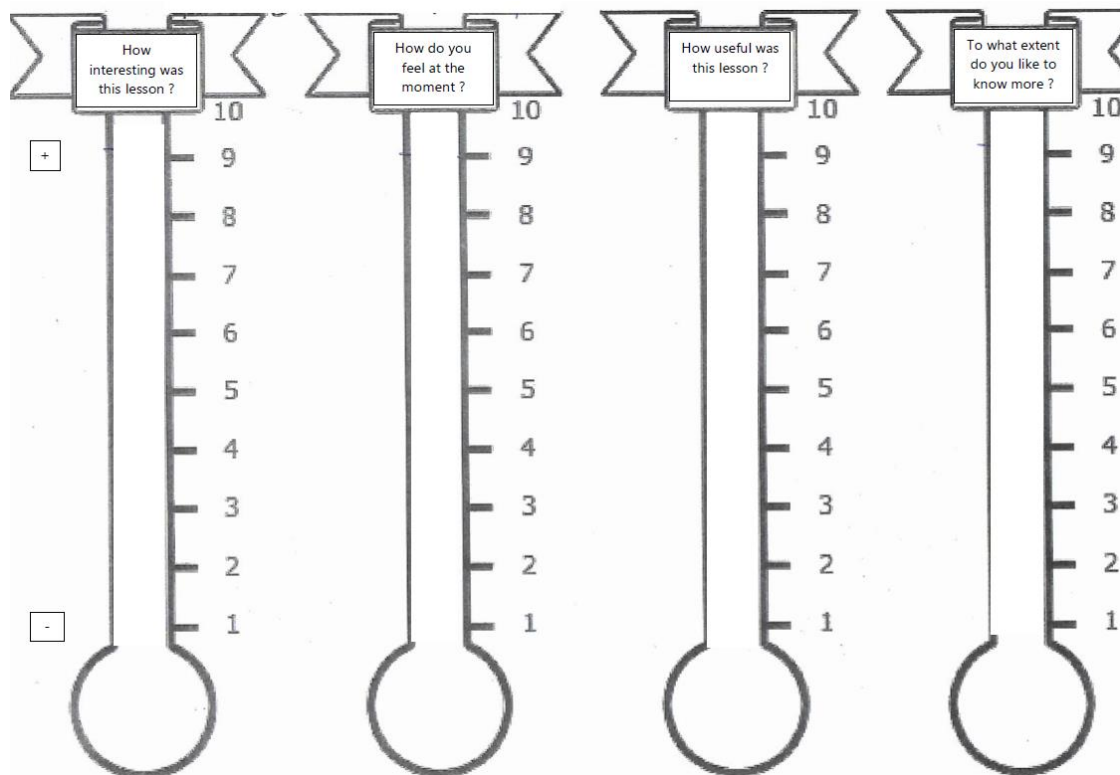
In the next chapter it will be shown how the SERA consortium introduced assessment, however this process is not profoundly elaborate to make it easily adaptable by anyone.

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 bulb at the bottom and a vertical tube with a scale from 1 to 10. The scales are labeled as follows:

- Thermometer 1:** "How interesting was this lesson ?" with a "+" sign at the top and a "-" sign at the bottom.
- Thermometer 2:** "How do you feel at the moment ?"
- Thermometer 3:** "How useful was this lesson ?"
- Thermometer 4:** "To what extent do you like to know more ?"

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



The image shows a Likert scale with four yellow circular smiley faces. Below each face is a label:

- Awful:** A sad face with a downward-curving mouth.
- Not very good:** A slightly sad face with a downward-curving mouth.
- Okay:** A neutral face with a straight line for a mouth.
- Really good:** A happy face with an upward-curving mouth.



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 go 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 compare 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 _____

Centro de Educación Permanente "Retamar"
Carretera de los Uchedos km. 2,5. 04130- ALMERIA, SPAIN.
Tel: +34 950 153 102, +34 950 856 754-752 Fax: +34 950 153 103 E-mail: ia200725edu@juntadeandalucia.es
ERASMUS+ Programme / Support for policy reform Social inclusion through education, training and youth / KA2 action with multiple beneficiaries





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.



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://VALMOPRIS.org>

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.



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) a permanent access to sport offers (inside or outside the institution, if possible) several times a week during period out of courses.

SERA Cycle 1 Week 1

	HOURS	MONDAY	TUESDAY	WEDNES	THURSD	FRIDAY
plus P36	1	E1.1	I3	S2	P8	P14
	2	P1	I3	P17	P8	S5
	3	P1	E1.1	S13	E13	P17
	4	BREAK				
	5					
	6	E6	E8	E2	E12	P30
	7	P18	E8	E2	E6	P30
	8	P17	S13	P14	E6	I6

SERA Cycle 1 Week 2

	HOURS	MONDAY	TUESDAY	WEDNES	THURSD	FRIDAY
plus P36	1	P17 / P22	B1	P24	S7	E6
	2	I3	P28	E2	S7 / P12	P30
	3	I3	P28	E2	E6	P30
	4	BREAK				
	5					
	6	P17	E6	P12	P31	E13
	7	P17	P9	I3	P29	P26
	8	P31	P9	I3	B1	S16.1

SERA Cycle 1 Week 3

	HOURS	MONDAY	TUESDAY	WEDNES	THURSD	FRIDAY
plus P36	1	P28	P29	P10	B1	P30
	2	P17	I3	P10 / P29	P17	P30
	3	P17	I3	P12	P17	P23 / P25
	4	BREAK				
	5					
	6	S14	E8	E6	E2	E6
	7	P31	E8	E6	E2	E6
	8	P31	B1	P28	S15	S16.1

SERA Cycle 1 Week 4

	HOURS	MONDAY	TUESDAY	WEDNES	THURSD	FRIDAY	
plus P36	1	S1	E6	E13	P6 / S19	S19	
	2	S1	E2	E9.1	E11	I3	
	3	S3	P11 / P26	E9.1	E11	I3	
	4	BREAK					S16.1
	5						
	6	P17	P31	P29	P21 / P17	I3	
	7	P17	P31	P12	P31	P9	
	8	S15	P29	P12	P31	P9	

Board of Sequences SERA Cycle 1

WEEK 1							WEEK 2							
	HOURS	MONDAY	TUESDAY	WEDNES	THURSD	FRIDAY		HOURS	MONDAY	TUESDAY	WEDNES	THURSD	FRIDAY	
plus P36	1	E1.1	I3	S2	P8	P14	plus P36	1	P17 / P22	B1	P24	S7	E6	
	2	P1	I3	P17	P8	S5		2	I3	P28	E2	S7 / P12	P30	
	3	P1	E1.1	S13	E13	P17		3	I3	P28	E2	E6	P30	
	4	BREAK						4	BREAK					
	5													
	6	E6	E8	E2	E12	P30		6	P17	E6	P12	P31	E13	
	7	P18	E8	E2	E6	P30		7	P17	P9	I3	P29	P26	
	8	P17	S13	P14	E6	I6		8	P31	P9	I3	B1	S16.1	
WEEK 3							WEEK 4							
	HOURS	MONDAY	TUESDAY	WEDNES	THURSD	FRIDAY		HOURS	MONDAY	TUESDAY	WEDNES	THURSD	FRIDAY	
plus P36	1	P28	P29	P10	B1	P30	plus P36	1	S1	E6	E13	P6 / S19	S19	
	2	P17	I3	P10 / P29	P17	P30		2	S1	E2	E9.1	E11	I3	
	3	P17	I3	P12	P17	P23 / P25		3	S3	P11 / P26	E9.1	E11	I3	
	4	BREAK						4	BREAK					S16.1
	5													
	6	S14	E8	E6	E2	E6		6	P17	P31	P29	P21 / P17	I3	
	7	P31	E8	E6	E2	E6		7	P17	P31	P12	P31	P9	
	8	P31	B1	P28	S15	S16.1		8	S15	P29	P12	P31	P9	

1st Cycle	
	Hours
food, sweets, cooking and baking together, typical cultural ingredients...	18
physical wellbeing, temperature, comfort, sport, yoga, climate...	15
"stop-line", rules, indicate boundaries, safety...	4
group dynamic, cooperation, teamwork...	13
"mirror-line", reflection, read & write...	15
"value-line", circle of courage...	23
education Activities (the rest of subjects) Formal or non formal/informal	32
TOTAL	120

With permanent access to sport activities

With permanent access to sport activities

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 question please do not hesitate to contact the SERA consortium that are mentioned on the back of the last page of this manual.



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	Bum 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					



Sequence B1 / Cycle 1

	3
	2
	1

AREA	Belief
SUBJECT	Religion
Type of Activity	Board game, Debate
With crossed disciplines	Communication

Sequence Title **Learning about other beliefs**

ABSTRACT

The aim of this activity is to make offenders aware of the different types of religions and beliefs. It is not the intention to judge beliefs, rather these exercises aim to raise awareness on world religions and to see what unites us, rather than what separates us, to teach us to coexist and accept each other with different attitudes and beliefs. There activities being proposed should be done in sequence. At the end of these sessions offenders will be more aware of other religions and be respectful of other beliefs.

KEY WORDS Religions, Communication

Learning outcomes

1. Be able to differentiate between religions
2. Be able to argue about beliefs with respect
3. Be able to listen to other ideas on belief
4. Know his/her emotions and express them appropriately.
5. Use the effective communication skills while expressing feeling
6. Learn the expressions of "I language" and "you language".
7. Know how to express his/her feelings and thoughts.

**Room Organization**

no table, seats in circle, trainer among Learners,

LEARNING CONTEXT

Individual ☐ Pair work ☐ Group work X

Less than 5 ☐ 5-10 X 11-15 ☐ 16-20 ☐

Distance learning ☐ Frontal ☐ Interactive X

SEQUENCING

Number of: Actions [3] Activities [6] Hours [4]

TRAINERS MATERIALS

Charts, markers and papers, articles, board game

LEARNERS MATERIALS

Charts, markers and papers, articles, board game

KEY COMPETENCES



- 1 - Social and Civic competences
- 2 - Cultural Awareness

Transversal COMPETENCES




- 1 - Intercultural communication
- 2 - Conflict management
- 3 - Teamwork
- 4 - Managing diversity
- 5 - Critical thinking

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 What is a religion?	Activity 1 Begin by asking the Learners to define the term "religion." Record the responses on a chart Note for trainer: Through discussion, ensure that you arrive at a definition that's inclusive enough to cover monotheistic, polytheistic and nontheistic religions.	To make Learners aware that religion is more than blind belief	Cultural Awareness		15min
	Activity 2 The trainer shows photos that show different families from different religions. He/she asks them if they can name the religion. Ask them to work in pairs and make a list of the religions they know. Then the trainer makes a definition of religion.	Learners will be able to show tolerance to different religions.	Cultural Awareness		30min



Action 2 What do we know about world religions?	Activity 3 Introduce the names of nine world religions: Christianity, Islam, Judaism, Hinduism, Buddhism, Taoism, Shintoism and Baha'i . Ask Learners: Are any of these familiar? Use the chart to indicate what they know about these religions.	Knowledge about religions	Civic and Social Competences		30min
	Activity 4 The Learners are asked to share some stories from their religion	Knowledge about religions	Cultural Awareness		30min
Action 3 Board Game	Activity 5 Create a board game *: Play the game by creating different group of Learners, preferable not from the same religion. The first group to begin chooses a religion and an amount of points related to the question. The board chosen is flipped over and the question read. The group had 10 seconds to decide on the answer.	Knowledge about religions	Cultural Awareness		75 min




	<p>The group can choose to answer or pass on the question to the group on their left. If the groups answers correctly they will earn the points, if they answer wrong they will lose the points and if they pass it on, they give the chance to the other group to earn the points. Should the new group fail to answer they will lose the points. The group with most points wins the game.</p> <p>After the game discuss similarities in religions</p> <p>Next, present the information on each religion using the nine mini articles (links to these articles also appear in the "Religious Observances"):</p> <ul style="list-style-type: none">• Christianity• Islam• Judaism• Hinduism• Sikhism• Buddhism• Taoism• Shintoism				
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	<ul style="list-style-type: none">• Baha'i <p>For each religion, cover the following:</p> <ul style="list-style-type: none">• Origins of the faith (When was it founded? Was there an identifiable founder?) Find detailed information about the founding of various religions underneath.• Religious articles attached• Whether it is monotheistic, polytheistic or nontheistic• Where in the world most of• The faith's adherents are located (the mini-articles have limited information on this; in addition, CIA.gov provides a breakdown by country, and Encyclopaedia Britannica provides a breakdown by continent)• Major beliefs or emphases• Variations among followers of each religion (information on subgroups of each religion can be found here). You'll want to make the point that we need to be careful not to stereotype members of faith groups; religion is a public as well as a private				
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	<p>affair.</p> <ul style="list-style-type: none"> • Scriptures or holy texts/books • Key figures or individuals • Major values or rules for human behaviour • Key holidays/holy days/religious observances • What is unique about the religion (relative to others in the list of nine) • What is similar about the religion (relative to others in the list of nine) <p>As you are discussing, ask the Learners to create a Venn diagram on the facts to help the process the information.</p> <p>Activity 6 Invite a class speaker/s who is a member of a faith/s. Have Learners prepare questions for the speaker ahead of time.</p> <ul style="list-style-type: none"> • Discuss matching concepts with the corresponding religion. 				
		Knowledge about religion	Cultural Awareness		60 min



ASSESSMENT of PRIOR LEARNING Possible ☐ Not possible yet ☐

Assessment Method (if possible)

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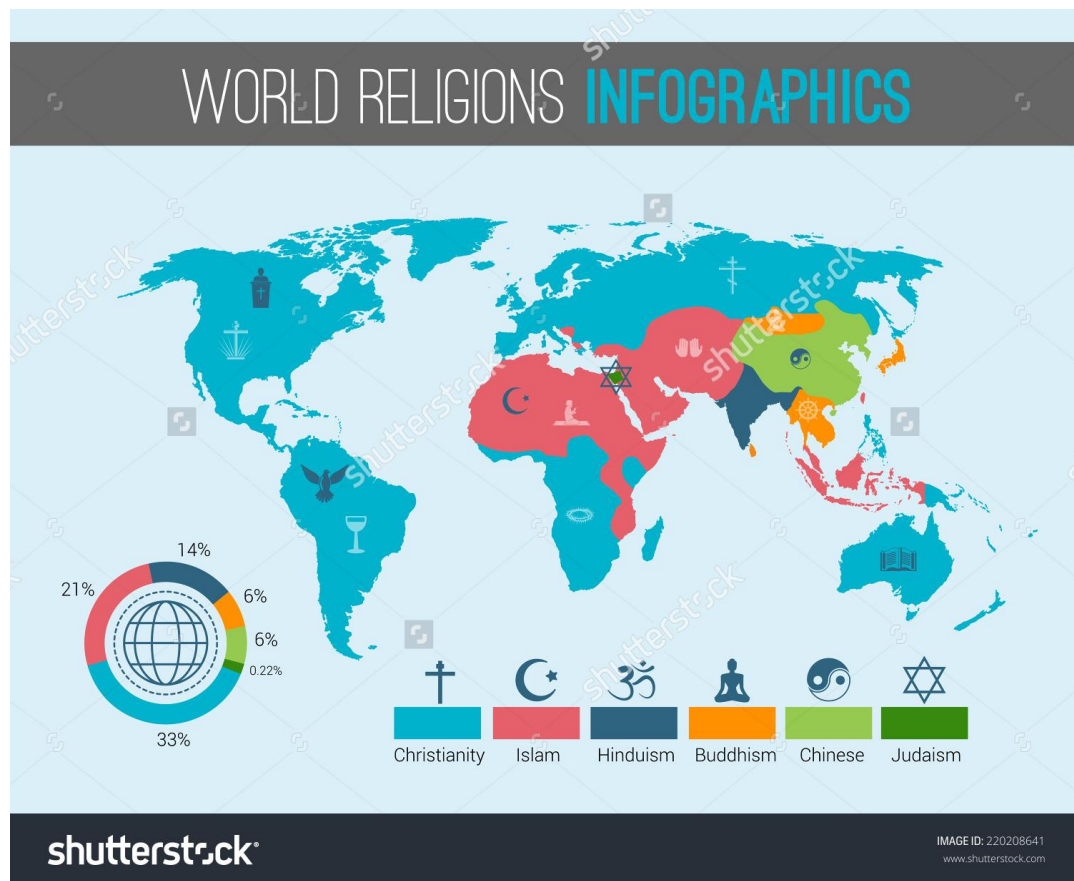
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Resources

World Religions





*** LET US PLAY**

Christianity	Judaism	Hinduism	Islam	Buddhism
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Christianity for 100

This group of people became the foundation of Christianity - Hebrews

Christianity for 200

A Jewish boy who disagreed with some of the Jewish principles of his day began to profess a new way of thinking was named _____. (JESUS)

Christianity for 300

When did Christianity begin? (about 2000 years ago)

Christianity for 400

The Holy Book that records God's revelation is called the _____. BIBLE

Christianity for 500

How many apostles did Jesus have? 12

Judaism for 100



JUDAISM is a religion of just one people: the _____. (JEWS)

Judaism for 200

What two other important religions developed from Judaism? (Christianity and Islam)

Judaism for 300

What are the first five books of the Hebrew Bible called? Torah

Judaism for 400

What book serves as a guide to the civil and religious laws of Judaism? (Talmud)

Judaism for 500

The Jewish house of worship is called _____. Synagogue

Hinduism for 100

Where do two thirds of the world's Hindus live? India

Hinduism for 200

For Hindus, the reward after death is based on the previous life. This is called what? Karma

Hinduism for 300

Hinduism is a belief in one god or many gods? Many Gods

Hinduism for 400

Hindu society is based on what type of system? Caste

Hinduism for 500

The oldest sacred Hindu book is called _____. (VEDAS)

Islam for 100

Islam began with what prophet? Mohammed



Islam for 200

Most Islamic followers live near what sea? Mediterranean Sea

Islam for 300

What is the name of the Islamic holy book? Quran

Islam for 400

What do the Islamic believers call their god? Allah

Islam for 500

What are people who follow the Islamic religion called? Muslims

Buddhism for 100

Who is the Buddhist monk who remains the leader of the Tibetans? Dalai Lama

Buddhism for 200

Buddhism is a major religion in all of the following except: China, Japan, India, Korea, and Tibet - Korea

Buddhism for 300

Buddhists believe that existence is a continuing cycle of death and rebirth called _____. (reincarnation)

Buddhism for 400

Both Buddhist and Hindus believe in a reward system called _____. (Karma)

Buddhism for 500

What is the Buddhism philosophy that one must share a feeling of other's suffering? (compassion)

Final Challenge

What is the world's oldest universal religion? - Buddhism



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CHRISTIANITY

Christianity is the world's largest religion, with about 2.1 billion followers throughout the globe. Under the umbrella of Christianity, there are hundreds of denominations such as Roman Catholic Christian, Protestant Christian such as Baptist, Methodist, Lutheran or one of many others. Each denomination may have somewhat different practices, even though it shares beliefs common to most Christians.

Christians believe that there is only one god, but that there are three elements of God, including the Father, Son and Holy Spirit. They also believe that 2,000 years ago in what is now Israel, God sent his son, Jesus Christ, to earth to save humans from the consequences of their sins (wrongdoings in the eyes of God). Christians believe that Jesus gave his life by being crucified (nailed to a wood cross) and on the third day rose from the dead (was resurrected). The Christian holy book is called the Bible.

Some religious observances:

Christmas

Time of Year: December 25. For Christians, Christmas is a holy day that marks the birth of Jesus, believed to be the son of God. Many non-Christians also observe with secular (non-religious) festivities. Although they differ around the world, some common ways of observing the holiday include attending worship services, hosting gatherings with family and friends, feasting and exchanging gifts.

Many decorate for the holiday using lights, Christmas (fir) trees, Nativity Scenes (displays depicting the birth of Jesus), and images of Santa Claus, a character of legend who is believed to bring gifts to children.



Easter

Time of Year: Usually March/April as it depends on the moon cycle. Easter commemorates the resurrection of Jesus Christ following Good Friday, the day of his crucifixion. Churches (Christian houses of worship) are filled with flowers, and people sing special hymns (religious songs).

Non-religious customs associated with the holiday include giving Easter eggs (eggs made of chocolate) or a chocolate character called the Easter Bunny. The holiday is often associated with celebrating the arrival of spring.



ISLAM

Islam is a major world religion, with over a billion followers worldwide. It is considered a monotheistic faith (one that believes in a single god), along with Judaism and Christianity.

The word “Islam” comes from an Arabic word meaning "peace" and "submission." Islam teaches that one can find peace in life by submitting to the Almighty God (Allah) in heart, soul and deed. A person who follows Islam is called a Muslim.

The Prophet Muhammad is a central figure in Islam. He revealed the words of the Qur'an (holy book) and serves as an example for Muslims to follow. Although usually associated with the Arabs of the Middle East, less than 10% of Muslims are in fact Arab. Muslims are found all over the world.

Some religious observances:

Ramadan

Time of Year: Different every year, but at present it typically begins in May, June, July or August as it depends on moon cycles. Muslims who are physically able fast (do not eat) each day of the entire month of Ramadan, from sunrise to sunset. The evenings are spent enjoying family and community meals, engaging in prayer and spiritual reflection, and reading from the Qur'an (holy book). Eid al-Fitr (Breaking of the Fast) is celebrated at the end of the month of Ramadan.

Hajj

Time of Year: Usually late November. Every year, millions of Muslims from around the world make the journey to Makkah (Mecca), Saudi Arabia, for the annual pilgrimage (or Hajj). Pilgrims gather to perform rituals dating back to ancient times. Muslims are required to make the pilgrimage once in a lifetime, if they are physically and financially able.

When the pilgrims return to their home countries, they do so spiritually refreshed and forgiven of their sins (wrongdoings in God's eyes). After the completion of Hajj, Muslims around the world observe a special holiday called Eid al-Adha (the Festival of Sacrifice).



JUDAISM

Judaism is a monotheistic faith, meaning that Jews believe there is only one god. They believe that while often this god is beyond our ability to comprehend, God is nevertheless present in people's everyday lives. Jews believe that every person is equally important and has an infinite potential to do good in the world. They also feel that people have the free will to make choices in their lives and that each of us is responsible for the consequences of those choices. All Jews, wherever they live in the world, are considered part of a global Jewish community.

The Torah is Judaism's most important text. It contains stories and commandments that teach about life and death. Some Jews also observe special dietary laws of kashrut (keeping kosher).

Some religious observances:

Rosh HaShanah

Time of Year: September. Rosh HaShanah is the Jewish New Year. During this two-day observance, Jews examine their lives, repent for wrongs committed during the previous year, and make amends. To remind people of the importance of reflection, the shofar (an instrument often made of a ram's horn) is blown one hundred times on each of the two days. Some also participate in a tashlich ceremony, where people symbolically cast off the sins of the previous year by tossing pieces of bread or another food into a body of flowing water.

Yom Kippur

Time of Year: September or October. Yom Kippur, the Day of Atonement, falls 10 days after Rosh HaShanah. The day's purpose is bringing about reconciliation between individuals and God. The day is marked by fasting and attending worship services at synagogues. In the 10 days leading up to the holiday, Jews engage in a process of repentance (teshuvah), where they ask forgiveness from—and reconcile with—anyone.



HINDUISM

Hinduism is considered the world's oldest religion (traced back to as early as 10,000 B.C.), and with a billion followers, is the world's third largest religion. Hinduism includes religious, philosophical and cultural ideas and practices that began in India.

Hindus believe that there is only one supreme being called "Brahman," and that thousands of Hindu gods and goddesses represent the many aspects of Brahman. Hindus also believe in reincarnation (rebirth), the law of cause and effect, and the importance of staying on the path of righteousness. The most popular sacred Hindu texts include the Bhagavad Gita, the Upanishads and the epics of Ramayana and Mahabharata.

Some religious observances:

Diwali

Time of Year: October or November, depending on the cycle of the moon. This five-day festival celebrates the start of the Hindu New Year. Known as the "Festival of Lights," the festivities feature fireworks, small clay lamps and candles. These lights represent the victory of good over evil, and brightness over darkness.

Diwali is actually celebrated in honour of Lord Rama and his wife Sita, who returned to their kingdom of Ayodhya following Rama's and the monkey god Hanuman's defeat of the demon King Ravana and rescue of Sita from his evil clutches. Special blessings are given to Laxshmi, the goddess of wealth and prosperity, and Ganesha, the remover of obstacles.

Ganesh Chaturthi

Time of Year: Late August or early September, depending on the cycle of the moon. The Ganesh Chaturthi festival lasts 11 days and honours the birth of the Hindu elephant-headed god, Lord Ganesha. Huge statues of Ganesha are installed in homes and on podiums. At the end of the festival, the statutes are paraded through the streets and then submerged in the ocean.



SIKHISM

The Sikh faith originated in Pakistan and North India about 500 years ago. Sikhism is sometimes confused with Islam, Hinduism and Buddhism because of geographical and cultural similarities. Sikhism is the fifth largest religion in the world, with about 26 million followers worldwide. Most Sikhs live in the Panjab in northern India, but they are also found around the world.

Sikhs worship one god called Waheguru, whose name means “wonderful enlightener.” Sikhs live by three primary principals: (1) Be always absorbed in meditation and prayer; (2) Make an honest income by honourable methods; and (3) Share earnings and selflessly serve others. They believe that everyone should be treated equally, and they work to preserve religious freedom.

Sikhs keep special “articles of faith” with them at all times, including a small sword that symbolizes battling of the senses, along with the Sikh ideal of protecting the innocent.

Some religious observances:

Vaisakhi Day

Time of Year: Early April. This holiday commemorates the first Sikh initiation (baptism) ceremony. The day usually begins with a baptism ceremony where initiates (those newly committing themselves to the faith) drink Amrit (a ceremonial drink said to be the ambrosial nectar of gods that makes immortal those who drink it). Other practices may include the retelling of the event, narration of battles fought by Guru Gobind Singh (the tenth guru, or religious leader, of the Sikhs), devotional singing and parades.

Hola Mohalla

Time of year: Mid-March. In this martial arts festival and parade, a special group of performers demonstrates Sikh sword dancing (Gatka). The Guru Granth Sahib, Sikhism's Holy Scripture, is also paraded through town. Five Sikh leaders known as the Panj Pyara walk at the head of Guru Granth Sahib, while other floats follow behind. The Sikh congregation sings hymns, known as Kirtan, during the procession.



BUDDHISM

Most religions are defined by their beliefs. But in Buddhism, followers are discouraged from believing in doctrines (religious laws or rules) just because they read or are taught them. Instead, the historical Buddha (the religion's founder Siddhartha Gautama, who lived about 25 centuries ago in what is now Nepal and north-eastern India) taught others how to realize truth for themselves.

Buddhism is a non-theistic religion, meaning that followers do not concern themselves with a personal-creator god present in faiths such as Christianity, Islam and Judaism. Buddhist practices are described in spiritual guides such as the Eightfold Path, which addresses wisdom, ethical behaviour and mental discipline. Examples of practices include meditation, chanting and a belief in karma (a law of cause and effect set in motion by human actions and thoughts). Practices and beliefs can vary widely among Buddhists, however.

There are about 350 million practicing Buddhists, making Buddhism the fourth largest of the world's religions. Buddhism is most often practiced in Asian countries.

Some religious observances:

Vesak (Buddha Day)

Time of Year: Usually May, although celebration days differ depending upon the country. On this day, Buddhists rededicate themselves to the Eightfold Path (guide to spiritual practices). Monks and nuns (men and women dedicated to a religious life) meditate and chant ancient rules. Others bring flowers and offerings to the temples, where they may also meditate and listen to talks. In the evenings, often there will be candlelight processions.

In some places, Buddhists celebrate with parties, parades and festivals. Temples and streets may be decorated with lanterns. Some Buddhists also "wash the baby Buddha." A small standing figure of the baby Buddha is put inside a basin on an altar. People fill a ladle with water or tea and pour it over the figure to "wash" the baby.



Chunga Choepa (Butter Lamp Festival, Tibet)

Time of Year: Usually March. This festival celebrates miracles performed by the historical Buddha. People display colourful butter sculptures and sing and dance into the night. Sculpting yak butter is an ancient Tibetan Buddhist art practiced by monks.



SHINTOISM

Shinto, which means "the way of the gods," is the traditional religion of Japan. It emphasizes the relationship between humans and a variety of supernatural entities called kami which are associated with different aspects of life, including ancestors and forces of nature.

Shinto practices centre on tradition and family, love of nature, physical cleanliness and festivals and ceremonies that honour the kami. Shinto does not have a schedule of regular religious services—followers decide when they wish to attend a shrine. Japan has over 80,000 Shinto shrines, ranging greatly in size from tiny to elaborate and large.

Valued texts in Shintoism (such as the Kojiki and the Rokkokushi) contain folklore and history, rather than being considered holy scripture. Many people who follow Shinto also follow aspects of Buddhism.

Some religious observances:

Oshogatsu (New Year)

Time of Year: January 1. On New Year's Day, attendance at shrines is huge, as this is traditionally a time when the Japanese make a special visit. People go to thank the kami, make resolutions and ask the kami to bring them good fortune in the coming year.

Rissun (or Setsubun)

Time of Year: February 3. Rissun, known as the bean-throwing festival, marks the beginning of spring. When celebrated at home, a male family member will scatter roasted beans, saying "demons out, good luck in." At shrines, beans are thrown into the congregation, and people will try to catch them.



TAOISM

Taoism (also spelled Daoism) is an organized religious tradition that has been developing in China, and elsewhere, for over 2,000 years. Its roots in China are believed to lie in the ancient traditions of shamans (people who were believed to have access to the spirit world). Today, Taoism has followers from a range of cultural and ethnic backgrounds.

Taoism followers aim to align with the patterns of the natural world by increasing their sensitivity to qi (chi), which they believe to be the life-force energy within all living things. Those who achieve this alignment are thought to be on a path to immortality and have the ability to gain health and happiness for themselves and others. Taoist practices include special physical movements and using breath, attention, sound and/or visualization to activate flowing energy (qi/chi).

Daode Jing (Tao Te Ching) is Taoism's most famous scripture. Taoist beliefs are associated with the practices of meditation, yoga, Tai Chi and Kung Fu.

Some religious observances:

Tomb Sweeping Day

Time of Year: March or April. This festival's purpose is: (1) celebrating the arrival of spring, and (2) honouring deceased ancestors. Families may go on outings, sing, dance or fly kites. Another popular ritual is colouring eggs, and then breaking them open to symbolize the opening of new life. Graves of ancestors are swept clean, and the plants growing around them are trimmed. Offerings such as food, tea, chopsticks and wine are presented. Many also burn symbolic joss paper—also called “spirit money,” as a way of asking for the relatives' continued guidance.

Dragon Boat Festival (Duanwu Jie)

Time of Year: May. This festival, also called “Poet's Day,” honours Qu Yuan, a poet and minister to the Zhou emperor who died in despair, having failed to prevent war between feudal states in ancient China. People mark the anniversary of his death with activities that include dragon boat races and the eating of zong zi (rice balls filled with egg, beans, fruits, walnuts, sweet potato, mushrooms and/or meat).



Dragon boats are long canoes made to look like dragons and which can be powered by up to 80 rowers. A popular festival activity—along with others believed to bring health and good luck—is creating pouches filled with herbs or spices believed to ward off disease.



BAHA'I

Baha'i is a monotheistic religion (one that believes in a single god) founded by Siyyid Ali-Muhammad in 1844 and carried on by his followers. Although influenced by Islam, Baha'i is considered a separate faith.

Baha'is view such diverse figures as Abraham (of Judaism), Buddha (of Buddhism), Jesus (of Christianity) and Mohammad (of Islam) to be divine messengers sent to guide the world's spiritual development. Baha'is emphasize unity among all of mankind and promote racial and gender equality, religious tolerance, environmental responsibility and improved economic status among those in need.

Some religious observances:

Naw-Ruz (Baha'i New Year)

Time of Year: March. Naw-Ruz marks the end of a 19-day fast (when people avoid eating during certain hours) and is a celebration of the coming spring, as well as a time of spiritual renewal. It is a popular time for sending out greeting cards, visiting others' homes and enjoying communal meals.

Baha'is in Iran often prepare haft-sins (Haft Seens), displays of seven traditional items that start with the letter "s" (e.g., sib [apples]) and that symbolize health, wealth and other positive outcomes. Followers of the Zoroastrian faith (most often living in Iran or India) also celebrate Naw-Ruz, although they have their own unique practices.

Rivdan

Time of Year: April through May. This 12-day festival celebrates the 1863 revelation of Baha'u'llah (a key Baha'i religious leader) that he was the next Manifestation of God. Rivdan also marks the beginning of Baha'u'llah's exile from Baghdad, which he compared with the exile of Islam's Mohammad from Mecca. Baha'is typically observe by suspending work and holding community prayer gatherings on the first, ninth and twelfth days of the festival.



Sequence E1.1 / Cycle 1

	3
	1
	2

AREA	Education
SUBJECT	How to start SERA?
Type of Activity	Conditional framework
With crossed disciplines	Social

Sequence Title **My own spot / rules and boundaries**

ABSTRACT

This activity is situated at the start of the program. Trainer and learners meet and express their expectations. Trainer presents the firm rules, group can discuss other rules. Learners receive their personal notebook. Here they can note ideas, reflections, to remember or to do... Learners can choose a spot in the classroom, a sign to give... in case of crisis or when a “stop” is needed.

KEY WORDS Security, boundaries, rules

Learning outcomes

- 1 - *Be able to define what is save and a save spot in this course/group*
- 2 - *Be able to argue about rules and expectations*
- 3 - *Be able to understand and to cope with ideas that are not mine*

Room Organization Seats in circle

**LEARNING CONTEXT**

Personal X Individual X Pair work ☐
Group work X Less than 5 ☐ 5-10 ☐ 10+ ☐
Distance learning ☐ Frontal ☐ Interactive X

SEQUENCING

Number of: Actions [1] Activities [4] Hours [2]

TRAINERS MATERIALS

Scheme, overview of 4 weeks program

LEARNERS MATERIALS

Personal notebook, pen

KEY COMPETENCES


1 – Social and civic competences

Transversal COMPETENCES

- 1 – Evaluating / Reflecting
- 2 – Taking responsibility
- 3 - Communication
- 4 – Conflict management
- 5 – Autonomy

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Outcomes	Competences	Learning context	Sub-timing
Action 1	<p>Activity 1 Trainer and group can present themselves express their expectations. Trainer delivers personal notebook.</p> <p>Activity 2 Trainer explains the program (content & process)</p> <p>Activity 3 Trainers presents firm rules and group discusses the other rules</p> <p>Activity 4 Learners learn how to ask for a « stop » if they are in troubles, what sign they can give and mark a place in the course room to hide. This can be a big box, tent, curtain, corner...</p>	<ul style="list-style-type: none"> - Feeling safe in a group - give expression to your own boundaries - give your feelings, thoughts a voice. 	<ul style="list-style-type: none"> - Reflecting - Taking responsibility - Communication - Conflict management 		<p>30'</p> <p>30'</p> <p>30'</p> <p>30'</p>



ASSESSMENT of PRIOR LEARNING Possible ☐ Not possible yet ☐

Assessment Method (if possible)

.....

.....



Sequence E2 / Cycle 1

	2
	3
	1

AREA	Education
SUBJECT	Communication
Type of Activity	Film with reflection exercises
With crossed disciplines	Civic values

Sequence Title **Enlightened communication – Movie “Billy Elliot”**

ABSTRACT

This activity is based on the fact that communication and critical thinking are essential in the life to exchange, to develop thoughts and ideas, to become an enlightened citizen, ... These two notions are part of the psychosocial skills defined by W.H.O. and UNESCO in 1993. Thus to understand the importance of communication and critical thinking should allow people to make their own opinion about the radicalization phenomena and work with those who could want to enter into a process of radicalization.

KEY WORDS Exchange, Communication

Learning outcomes

- 1 - To be able to accept the group
- 2 - To be able to speak in front of a group
- 3 - To be able to exchange and change a point of view
- 4 - To be able to accept and respect another point of view
- 5 - To be able to search for information

Room Organization Room with tables, seats, a whiteboard, a TV and a DVD player

Type of Activities

- Viewing films then debate
- Let's play a game (and exchange point of view)

**LEARNING CONTEXT**

Individual ☒ Pair work ☒ Group work ☒
Less than 5 ☒ 5-10 ☐ 11-15 ☐ 16-20 ☐ 21+ ☐
Distance learning ☐ Frontal ☐ Interactive ☒

SEQUENCING

Number of: Actions [5] Activities [9] Hours [3h30 + 3h30]

This 7hour-E2 sequence is composed of two films. The one given as example is “Billy Elliot” and among following list (or any other topic that will seem interesting to the teacher in regard of its context), a second film has to be chosen and developed following same shape of actions/activities.

So, teacher will have to create focused questionnaires based on the 2nd film topic he/she will choose.

TRAINERS MATERIALS

Films, Games, thematic documents, articles

LEARNERS MATERIALS

Pens, Pencils, Rubbers, papers

KEY COMPETENCES

- 1 - Communication
- 2 - Social and civic competences

Transversal COMPETENCES

- 1 - Critical thinking
- 2 - Empathy
- 3 - Evaluating / Reflecting
- 4 - Intercultural communication



« **Ecrire pour Exister** »

Synopsis: An idealistic young woman supports a class of teenagers who refuse any form of authority.

Streaming link: <https://streaming.streamiz.co/ecrire-pour-exister/>

« **James Boy** »

Synopsis: Inspired by the real life of teenager James Burns, this film tells the turbulent story of a young man who moves from the suburbs and its lot of delinquency to a highly secure prison where the biggest criminals live side by side. There, he will befriend a murderer who will become his mentor, leading him progressively on the path of redemption.

Streaming link: <https://streamcomplet.me/jamesy-boy/>

« **Invictus** »

Synopsis: In 1994 Nelson Mandela's election marked the end of Apartheid, but South Africa remained a deeply divided nation.

Streaming link: <https://streaming-hd.dadyflix.com/films/invictus-5643/>




« **Intouchables** »


Synopsis: Everything opposes them and it was unlikely that they would meet one day, and yet. Philippe, a wealthy aristocrat who became tetraplegic after a paragliding accident, will hire Driss, a young man of Senegalese origin straight out of prison, as a home care assistant. Why him? Simply because he does not look at Philippe with the same look of pity as the other candidates.

Streaming link: <https://streaming-hd.dadyflix.com/films/intouchables-0375/>

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	<p>Trainer will organize sub-groups of 2-3 learners so to go through the exercise. Each learner gets a copy of Annex 2 with a pen/pencil</p> <p><i>The interest of this work is to exchange point of view, ideas, ... to be able to accept that all people do not think the same way, to try to understand why some people may not think like me</i></p> <p>Activity 6 Feedback in plenary group from sub-groups to share the work they did in Activity 5. Trainer will moderate exchanges if necessary, if not, he can let some volunteers as leaders of the group to do it.</p>	- accept another point of view			5'
<p>Action 4</p> <p>Helping learners to debate "Questions game"</p>	<p><i>The group will work on communication and critical thinking by using games and films.</i></p> <p>Activity 7 The exercise consists of answering a number of questions related to the film. The Trainer can change the questions; he may choose to remove some if he feels that there is a risky nature in launching this type of debate. He can choose to put all or some of them only according to the level of his group. - Annex 3- http://s329727547.onlinehome.fr/dossier/Annex%20%20-%20Game.docx</p>	<p>To be able to:</p> <ul style="list-style-type: none"> - speak in front of a group - respect another point of view - defender his/her ideas - change his/her point of view 	<p>Communication Critical thinking Empathy Manage with emotions</p>		10'
Action 5	Activity 8	To be able to:	<p>Communication Critical thinking</p>		10'

Second self-assessment	Self-assessment about communication and critical thinking. Trainer will use again the same Annex 1 and use it the same way as activity 1 so to show to learners how they increase their competences by debating between them on ideas, point of view, definitions, ... http://s329727547.onlinehome.fr/dossier/Annex%20-%20Prior%20assessment.docx	- speak within a group - respect another point of view - defender his ideas - change point of view	Empathy Manage with emotions		10'
Conclusion <i>This last part can help the Trainer to identify other films, for other SERA cycles, that learners would like to work on. Be aware that you also can choose movies in the national language of the group (if the same for all of them). You also can watch a silent film focusing on some targeted topic that will open to discussions.</i>	Activity 9 What do you think about this type of exercise? Do you think it was interesting? Was the subject of the film interesting for you? Do you know any other films on the same type that could be interesting for this group to look at then share opinion. Do you know <u>now</u> what means communication? Critical thinking? Empathy? Respect? ... Do you identify some other skills/abilities that were new for any of you?				



ASSESSMENT of PRIOR LEARNING

Possible ☒ Not possible yet ☐

Assessment Method (if possible)

There will be a double assessment in the beginning and at the end of the session with the same tool, one done by the learner and one by the Trainer. After there will be a comparison between the learner perception and the Trainer observation to see the evolution that could open on a debate and exchange of points of view.



Sequence E6 / Cycle 1

	3
	2
	1

AREA	Education
SUBJECT	Media Literacy
Type of Activity	Digital communication
With crossed disciplines	Medias

Sequence Title **Let's learn about Social Networks**

ABSTRACT

The aim of this educational sequence is to enable young adults to work on several dimensions of digital communication to help them understand speeches, debate ideas, and defend opinions without accepting them for truth.

KEY WORDS	Social networks, followers, passwords, fake news, Media regulation, click economy, toxic ideas
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Learning outcomes	1 - <i>be able to protect themselves within Internet</i> 2 - <i>be able to reflect on one's own experiences</i> 3 - <i>be able to respect individual opinions</i> 4 – <i>be able to organize/share ideas</i>
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Room Organization	Seats in circle, Trainer among learners, tables for computers
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Type of ACTIVITIES	Debates, Videos, Training, Quiz, Researches
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**LEARNING CONTEXT**

Personal ☐ Individual ☐ Pair work X
Group work X Less than 5 X 5-10 X 10+ ☐
Distance learning ☐ Frontal ☐ Interactive X

SEQUENCING

Number of: Actions [7] Activities [19] Hours [11]

TRAINERS MATERIALS

Computers (*access to the Internet?*), flipchart, books, Newspapers, magazines

LEARNERS MATERIALS

Watercolors, colored pencils, cardboard, glue, ...



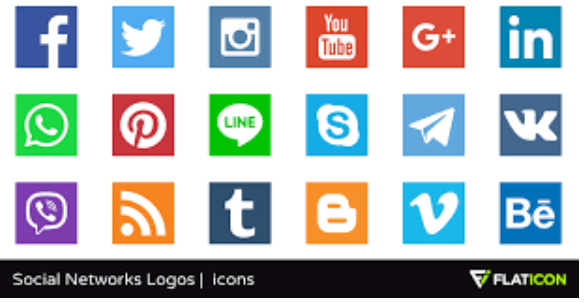

KEY COMPETENCES






- 1 – Digital competence
- 2 – Social and civic competences
- 3 – Learning to learn


Transversal COMPETENCES




- 1 – Communication
- 2 – Critical thinking
- 3 – Anti-hate communication
- 4 – Self-reflection
- 5 – Organizing one's learning





NOTES

Course Structure	Learners' activities and tasks to realize	Learning Outcomes	Competences	Learning context	Sub-timing
Action 1					
1.1 What is a social network?	<p>Activity 1</p> <p>The Trainer will organize a free debate on the definition of "social network" then debate by pairs then plenary to reach consensus on a common definition</p> <p><i>To prepare his course, the Trainer can have a look to http://whatis.techtarget.com/definition/social-networking</i></p> <p>It is important here to insist on swarming and speed of multiplication of information, true or false, compared to normal communication paths.</p>	To protect themselves within Internet	<p>Social and civic competences</p> <p>Self-reflection</p>	 	10' + 20'
1.2 Researches about Social Networks	<p>Activity 2</p> <p>Brainstorming without research: Learners will be asked to give examples of well-known and less known social networks.</p>  <p>The Trainer will prepare a set of cards with the main social networks and ask learners to identify them.</p> <p>Social networks' Icons</p>		<p>Learning to learn</p> <p>Organizing one's learning</p>		10'
					20'


	Complementary exercise: The Trainer will help learners to find some common points and differences between these identified social networks by the mean of a brainstorming.		Self-reflection		(+30')
Action 2	Activity 3 Trainer will ask one voluntary learner to lead this activity within the group while Trainer acts as moderator.	To reflect on one' own experiences	Communication		5'
2.1 Who is my best "friend"?	The group of learners will be invited to explain what, in their opinion, a friend can be in everyday life (school, neighbor, interests, clubs, sports, workshops, offices, ...). Learners will be invited to talk about their best friends by explaining the foundation of their friendship.		Critical thinking		20'
2.2 Who are the so called "friends/followers" on social networks?	Activity 4 Trainer will ask a second voluntary learner to lead Activity 4 with Trainer still as moderator.	To protect themselves within Internet			5'
	Learners will be asked to explain differences between "to have a friend in his/her daily environment" with "friending/following in a virtual community such as Facebook for example".	To reflect on one' own experiences	Self-reflection		20'
	To prepare the course, the Trainer can find contents on https://en.wikipedia.org/wiki/Friending_and_following				
	The term "friend/follower" used to describe people who agree to enter in contact through social networks does not refer to friendships in the traditional sense of the term and the existence of links between these different people by the intermediary of social networks is not enough to characterize an exclusive relationship.				
	Other interesting link to prepare lessons: https://www.psychologytoday.com/blog/the-meaningful-life/201707/the-meaning-friendship-in-social-networked-world				


<p>2.3 Is it possible to de-friend on social networks?</p>	<p>Activity 5</p> <p>To “de-friend” is the act of removing someone from your friends/followers list on any social network. Doing this is often seen as a passive-aggressive move, by ignoring the person without telling them that you no longer want to be friends and why. Defriending someone often causes more drama with counter-affected reactions.</p> <p>The Trainer will ask learners if they can give personal examples of de-friending someone from their list.</p> <p>To help to start the exercise, examples can be found on https://www.urbandictionary.com/define.php?term=De-friend</p>	<p>To protect themselves within Internet</p>	<p>Anti-hate communication</p> <p>Self-reflection</p>		<p>10'</p>
<p>Action 3</p> <p>3.1 What is the Internet?</p>	<p>Activity 6</p> <p>The Internet is the biggest world-wide communication network of computers. It has millions of smaller domestic, academic, business and government networks, which together carry many different kinds of information. The term is sometimes abbreviated as "the net". The World Wide Web is one of its biggest services. It is used by a few billion people all over the world.</p> <p>The Internet is a global network of computers that works much like the postal system, only at sub-second speeds. Just as the postal service enables people to send one another envelopes containing messages, the internet enables computers to send one another small packets of digital data.</p> <p>https://www.youtube.com/watch?v=VBKa9Ay8ebs https://www.youtube.com/watch?v=Dxcc6ycZ73M https://www.youtube.com/watch?v=yp3Vj54e46w https://www.youtube.com/watch?v=BtgfLjIak7Y</p>	<p>To protect themselves within Internet</p>	<p>Learning to learn</p> <p>Digital competence</p>		<p>30'</p>



3.2 What is personal information?	<p>As exercise on "what is the Internet" a free debate between learners (with Trainer as moderator) will be directed after watching videos to see which ideas learners keep in mind.</p>	To respect individual opinions	Organizing one's learning		30'
	<p>Activity 7</p> <p>The Trainer can start the course by watching with learners the following video https://youtu.be/bi3DoRWngOs</p> <p><i>If no access to internet, Trainer will have to take information from the video and report to learners or download it from the Internet and save it in a USB device in case there are computers in the classroom without internet connection.</i></p> <p>After watching/listening, learners in pairs will try to date a brief chronological history of Internet on a timescale from the end of Sixties till now.</p>	To organize ideas / dates in chronological order	Self-reflection		5'
			Critical thinking		25'
	<p>Activity 8</p> <p>https://www.youtube.com/watch?v=e4ScxCVNjcM</p> <p>Personal and financial information is currency for criminals online. With your stolen identity, a criminal may be able to access your bank account, obtain credit cards or loans in your name and potentially ruin your credit rating.</p> <p>The Trainer will show the learners how to be careful with how much personal information they reveal online. Sharing address, telephone number, birthday, and other personal information can mean you are at a greater risk of identity theft, stalking and harassment. This includes information posted on social media. People also need to think about what information you may have online that is spread across multiple sites. Identity thieves can piece together your identity from public information that is available about you online.</p>	To protect themselves within Internet	Digital competence		
			Learning to learn		
			Self-reflection		20'

<p>3.3 Passwords and Logins</p>	<p>The Trainer will organize debate with learners to let them say which type of information they do give online to friends/followers, providers, online shops, ...</p> <p><i>In case some learners do not want to participate in the debate, or just don't have any previous experience with online shopping, social networks... Trainer can suggest to create a QUIZ.</i></p> <p>Optional activity: A QUIZ could be interesting to create based on good and bad personal information to give on the internet, so that learners should decide which ones are true or false.</p> <p>Activity 9 Passwords and PINs are used to identify who you are. They are the first line of defense to protect your information from cyber criminals. They should be a secret that only you know.</p> <p>Trainer will realize an exercise about PASSWORDS. He/she will ask each learner to think about new potential passwords. He/she will ask for several levels of protection by using only letters, then figures and letters, then letters, figures and signs. Lower-case and upper-case could be added here as well as some webs already ask to use both of them for your password selection.</p>	<p>To protect themselves within Internet</p>	<p>Social and civic competences</p> <p>Organizing one's learning</p> <p>Digital competence</p> <p>Learning to learn</p> <p>Organizing one's learning</p>	   	<p>15'</p> <p>(+30')</p> <p>20'</p> <p>15'</p>
<p>3.4 Positive and negative communities</p>	<p>Activity 10 The Internet is an ideal place to build social communities around your brand, but it's easy for any online community to become mired in negativity.</p> <p>First exercise can be a free debate between learners (in plenary or in sub-groups) to make them identify some positive/negative communities' examples.</p>	<p>To protect themselves within Internet</p> <p>To respect individual opinions</p>			







	<p>And as last exercise, Trainer will ask learners as individual work to identify from their own experiences some other positive and negative effects to add to the list.</p> <p>Activity 11 Trainer will explain main good/bad points of online communities http://vkool.com/effects-of-social-media/ http://vkool.com/negative-effects-of-internet/ http://www.paggu.com/getting-into-roots/top-10-negative-effects-of-facebook-on-teens/ http://thecomputersimpact.weebly.com/the-positive-and-negative-effects-of-the-internet.html</p> <p>Videos that can be shown to learners, if connection: (if no access to the Internet, Trainer can register the videos too)</p> <p>5 crazy ways social media is changing your brain right now https://www.youtube.com/watch?v=HffWFd_6bJ0</p> <p>How social networks destroy your life ... without you realizing it https://www.youtube.com/watch?v=xppAodxtVbY</p> <p>Why I left social media and What it did to me https://www.youtube.com/watch?v=8VwnzdNqqR8</p> <p>Quit social networks https://www.youtube.com/watch?v=3E7hkPZ-HTk</p>	<p>To reflect on one' own experiences</p> <p>To protect themselves within Internet</p>	<p>Digital competence</p> <p>Social and civic competences</p>		<p>10'</p> <p>15'</p> <p>(+30')</p>
<p>Action 4 / Some principles not to forget</p>					





4.1 Risks induced staying among oneself	<p>Activity 12</p> <p>The Trainer will organize a debate between learners to help them to identify the risks of being trapped when lonely on internet, with comparison to isolation situations in prison.</p> <p><i>“when alone into my cell, I think that ...”</i></p> <p><i>“addicted to my computer, I think that ...”</i></p>	To protect themselves within Internet	Communication		15'
	<p>Digital technologies increase the risks of among oneself (radicalization of opinions, brutal debates, non-existent exchanges, ...); it's important for the Trainer to show ways to confront him/herself to others' opinions, to speak out and to defend ideas in a respectful way, listening to each other.</p>	To respect individual opinions	Anti-hate communication		10'
	<p>Activity 13 <i>If with access to Internet</i></p> <p>As the popularity of cloud services increases, personalized algorithms (filter bubbles, echo chamber, tunnel vision) have emerged that can determine the particular content seen by users, often without their direct consent.</p> <p>A “filter bubble” is a state of intellectual isolation that can result from custom searches when a Web site algorithm selectively guesses what information a user wants to see based on user information, such as location, click behavior and search history. As a result, users are discarded information that is not in accord with their views, effectively isolating them in their own cultural or ideological bubbles.</p> <p>The term “echo chamber” is analogous to an acoustic echo chamber where sounds reverberate in a hollow enclosure. An echo chamber is a metaphorical description of a situation in which beliefs are amplified or reinforced by communication and repetition inside a closed system. By visiting an echo chamber, people are able to seek out information which reinforces their existing views. This may increase political and social polarization and extremism.</p>		Digital competence		15'
			Learning to learn		

<p>4.2 How to confront other opinions? Why is it necessary to speak to defend one's own opinions? What is debate?</p>	<p>“Tunnel vision” metaphorically denotes the reluctance to consider alternatives to one's preferred line of thought; instances include physicians treating afflictions, detectives considering crime suspects, or anyone predisposed to a favored outcome. The common way to solve this problem is a second opinion, that is, getting somebody unrelated to the original investigation to look at it from the beginning, without the same biases and preconceptions.</p> <p><u>With access to Internet</u>, it would be interesting and important that the Trainer starting from websites like Booking – Trivago - ... will show to learners how, after making a particular research (hotel, travel, article, ...), they still receive day after day information/proposition focusing on these topics, and none else ones, while probably they already found answers in meantime.</p>	<p>To protect themselves within Internet</p>	<p>Learning to learn</p> <p>Critical thinking</p>		<p>10'</p>
	<p>Activity 14</p> <p>Like in a debriefing, Trainer can re-use different debates that were hold previously within the group to help learners to understand the positive/negative effects of such discussions.</p> <p>The power of conformism over the decisions of an individual within a group</p> <p>https://www.youtube.com/watch?v=7AyM2PH3_Qk</p> <p>Other examples of discussions that can be debate:</p> <p>There Are Only 2 Genders Change My Mind</p> <p>https://www.youtube.com/watch?v=WtftZPL-k7Y</p> <p>I'm Pro-Gun Change My Mind</p> <p>https://www.youtube.com/watch?v=APC2jnOSfhQ</p> <p>Hate speech isn't real Change My Mind</p> <p>https://www.youtube.com/watch?v=Q0hPd2gMIGw</p>	<p>To respect individual opinions</p>	<p>Organizing one's learning</p> <p>Communication</p> <p>Critical thinking</p>		<p>15'</p>



<p>4.5 What means “The click economy”?</p>	<p>Can you trust the Press? https://www.youtube.com/watch?v=4B0HV_GQt4</p> <p>Why did you click? The attractiveness of an image, a title, ... can make you click from pages to pages to finally drive you very far from your initial goal</p> <p>Example: One click shopping started with Amazon, moved on to Apple who demonstrated that you can value add a one click shopping experience, but the sharing companies have introduced one click transactions to a broader range of activities, car rental (Zip), taxi and limo service (Uber, Lyft), accommodations (AirBnB) ... and now you are far from your initial click isn't it?</p> <p>New businesses built to meet consumer needs on demand https://www.youtube.com/watch?v=KKopJz2_z_Q</p> <p>On Demand Services on your Smartphone https://www.youtube.com/watch?v=dBCzrRvWKMs</p> <p>Which society for nowadays click economy: The Trainer will work with the group of learners on advantages/disadvantages of the click economy trying to make them express orally how they feel (positive/negative) when clicking and clicking and clicking.</p>	<p>To protect themselves within Internet</p>	<p>Anti-hate communication</p> <p>Digital competence</p> <p>Learning to learn</p>		<p>15'</p> <p>20'</p>
<p>Action 5 / When and how to report insulting words, hate messages, ...</p>	<p>Activity 16</p> <p>What is freedom of speech? Where does it stop? Where does personal protection begin? What are our rights and duties?</p> <p>Ignore or delete: Could you be a Facebook moderator? https://www.theguardian.com/news/2017/may/21/ignore-or-delete-could-you-be-a-facebook-moderator-quiz</p>	<p>To protect themselves within Internet</p> <p>To reflect on one's own experiences</p>	<p>Learning to learn</p> <p>Social and civic competences</p>		<p>10'</p>

	<p>If the previous online exercise seems too difficult (for any reasons) to work with the group of learners, the Trainer will print good/bad pictures that express ideas to help learners to make choices.</p> <p>Other exercise will be to ask learners to give their opinions on <u>Hate speech and anti-migrant posts</u> and to defend their ideas as well as listening to else' opinions and ideas.</p> <p>Are some cultures better than others? https://www.youtube.com/watch?v=m9vBJCMD69w</p>	To respect individual opinions	<p>Self-reflection</p> <p>Anti-hate communication</p> <p>Critical thinking</p>		<p>10'</p> <p>10'</p> <p>10'</p>
<p>Action 6 / Internet traps</p> <p>6.1 Fake news / Fact-checking</p>	<p>Activity 17</p> <p>Trainer will perform exercises collected from the Internet from the host / home country (function of the group) with real / false information to be identified correctly by learners by trying to help them to always answer the 5 following questions (Who? What? When? Where? Why?) to identify if information is true or not.</p> <p>How do our brains love fake news? https://youtu.be/dNmwwntMF5A</p> <p>How Fake news works? https://www.youtube.com/watch?v=frjITitjisY</p> <p>Five ways to spot fake news https://www.youtube.com/watch?v=y7eCB2F89K8</p> <p>What is fake news? https://www.youtube.com/watch?v=FOZ0irgLwxU</p> <p>The rise of fake news – Exercises The rise of fake news - Answers</p>	To protect themselves within Internet	<p>Organizing one's learning</p> <p>Learning to learn</p> <p>Digital competence</p>		<p>30'</p>

6.2 Toxic ideas	<p>10 questions for news detection http://www.thenewsliteracyproject.org/sites/default/files/GO-TenQuestionsForFakeNewsFINAL.pdf</p> <p>BBC Academy – Real versus fake news http://www.bbc.co.uk/academy/en/articles/art20180307163518942</p> <p>Activity 18 This exercise will focus on definitions as racial insult, call to murder, apology for terrorism, clichés, speeches of intolerance, conspiracy, ...</p> <p>The Trainer will prepare a collection of photos that can be used by learners to identify toxic ideas OR Trainer will ask to learners to collect from magazines pictures that are reflecting some toxic ideas.</p> <p>The Trainer can also ask to learners to realize posters by topic (one toxic idea = one poster) and so, working pair by pair, they will make collage with their collection of pictures.</p>	To protect themselves within Internet	Anti-hate communication Critical thinking Organizing one's learning		15' to 30'
Action 7 / Benefits and Misdeeds of the Internet To develop a charter	<p>Activity 19 With all the information learners received during the whole sequence focusing on Social Networks, Trainer will ask them, in sub-groups or individually, to create posters with main benefit/misdeeds points on which it sounds very important to draw attention facing this risky parallel world of virtual information.</p> <p>As result of their work, learners will be asked to create a 10 points charter.</p> <p>Next step, if learners agree, the Trainer could help them to realize an exhibition with all posters.</p>	To respect individual opinions To be able to share ideas	Self-reflection Digital competence Communication	  	30' 30' (60'–120')

ASSESSMENT of PRIOR LEARNING Possible ☐ Not possible yet ☐

Assessment Method (if possible)

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Sequence E8 / Cycle 1

	3
	2
	1

AREA	Education
SUBJECT	Media Literacy
Type of Activity	Processing of information
With crossed disciplines	Medias

Sequence Title **We get informed**

ABSTRACT

Through this sequence students will get familiar with the most common media (written press, radio, television) and will be able to distinguish different trends of opinion; they will also learn about the different sections that make up a newsletter, a newspaper etc., as well as the main part of a news item.

KEY WORDS *Headline, article, section, news, newspaper, newsletter, radio, critical attitude...*

Learning outcomes *1 - Be able to differentiate documents and how to interpret them.
2 - Be able to argue about one's own ideas.
3 - Be able to listen to and consider others' ideas.*

Room Organization *no table, seats in circle, trainer among students*

Type of ACTIVITIES *videos viewing, audio listening, newspaper analysis, debate*

**LEARNING CONTEXT**

Personal ☐ Individual ☐ Pair work ☐
Group work ☒ Less than 5 ☒ 5-10 ☒ 10+ ☐
Distance learning ☐ Frontal ☒ Interactive ☒

SEQUENCING

Number of: Actions [4] Activities [8] Hours [4]

TRAINERS MATERIALS

Newspapers, videos, audios, board

LEARNERS MATERIALS

Expendable material (white sheets, pens)

KEY COMPETENCES




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

Transversal COMPETENCES






- 1 – Critical thinking
- 2 – Teamwork
- 3 – Evaluating/Reflecting

NOTES




Course Structure	Learners' activities and tasks to realize	Learning aims	Competences	Learning context	Sub-timing
Action 1 What can we find in a newspaper?	Activity 1 The trainer hands each student a newspaper out. The trainer then explains the different sections and keywords in a newspaper and writes these words on the board: news, articles, letters to the editor, interviews, weather, classifieds, entertainment, etc. while the students identify these in the newspaper they have been given.	To learn about the contents and structure of a newspaper. To distinguish different journalistic texts.	Learning to learn Communication Teamwork		+ 40 minutes
	Activity 2 The trainer tells the students there are different journalistic genres (news, reportages, columns and commentaries, editorials, interviews, etc.) with different aims in a newspaper; they then talk about the features of each one and look for examples in the newspapers.				+ 40 minutes
	Activity 3 The trainer then focuses on the different parts of a news item: headline, subtitle, lead, body, quotes. In groups, students must identify them by giving examples they find in the newspapers.				+ 40 minutes



Action 2 News items analysis	Activity 4 The trainer gives the learners another newspaper, from the same date, but different political belief. They must compare how the same news item is treated in the two newspapers. In groups, they draw conclusions and later present them to the rest.	To maintain a critical attitude when receiving information	Learning to learn Communication Teamwork Critical thinking	 	+ 60 minutes
Action 3 News in different media	Activity 5 The trainer brings examples of audios from different radio stations where they spread the same news. The students can later debate about it.	To be able to get information from different media.	Learning to learn Communication Critical thinking Evaluating/Reflecting		+ 15 minutes
	Activity 6 Learners watch different short videos from different tv news programmes where they tell the same news items. Also, they can later debate and compare the differences.				+ 15 minutes
	Activity 7 Trainer leads the learners towards a discussion about these two media and encourages them to give their opinions and say which media they prefer to get informed.				+ 15 minutes



Action 4 Debate: Pros and cons of Media	Activity 8 The trainer starts a debate about positive and negative aspects students can think of about media. Trainer will encourage them to respect speaking times and others' ideas.	To present ideas and opinions and respect others' To respect speaking times.	Communication Social and civic competences Critical thinking Evaluating/Reflecting		+ 15 minutes
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ASSESSMENT of PRIOR LEARNING Possible ☐ Not possible yet ☐

Assessment Method (if possible)

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Sequence E9.1 / Cycle 1

	3
	2
	1

AREA

Education

SUBJECT

Skill and professional improvement

Type of Activity

Test - Search of information – Debates - Watching videos – Curriculum - Role playing with job interviews

With crossed disciplines

Oral expression and interaction, reading comprehension and written expression, entrepreneurship

Sequence Title

Getting ready for the working world
CV and Interview – Part I

ABSTRACT

Integration really happens from the perspective of adult labor integration. In this sequence we try to reflect together on Who am I? What kind of life do I want? What are my capabilities? and thus find the necessary tools to start the job search.

KEY WORDS

Insertion, work, profile, offer, application, letter, interview, curriculum, business, forms

Learning outcomes

1. Be able to recognize one's abilities, ideas and desires.
2. Be able to discover where to look for one's job.
3. Be able to differentiate the different regulations, rights and duties related to work.
4. Be able to differentiate what we know and what we need to find employment
5. Be able to discuss with the rest of the group the necessary pathways to achieve the necessary competencies for the job.
6. Be able to fill out one's curriculum vitae and make the cover letter.
7. Be able to acquire the skills to overcome job interviews

**Room Organization**

Individual work, seats in circle, Trainer among Learners, role playing

LEARNING CONTEXT

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

SEQUENCING

Number of: Actions [1] Activities [3] Hours [2]

TRAINERS MATERIALS

Articles, dossiers, ICT, books, videos ...

LEARNERS MATERIALS

White sheets, pens, articles, dossiers, ICT, books ...

KEY COMPETENCES




1. Sense of Initiative and Entrepreneurship
2. Social and Civic competences
3. Learning to Learn

Transversal COMPETENCES

- 1 - Assessing competence and competence development
- 2 - Teamwork
- 3 - Critical thinking
- 4 - Creativity
- 5 - Planning and resource management

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 My unconnected self	<p>Activity 1 Who I am? The Learners, with the Trainer, try to find what the starting situations of each one are.</p> <p>Activity 2 What kind of life do I want? The Learners in group talk about life features they feel attracted for, and later they choose what kind of lifestyle they wish to follow.</p> <p>Activity 3 What are my capabilities? Through different questionnaires, Learners learn about their personal and professional abilities: Personal skills, manual skills, data / information skills, creative skills, communication skills, leadership skills, ...</p> <p>http://www.ilo.org/employment/Whatwedo/Instructionmaterials/WCMS_249828/lang-es/index.htm</p>	<p>To identify work values, skills and attitudes</p> <p>To match interests and aspirations with professional opportunities</p> <p>To be able to recognize one's abilities, ideas and desires.</p>	<p>Sense of Initiative and Entrepreneurship</p> <p>Communication</p> <p>Social and Civic competences</p> <p>Self-reflection</p>	  	120'



<http://www.ilo.org/employment/lang--en/index.htm>

<https://europass.cedefop.europa.eu/>

<https://theinterviewguys.com/cv-curriculum-vitae/>

<https://www.youtube.com/watch?v=PTbyvLGqTR4>

<https://www.youtube.com/watch?v=uG2aEh5xBJE>

<http://www.uu.nl/careerservices>

<https://students.uu.nl/sites/default/...>



ASSESSMENT of PRIOR LEARNING

Possible ☐

Not possible yet ☐

Initially, all activities

Assessment Method (if possible)

Participation of Learners in activities.

Presentation of group works.

Realization of wallcharts/posters and other presentations.

Understanding and expression in the making of document



Sequence E11 / Cycle 1

	1
	2
	3

AREA Education
SUBJECT Literacy
Type of Activity Writing
With crossed disciplines Reflection

Sequence Title Letter to my own

ABSTRACT

Write a letter to your future self. In the beginning of the program students write a letter over what they like to change about themselves in the 4 weeks SERA-program. At the end of the program they will open their own letter.

KEY WORDS reflection - writing

Learning outcomes

- 1 - *Be able to take a perspective in the future*
- 2 - *Be able to write your thoughts on paper*
- 3 - *Be able to reflect*

Room Organization table, chair for everybody

LEARNING CONTEXT

Personal x Individual ☐ Pair work ☐
Group work ☐ Less than 5 ☐ 5-10 ☐ 10+ ☐
Distance learning ☐ Frontal ☐ Interactive x



SEQUENCING

Number of: Actions [4] Activities [2] Hours [2]

TEACHERS MATERIALS paper, pencils

LEARNERS MATERIALS

KEY COMPETENCES


- 1 - Learning to learn
- 2 - Cultural awareness and expression

Transversal COMPETENCES

- 1 - Communication
- 2 - Taking responsibility
- 3 - Self-reflection

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 Explain activity	Activity 1 Writing a letter to your future self is a fun exercise that lets you reflect on your current life as well as set goals for an ideal future. Even though it's a simple exercise, you should take it seriously in order to get the most out of it. Spend some time brainstorming ideas before sitting down to write the letter itself, then put the letter in a place that will allow your future self to find it later. https://www.wikihow.com/Write-a-Letter-to-Your-Future-Self Talking About Who You Are Now? Be casual: You're writing this letter to yourself, so don't feel you have to take a formal tone. Write as though you are talking to your best friend. Summarize your current self. Your letter should start with a quick reminder of who you currently are. Think about mentioning your recent	<ul style="list-style-type: none"> - Get in metaposition - reflection about your own life past and future - writing down your feelings and thoughts 	<ul style="list-style-type: none"> - Learn to learn - communication 		55'



	<p>accomplishments and current interests, including extracurricular activities. This will allow you to see how much your life has changed since you wrote the letter</p> <p>Note your fears. Think about fears you may have, such as speaking in front of a group, moving out after high school, or not getting accepted at the college you want to go to. You'll be able to see if you've overcome these issues in the future. Also, thinking about them now may help you realize that they may not be so bad after all, or even help you come up with strategies to cope or a backup plan</p> <p>Identify your key values and beliefs. Ask yourself what guides the current you. Your belief system (whether religious or secular) and your personal code of ethics play a large role in your actions. Making yourself conscious of your values can help shape your ideas of who you want to be in the future</p> <p>Note your skills and abilities. Pick out a few skills or abilities you can clearly identify in your current life, like winning a tennis tournament, leading</p>				
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




	<p>the marching band, or organizing school functions. You may be a great writer or excel at math. Thinking about what you are good at now can help you decide what you want to accomplish later in life</p> <p>Define your goals and hopes. Write about things that are important to you now, such as playing varsity soccer or getting into a good college. You should also think about what you hope to accomplish in the future, such as travel to Europe, publish an article in a magazine, or get your band a gig</p> <p>Add things you want to stop, continue, and start doing. Perhaps you want to quit arguing with your siblings or stop biting your nails. Maybe you want to continue going to church every week or keep your grades up. You may want to start volunteering in your community or join a sport or club. Put these goals in your letter to see if you have achieved them in the future</p> <p>Give yourself advice. Think about what advice you want to give your future self. Your advice can be simple or complex. Examples include “be nice to</p>				
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	<p>Mom," "invest money in the stock market," "attend church every week," "don't worry so much, everything will be OK," "take college seriously," or "save up money for a nice car."</p> <p>Consider what issues you struggle with currently to help you think of advice for your future self</p> <p>Ask yourself questions. These questions should make the current you reflect on what you'll need to do to become who you want to be, while making the future you reflect on what you've done to reach the point you'll be at. You can ask yourself:</p> <p>Do you enjoy your job?</p> <p>What do you do in order to relax?</p> <p>Who is the most important person in your life?</p> <p>What is your relationship with your parents like? How do they treat you and how do you treat them?</p> <p>If you could change one thing about your life, what would it be?</p> <p>At the notes the teacher can find a template with questions to use and can give to the learners.</p>				
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	Learners take a separate place on the room or even outside. A quit nice place is important to give them the change to work and think on their own.				
Action 2 Seal the letter.	Don't be tempted to read the letter before it is time. Seal it in an envelope or tape it closed. This will also help preserve the letter, especially if you don't plan to read it for 10-20 years. If your letter is digital, archive it or move it to a folder that you can find when it is time to read the letter.	finish an exercise to the end be proud of the exercise you did	Communication Proud of yourself		5'
Action 3 Store the letter in a safe place	Give the letter to the teacher that will store them all together	Confidence in the promise the teacher made	Trust		
Action 4 After the 4 weeks: the teacher gives everybody his letter back	Activity 2 Students open their letter in silence What will be the same if you have to write the letter again? What changed ? Why ?	Reflect in silence Communicate with yourself Communicate in group about the feeling and thoughts of all the learners	Self-reflection Communication Cultural awareness	 	60'



What to write about?

Below I put a few questions / ideas for you to give you inspiration to write. You don't have to answer all the question. They helps you write. Important to let your thoughts (fantasy) run free.

What makes you happy now?

What is your dream for the future?

What do you never want to forget?

What do you want to say to your future self?

What do you think of yourself at that moment in the future?

What do you want to be in x years?

How do you feel?

What your life looks like now and what you want to achieve.

What do you prefer to change



What do you want to see changed in your relationship (s)?

How do you want to be different from the person you are now? Describe how you imagine that you have changed.

What advice would you give your future self?

What are you proud of?

What do you find difficult?

What would you prefer?



ASSESSMENT of PRIOR LEARNING Possible ☐ Not possible yet ☐

Assessment Method (if possible)

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Sequence E12 / Cycle 1

	3
	2
	1

AREA	Education
SUBJECT	Skill improvement
Type of Activity	Practicing exercises
With crossed disciplines	Technical knowledge, Digital communication

Sequence Title **My first steps with digital equipment**

ABSTRACT

If you are new to computers or just want to update your computer skills, this pedagogical sequence focusing on computer basics will show you how.

KEY WORDS Computer, Digital, Technology

Learning outcomes

- 1 - Be able to cope with a computer
- 2 - Be able to know a few of numerical vocabulary and techniques
- 3 – Be able to understand how it works
- 4 – Be able to find basic errors

Room Organization Classroom organization with Trainer among learners

Type of ACTIVITIES Practical exercises under Trainer guidance

**LEARNING CONTEXT**

Personal ☐ Individual X Pair work X
Group work X Less than 5 ☐ 5-10 X 10+ ☐
Distance learning ☐ Frontal ☐ Interactive X

SEQUENCING

Number of: Actions [5] Activities [19] Hours [1]

TRAINERS MATERIALS

digital table, if room is equipped

LEARNERS MATERIALS

one computer per learner (or, at least, per pair)






KEY COMPETENCES

- 1 - Learning to learn
- 2 - Digital competence
- 3 - Basic competences in science and technology







Transversal COMPETENCES

- 1 - Autonomy
- 2 - Self-reflection
- 3 - Planning and organizing one's learning
- 4 - Communication
- 5 - Networking




NOTES

Course Structure	Learners' activities and tasks to realize	Learning Outcomes	Competences	Learning context	Sub-timing
Action 1 What is a computer? <i>In each weblink that show videos, Trainer will find written explanations to help him to teach and answer questions from learners.</i>	Activity 1 Computer basics Lesson Video Activity 2 / Feedback What do you learn from Action 1? Any other questions?	Be able to cope with a computer Be able to know a few of numerical vocabulary and techniques	Learning to learn Digital competence Planning and organizing one's learning	  	3'30'' 2'
Action 2 Hardware basics	Activity 3 Basic parts of a computer Lesson Video Activity 4 Buttons and ports on a computer Lesson Video Activity 5 Inside a computer Lesson Video Activity 6 Getting to know laptop computers Lesson Video	Be able to cope with a computer Be able to understand how it works	Digital competence Autonomy Communication	  	2' 3' 2' 2'



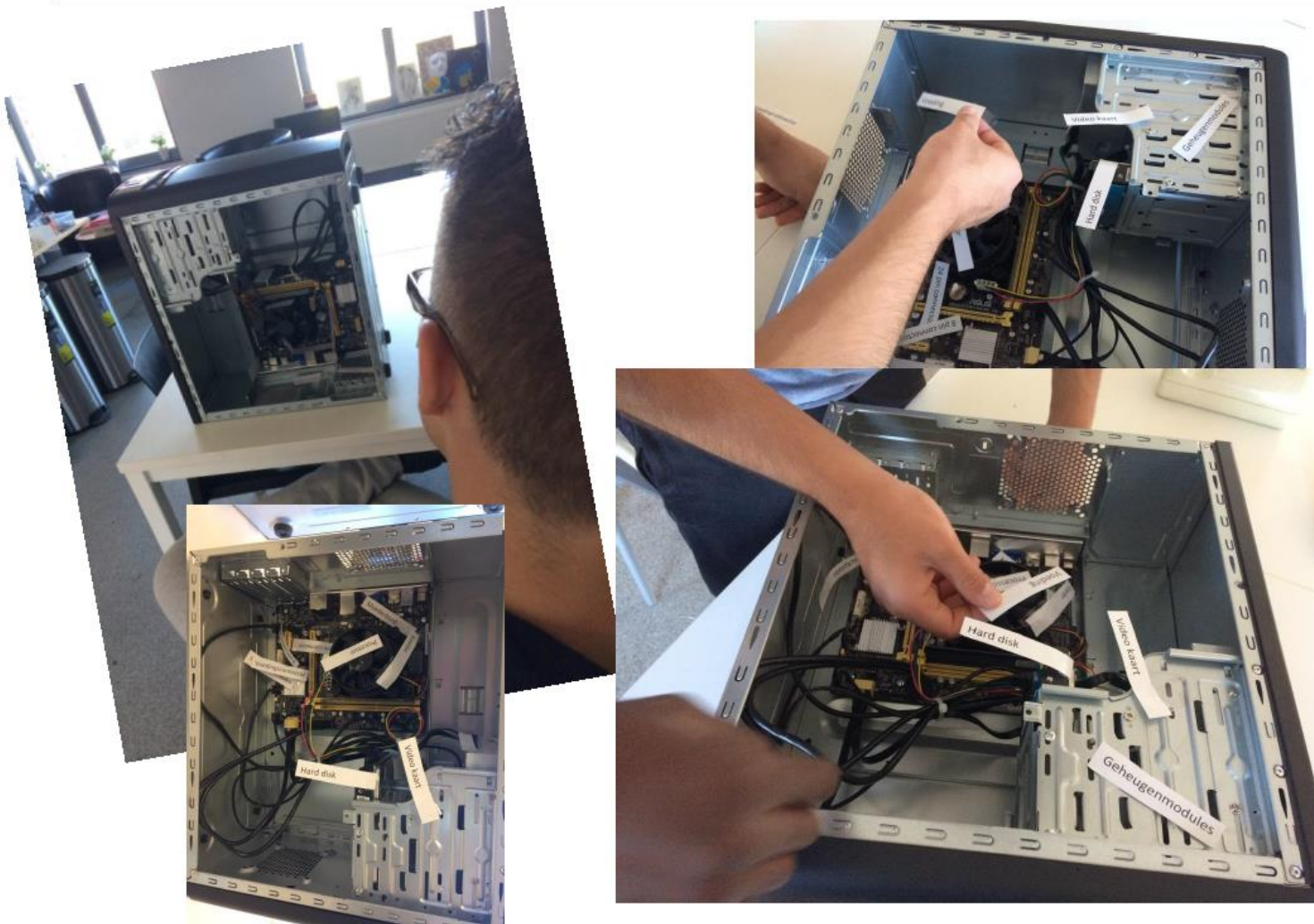
	<p>Activity 7 Mobile devices <i>(lesson without video)</i></p> <p>Activity 8 / Feedback What do you learn from Action 2? Any other questions?</p>				<p>5'</p> <p>3'</p>
<p>Action 3</p> <p>Software basics</p>	<p>Activity 9 Understanding operating systems Lesson Video</p> <p>Activity 10 Understanding application Lesson Video</p> <p>Activity 11 / Feedback What do you learn from Action 3? Any other questions?</p>	<p>Be able to understand how it works</p>	<p>Digital competence</p> <p>Autonomy</p> <p>Communication</p> <p>Self-reflection</p>	  	<p>2'</p> <p>2'</p> <p>2'</p>
<p>Action 4</p> <p>Using a computer</p>	<p>Activity 12 Setting up a desktop computer Lesson Video</p> <p>Activity 13 Getting started with your first computer <i>(lesson without video)</i></p>	<p>Be able to understand how it works</p> <p>Be able to find basic errors</p>	<p>Digital competence</p> <p>Autonomy</p> <p>Communication</p>	 	<p>3'30''</p> <p>5'</p>



	<p>Activity 14 Get started with the desktop Lesson Videos Windows Mac</p> <p>Activity 15 / Feedback What do you learn from Action 4? Any other questions?</p>				<p>2' 5'</p> <p>2'</p>
<p>Action 5</p> <p>Using the Internet</p>	<p>Activity 16 Connecting to the Internet Lesson Video</p> <p>Activity 17 Getting started with the Internet <i>(lesson without video)</i></p> <p>Activity 18 What is the cloud? Lesson Video</p> <p>Activity 19 / Feedback What do you learn from Action 5? Any other questions?</p>	<p>Be able to cope with a computer</p> <p>Be able to know a few of numerical vocabulary and techniques</p> <p>Be able to understand how it works</p> <p>Be able to find basic errors</p>	<p>Digital competence</p> <p>Autonomy</p> <p>Networking</p> <p>Communication</p> <p>Self-reflection</p>	 	<p>3'30''</p> <p>5'</p> <p>3'30''</p> <p>2'</p>

Other lessons as SAFETY & MAINTENANCE and/or EXTRA Lessons, see <https://www.gcfllearnfree.org/computerbasics/>

E12: My first steps with digital equipment





ASSESSMENT of PRIOR LEARNING Possible ☐ Not possible yet ☐

Assessment Method (if possible)

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Sequence E13 / Cycle 1

	1
	2
	3

AREA	Education
SUBJECT	Hygiene and healthy habits
Type of Activity	Debate, videos, manipulative activities, wallchart
With crossed disciplines	Regular personal care, illness prevention
Sequence Title	Look good, feel good!

ABSTRACT

With this activity the students will be able to differentiate everyday objects that can be shared with other inmates, know diseases associated with different behaviors and use the appropriate clothing in different everyday contexts.

KEY WORDS Hygiene, health, disease, clothing

Learning outcomes

By the end of this sequence the learners will be able to:

- 1 - Value the importance of personal image in certain situations.
- 2 - Become aware of the importance of personal hygiene.
- 3 - Know the possible diseases that can be transmitted when sharing certain objects.
- 4 - Differentiate which objects can be shared and which ones cannot.
- 5 - Know the use of different daily objects and personal hygiene tools.
- 6 - Know the appropriate clothing for different everyday contexts.



Room Organization No table, seats in circle, Trainer among students

LEARNING CONTEXT

Personal ☒ Individual ☒ Pair work ☐
Group work ☒ Less than 5 ☒ 5-10 ☒ 10+ ☐
Distance learning ☐ Frontal ☒ Interactive ☒

SEQUENCING

Number of: Actions [3] Activities [7] Hours [3]

TRAINERS MATERIALS

Daily objects, images/pictures, expendable material, short videos

LEARNERS MATERIALS

Card, pictures from magazines, pencils, card, coloring pencils




KEY COMPETENCES

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




Transversal COMPETENCES

1 – Critical thinking
2 – Self-reflection
3 – Autonomy


NOTES

Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 Distinguishing objects that can be shared or not, and learning to avoid about some usual practices that can seriously put our health at risk.	Activity 1 Trainer displays different daily objects (see Annex 1). Learners must place them in two tables, according to those that can be shared and those that can not.	To learn about the use of different everyday objects and personal hygiene objects.	Social and civic Communication in the hosting country language		+ 25 minutes
	Activity 2 Each learner picks up an object, explains what to use it for and how to use it, and says whether it can be shared or not, and why. Trainer explains possible incidents that may occur if the objects are shared, or possible diseases that can be transmitted.	To differentiate which objects can be shared and which ones cannot.	Critical thinking Reflection Autonomy		+ 35 minutes
	Activity 3 At this point, the trainer can highlight the importance of keeping a healthy oral hygiene and how an infection in our mouth can put our life at risk. Also, remarks about the importance of not practicing homemade tattoos in prison need to be reminded here, first because the explicit prohibition, but most important due to the serious infections it can cause. On the other hand, this could also be a suitable opportunity to talk to the students in a more relaxed atmosphere about a topic that might be somehow sensitive and taboo for them : sex and the use of condoms . All this can be transmitted through pictures, videos or ppts	To learn about possible diseases that can be To become aware of the importance of personal hygiene.			Or + 60 minutes



	<p>which show the effects of these bad and dangerous practices. The trainer can decide which material suits best to the learners.</p> <p>Another alternative would be to invite some external staff such as doctors or nurses to give a talk on these issues.</p> <p>Also, it is up to the trainer whether to use Activities 1 and 2 for low-level learners or focus on Activity 3 for more advanced ones after a quick review on topics dealt with in Activities 1 and 2.</p>				
<p>Action 2</p> <p>Hygiene objects wallchart</p>	<p>Activity 4</p> <p>Learners design a wallchart according to model in Annex 2. They can use cut - outs from magazines or draw themselves, or both.</p> <p>Activity 5</p> <p>Learners watch a video related to personal hygiene and later discuss about it.</p> <p>https://www.youtube.com/watch?v=xOJc3OyorAA [This is a sample video ; similar ones could be used]</p>			 	<p>+ 40 minutes</p> <p>+ 20 minutes</p>
<p>Action 3</p> <p>Appropriate clothing for different daily contexts</p>	<p>Activity 6</p> <p>Learners watch some pictures showing people dressed up in different ways, and they must analyse what they are wearing and say in which contexts it would be appropriate to wear them (Annex 3).</p>	<p>To know the appropriate clothing for different everyday contexts.</p> <p>To value the importance of</p>	<p>Social and civic attitudes</p> <p>Communication in the hosting country language</p>		<p>+ 30 minutes</p>















	<p>Activity 7 Learners discuss about the relationship between appropriate clothing and given contexts, and decide what would be appropriate to wear for a job interview. Trainer provides some examples with different jobs.</p>	<p>personal image in certain situations.</p>	<p>Critical thinking Reflection Autonomy</p>		<p>+ 30 minutes</p>
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ANNEX 1

Cup, toothbrush, comb, soap, towel, nail-scissors, toothpaste, pants, razor, antiperspirants, needle, syringe, cutlery, clothes, shoes, glasses, watch, cigarette, condoms, etc.

Worksheet Personal Items

PERSONAL ITEMS

	Exchange permitted/not permitted	Why? What infections can/cannot be transmitted?
Cup 		
Toothbrush 		
Comb 		
Soap 		
Towel 		
Nail-scissors 		
Toothpaste 		
Pants 		
Razor 		
Antiperspirants 		
Needle 		
Syringe 		

ANNEX 2



ANNEX 3





ASSESSMENT of PRIOR LEARNING Possible ☐ Not possible yet ☐

Assessment Method (if possible)

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Sequence I3 / Cycle 1

	1
	2
	3

AREA	Intercultural
SUBJECT	Cultural specificities
Type of Activity	Cooking
With crossed disciplines	Communication

Sequence Title **Cooking for charity**

ABSTRACT

The aim of this activity is to prepare and serve a dinner with traditional dishes from the countries of the learners. The people attending the dinner will be charged a nominal fee. The money raised will be given for charity.

KEY WORDS Cooking, Communication, Teamwork, Community involvement

Learning outcomes

- 1 – *Be able to listen respectfully to instructions*
- 2 – *Be able to communicate verbally and non-verbally with others*
- 3 – *Be able to cook a simple meal*
- 4 – *Be able to serve people on a dinner table*
- 5 – *Be able to prepare a dinner table*
- 6 – *Be able to work in a team*

Room Organization

Kitchen and a big space that can hold a number of people for dinner

LEARNING CONTEXT

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

**SEQUENCING**

Number of: Actions [5] Sequences [8] Hours [11]

TRAINERS MATERIALS

A kitchen and ingredients necessary, a dining room, utensils used during dinner (glasses, silverware, plates, cups etc.)

LEARNERS MATERIALS

Papers and pens, ingredients needed

KEY COMPETENCES



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

Transversal COMPETENCES

- 1 – Teamwork
- 2 – Flexibility
- 3 – Creativity
- 4 – Planning and resource management

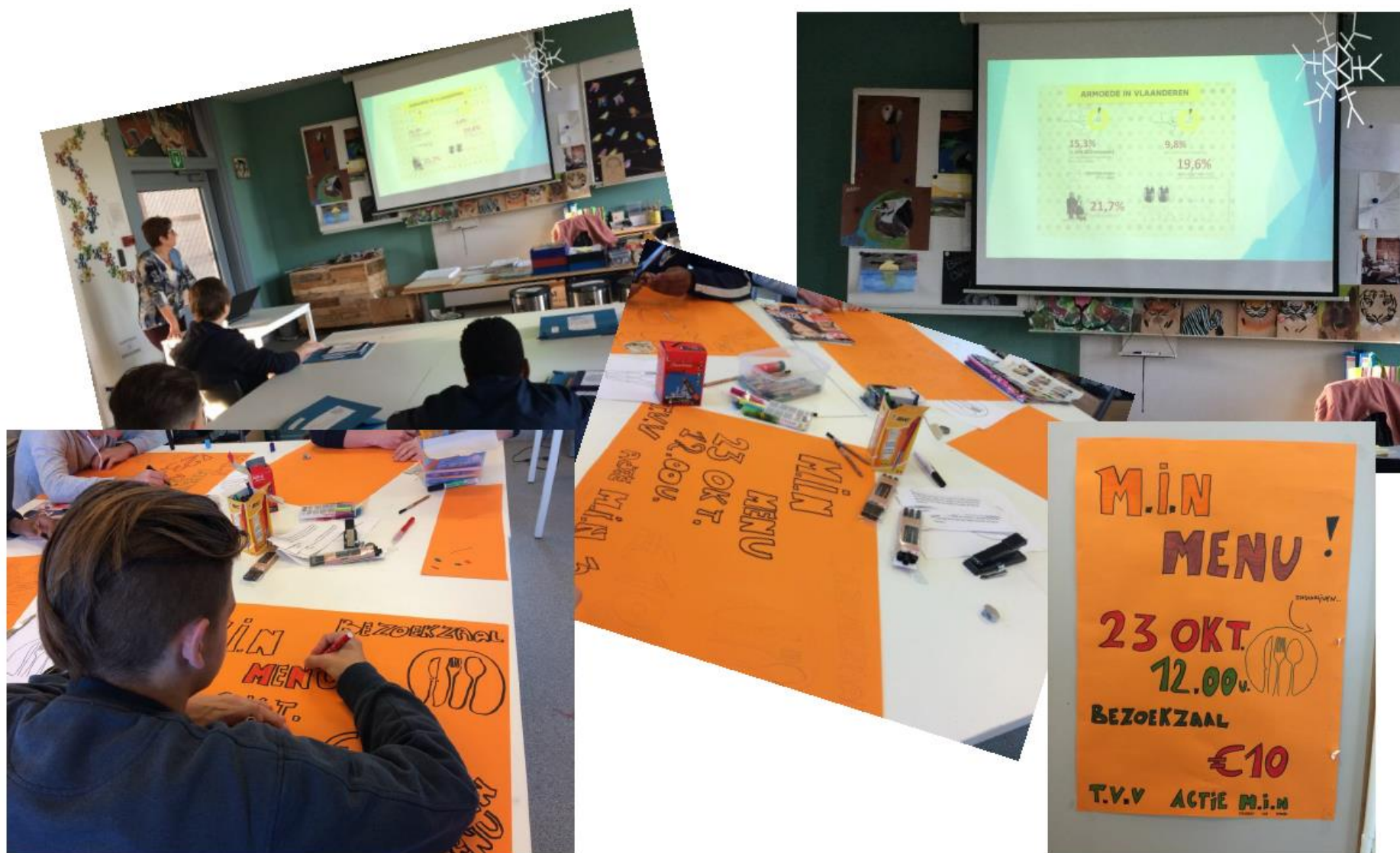
NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
<p>Action 1</p> <p><i>Creating the menu</i></p>	<p>Activity 1</p> <p>Introduce the subject – raising money for charity. Invite the learners to discuss typical dishes in their countries. Together, learners should decide what to serve as an appetizer, a starter, a main dish, and dessert. Recipes of the dish should either be given by the learners or found by facilitator.</p> <p>Activity 2</p> <p>Learners should decide whom to invite to the meal, they should create an invitation letter.</p>	<p>To encourage learners to respect each other and cooperate together to create a pleasing dinning experience for others.</p>	<p>Listening skills Communication skills Team building</p>		<p>60 min</p>
<p>Action 2</p> <p><i>Invite a chef</i></p>	<p>Activity 3</p> <p>Invite a chef to discuss and help the learners to create their meal. – Discuss cleanliness and how a kitchen functions.</p>	<p>To learn basic hygiene in the kitchen and how to cook</p>	<p>Listening skills Communication Coordination Cooperation Teamwork Cooking</p>		<p>45 min</p>

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I3 Cooking for charity







ASSESSMENT of PRIOR LEARNING Possible ☐ Not possible yet ☐

Assessment Method (if possible)

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Sequence I6 / Cycle 1

	1
	2
	3

AREA	Intercultural
SUBJECT	Acceptance
Type of Activity	Discussion, Cooking, Self-reflection
With crossed disciplines	Dietary rules

Sequence Title **Cooking is not an art**

ABSTRACT

Why do people from different parts of the world eat different types of food? Why certain foods or culinary traditions are so important to your culture? There is more of a connection between food and culture than you may think.

KEY WORDS Food, culture, traditions

Learning outcomes 1 - Be able to realize different eating habits
2 - Be able to show tolerance to different cultures and traditions

Room Organization Free atmosphere

**LEARNING CONTEXT**

Personal ☐ Individual ☐ Pair work ☐
Group work ☒ Less than 5 ☐ 5-10 ☒ 10+ ☐
Distance learning ☐ Frontal ☐ Interactive ☒

SEQUENCING

Number of: Actions [2] Activities [2] Hours [1]

TRAINERS MATERIALS

Board, board marker

LEARNERS MATERIALS

Food for an afternoon snack between friends

KEY COMPETENCES



1 – Cultural awareness and expression

Transversal COMPETENCES

1 – Communication
2 – Self-reflection
3 – Managing diversity

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1	<p>Activity 1</p> <p>Ask the learners if they are into cooking or not and their favorite dishes.</p> <p>Ask some of them to tell about their traditional meals.</p> <p>Ask if any of the learners is eager to cook something for his/her friends. If possible arrange something to help the learner to prepare an easy meal for the friends.</p>	<p>Be able to realize different eating habits.</p> <p>Be able to show tolerance to different cultures and traditions</p>	<p>Self-reflection</p> <p>Communication</p> <p>Cultural awareness and expression</p>		30 min
Action 2	<p>Activity 2</p> <p>With the whole class, enjoy the meal that is prepared by the learners.</p>	<p>Be able to realize different eating habits.</p> <p>Be able to show tolerance to different cultures and traditions</p>	<p>Managing diversity</p>		30 min



ASSESSMENT of PRIOR LEARNING Possible ☐ Not possible yet ☐

Assessment Method (if possible)

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Sequence P1 / Cycle 1

	2
	3
	1

AREA	Psychology
SUBJECT	Personal wellbeing
Type of Activity	Sports
With crossed disciplines	Communication

Sequence Title **Mind and body**

ABSTRACT

The aim of this activity is to encourage prisoners/detainees to engage in physical activity, whilst building trust with others, developing team-building skills and improving their balance and coordination. This seemingly simple activity, which at a basic level, involves combining numbers with fitness moves, requires learners to both actively listen to the leader/coordinator of the activity and engage in non-verbal communication with each other.

KEY WORDS Sports, Communication, Teamwork, Reflexes

Learning outcomes

- 1 – *Be able to listen respectfully to instructions*
- 2 – *Be able to communicate verbally and non-verbally with others*
- 3 – *Be able to memorize numbers and movements*
- 4 – *Be able to move with coordination and agility*
- 5 – *Be able to execute simple fitness moves correctly*
- 6 – *Be able to work in a team*
- 7 – *Be able to self-reflect and give/accept criticism*

Room Organization Open outdoor or indoor area

**LEARNING CONTEXT**

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

SEQUENCING

Number of: Actions [4] Activities [9] Hours [2]

TRAINERS MATERIALS

Whiteboard and marker (if indoors)

LEARNERS MATERIALS

nil.



KEY COMPETENCES

1 – Social and civic competences
2 – Learning to learn


Transversal COMPETENCES

1 – Teamwork
2 – Communication
3 – Conflict management
4 – Taking responsibility


NOTES




Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 <i>Setting ground rules</i>	Activity 1 Get learners in a circle and begin by discussing with them the key values and norms to be adhered to during the activity. Encourage them to agree on a minimum of 3 key values. Ask them to provide examples or explanations for the values proposed, and provide a brief summary of the points that are brought up. If the activity is being conducted indoors, you should write the values up on the whiteboard. If the activity is taking place outdoors, encourage them to repeat the values out loud a few times, to make sure that they memorise them. <i>Note for Trainer:</i> Stress the importance of respecting the values and norms that have been agreed upon. Mention that failure to do so, will result in being excluded from the game.	To encourage learners to respect each other and participate in activities in an orderly manner	Listening skills Communication skills Self-reflection Team building		15mins
	Activity 2 Encourage learners to pick a pair; if you are familiar with the group dynamics, try to ensure that the game is an opportunity for learners to get to know each other (i.e. try to avoid exclusion and enable the creation of new bonds). Explain the basics of the game:				15 mins





	<ol style="list-style-type: none"> 1. each number is associated with a movement; 2. learners get into pairs and line up facing each other; 3. the activity leader will be calling out the numbers and each pair will have to react by performing the associated fitness move synchronically (i.e. they should strive to ensure their response is coordinated and synchronized) 4. the activity leader will challenge learners by speeding things up and calling out numbers faster 5. the team will reconvene and more moves will be added 6. back to point 3 				
Action 2 <i>Warm-up</i>	Activity 3 Make sure that learners warm up before beginning the activity. The warm-up can be very basic and simply entail learners running around in a circle. For a slightly more complex warm-up, check out: https://www.youtube.com/watch?v=R0mMyV5OtcM If you are not a qualified fitness instructor, please keep the moves as straightforward as possible.	To ensure learners warm up before the activity; to enable them to memorise moves and numbers; to learn how to adequately perform the moves;	Listening skills Communication Mnemonic skills Non-verbal communication Coordination Cooperation Teamwork		10 mins



<p><i>Test run</i></p>	<p>Activity 4 Invite learners to get into their pairs and line up facing each other. Choose 3 movements for numbers 1-3 and demonstrate them one by one, encouraging learners to follow your lead and repeat the movements after you. Get learners to try out the moves a few times individually and in pairs, then test whether they have memorized them.</p> <p><i>Note for Trainer:</i> You have the freedom to choose between a wide range of fitness moves, and can include more numbers/moves, at your discretion. It is recommended that you start off with 3 numbers/moves, adding on moves in a second phase. Make sure that the moves chosen allow learners to bolster their physical fitness. Include multiplanar exercises (more information about planes of motion is available here: https://www.trxtraining.com/train/improve-performance-through-multi-planar-training), combining squats, burpees, lunges, standing twists.</p> <p>If you are not a fitness trainer, get informed and talk to a specialist before conducting the activity. Alternatively, keep it simple to avoid injury. Be aware of the physical prowess of learners and before beginning, double-check whether anybody suffers from any injuries and provide suitable alternatives, where required.</p>	<p>understand what is expected of them; get ready to work in pairs</p>			<p>10 mins</p>
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Action 3 Game time	Activity 5 Begin the activity. Start calling out numbers – start slowly and then speed things up. Ensure that learners synchronize their reactions and, insofar as it is possible, that the moves are executed correctly. If necessary, call a time-out, regroup and demonstrate the moves again.	To enable learners to be active; To engage them in a fun activity; To encourage them to work in pairs and engage in non-verbal communication; To improve their coordination and reflexes	Listening skills Communication Non-verbal communication Coordination Cooperation Teamwork Agility Reflexes Mnemonic skills		10 mins
	Activity 6 Regroup and add new moves, demonstrating them one by one and encouraging learners to mirror you. Do another test run to check whether they have memorized the new moves and still remember the previous ones.				10 mins
	Activity 7 Get learners back into two lines facing their partners and kick the game off once again, by calling out numbers. Start slow and speed things up. <i>Note for Trainer: Depending on the time available and the enthusiasm of learners, activities 6 and 7 can be repeated more than once. Please ensure that game time (corresponding to activities 5-7 within action 3) lasts for a maximum of 45 minutes. Ensure that you provide adequate cool-down afterwards.</i>				10 mins

	<i>If you notice that 1 or more learners are behaving disrespectfully and are breaking the rules, call for a brief recess to address the issue.</i>				
Action 4 Cool down and de-brief	Activity 8 Regroup learners and begin the cool-down. The cool-down should be simple and straightforward and target the whole body. Here is an example: https://www.youtube.com/watch?v=t9NlnqDhGv4	To ensure learners cool down and stretch after the activity; To encourage self-reflection on teamwork; To promote the importance of an active lifestyle; To enable them to engage in group discussions respectfully.	Teamwork Critical thinking skills Self-reflection		10 mins
	Activity 9 Discussion Points and Activities Bring learners together and ask them to reflect on the activity. What did they enjoy the most about it? What was the hardest aspect? Did they work well with their partners? Were there any issues? Were the ground rules respected? What did they learn? Is being physically active important? If yes, why? If no, why? What do they think are the aims of the activity? Encourage learners to share views and opinions.				30 mins



Resources

Planar training:

<http://www.ideafit.com/fitness-library/planar-training-method>

Ideas for warm-ups:

<https://www.youtube.com/watch?v=R0mMyV5OtcM>

<https://www.youtube.com/watch?v=WNvxFizSs58>

Numbers and actions game:

<https://www.youtube.com/watch?v=ncWlV9onwZs>

Cool-down:

<https://www.youtube.com/watch?v=t9NlnqDhGv4>



ASSESSMENT of PRIOR LEARNING Possible ☐ Not possible yet ☐

Assessment Method (if possible)

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Sequence P6 / Cycle 1

	1
	2

AREA	Psychology
SUBJECT	Empathy
Type of Activity	Work together, Creativity with empathy
With crossed disciplines	writing skills
Sequence Title	Empathy map

ABSTRACT

The Empathy Map is a powerful tool. Because you literally move in the feeling and in the experience of another person, you are much better able to understand the other person. The learner can do this exercise by themselves. Reflection in group gives a deeper level.

KEY WORDS	Reflection
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Learning outcomes	1 - <i>Be aware of the feelings of others</i> 2 - <i>Be able to connect to another person</i>
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Room Organization	Chair for every participant
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**LEARNING CONTEXT**

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

SEQUENCING

Number of: Actions [2] Activities [2] Hours [0h30]

TRAINERS MATERIALS

Pen

<https://www.uxpin.com/studio/blog/the-practical-guide-to-empathy-maps-creating-a-10-minute-persona/>

LEARNERS MATERIALS

Empathy map

KEY COMPETENCES

- 1 - Social and civic competences
- 2 - Sense of initiative and entrepreneurship

Transversal COMPETENCES

- 1 – self-reflection

NOTES

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Business Model - The Empathy Map

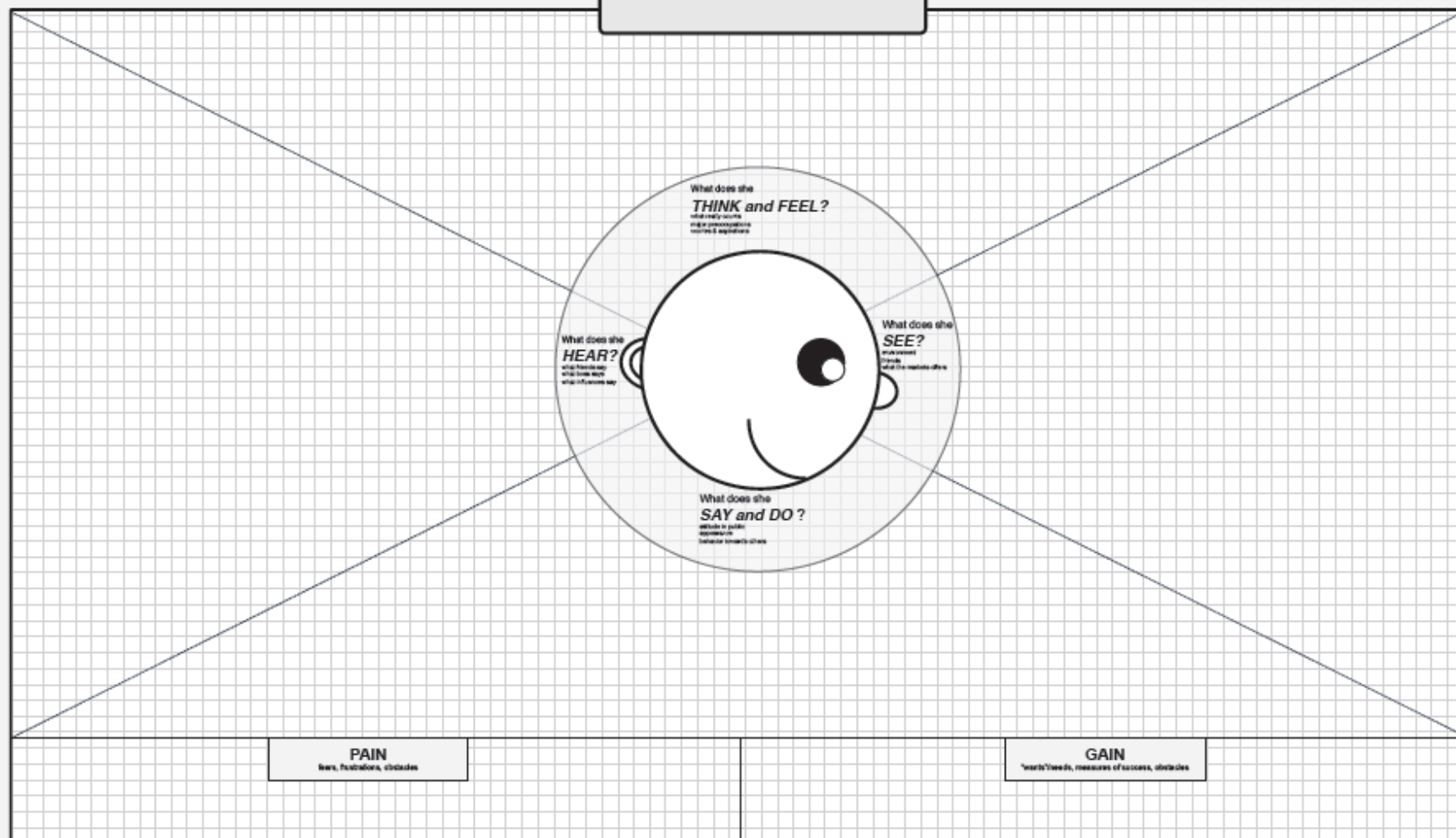
Designed for:

Designed by:

Date:

Iteration:

Customer Perspective:



The Empathy Map is a tool for understanding the customer's perspective. It is divided into four quadrants around a central face:

- THINK and FEEL?** (Top): What does she think and feel? (e.g., what are her worries, hopes, expectations, motives & aspirations)
- SEE?** (Right): What does she see? (e.g., what are her surroundings, what are the market offers)
- SAY and DO?** (Bottom): What does she say and do? (e.g., what are her words, actions, behaviors, interactions)
- HEAR?** (Left): What does she hear? (e.g., what are her sources of information, what are her influences)

The map is also divided into two main sections at the bottom:

- PAIN** (Left): fears, frustrations, obstacles
- GAIN** (Right): wants/needs, measures of success, obstacles



ASSESSMENT of PRIOR LEARNING Possible ☐ Not possible yet ☐

Assessment Method (if possible)

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Sequence P8 / Cycle 1

	2
	3
	1

AREA	Psychology
SUBJECT	Empathy
Type of Activity	Work together, Creativity with empathy
With crossed disciplines	Social – intercultural - believes

sequence Title **Ear talking**

ABSTRACT

After the group listen together to a song they do an association on their own life and share this with the group. Songs are like mirrors of our life stories and can be very instructive and have a healing effect.

KEY WORDS Reflection – coping

Learning outcomes

- 1 - *Be aware of your own perspective*
- 2 - *Be able to see the perspective of the others*
- 3 - *Be able to recognize your own “backpack”*
- 4 - *Be able to reflect on a situation afterwards*

Room Organization Chairs / cushions for every learner
playground/yard

**LEARNING CONTEXT**

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

SEQUENCING

Number of: Actions [3] Activities [4] Hours [2]

TRAINERS MATERIALS

CD / USB with music, card with questions for reflection

LEARNERS MATERIALS

You can give everybody paper and a pen so they can write it done

KEY COMPETENCES




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

Transversal COMPETENCES

- 1 - Self-reflection

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
<p>Action 1</p> <p>Learners sit and listen to the list of songs (Attachment 1)</p>	<p>Activity 1</p> <p>Learners will look for a comfortable place to sit down and relax</p> <p>Activity 2</p> <p>Learners listen to the song</p>	Listening			15'
<p>Action 2</p> <p>Learners talk about what they see – feel and thought</p>	<p>Activity 3</p> <p>Trainer give the learners questions</p> <ul style="list-style-type: none"> - they answer the question (Attachment 2) by themselves, they can write it down if they want - learners discuss in group (5 members) what they answer 	<p>Able to take about your feelings</p> <p>Able to reflect on your own life</p>	Self-reflection		45'
<p>Action 3</p> <p>Learners give their favorite song to the group</p>	<p>Activity 4</p> <p>Learners share with the group their favorite song and tell them way.</p>				60'



Attachment 1: List of songs

- Michael Jackson-Man in the mirror: changing the world start by yourself
- Concrete angel - Martina McBride: recognize domestique violence
- Pink - Dear Mr. President
- Tokio Hotel - Spring nicht: suicide, what about the people who you leave behind
- hanti & Beyoncé & Carrie Underwood & Fergie & Keyshia Cole & LeAnn Rimes & Mariah Carey & Rihanna- just stand up.: stay positive

Attachment 2: Questions for the reflection

- I have a feeling about ...
- What appealed to me in the song was ...
- What I had a hard time with in the song was ...
- I found the most beautiful part ...
- The song reminds me of my own life and I thought of ...
- Write down in a few words the feelings you have with this song
- Write down in a few words the thoughts you have with this song



ASSESSMENT of PRIOR LEARNING Possible ☐ Not possible yet ☐

Assessment Method (if possible)

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Sequence P9 / Cycle 1

	2
	3
	1

AREA	Psychology
SUBJECT	Empathy
Type of Activity	Singing and reflection
With crossed disciplines	Social

Sequence Title	Singer
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ABSTRACT

Songs are like mirrors of our life stories and can be very instructive and have a healing effect. Learners make their own song and a group song/rap.

KEY WORDS	Reflection – cooperation
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Learning outcomes	1 - <i>Be aware of your own feelings, thoughts</i>
	2 - <i>Be able to express your own feelings</i>
	3 - <i>Be able to cooperate with a group</i>
	4 - <i>Be able to reflect on a situation afterwards</i>

Room Organization	Chairs for every Learner - Playground/yard
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**LEARNING CONTEXT**

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

SEQUENCING

Number of: Actions [2] Activities [4] Hours [4]

TRAINERS MATERIALS

Nothing specific

LEARNERS MATERIALS

Paper, pen

KEY COMPETENCES



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

Transversal COMPETENCES

- 1 – Self-reflection

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 Learners listen to the exercise	Activity 1 Learners create their own song	Put your feelings and thoughts in a song Express yourself	Cooperation		60'
	Activity 2 Listen to each other song				60'
Action 2 Learners listen to the exercise	Activity 3 Learners work together in groups of 5 people	Listening to each other Cooperation	Cooperation		60'
	Activity 4 Learners sing their song for the rest of the group				60'



ASSESSMENT of PRIOR LEARNING Possible ☐ Not possible yet ☐

Assessment Method (if possible)

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Sequence P10 / Cycle 1

	3
	2
	1

AREA	Psychology
SUBJECT	Empathy
Type of Activity	Work together, Creativity with empathy
With crossed disciplines	reflection

Sequence Title	My start position
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ABSTRACT

After drawing up a group composition, the learners reflect on the position of each learner on the photograph taken. Then the learners take the position of another person in the group. In this last part they reflect on the thoughts and feelings of the other(s).

KEY WORDS	Reflection
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Learning outcomes	1 - <i>Be aware of your own feelings</i>
	2 - <i>Be able to express your own feelings</i>
	3 - <i>Be able to cooperate with a group</i>
	4 - <i>Be able to reflect on a situation afterwards</i>

Room Organization	Chair for every learner
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**LEARNING CONTEXT**

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

SEQUENCING

Number of: Actions [4] Activities [4] Hours [1h30]

TRAINERS MATERIALS

Photo camera, beamer

LEARNERS MATERIALS

Nothing specific

KEY COMPETENCES






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

Transversal COMPETENCES

- 1 - Self-reflection

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 Learners listen to the exercise	Activity 1 Learners has to make a group composition. When everybody is satisfied, the trainer takes a picture of group	Feel yourself comfortable in a group	Sence of belonging		15 min
Action 2 Reflection on the picture	Activity 2 The trainer shows the picture on a big screen. Learners discuss in group: 1/ how do I sit in this group on that picture 2/ how do the others sit	Listening to each other Cooperation Express your own feeling	Express your feelings		15 min
Action 3 Take place on somebody else his place	Activity 3 Go and sit on the place from somebody else. Express how they sit. Try to feel what they describe is the previous action. Share these feelings in group	crawl beneath the skin of another	Empathy	 	20 min 10 min
Action 4 In a following sequence The trainer can ask of the first picture still fits with this group and everybody single position	Activity 4 Show the picture of action 1 again to group. Learners can change this. Take a new picture. Discus the new composition in the group. Why does it change	Listen to the feeling of others Adapting	Groups dynamic		30 min



ASSESSMENT of PRIOR LEARNING Possible ☐ Not possible yet ☐

Assessment Method (if possible)

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Sequence P11 / Cycle 1

	1
	3
	2

AREA	Psychology
SUBJECT	Empathy
Type of Activity	Work together, Creativity with empathy
With crossed disciplines	emotional development

Sequence Title **Mirror**

ABSTRACT

That 'mirroring' and 'moving along' has a social function. In this way - often unconsciously - the social bond is strengthened. People can then better empathize with each other. In the head, the feelings and perception of the other are literally reflected. So mirror neurons make you empathic.

KEY WORDS Social, emotional development

Learning outcomes

- 1 - *Be aware of the feelings of others*
- 2 - *Be able to connect to another person*
- 3 - *Be able to open your body and mind for others*
- 4 - *Be able to reflect on your own feelings*

Room Organization Chair for every learner

**LEARNING CONTEXT**

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

SEQUENCING

Number of: Actions [2] Activities [2] Hours [0h30]

TRAINERS MATERIALS

PC – beamer

LEARNERS MATERIALS

Nothing specific

KEY COMPETENCES



- 1 - Social and civic competences
- 2 - Sense of initiative and entrepreneurship

Transversal COMPETENCES

- 1 - Self-reflection

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 Learners go sit in pairs	Activity 1 Learners sit on a chair/ floor and will watch for 4 minutes in each other's eyes	Empathy	Feel the other		5 min
	After the 4 min watch this experiment on YouTube: https://www.youtube.com/watch?v=UitQu82bTG0 https://www.youtube.com/watch?v=nf4-NAqQrn4 https://www.youtube.com/watch?v=3QdnCRWATZ8				5 min
	Give a reflection in group				5 min
Action 2 Learners are mirrors for movements	Activity 2 A person starts with movement (move arm, leg, ...) In the first ex you start with big movements, at the end of the following you can use face movements. The pair person repeats the moves. After a few minutes it isn't clear anymore who had the lead.	Feel the rhythm of another. Share leading and following spontaneously	empathy		15 min



ASSESSMENT of PRIOR LEARNING Possible ☐ Not possible yet ☐

Assessment Method (if possible)

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Sequence P12 / Cycle 1

	3
	2
	1

AREA	Psychology
SUBJECT	Identity development
Type of Activity	Debate, Storytelling, Drawing
With crossed disciplines	Social

Sequence Title **Circle of courage**

ABSTRACT

Trainer tells the story of his own life, or a fictional story. He applies it to the circle of courage and meanwhile he explains the significance of the 4 areas of the circle. (cf. poster in attachment &

https://www.edu.gov.mb.ca/k12/cur/cardev/gr9_found/courage_poster.pdf
ao.)

Learners apply elements of their own life story into the circle of courage.

KEY WORD Storytelling, identity development, circle of courage

Learning outcomes 1 - *Be able to listen to others story*
 2 - *Be able to understand the model of the circle of courage*
 3 - *Be able to apply the model in his own life*

Room Organization Tables in U

**LEARNING CONTEXT**

Personal X Individual X Pair work ☐
Group work X Less than 5 ☐ 5-10 ☐ 10+ ☐
Distance learning ☐ Frontal ☐ Interactive X

SEQUENCING

Number of: Actions [3] Activities [5] Hours [4h30]

TRAINERS MATERIALS

Poster, flipchart

LEARNERS MATERIALS

Colored pens, A3 sheet, papers and magazines, glue...

KEY COMPETENCES

1 - Social and civic competences

Transversal COMPETENCES

1 - Self-reflection
2 - Creativity
3 - Intercultural communication

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 Introduction of model	Activity 1 Trainer tells story of his life (a life) and inserts relevant items in the circle of courage	<ul style="list-style-type: none"> listen to an exercise 	<ul style="list-style-type: none"> Self-reflection Intercultural communication 		45 '
	Activity 2 Learners write / draw their own life / time line	<ul style="list-style-type: none"> reflect on your own life 			45'
Action 2 Visualisation	Activity 3 Learners make with drawings or a collage items in their circle visual	<ul style="list-style-type: none"> reflect on your own life visualize your reflections 	<ul style="list-style-type: none"> Self-reflection Intercultural communication 		1h
	Activity 4 Learners look at each other circle and ask only informative questions				30'
Action 3	Activity 5 Learner (volunteer) presents its circle to the group. The others compare with their own circle/situation. Discussion: what feels good, what did I missed ... (SWOT model)	<ul style="list-style-type: none"> share your reflection to the group discuss about your reflections in group 	<ul style="list-style-type: none"> groupsdiscussion reflection intercultural communication 		1h30





ASSESSMENT of PRIOR LEARNING Possible ☐ Not possible yet ☐

Assessment Method (if possible)

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Sequence P14 / Cycle 1

1	
3	
2	

AREA	Psychology
SUBJECT	Identity development
Type of Activity	Psycho-physical exercises
With crossed disciplines	resilience

Sequence Title	Strict and flexible
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ABSTRACT

This is an interesting sequence for trainers who are trained in or familiar with oriental defense sports, meditation, the Rock and Water methodology... (see introduction movie https://www.youtube.com/watch?v=9dWH_Pz-blo)

Exercises can be used as energizers / alternation between other activities. (Trainers can only use it as a sequence if they are sufficient competent.)

KEY WORDS	Resilience – social skills – physical and emotional wellbeing
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Learning outcomes	1 - Be able to reflect about self-confidence and social functioning 2 – Enjoy physical activity 3 – Increase self-awareness
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Room Organization	Open space, tatami (if available)
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**LEARNING CONTEXT**

Personal X Individual X Pair work X
Group work X Less than 5 ☐ 5-10 ☐ 10+ ☐
Distance learning ☐ Frontal ☐ Interactive X

SEQUENCING

Number of: Actions [1] Activities [4] Hours [2]

TRAINERS MATERIALS

Nothing specific

LEARNERS MATERIALS

Nothing specific

KEY COMPETENCES



1 - Social and civic competences

Transversal COMPETENCES

1 - Self-reflection
2 - Conflict management
3 - Flexibility

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1	<p>Activity 1 Introduction in basic principles: To stand strong, well centered; Focus; Ventral breathing. Ex: rooster lean on your neighbour, slapp hands (trainer starts and gives a number of klaps in the left direction. Group tries to keep on going the klap)</p>	<ul style="list-style-type: none"> • resilience • learning your own body • stand up for yourself • dealing with borders • learning to deal with anger or fears 	<ul style="list-style-type: none"> • Self-reflection • Conflict management • Flexibility • social skills 	 	30'
	<p>Activity 2 Ex: Chinese box, chinese dance, (open closed eyes) shoulder tick / food tick / both Cry out the Kjaa (Mexican wave style)</p>				30'
	<p>Activity 3 Ex: walk in square, strong & easygoing; say stop to an aggressor; stay cool if the tease you; How to pass a group of provocative youngsters</p>				30'
	<p>Activity 4 Ex: walk as a group in a demarcated field; without letting open spaces; same as before + group ends in a</p>				30'



	circle without verbal communication; Same as before + group ends in a diagonal line Same as before, one member defines the tempo, moves ...				
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ASSESSMENT of PRIOR LEARNING Possible ☐ Not possible yet ☐

Assessment Method (if possible)

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Sequence P17 / Cycle 1

	3
	2
	1

AREA	Psychology
SUBJECT	Self-awareness
Type of Activity	Puzzle
With crossed disciplines	Art work and reflection

Sequence Title **Life in pieces**

ABSTRACT

A life in pieces begins by intensifying the genuine, innate goodness and exemplified spirit within each, bringing it forward helps to break the circle of negative thoughts and feelings. By showing in a self-made puzzle where each stand for the awareness of pain in the past and visualizing a better future starts. In this exercise by Lana Buoy, there will be conversation and work on well-chosen words and affirmations like: I am happy, I am good, I am eager, I am kind, I am respectful, I am cheerful, I am forgiving, I am a friend/a partner, I am fair, I am bright, I am happy, I am love, I am a communicator, I am helpful, I am beauty

KEY WORDS Puzzle, discussion, affirmation, personality

Learning outcomes

- 1 - be able to see oneself as a good person
- 2 - be able to look in the past and to the future concerning ones own development in beliefs
- 3 - be aware of what one wants to be
- 4 - puzzle that reflect who one wants to be

Room Organization Tables, trainer instructs and reflects

**LEARNING CONTEXT**

Personal ☐ Individual ☒ Pair work ☐
Group work ☐ Less than 5 ☐ 5-10 ☐ 10+ ☐
Distance learning ☐ Frontal ☐ Interactive ☒

SEQUENCING

Number of: Actions [3] Activities [4] Hours [12]

TRAINERS MATERIALS

Empty wooden puzzles, painting materials, glue, fabric, little decorative pieces that can be glued on, list of words that will be worked with.

LEARNERS MATERIALS

Puzzles, arts and crafts materials such as paint, pencils, markers and decorative materials and glue...

KEY COMPETENCES




- 1 - Learning to learn
- 2 - Cultural awareness and expression

Transversal COMPETENCES

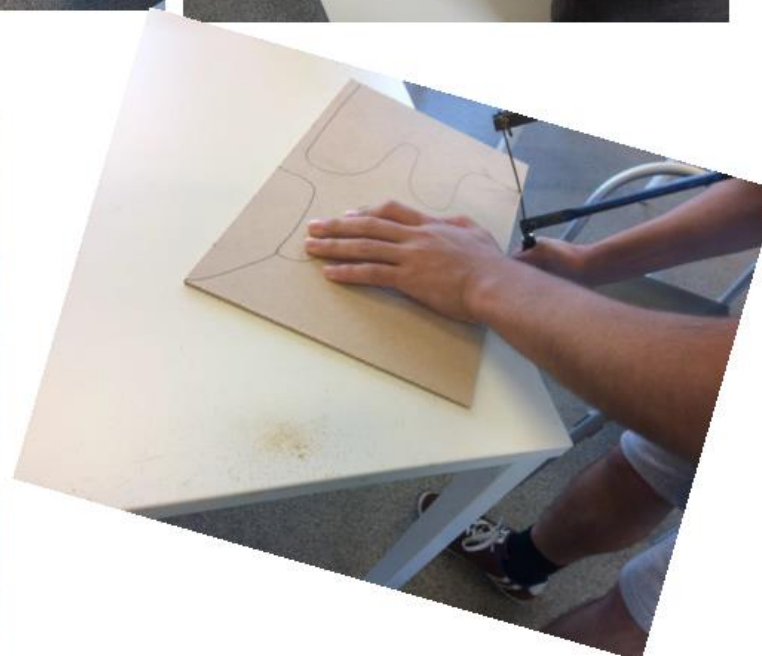
- 1 - Creativity
- 2 - Self-reflection

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 Introduction of words Trainer shows words and discusses them interactively: I am happy, I am good, I am eager, I am kind, I am respectful, I am cheerful, I am forgiving, I am a friend/a partner, I am fair, I am bright, I am happy, I am love, I am a communicator, I am helpful, I am beauty	Activity 1 Interact about what these words mean to them and how they were part of their life Activity 2 Choose words to work with Starting their positive puzzle, they are free to add other words	Thinking about beautiful values and reflecting upon them.	Reflecting Self-awareness		Preferably, 3 hours for each activity, can be in sequence or used in a one time activity, more effect when repeatedly worked on
Action 2 Instruction of the puzzle Each gets empty wooden puzzle and decides on what words to work with, each puzzle contains of 13 pieces, (5 square peaces and 8 triangles) each learner chooses and it's stated that they don't have to reflect on each piece, just in general	Activity 3 Wooden puzzles are organized by each learner as they like, positive words and drawings come on top.	Thinking about a positive image of oneself, becoming aware of what one wants in life	Reflecting Self-awareness		
Action 3 Looking in the past Instrction is giving where each contestant has to look how these words reflected in the past, negatives are painted on downside of each or some pieces.	Activity 4 Creating downside of the puzzle with negative connotations for the positive words	Reflect on values passed on in the past by experience	Reflecting Self-awareness		

P17: Life in pieces





ASSESSMENT of PRIOR LEARNING Possible ☐ Not possible yet ☐

Assessment Method (if possible)

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Sequence P18 / Cycle 1

	1
	3
	2

AREA	Psychology
SUBJECT	Self-awareness
Type of Activity	Trust games
With crossed disciplines	Decision making

Sequence Title	Collaboration
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ABSTRACT

Cooperation will strengthen the group feeling. This will also stimulate the feeling of trust in the group for each participant. Winning is not important in these activities. This is rather about the atmosphere of mutual cooperation, support and participation. Having eye and ear for each other is one of the core issues in these assignments. It is important that the noses rise up the same way. Striving for group goal is therefore the message. And during this process together learn from successes and things that go wrong. These activities are also a journey of discovery for the individual. Within a good team the self-image and self-confidence will be tightened up in a positive way. This is because participants get the chance to take on challenges and complete them successfully. The activities can also be used as energizers.

KEY WORDS	Groups process
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Learning outcomes	1 - Be aware of the dynamic in the group 2 - Be able to see your own position in the group
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Room Organization	open space in a sports hall or an open field outside
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**LEARNING CONTEXT**

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

SEQUENCING

Number of: Actions [3] Activities [4] Hours [1]

TEACHERS MATERIALS

Blindfold, chairs, rope ...

LEARNERS MATERIALS

Nothing specific

KEY COMPETENCES



- 1 - Social and civic competences
- 2 - Communication in national hosting language

Transversal COMPETENCES


- 1 - Self-reflection

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 Trust each other by building squares	Activity 1 The teacher has to tie the ends of a long rope together and blindfold all the learners. After this the teacher place all the learners along the rope.	Feeling	Respect		10'
	The teacher gives the goal off the first exercise: Make a perfect square with the rope just by talking to each other, they now have to go into a square with the rope in their hands.				10'
	Activity 2 Take a smaller rope and tie the ends of the rope together. The teacher gives the learners the ropes in their hands. They have to make 2 squares blindfolded. The smallest square has to be inside the larger square.				10'
Action 2 Untie strings	Activity 3 Go stand in pairs Tie your wrists together with the wrists of another group member. www.101werkvormen.NL/touwtjes to see how	Persistent Problem solving	Open mind Growing mindset		10'



	<p>Try to intie without to take your hands out of the loops. The teacher walks around and motivate the pairs to give small tips.</p>				
<p>Action 3</p> <p>Magic rope</p>	<p>Activity 4 The rope is on the floor. All learners must go over the rope without touching it on a different way (see below). Everyone can offer help with another person. Ones you are over the rope, you must stay at that side. Of course, he can still offer help from that side. Be careful with do this task and do nothing with someone else that you would not like yourself</p> <p>The level of the exercises getting more and more difficult.</p> <p><u>Exercise 1</u> get on the other side with the whole group without toughing the rope</p> <p><u>Exercise 2</u> go to the other side in pairs</p> <p><u>Exercise 3</u> go under the rope with the whole group at the same time</p> <p><u>Exercise 4</u></p>	<p>Team building Create commitment Self-control Making deals Growing to the next level Share your border</p>	<p>Empathy</p>		<p>20'</p>



	<p>get on the other side without using your feet</p> <p><u>Exercise 5</u></p> <p>2 people (can be a teacher) are keep turning the rope and adjust the assignment</p> <p><i>Exercise 5A</i></p> <p>Every time the rope turns 1 round, someone has to go under the rope.</p> <p><i>Exercise 5B</i></p> <p>Every time the rope turns 1 round go to the other side with 2 people at the same time.</p> <p><i>Exercise 5C</i></p> <p>Every time the rope turns 1 round, 3 people go at the same time to the other side, while the middle person closes his eyes.</p> <p><i>Exercise 5D</i></p> <p>Every time the rope turns 1 round, 4 people have to pass under the rope. Go under the rope with his 8 and at the same time</p> <p><u>Exercise 6</u></p> <p>Ask participants for more difficult exercise to do in group.</p>				
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ASSESSMENT of PRIOR LEARNING Possible ☐ Not possible yet ☐

Assessment Method (if possible)

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Sequence P21 / Cycle 1

	3
	1
	2

AREA	Psychology
SUBJECT	Self-awareness
Type of Activity	Trust games
With crossed disciplines	Empathy

Sequence Title **Look Beyond Borders**

ABSTRACT

It is an experiment described in psychology as one of the most difficult experiments: four minutes of uninterrupted eye contact brings people closer than any other contact.

To really look each other in the eye is not easy. Looking each other in the eye for more than a minute is scary and confrontational. But if it succeeds, there is almost always an intense contact that no conversation has been washed against

KEY WORDS Connection – Emotion

Learning outcomes 1 – Be able to see another person
2 – Be able to look somebody straight in the eyes

Room Organization Empty room, chairs or pillows

**LEARNING CONTEXT**

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

SEQUENCING

Number of: Actions [1] Activities [1] Hours [0h30]

TRAINERS MATERIALS

Clock

LEARNERS MATERIALS

Nothing specific

KEY COMPETENCES


1 - Social and civic competences

Transversal COMPETENCES

1 - Empathy

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 Instruction Reflection https://www.youtube.com/watch?v=nf4-NAqQrn4	Activity 1 Go sit down, close your eyes. When the trainer says Yes look in the other person his eyes for 4 minutes Reflection on the feelings in group Watch the video from Amnesty International	<ul style="list-style-type: none"> • Communication • Meeting another person • Connection 	<ul style="list-style-type: none"> • Respect • Listening 		30'



ASSESSMENT of PRIOR LEARNING

Possible x

Not possible yet ☐

Assessment Method (if possible)

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Sequence P22 / Cycle 1

	1
	3
	2

AREA	Psychology
SUBJECT	Self-awareness
Type of Activity	Trust games
With crossed disciplines	Teambuilding

Sequence Title **STogether**

ABSTRACT

Strong & Together: physical exercise where you have to trust the other and your own borders. (cf. Gabriel Friedrich & Marc von Wartburg)

KEY WORDS Confidence – Working together

Learning outcomes 1 - Be aware of your own part to complete the exercise
2 - Be able to say no

Room Organization You need some space, can do in the outside or
in the gym

**LEARNING CONTEXT**

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

SEQUENCING

Number of: Actions [1] Activities [1] Hours [0h30]

TRAINERS MATERIALS

Nothing specific

LEARNERS MATERIALS

Nothing specific

KEY COMPETENCES


1 - Social and civic competences

Transversal COMPETENCES

1 - Managing diversity
2 - Autonomy

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 Level 1 Level 2	Activity 1 2 persons sitting back to back on the floor, arms connected (hook your arms) Without talking, try to stand up together – back to back One person, very slowly, takes the other on his back and balance Rule: Every person can say stop at any time	<ul style="list-style-type: none"> - Trust the other person - Finding together the solution - Don't give up 	<ul style="list-style-type: none"> - Respect - Listening 		30'



ASSESSMENT of PRIOR LEARNING Possible ☐ Not possible yet ☐

Assessment Method (if possible)

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Sequence P23 / Cycle 1

	1
	3
	2

AREA	Psychology
SUBJECT	Self-awareness
Type of Activity	Trust games, Physical
With crossed disciplines	Groups work

Sequence Title	Trust games
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ABSTRACT

Several energizers that can be used between other activities or serial after each other. In these little exercises all the members of the group try to win and strengthen the trust and confidence between the learners.

KEY WORDS	Confidence
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Learning outcomes	1 - Be aware of the other 2 - Be able to trust the other members of the group 3 - Be aware of your own position in the group 4 - Be able of creating a safe feeling for other people
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Room Organization	Need some space, can be done outside
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**LEARNING CONTEXT**

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

SEQUENCING

Number of: Actions [4] Activities [4] Hours [0h45]

TRAINERS MATERIALS

Nothing specific

LEARNERS MATERIALS

Nothing specific

KEY COMPETENCES




- 1 - Social and civic competences
- 2 - Communication in national hosting language

Transversal COMPETENCES


- 1 - Empathy
- 2 - Teamwork
- 3 - Taking responsibility

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 Repair the knot	Activity 1 Make with the hole group a circle. Make this circle as small as possible. Close the eyes Grasp the hand of someone else Open the eyes Open the circle by unknotting the knot	<ul style="list-style-type: none"> - trust the other members - finding together the solution - don't give up 	<ul style="list-style-type: none"> - Respect - Listening 		5'
Action 2 Inside out	Activity 2 Make a circle. Give everybody a hand. Try to make the circle with the faces on the outside without losing the hand of your neighbour.	<ul style="list-style-type: none"> - discussion making - problem solving 			10'
Action 3 Russian egg	Activity 3 Make a circle Stand with your belly to the back of the person in front of you Put your right arm in the middle of the circle When the trainer gives a signal everybody has to sit on the knees of the person behind you When the group can do this, they can try to make some steps	Trust	<ul style="list-style-type: none"> - Respect - Patience 		10'



<p>Action 4</p> <p>Blind person</p>	<p>Activity 4</p> <p>Whole exercises are in silence</p> <p>Make a circle Give every learner a blindfold After wearing the blindfold, give your neighbours of the circle a hand Feel their hands Let it go Start walking in the room, without an accident Concentrate very well so you can feel if somebody is in your space After the walk go stand again in the first circle. feel the hands of your neighbour, is this the right one? Change if necessary.</p>	<p>Trust Concentrate</p>	<ul style="list-style-type: none"> - Respect - Patience 		<p>20'</p>
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ASSESSMENT of PRIOR LEARNING Possible ☐ Not possible yet ☐

Assessment Method (if possible)

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Sequence P24 / Cycle 1

	2
1	
3	

AREA	Psychology
SUBJECT	Socio-emotional development
Type of Activity	Drawing exercise - Creativity - Groups' dynamic
With crossed disciplines	Expression of emotions, sense of belonging

Sequence Title **All together now** (drawing)

ABSTRACT

Every learner gets one color and will draw with the whole group a painting.

KEY WORDS Creative, Part of a group, Leadership

Learning outcomes

- 1 - Be aware of your own place
- 2 - Be able to see the space people take

Room Organization Tables together in a square and chairs for every learner

LEARNING CONTEXT

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

**SEQUENCING**

Number of: Actions [4] Activities [4] Hours [1h00]

TRAINERS MATERIAL

A big paper that covers all the tables, pencils, markers,...

LEARNERS MATERIALS

Nothing specific

KEY COMPETENCES




- 1 - Social and civic competences
- 2 - Sense of initiative and entrepreneurship

Transversal COMPETENCES


- 1 – Networking
- 2 – Self-reflection

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 Sit on the table Trainer gives everybody a colour (don't explain anything more)	Activity 1 Learners choose a place on the table. The trainer gives a box with crayons, every learner gets a colour Nobody else can have the same colour. There can only one yellow, blue, red, ...	Feeling comfortable with the other persons next to you Choose your colour	Feeling secure		5'
Action 2 Start to draw	Activity 2 Every learner starts to draw, what they want on the spot right in front of them in the same colour.	Express yourself by drawing in one colour Be aware of your own place on the paper Respect the place of the other members of the group	Teamwork Social skills Expression		10'
Action 3 After 10 min the trainer asks to move one chair to the right. Repeat this till everybody sits back on the start position	Activity 3 Learners all move a chair after 10 min and start drawing again on that spot, in his colour	Express yourself by drawing in one colour Be aware of your own place on the paper Respect the place of the other members of the group	Teamwork Social skills Expression		25'



<p>Action 4</p> <p>Reflection</p>	<p>Activity 4</p> <p>Learners look at the whole painting And will sit back on his chair</p> <p>Reflection questions:</p> <ul style="list-style-type: none"> - how was it to work in one colour? - how was it to draw further on the drawing of your neighbour? - did you create something new or did you add something? - do you see a lot of your own colour in the final drawing? Yes, no and why? - what do you think of the painting? - does it deserve a place on the wall? 	<p>Reflect on your emotions and thoughts</p> <p>Listen to others</p>	<p>Groups dynamic</p> <p>Learning to learn</p> <p>Empathy</p>		<p>20'</p>
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ASSESSMENT of PRIOR LEARNING Possible ☐ Not possible yet ☐

Assessment Method (if possible)



Sequence P25 / Cycle 1

	2
	1
	3

AREA	Psychology
SUBJECT	Socio-emotional development
Type of Activity	Vocal expression, Creativity
With crossed disciplines	Expression of emotions

Sequence Title	My voice
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ABSTRACT

Learn to know your own voice and the strength you have in it.

KEY WORDS	Growing mindset - Strength
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Learning outcomes	1 - Be aware of the power you have 2 - Be able to learn to use your voice 3 - Be able to hear to yourself, and others, in to what extent you are in the power.
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Room Organization	Open space, room, or outside
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**LEARNING CONTEXT**

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

SEQUENCING

Number of: Actions [1] Sequences [1] Hours [0h15]

TRAINERS MATERIAL

Nothing specific

LEARNERS MATERIALS

Nothing specific

KEY COMPETENCES


- 1 - Social and civic competences
- 2 - Sense of initiative and entrepreneurship

Transversal COMPETENCES

- 1 - Creativity
- 2 - Self-reflection

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 Give the learners following instructions	<p>Activity 1</p> <p>Find a place where you can stand comfortable</p> <p>Breath in, and lift both of your arms in the air</p> <p>Say a vowel for example a from your head</p> <p>Let your arms down till shoulder height</p> <p>Say the same vowel, this time from the lunge</p> <p>Let your arms down, palms to the floor like you push something down</p> <p>Say the same vowel from the belly</p> <p>Listen to your own voice: Are you in your power? a powerful vowel sounds clear, powerful, inflexible</p> <p><i>Repeat this exercise 3 times</i></p> <p>In a following sequence you can work on the themes like anger, annoyance, ... with the aim to get a more powerful vowel.</p>	<p>Use your voice</p> <p>Let emotions free with the voice</p> <p>Recognize emotions true the voice</p>	<p>Feeling secure</p> <p>Growing mindset</p>		15'



ASSESSMENT of PRIOR LEARNING

Possible ☐

Not possible yet ☐

Assessment Method (if possible)



Sequence P26 / Cycle 1

	2
1	
3	

AREA	Psychology
SUBJECT	Socio-emotional development
Type of Activity	Plastic activity - Creative
With crossed disciplines	Expression of emotions, Social communication

Sequence Title **Copy your face**

ABSTRACT

Identity in image, intention plaster masks, half of the face so the create a relation with his inner-self of future-self.

KEY WORDS Creative – Reflection

Learning outcomes 1 - Be aware of your own perspective
2 - Be able to see inside yourself and reflect

Room Organization Table and chair for every learner

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

**SEQUENCING**

Number of: Actions [3] Activities [3] Hours [1h30]

TRAINERS MATERIAL

Plaster, hot water, towels, paint (ecoline), paintbrushes

LEARNERS MATERIALS

Nothing specific

KEY COMPETENCES

1 - Social and civic competences





Transversal COMPETENCES

1 - Self-reflection

2 - Creativity

3 - Managing diversity

NOTES

Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 Making pairs Make the masks	Activity 1 Ask learners to make pairs Make a plaster mask on the face of the other person. First put some plastic foil on the half of the face (above nose or lateral) Put the plaster on the plastic foil	<ul style="list-style-type: none"> - Feeling comfortable with the other persons - Trust the other person 	<ul style="list-style-type: none"> - Feeling secure - Respect 		30'
Action 2 Decorate the mask	Activity 2 You can work on different themes: <ul style="list-style-type: none"> - I am now and so I am in the future - give your inside a face 	<ul style="list-style-type: none"> - Express yourself - Confrontation with your feelings and thoughts 	<ul style="list-style-type: none"> - Learn to learn - Reflection - Expression of emotions 		30'
Action 3 Show your mask to the group and explain it	Activity 3 Learners will sit in a big circle The share their thoughts and feelings. If it's not secure enough to do this with the whole group, you can do it in pairs / our small groups (4 persons)	<ul style="list-style-type: none"> - Share your feelings and thoughts - Express yourself 	<ul style="list-style-type: none"> - Empathy - Communication 	 Or 	30'



ASSESSMENT of PRIOR LEARNING Possible x Not possible yet ☐

Assessment Method (if possible)

How did you experience working with the plaster?

Do the other learners recognize this mask?

Do the other learners understand the decorating of your mask?



Sequence P28 / Cycle 1

	3
	1
	2

AREA	Psychology
SUBJECT	Socio-emotional development
Type of Activity	Phototalk, Taking photos (or making charts)
With crossed disciplines	Communication

Sequence Title **My portrait**

ABSTRACT

With an ever increasing foreign prison population, prisoners from diverse cultural backgrounds are forced to live together. The aim of this exercise is to introduce the concept of people being able to live together in peace through understanding common things in the different cultures and appreciating differences. These exercises are usually done through the use of photos, however as introducing cameras in the prison environment could be problematic, the exercise could be transformed by using magazine pictures and asking the prisoners to create charts to represent their culture

KEY WORDS

Diversity - values - prejudices - communication

Learning outcomes	1 - Understanding diversity
	2 - Improving communication
	3 - Sharing ideas and feeling
	4 - Addressing racism and prejudice

**Room Organization**

Room and chairs for every learner

LEARNING CONTEXT

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

SEQUENCING

Number of: Actions [4] Activities [4] Hours [4]

TRAINERS MATERIALS

Camera/phone that takes photos, Computer and printer
If cameras not allowed, then Charts, markers, papers, and magazines

LEARNERS MATERIALS

Pictures taken by learners / Charts made by learners




KEY COMPETENCES

1 - Digital competence


Transversal COMPETENCES

1 - Self-reflection
2 - Managing diversity
3 - Intercultural communication

NOTES

Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 Meet with the learners and explain to them what phototalk is all about.	Activity 1 <p>This is an information giving session. Learners are told that they would be given a camera (on loan), they will be thought how to use it and that the photos they will take will be used for discussion amongst them.</p> <p>The will learn photography skills but also communication skills. The facilitator must discuss with the learners ethical issues and what is expected and not expected in the group</p>	Knowledge			10'
Action 2 Invite a local photographer to attend the meeting	Activity 2 Arrange for a local photographer to attend the meeting and teach learners how to use a camera, perspective, lighting, contract etc. The photographer should also talk about typical errors in photo taking	How to use a camera	Using a camera		50'
Action 3 Take photos to represent your culture	Activity 3 The learners are asked to take diverse photos that represent their culture. The learners should not be allowed take pictures of people's faces without their	Cultural competences	Appreciate their culture		60'



<p>Trainer's notes <i>If Cameras cannot be used, you should start the activity from here. Ask the learners to create a chart, using the material supplied to represent their culture.</i></p>	<p>consent.</p> <p>After taking the photos, each learner will be asked to choose three of the photos he/she likes best. These photos should be printed.</p>				
<p>Action 4 Discussion on the charts/photos</p>	<p>Activity 4</p> <p>All the pictures are put on the floor, with the group seated in a circle around the pictures. The Trainer asks the group if someone would like to speak about one of their pictures.</p> <p>Start the discussion aiming at diversity and unity of cultures. After each individual presents his photo/picture, the others are asked to comment on it. The group is asked what is similar to your culture, what is diverse to your culture?</p> <p>At the end the trainer makes a chart on what unites the group.</p>	<p>Discussing on cultural diversity and unity</p>	<p>All cultures have similarities</p>		<p>120'</p>



P28: My portrait

Comment

Take a photo scene to create something that has to do with your culture or a scene from your daily life.

This scene is a picture of the ground. The ground is the backdrop of your scene. The photograph should be taken from the top of a staircase or ladder.

Theme chosen by the youngsters: "Imprisoned"

Person 1 looks over the wall to the city: freedom

- Mc Donalds
- Cathedral
- Night Shop "24/24 opening"

Person 2 helps Person 1 to escape over the wall.

Person 3 is on lookout

The photo





ASSESSMENT of PRIOR LEARNING Possible ☐ Not possible yet ☐

Assessment Method (if possible)

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.....



Sequence P29 / Cycle 1

	3
	1
	2

AREA	Psychology
SUBJECT	Socio-emotional development
Type of Activity	Story telling - Writing a story
With crossed disciplines	Communication

Sequence Title **Once upon the time**

ABSTRACT

Learners are encouraged to construct their own stories starting from pre-existing fables of fairy tales. The aim of this exercise is to make the learners think about the moral of the story and how this can be applied to their own life. Depending on how in-depth the facilitator wants to go, learners could be made to discuss their own story with the group or in individual sessions

KEY WORDS

Diversity - values –communication

Learning outcomes	1 - Understanding from where you come from 2 - Improving communication 3 - Creating a story
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Room Organization	Room and chairs for every learner
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**LEARNING CONTEXT**Individual ☒ Pair work ☒ Group work ☒Less than 5 ☐ 5-10 ☒ 11-15 ☐ 16-20 ☐Distance learning ☐ Frontal ☐ Interactive ☒**SEQUENCING**

Number of: Actions [4] Activities [4] Hours [4h30]

TRAINERS MATERIALSPens and paper for learners to write on
Story lines**LEARNERS MATERIALS**

Fables created by the learners

KEY COMPETENCES





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

Transversal COMPETENCES

- 1 – Self-reflection
- 2 – Managing diversity
- 3 – Intercultural communication

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 How the tell a fable	Activity 1 One of Aesop's fables is taken and explained (see below for a number of fables). From the lesson in the fable one needs to identify the protagonists. Once this is done, the facilitator (with the help of the learners create a modern fable (see below)	Knowledge	Cultural awareness and expression		30'
Action 2 Ask the learners to create their own fable	Activity 2 Once the learners know how the create a story, the facilitator asks the learners to create their own story, using their life experience	To transform your experience into a story that can be disclosed	Social and Civic Competences		60'
Action 3 Share the story with the facilitator	Activity 3 As a preparation to this activity all learners must meet individually with the facilitator. The facilitator must assess the fables and see if it could be psychologically dangerous the share. If they are (or the learners were not able to create their own story, the facilitator must help them do it)	Emotional competences	Social and Civic Competences		15' to 60' for each learner
Action 4 Share the story with the others	Activity 4 Once the fables are done they will share the story with the others. A discussion on the various subjects that emerge should be done. The facilitator should note any similarities and any lessons to be learned.	Discussing diversity and unity	Cultural awareness and expression		2 hours



Resources

Life lessons from Aesop's Fables. Taken from <https://www.imagineforest.com/blog/life-lessons-aesops-fables/>

1. The Tortoise and the Hare: Never Give Up/False confidence often leads to disaster

The Story: A Hare is boasting about his speed in front of the other animals and challenges any one of them to race him. A Tortoise accepts his challenge. At first the Hare thinks it's a joke, but the Tortoise is being serious. So, soon after they begin the race. The Hare runs full speed ahead and to make fun of the Tortoise, he decides to take a nap. The Tortoise keeps slowly going and going. When the Hare wakes up, he notices that the Tortoise is near the finishing post and fails to win the race.

The lesson: Slow and steady wins the race. Sometimes in life, it might look like other people are racing ahead of you. But you never know what obstacle could stop them in their tracks. It is important to keep moving forward and one day you will get there.

2. The Ants and the Grasshopper: Work Hard and Play Hard!

The Story: A Grasshopper spends his summer singing and dancing, while a team of Ants have worked hard all summer collecting food for the winter. He doesn't understand why the Ants work so hard. When winter comes, the Grasshopper finds himself dying of hunger and sees the ant serving up food to survive. He then understands why the Ants were working so hard.

The Lesson: There's a time for work and a time for play! Just because you don't think something is important right now, doesn't mean you should ignore it or put it off. It's okay to have fun, but make sure your work is done before! Always be prepared for what's ahead!



3. The Dog and the Shadow: Be happy With What You Have.

The Story: A Dog is walking home with a piece of meat in his mouth. On his way home he crosses a river and looks into the water. He mistakes his own reflection for another Dog and wants his meat also. But as he opens his mouth, the meat falls into the river and is never seen again.

The Lesson: It is foolish to be greedy. Everyone wants more! Of course we always strive to be better and have bigger things. But it's important to reflect on the things you do have and not take them for granted. Because one day you might end up with nothing but regrets of things you could have done.

4. The Crow and the Pitcher: There's always a way!

The Story: A thirsty Crow comes across a pitcher, which had been full of water. But when it puts its beak into the mouth of the pitcher, he cannot reach the water. He keeps trying but then gives up. At last he comes up with an idea. He keeps dropping pebbles into the pitcher, soon the water rises up to the top and he is able to quench his thirst.

The Lesson: Little by little does the trick. When at first you don't succeed, try and try again! Persistence is the key to solving any problem. If your first solution doesn't solve the problem, think of another solution. Keep trying until you get the answer. After all, it's better than doing nothing at all!



5. The Bell and the Cat: Ideas Are Good, But Execution Is Better!

The Story: A family of Mice has been living in fear because of a Cat. One day they come together to discuss possible ideas to defeat the Cat. After much discussion, one young Mouse gets up to suggest an idea. He suggests that they put a bell around the Cat's neck, so they can hear it when it approaches. All the other Mice agree, apart from one wise, old Mouse. The old Mouse agrees with the plan in theory, but suggests "Who will put the bell on the Cat?"

The Lesson: It is easy to propose impossible remedies. Having lots of ideas is good for problem solving, but having ideas that work is even better. It is never a good idea to boast about an idea, until you know it's going to work. Remember people want straight-forward solutions, not more problems.

6. The Two Crabs: Lead by Example!

The Story: Two Crabs, a mother and a child are walking across the sand. The mother Crab scolds her child for walking wrong and tells him to walk more gracefully. The child Crab explains that he doesn't know how to and asks his mother to show him. The mother Crab is unable to walk right herself.

The Lesson: Example is more powerful than precept. Nobody likes it when you ask them to do something that you can't even do yourself. Before making unreasonable demands, it's a good idea to be able to do that thing first. Then you won't feel stupid for making people do something that's impossible.



7. The Gnat and the Bull: You're Probably Not That Important.

The Story: A Gnat settles down on the horn of a Bull. After a while the Gnat decides to fly off. Before leaving he asks the Bull if it's okay for him to leave. The Bull didn't even notice the Gnat, so replies "I did not know you had come, and I shall not miss you when you go away."

The Lesson: Some men are of more consequence in their own eyes than in the eyes of their neighbours. Of course, this doesn't mean that you are insignificant. But sometimes the things you may say, can make you look like a fool. It is therefore important to be yourself and not to expect everyone to notice your presence!

8. The Hart and the Hunter: Don't Underestimate Yourself!

The Story: A Hart is drinking at a river, admiring its beautiful antlers. He then notices how small and weak his legs look. Just then out of nowhere, a Hunter approaches and shoots an arrow. The Hart runs away into the woods and realises that it was thanks to his legs that he survived. While he is looking at his legs, his antlers get caught in the trees. The Hunter Catches up to the Hart and kills it.

The Lesson: We often despise what is most useful to us. For example I have always hated being quiet. I disliked speaking up in public or hanging out with friends. Later on, I realised that being quiet means that when you speak, more people listen to your ideas. And in actual fact people prefer hanging out with quieter people, due to the closer relationships you can form with them. So you see, our greatest weaknesses can also be our strengths.



9. The Lion, the Ass, and the Fox: Learn from the Failures of Others.

The Story: A Lion, Fox and Ass are all hunting together. They all gathered a huge amount of food and now had to decide how to divide it. The Lion asked the Ass to divide the food. So the Ass chose to divide the portions equally. This made the Lion, the king of beasts angry and with his paw he killed the Ass. The Lion then asked the Fox to divide the food. The Fox wasted no time. He quickly gave a huge heap to the Lion and only kept a small portion to himself. The Lion asked the Fox, who taught you to divide so fairly? The Fox replies, I learned from the Ass.

The Lesson: Learn from the misfortunes of others. Failure in life is okay, as long as you learn from it. Take a look at the mistakes of others and take note. It's always important to reflect on what you could have done better or what steps you could avoid in the future.

10. The North Wind and the Sun: kindness Wins People Over!

The Story: The Wind and the Sun are arguing over who is stronger. Suddenly they see a traveller coming down the road. They decide to settle to argument over whoever can get the traveller to take his coat off. The Wind blows as hard as it can, but the traveller tightens his coat up even more. Then the Sun softly shines its rays on him. The traveller suddenly feels hot and finally removes his coat. Declaring the Sun, the winner.

The Lesson: Persuasion is better than Force. A kind, gentle manner like the Sun is always better than cold threats and force. So, if you ever need something from someone, it is best to be kind and humble over yelling at them. As you might find, that they will respond better.



11. The Lion and the Mouse: No act of kindness is Ever Wasted.

The Story: A Lion is fast asleep until a Mouse wakes him up. The Lion opens his big jaw to swallow him. But the Mouse begs the Lion to think again, as he may become useful in the future. The Lion laughs off the idea and lets him go. Sometime later, the Lion is caught in a trap by some Hunters. At that moment the same little Mouse walks by and notices the Lion trapped. He walks up and chews the rope to free the Lion. The Mouse smiles and says, was I not right?

The Lesson: Little friends may prove great friends. You never know who will prove to be useful in the future. It is best to maintain great relationships with everyone and to be kind to all. You never know where your kindness could lead you!

12. The Wolf and The Crane: Don't Always Expect A Reward.

The Story: A Wolf has a bone stuck in his throat. He hires a Crane for a large sum of gold, to put her head in his throat and remove the bone. When the Crane removes the bone, she demands her reward. The Wolf smiles and replies, surely you have been given enough reward by me not eating you.

The Lesson: Don't expect a reward when serving the wicked. If you help someone, it is out of the kindness of your own heart. Therefore if you are not rewarded for your good deeds, be grateful that your situation isn't worse. It is selfish to think you will be rewarded in all situations of kindness. Sometimes it's about building a positive relationship with that person and not the reward.



Have the learners construct a modern fable. Using their experience.

To plan a modern fable (taken from Jerry Dunne, 2013 – How to write a modern fable for the adult reader)

Let us take the fable of The Hare and the Tortoise

Theme/human flaw

This is the easy part as we already have the theme/human flaw from the fable

False confidence often leads to disaster.

Actors: Hare and the Tortoise – Can be transformed into a Man (hare) and a Woman (tortoise).

So here is how this story could develop....

A man lusted after a woman at the office, but kept from approaching her, fearful that she'd laugh off his advances, as her dates were always men with far greater looks and income than his own. One day, he discovered her new date was not as good looking as himself and earned far less income. Now his chest swelled with confidence, and he pounced on her, expecting a date. But he was rebuked with a laugh.

Shocked and angry at the rebuttal, he lashed out, "No longer able to date the classier men, you now date a man with fewer good looks and even less money than me. So why should you turn me down?"

She laughed again, "Your assumptions are all your own. I don't judge men your way. My latest man is as good as any man. Your confidence was raised only because you thought mine was lowered and therefore my standards with it. You underestimate others in order to overestimate yourself. That's why I'd never date you."

Our theme or message rises clear and simple out of our fable: False confidence often leads to disaster.



ASSESSMENT of PRIOR LEARNING Possible Not possible yet

Assessment Method (if possible)

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Sequence P30 / Cycle 1

	3
	2
	1

AREA Psychology
SUBJECT Resilience
Type of Activity Film with reflexion exercise

With crossed disciplines Self-knowledge, Education in Values, coexistence, respect

Sequence Title Growing stronger in adversity

ABSTRACT

Through this sequence learners will work on the concept of resilience starting from their own experience and socially recognized examples. Also, they will find it is a human ability and it must be developed. This sequence will also allow trainers reinforce basic school aspects such as reading and writing skills and information search.

KEY WORDS Resilience, personal growth, experience, adversity, empathizing

Learning outcomes

- 1 - Be able to create one's own idea about resilience.
- 2 - Be able to design a biographical review.
- 3 - Be able to listen to others' ideas and opinions apart from considering one's own.
- 4 - Be able to acknowledge the importance of resilience taking examples as starting point.

Room Organization Sitting in circle, sitting in U-shape in the Events Room and ICT room.

**LEARNING CONTEXT**

Individual ☒ Pair work ☒ Group work ☒
Less than 5 ☐ 5-10 ☐ 10+ ☒
Distance learning ☐ Frontal ☐ Interactive ☒

SEQUENCING

Number of: Actions [4] Activities [8] Hours [6]

TRAINERS MATERIALS

Press articles, photos, ICT, board, books, multimedia

LEARNERS MATERIALS

Dictionaries, computers, expendable material

KEY COMPETENCES








- 1 - Digital competence
- 2 - Communication in national hosting language
- 3 - Learning to learn

Transversal COMPETENCES




- 1 - Teamwork
- 2 - Resource planning and management
- 3 - Self-reflection
- 4 - Critical thinking

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 Concept of resilience from own personal experience	Activity 1 Learners must think of a hard personal situation they went through in the past and how they faced it . Activity 2 Learners present their experiences to the rest.	Understanding the concept of resilience from personal experiences.	Communication in L1 Learning to learn Self-reflection	 	60'
Action 2 Definition of resilience	Activity 3 Learners search for information on the concept of resilience with the aim of getting to an agreed definition.	Defining resilience	Communication in L1 Digital competence	 	30'
Action 3 Learning about well-known resilient people	Activity 4 Taking Rigoberta Menchú as an example, learners look for resilient people and why they are considered so. Activity 5 In pairs, learners choose one of the examples of resilient people from Activity 4 (Annex 1 attached) to make an oral presentation on his/her life.	Looking for information about well-known resilient people	Learning to learn Resource planning and management Teamwork	  / 	90'



<p>Action 4</p> <p>Selection of a film dealing with the topic « resilience »</p>	<p>Activity 6 Learners vote for a film out of a list (Annex 2 attached)</p> <p>Activity 7 Learners watch the film they voted for.</p> <p>Activity 8 Videoforum</p>	<p>Recognising the value of overcoming in the characters of the film.</p> <p>Appreciating the values of the film in a critical way</p>	<p>Social and civic competence</p> <p>Cultural awareness and expression</p> <p>Critical thinking</p>	  	<p>180'</p>
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ANNEX 1 : CHOICE OF RESILIENT PEOPLE

1. Malala Yousafzai
2. Stephen Hawking
3. Pablo Pineda
4. Alison Lapper
5. Piermario Morosini
6. Nelson Mandela

ANNEX 2 : CHOICE OF FILMS WITH RESILIENT CHARACTERS PLAYING

1. Planta 4^a (Fourth Floor) <https://www.imdb.com/title/tt0319917/>
2. Homeless to Harvard : the Liz Murray story <https://www.imdb.com/title/tt0338109/>
3. Slumdog Millionaire <https://www.imdb.com/title/tt1010048/>
4. La vida es bella (La vita è bella) <https://www.imdb.com/title/tt0118799/>
5. Million Dollar Baby <https://www.imdb.com/title/tt0405159/>
6. Intocable (Intouchables) <https://www.imdb.com/title/tt1675434/>
7. Lo imposible (The Impossible) <https://www.imdb.com/title/tt1649419/>
8. Huracán Carter (The Hurricane) <https://www.imdb.com/title/tt0174856/>
9. 100 metros (100 metres) https://en.wikipedia.org/wiki/100_Meters



ASSESSMENT of PRIOR LEARNING

Possible ☒

Not possible yet ☐

Assessment Method (if possible)

- Learners participation in activities.
- Oral presentation of well-known people.
- Critical assessment in Videoforum.



Sequence P31 / Cycle 1

	2
	3
	1

AREA	Psychology
SUBJECT	Anger Management
Type of Activity	Making music
With crossed disciplines	Culture

Sequence Title

LEARN TO COPE WITH ANGER

ABSTRACT

The aim of this study is to show that anger can be a normal emotion, and healthy for people if it is expressed appropriately. The Learners should know that there are some appropriate ways and strategies to deal with their anger. Emphasize that anger can be expressed in a calm and respectful manner.

KEYWORDS

Anger, Anger Management, Conflict, Conflict resolution skills, Relationship Skills for conflict resolution

Learning outcomes

- 1- Recognizes the concept of anger.
- 2- Know the physical and intellectual effects of anger and describe them.
- 3- Describe the results of appropriate and unappropriated ways of expressing anger.
- 4- Realize that anger is a manageable emotion.
- 5- Know that anger is a natural emotion that can be experienced sometime.
- 6- Express anger in appropriate way.
- 7- Use the strategies to cope with anger.
- 8- Know the concept of conflict.

**Room Organization**

Seats in circle

LEARNING CONTEXT

Personal ☐ Individual ☐ Pair work ☒ Group work ☒
Less than 5 ☐ 5-10 ☐ 10+ ☐
Distance learning ☐ Frontal ☐ Interactive ☒

SEQUENCING

Number of: Actions [8] Activities [10] Hours [8h30]

TRAINERS MATERIALS

Story, questionnaire, background music for visualization, paper, pencil, book,

LEARNERS MATERIALS

A piece of paper, pencils



KEY COMPETENCES

- 1 - Digital competence
- 2 - Learning to learn
- 3 - Communication in national hosting language


Transversal COMPETENCES

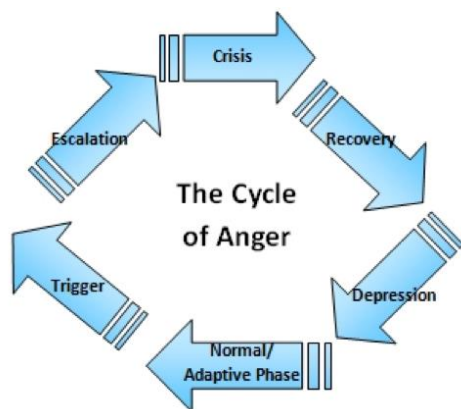
- 1 - Teamwork
- 2 - Resource planning and management
- 3 – Self-reflection
- 4 - Critical thinking




Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1	<p>Activity 1</p> <p>Ask the Learners what they understand the term of “Anger” and writes the definitions on the board. The trainer asks some questions as in the followings; When do you get angry?</p> <p>What do you think of when you are angry?</p> <p>What do you feel when you are angry? How do you Express your anger?</p> <p>How do you control your anger? Who makes you angry most?</p> <p>Activity 2</p> <p>Is anger really bad thing? Conversation about good side of anger with the questions below.</p> <ol style="list-style-type: none"> 1. Is the anger something that we have to stop? 2. What is the good side of anger? 3. How is the anger can be useful in a social life? 	Learners will be able to recognizes the concept of anger.	<p>Learning to learn</p> <p>Communication</p> <p>Self-reflection</p> <p>Teamwork</p>	 	15-30min



Action 2	Activity 3 Understanding stages of anger Stage 1: trigger Stage 2: escalation Stage 3: Crisis Stage 4: recovery Stage 5: depression Stage 6: normal adaptive phrase	Learners will be able to know the concept of anger which is not something that happen at one time.	Increase self-control		45-60 min
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Action 3	Activity 4 Exercise of the anger cycles.	Learners will be able to understand their own stages.	Flexibility Increase self-control		60 min
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Imagine the time you lost with your anger and fill in the blanks

	TRIGGER	ESCALATION	CRISIS	RECOVERY	DEPRESSION
What happened					
What I was thinking					
What I was feeling					



Action 4	<p>Activity 5</p> <p>The trainer asks the volunteers to tell one of their experiences that they have lived through caused by anger and tell the end (what has happened? How did they cope with the problems that they have encountered because of the anger situation?) of their experience.</p> <p><i>This activity can be done consider anger cycles. If learners willing to talk, they can talk about their own stories.</i></p>	<p>Learners will be able to know that anger is a natural emotion that can be experienced sometime.</p>	<p>Cultural awareness and expression</p> <p>Critical thinking</p> <p>Assessing competence and competence development</p> <p>Autonomy</p>	 	<p>30 min</p>
Action 5	<p>Activity 6</p> <p>How do I speak with myself?</p> <p>Every stages of anger cycles, what am I telling of myself?</p>	<p>Learners will be able to use the strategies to cope with anger.</p>	<p>Evaluating & Reflecting</p> <p>Self-reflection</p> <p>Planning and organizing one's learning</p>		<p>60-90 min</p>
Action 6	<p>Activity 7</p> <p>How should I speak with myself?</p> <p>Every stages of anger cycles, what should I tell myself?</p>	<p>Learners will be able to know what the cognitions they have</p>	<p>Cognitions control</p>		<p>60-90 min</p>



For example: I hit the man

	What am I saying myself?	What should I say to myself?
TRIGGER	The man looked me in a bad way.	He is looking at me but I can understand the reason and I can handle with that
ESCALATION	He is underestimating me	He has a his own way of looking and it is not related with me
CRISIS	I should punish him	Stay calm. What is my aim to solve this problem
RECOVERY	I have to solve this problem right now.	I am in a bad situation and I should rethink this situation when I feel better
DEPRESSION	I feel regretful and I am such a bad person	Next time I can handle and I am not a bad person



	<p>Activity 8</p> <p>The trainer hands out a questionnaire to the Learners. (The Changes in Your Body When You Get Angry)</p>				
Action 7	<p>Activity 9</p> <p>The trainer teaches a relaxation technique to the Learners.</p>	Learners will be able to use the strategies to cope with anger.	<p>Learn to learn</p> <p>Flexibility</p> <p>Conflict management</p> <p>Taking responsibility</p>		60 min
Action 8	<p>Activity 10</p> <p>The trainer gives a message to the Learners for recognizing their own anger management strategies and the ways to overcome the anger. He / She asks them to share the strategies that they have used and found useful with his mates. For instance, not talking about the stressful situation, sharing the problems with the friends, sleeping, doing sports, etc. Find the ones which are really useful and replace the unuseful ones with a new technique.</p>	<p>Learners will be able to know the physical and intellectual effects of anger and describe them.</p> <p>Learners will be able to realize that anger is a manageable emotion.</p> <p>Learners will be able to know that anger is a natural emotion that can be experienced sometime.</p> <p>Learners will be able to express anger in appropriate way.</p> <p>Learners will be able to use the strategies to cope with anger.</p>	<p>Planning and organizing one's learning</p> <p>Problem solving</p> <p>Critical thinking</p> <p>Creativity</p>		60-90 min



The Anger Questionnaire

While you are talking, someone interrupts you and starts talking about himself/herself. You get angry;

How do you express your anger, what will be your attitude?

.....
.....

While you are walking through the corridor, someone hits you. What is in your hand spreads on the floor, you get angry:

How do you express your anger, what will be your attitude?

.....
.....

You are in the queue waiting at the canteen. One person comes and takes your turn. You get angry;

How do you express your anger, what will be your attitude?

.....
.....

Write a sample of an event which has made you angry.

.....
.....

How do you express your anger, what will be your attitude?

.....
.....



The Changes in Your Body When You Get Angry

Here is a list of the changes in your body when you get angry.

Look at the list carefully and put a cross (X) to the changes you have felt on your body when you get angry. You can cross more than one option.

- ☐ Shaking
- ☐ Breathing fast
- ☐ The increase in the hearth beat
- ☐ Palm sweating
- ☐ Fainting
- ☐ Nausea
- ☐ Vomiting
- ☐ Abdominal pain
- ☐ Sweating



- ☐ Not hearing or understanding what is told
- ☐ Muscle tension
- ☐ Skin cooling
- ☐ Pupil dilation
- ☐ Increase in the body temperature
- ☐ The increase in the adrenaline secretion
- ☐
- ☐

(Add the feelings and symptoms that you have experienced at the time of the conflict.)



ACTION 6

The story of Indian master and apprentice

An Indian master was fed up with his apprentice's complaining all the time. One day, he sent the apprentice to get some salt. When the unhappy apprentice returned, the old master asked him to put the salt in a glass full of water and drink the mixture. The apprentice did what is ordered but spilled the mixture once he drank. The master asked "How does it taste?" and in return he replied angrily.

The old master took the man out holding his arm and giggling. He took the apprentice to the lakeside which was very near and asked him to put a handful of salt into the lake and drink it. The apprentice did what is ordered again and drank the water. The old master asked the same question; "How does it taste?". He told that the water tasted refreshing. "Did you taste the salt this time?" asked the old man. He replied "No". After this answer, he sat by his apprentice and told him;

"The problems in life are like salt, it is neither too much nor too less. The amount is always the same. The amount of the misery is the same all the time. The misery you feel depends on the container you put it in. The thing you must do is to change your perception of the container. So, leave to be a glass, choose to be a lake.

ACTION 7: Exercise samples for anger management

1- Controlled Deep Breathing and Muscle Relaxation

- *Your breathing rate and heart rate both increase when you become emotionally aroused. You can learn to reverse these increases by **deliberately slowing your breathing** and/or **systematically relaxing your tense muscles**. Relaxing in this manner will help you to maintain control.*
- *You may find yourself **breathing quick, shallow breaths when you are upset**. Allowing this shallow **chest-only breathing** to continue **will only exacerbate your anger**. Instead, **take action to redirect your breathing and relax your muscles so that you will calm down**. Set aside at least 15 minutes in which to do this exercise. Less time than this will not likely be beneficial!*



2- Slow Breathing

1. **Start your relaxation efforts by taking several slow and deep breaths in a row, each time taking care to *exhale for twice as long* as you inhale.**
2. **Count slowly to four as you breathe in, and then breathe out slowly as you count to eight.**
 - As you do this, notice where the air in your lungs is going. Open your lungs and breath deeply across the lung's full range.
 - Your breath should enter your belly first, then your chest, and finally your upper chest just below your shoulders.
 - Feel your ribs expand as your lungs expand.
 - Pay attention to how your ribs return to their original location as you exhale completely.
 - Continue this breathing pattern for several minutes, returning immediately to normal breathing if at any time you feel odd or out of breath.

3- Progressive Muscle Relaxation

If relaxation techniques alone don't work, try the opposite –

1. Tighten and tense the stressed muscles for a slow count of ten and then release them. Be sure to release your tightened muscles immediately if you feel any pain!
2. Move from one muscle group to the next until you have treated each section of your body to a cycle of tension and release.
 - With a little practice, you can work your way down your entire body in a few minutes. Tensing and then relaxing your muscles can sometimes help you to achieve a better quality relaxation than relaxation alone.



ASSESSMENT of PRIOR LEARNING Possible ☐

Not possible yet ☐

Assessment Method (if possible)

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Sequence P36 / Cycle 1

	3
	2
	1

AREA	Psychology
SUBJECT	Family ties and Parenthood
Type of Activity	Clinical therapy - Individual sessions (face to face) & groupwork
With crossed disciplines	Mental health, psycho-social development

Sequence Title **Deconstruction and identity reconstruction** (*Cycle 1*)

ABSTRACT

Establish a bond of trust and alliance with the learner. Deconstructing one's story through an anamnesis interview, the chronological line to collect data and to emerge in the learner, the construction of its history and its mechanisms of operation. Work on elements of identity reconstruction to use them also on the sequence 2. Work on the notion of recognition of others through group workshops between learners and deconstruct representations, ideologies and prejudices

KEY WORDS Self-awareness and recognition of the other, self-esteem

Learning outcomes

- 1 – Data and Identification of personal history Deconstruction and individual
- 2 - Work on the deconstruction, reconstruction of the life course and emotional charges Put back the issue of time for the learner
- 3 – Recognition of others, sharing of representations, ideology, prejudices

Room Organization

Presence of clinical psychologist

during individual sessions: two chairs and a table

during collective workshops: chairs without a table

**LEARNING CONTEXT**

Personal ☒ Individual ☐ Pair work ☐
Group work ☒ Less than 5 ☐ 5-10 ☒ 10+ ☐
Distance learning ☐ Frontal ☐ Interactive ☐

SEQUENCING

Number of: Actions [1] Activities [8] Hours [8]

TRAINERS MATERIALS

Pencils, colored pencil, papers and paperboard

LEARNERS MATERIALS

Pencils, colored pencils, papers writing book

KEY COMPETENCES


- 1 - Learning to learn
- 2 - Cultural awareness and expression
- 3 - Social and civic competences

Transversal COMPETENCES


- 1 - Self-reflection
- 2 - Critical thinking
- 3 - Assessing competence and competence development

NOTES





Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
<p>Action 1: Week 1</p> <p>Individual interview: Individual, family, social, professional, health and religious Example of a non-exhaustive interview frame:</p> <p>Individual: Who is he? Where is he from? The different places of life His motto of life ...</p> <p>Family: Marital status: Children? (Number, ages, sexes)</p> <p>Original family situation: its composition</p> <p>School and / or professional path (success, difficulty, exclusion from school, change ...)</p> <p>Social situation (friends)...</p> <p>Leisure (type, quality, frequency, locations)</p> <p>Objects, privileged places</p> <p>Individual values</p>	<p>Activity 1</p> <p>Carry out an individual interview of anamnesis and presentation with the psychologist. Answer the questions asked.</p>	<p>Data and Identification of personal history</p> <p>Deconstruction and individual reconstruction</p> <p>Establish a relationship of trust with the psychologist</p>	<p>Self- reflection</p>	<p></p> <p>Personnalized</p> <p>Meeting between psychologist and the person (face to face)</p>	<p>1h</p>





<p>Action 2: Week 1</p> <p>Individual interview of anamnesis continuation and end in the field of health:</p> <p>Specific pains (type, location, duration) Injuries, operations, accidents...</p> <p>Sleep (frequency, duration, treatment)</p> <p>Food (frequency, duration, treatment)</p> <p>Taking treatment, psychotropic drugs, tobacco, alcohol, drugs? games of chance? gambling?</p> <p>Sexuality?</p> <p>Mood? sad? stress? suicidal idea?</p> <p>Special situation, trauma, ...: History of abuse, abuse, neglect ...</p> <p>Religious domain: Beliefs, Ideology</p>	<p>Activity 2</p> <p>Carry out an individual interview of anamnesis and presentation with the psychologist. Answer the questions asked.</p>	<p>Data and Identification of personal history Deconstruction and individual reconstruction Establish a relationship of trust with the psychologist</p>	<p>Self-reflection</p>	<p></p> <p>Personalized</p> <p>Meeting between psychologist and the person (face to face)</p>	<p>1h30</p>
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<p>Action 3: Week 2</p> <p>Self-image: integration of life cycles</p> <p>Realization of the Chronological line for each year of life (from year 1 to the actual age of the person) By year of life: ask to name two positive events and two negative events experienced and felt by the person</p> <p>Write them down and help the learner to express his emotions, his experience in the face of these events. Help in the construction of the learner's chronological line and exchange on each important event, exploration of the data with the learner and what he would have liked to say or do at the time of each event.</p>	<p>Activity 3</p> <p>Realize the construction of his chronological line with the help of the psychologist</p> <p>Self-reflection on events experienced as important for each year of his life and what it caused to the learner (emotions, feelings ...)</p>	<p>Work on the deconstruction, reconstruction of the life course and emotional charges</p> <p>Put back the issue of time for the learner</p>	<p>Self-reflection</p>	<p></p> <p>Personalized</p> <p>Meeting between psychologist and the person (face to face)</p>	<p>1h00</p>
<p>Action 4: Week 2</p> <p>Workshop on "the journalist's game"</p> <p>Create a group of learners and ask them to work in pairs. In each pair, each learner will have to interview the other to better know him and then present him to the rest of the group and vice versa. The instruction is the same for each pair.</p>	<p>Activity 4</p> <p>Workshop where each learner will play the role of the journalist or the interviewee in order to be known or to know the other for a presentation to the rest of the group.</p>	<p>Learners get to know each other better Work on relationships between learners. Preparation for future group activities.</p> <p>Work on the deconstruction,</p>	<p>Team working</p> <p>Development and recognition of the other</p> <p>Communication</p>	<p></p> <p>Collective</p> <p>Group work</p>	<p>1h30</p>



<p>Action 5: Week 3</p> <p>Self-image: integration of life cycles</p> <p>Continuation and end of the realization of the chronological line for each year of life (from 1 year to the actual age of the person) By year of life: ask to name two positive events and two negative events experienced and felt by the person</p> <p>Write them down and help the learner to express his emotions, his experience in the face of these events. Help in the construction of the learner's chronological line and exchange on each important event, exploration of the data with the learner and what he would have liked to say or do at the time of each event.</p>	<p>Activity 5</p> <p>Continuation and end of the construction of his chronological line with the help of the psychologist</p> <p>Self-reflection on events experienced as important for each year of his life and what it caused to the learner (emotions, feelings ...)</p>	<p>reconstruction of the life course and emotional charges</p> <p>Put back the issue of time for the learner</p>	<p>Self-reflection</p>	<p></p> <p>Personalized</p> <p>Meeting between psychologist and the person (face to face)</p>	<p>1h00</p>
<p>Action 6: Week 3</p> <p>Return by the psychologist of the elements notified by the learner on his chronological line. By the elements, the psychologist tells him his story through what the learner said.</p>	<p>Activity 6</p> <p>Listening and exchange of the learner around the return of the psychologist on the elements of his chronological line</p>	<p>Becoming aware of one's story of one's child self and one's adult self-make the alliance between the child ego and the adult oneself</p>	<p>Self-reflection</p>	<p></p> <p>Personalized</p> <p>Meeting between psychologist and the person (face to face)</p>	<p>1h00</p>



<p>Action 7: Week 4</p> <p>To animate a group of words around the theme of ideology, aimed at deconstruction of the notions, interpretations and founding narratives of extremists (identification of ideological radicalizations)</p>	<p>Activity 7</p> <p>Exchanges and expressions between learners about what ideology represents for them</p>	<p>Vision of the ideology of the learners and aim of deconstruction between the learners of the notions, interpretations, and founding narratives of the extremists</p>	<p>Critical thinking</p>	<p></p> <p>Collective Group work Numbers (5 à 10)</p> <p>Sub timing : 1h30</p>
<p>Action 8: Week 4</p> <p>Interview between the psychologist and the learner Summary of the first week: his feelings, his achievements</p>	<p>Activity 8</p> <p>Exchanges, reflection around these first 7 activities</p>	<p>Perception of the learner around the activities carried out Synthesis to prepare for the second sequence</p>	<p>Learning to lean Assessing competence and competence development</p>	<p></p> <p>Personalized</p> <p>Sub timing : 1h00</p>



ASSESSMENT of PRIOR LEARNING Possible ☐ Not possible yet ☒

Assessment Method (if possible)

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Sequence S1 / Cycle 1

	3
	2
	1

AREA	Social
SUBJECT	Sense of belonging
Type of Activity	Reflection exercise, Course and Debate
With crossed disciplines	Psychology

Sequence Title **Core Quadrants** (Daniel Ofman)

ABSTRACT

Working with core quadrants is a methodology of reflection and discussion about once competences and pitfalls.



You can find a short but solid explanation in next links

<https://www.youtube.com/watch?v=gFxr8GBiEoI>

<https://www.youtube.com/watch?v=mtRgHQjun0Q>

Learning outcomes

- 1 - Be able to reflect about my talents
- 2 - Be able to reflect about my pitfalls
- 3 - Be able to discuss about these and be open to give and receive feedback

**Room Organization**

Tables in U

LEARNING CONTEXT

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

SEQUENCING

Number of: Actions [1] Activities [3] Hours [2]

TRAINERS MATERIALSScheme of core quadrants, Deck of cards (if available)
list of examples of core quadrants**LEARNERS MATERIALS**

Nothing specific

KEY COMPETENCES



1 - Social and civic competences

Transversal COMPETENCES

1 - Self-reflection
2 - Communication
3 - Conflict management

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1	Activity 1 Trainer explains the core quadrants methodology (cf. film Ofman) and gives examples	<ul style="list-style-type: none"> To find the balance between the core quality and the challenge through which personal growth is achieved. The person also aware of the pitfalls and able to avoid conflict situations (allergy) 	<ul style="list-style-type: none"> Self-reflection Communication Conflict management 		10'
	Activity 2 Learners try to create one or more core quadrants for their one and explain those to the group				50'
	Activity 3 Learners try to create a double core quadrant for himself and another group member, starting from allergy/pitfall link (ex. my allergy can be your pitfall...)				60'



Core Quality	Pitfall	Challenge	Allergy
Decisiveness	Nagging	Patience	Passivity
Helpfulness	Meddlesomeness	Independence	Detachment
Helpful	Meddlesome	Let loose	Careless
Power of moderation	Frivolousness	Seriousness	Melancholy
Spontaneity	Fickleness	Consistency	Frankness
Flexibility	Turncoat	Steadfastness	Inflexibility
Flexibility	Inconstant	Organized	Rigid
Accuracy	Over-fastidiousness	Creativity	Confusion
Clearly	Remote	Empathetic	Slimy
Daring	Recklessness	Carefulness	Inhibition
Modest	Passive	Initiative	Obstrusive
Courage	Reckless	Thoughtful	Doubtful
Empathic	Sentimental	Observing	Remote
Reflective	Aloofness	Empathy	Sentimental
Profiling	Arrogant	Modest	Invisible



ASSESSMENT of PRIOR LEARNING Possible Not possible yet

Assessment Method (if possible)

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NOTES



Sequence S2 / Cycle 1

	3
	2
	1

AREA Social
SUBJECT Rehabilitation
Type of Activity Group discussion
With crossed disciplines values & prejudices – cultural awareness

Sequence Title Going on a trip

ABSTRACT

Discussion about stereotypes and prejudices of the group (www.maniok-en-patatten.be)

KEY WORDS Group dynamics – values - prejudices

Learning outcomes

- 1 - Be aware of stereotypes and prejudices that are hidden in the group
- 2 - Be able to think about the image you have of minorities
- 3 - Be able to learn about the behavior of others from the various possible view perspectives and search for the positive reasons of other people's behavior.

Room Organization

Room and chairs for every participant

LEARNING CONTEXT

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

**SEQUENCING**

Number of: Actions [2] Activities [2] Hours [1h30]

TEACHERS MATERIAL

Scenario

LEARNERS MATERIALS**KEY COMPETENCES**



- 1 - Social and civic competences
- 2 - Communication in national hosting language

Transversal COMPETENCES

- 1 - Communication
- 2 - Self-reflection
- 3 - Conflict management

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 Tell the participants they will go on a world trip. They start the trip with a train ride of 12 days. In the coupé is still place for 3 people but there are standing 12 persons on the platform Decide in your group who can enjoy your coupe.	Activity 1 1/ Every learner read the story and list of persons and decide for themselves who can join or not.	discuss and communicate about the difference of values and prejudices people have Make a group decision	Respect for the values and prejudices of all learners Social skills		15'
	2/ Groups of 4 to 5 learners Who are you taking with you? What are the different opinions in the group?				45'
Action 2 Discussing in the groups	Activity 2 Did you get a quick consensus? Why? Which persons give the biggest discussion? What is the different between the small groups?	Reflection on the process	Communication Social skills Learn to learn		30'

Story

How nice; You have won the first prize in a competition. You can travel with the Orient Express, all the way to Beijing. That means 12 days and nights on the train. In a luxurious coupé, together with three other people from the group. But since they are large coupes, there will be three others people join your company. You can choose these three from a list of 10 very different ones people you will find below.

Indicate the three people of your preference in the list. Then form a group with four and decide with which three other, unknown people you will share the coupe.





Description of the 12 persons waiting at the platform.

1. A middle-aged city dweller who is not set up with people of one other nationality. You heard him make negative comments about people with a different skin color.
2. A lesbian couple who does not want to be split. They hug each other very much gladly.
3. An African woman traveling with her daughter. They are noisy all the time talking and laughing. They too can not be split.
4. A Moroccan veiled woman. She looks sad and speaks faulty Dutch.
5. A middle-aged man in wheelchair. He must be helped with difficult displacements. He is constantly looking at his watch.
6. A minor girl who is telling her story to the city dweller.
7. She ran away at home because she has the ongoing discussions with her mother and stepfather was tired.
8. An older man in costume and with laptop. He has secluded himself and is on calling with his cell phone.
9. A man who only speaks and understands French. His clothes are worn. He just has a small children's backpack as luggage.
10. An Asian woman in trendy attire. Her music comes out loud. She has a travel guide of Europe in hand.
11. A left-wing activist who bears badges from an environmental organization. In her brightly colored bag is a magazine with articles about the free woman and the women's emancipation.



ASSESSMENT of PRIOR LEARNING Possible ☐ Not possible yet ☐

Assessment Method (if possible)

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NOTES



Sequence S3 / Cycle 1

	3
	2
	1

AREA	Social
SUBJECT	Rehabilitation
Type of Activity	Photo association, Group discussion
With crossed disciplines	Empathy – values & prejudices

Sequence Title **Do you see what I see?**

ABSTRACT

You are aware of your own frame of reference and keep in attention that others act from their frame of reference. (www.maniok-en-patatten.be)

KEY WORDS Group dynamics – values - prejudices

Learning outcomes

- 1 - Be aware of their frame of reference
- 2 - Be able to speak about the values and standards that influence the interpretation of their observations
- 3 - Be able to use positive feedback
- 4 - Be able to listen about the values and standards that influence the interpretation of others observations

Room Organization Room and chairs for every learner

**LEARNING CONTEXT**

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

SEQUENCING

Number of: Actions [5] Activities [5] Hours [1]

TRAINERS MATERIAL

Photos and explanation, pen for each learner, Filling out forms for each learner

LEARNERS MATERIALS

Nothing specific





KEY COMPETENCES

- 1 - Social and civic competences
- 2 - Communication in national hosting language



Transversal COMPETENCES

- 1 - Communication
- 2 - Self-reflection

NOTES

Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 Making groups Understanding the exercise	Activity 1 Learners are divided into groups of approximately 4 people. Each group gets some photos	<ul style="list-style-type: none"> - Listening to the assignment 	<ul style="list-style-type: none"> - Learn to learn 		15'
Action 2 Doing the individual exercise	Activity 2 The learners of each group individually view the photo they have received. On their sheet, they answer the 3 questions.	<ul style="list-style-type: none"> - Putting the assignment to practice - Thinking about prejudices 	<ul style="list-style-type: none"> - Working in silence - Respect 		15'
Action 3 Discussion in small groups	Activity 3 Learners has to realize that <ul style="list-style-type: none"> - everyone observes and interprets from his own frame of reference - each frame of reference has his value - we give value judgment quickly from our own frame of reference 	<ul style="list-style-type: none"> - Taking about prejudices - Dealing with prejudices 	<ul style="list-style-type: none"> - Empathy, Respect - Listening to each other 		10'
Action 4 Finally, the members of the group can read what the picture is really about. Usually this is another story.	Activity 4 Decide of all members of the group: <ul style="list-style-type: none"> • 3 people you take with you on the train 	<ul style="list-style-type: none"> - Taking about your own prejudices - Dealing with your own prejudices 	<ul style="list-style-type: none"> - Respect 		10'



	<ul style="list-style-type: none"> 3 people you will certainly not bring with you <p>It is important that the learners can motivate why they bring someone or not.</p>				
Action 5 Discussing in small groups	Activity 5 Learners reading the true story behind the picture.	- Recognize their own frame of reference	- Communication - Social skills - Learn to learn		10'



Filling out form

What do you see in the picture?	Which feeling does the picture give you? How do you interpret this?	Where do the interpretations come from?



Just a teenage girl sitting on a terrace with sneakers on her feet. The stockings are the shadow of the table ...





Wikipedia

Aimee Mullins (born July 20, 1975) is an American athlete, actress, and fashion model who first became famous for her athletic accomplishments. She was born with a medical condition that resulted in the amputation of both of her lower legs. Mullins was born with fibular hemimelia (missing fibula bones) and as a result, had both of her legs amputated below the knee when she was one year old. A graduate of Parkland High School in Allentown and Georgetown University in Washington, D.C., she took up sports and acting at an early age.

Sports Illustrated magazine named her one of the "Coolest Girls in Sports". Mullins competed in the Paralympics in 1996 in Atlanta, in which she ran the T42-46 class 100-meter sprint in 17.01 seconds [3] and jumped 3.14 meters in the F42-46 class long-jump.[4] Mullins retired from competitive track and field in 1998.

In 1999, she launched her career as a successful model by starting on the runway. She modelled for British fashion designer Alexander McQueen by opening his London show, on a pair of hand-carved wooden prosthetic legs made from solid ash, with integral boots. She continued to be one of his muses until his death in 2010. She is able to change her height between 5 ft 8in and 6 ft 1in by changing her legs.[7] She has been named one of the fifty most beautiful people in the world by People.



The Million Man March, organized by Louis Farrakhan. Washington D.C. in the USA. 1995 © Eli Reed / Magnum Photos.

"The Million Man March took place on October 16, 1995 in Washington DC on and around the National Mall. African-American men from all over the US gathered to address the issues that arose in their endangered community. plane, bus, train, car and foot. It was a call to the world. Action needed to make our world a better place. They gathered to reject the negativity that drives us apart. " - Eli Reed



Foto ANP / Vincent Jannink.

A group of Moroccan Dutch visited Kamp Westerbork in May 2005 and listened to the story of a camp survivor.



Dailymirror.co.uk

In England there was lifting over a photo that had placed the Daily Mirror on the front page with a story about poverty in England. Tears were also seen with this girl. But soon it became clear that she was not poor at all. The photo was made four and a half years ago and the girl was sad because she lost a rainworm she'd found that day.



It's a photo that I wish didn't exist but now that it does I want everyone to see it. What started as an opportunity to photograph a cute little sea horse turned into one of frustration and sadness as the incoming tide brought with it countless pieces of trash and sewage. This sea horse drifts long with the trash day in and day out as it rides the currents that flow along the Indonesian archipelago. This photo serves as an allegory for the current and future state of our oceans. What sort of future are we creating? How can your actions shape our planet? Thanks to @eyosexpeditions for getting me there and to @nhm_wpy and @sea_legacy for getting this photo in front of as many eyes as possible. Go to @sea_legacy to see how you can make a difference. #plastic #seahorse #wpy53 #wildlifephotography #conservation @nhm_wpy @noaadebris #switchthestick

12 SEPTEMBER



Bonnie is a 39-year-old mother of three children, and also a sex worker. I began to photograph Bonnie during my last semester at the Danish School of Media and Journalism. Bonnie always dreamed to tell her story and show people that she is more than "just a whore." She is primarily a human being, and above all a mother who would do everything for her children.



The girls from Malawa

Young women and their relationship to their own bodies is an issue that I constantly think of. I try to imagine how I would feel if I had grown up in this present time, a time with more plastic bodies than when I was a teenager, about ten years ago.

Therefore, in the summer of 2015, I stayed in Malawa, Poland, in a clinic for girls with anorexia.

Kaia (19) and Karolina (18) became best friends during their stay in a clinic called Levensboom, in southern Poland. They have anorexia for two and three years, both of whom were in hospital for a while before coming to this private clinic.

At Levensboom, the day consists of therapy sessions and five planned dining moments. On this picture, the girls share an e-cigarette before going to bed at ten o'clock.



The third sex of Pakistan

Last December I went to Pakistan for a job. I photographed the fast-growing transgender community. By 2016, the Pakistani government introduced a number of laws that, among other things, allow transgender people to list a third gender category on their ID. In practice, they are still not accepted by the more conservative sections of the population.

What I found so special about Pakistan was that Pakistan saw transgender like a kind of saints, despite the stigma surrounding the Pakistani transgender community. It is an ancient Pakistani tradition of hiring transgendered as dancers at weddings, at baptismal ceremonies and for other events. In this picture you will see actor Lucky on the way to such an event.



Sally Mann

Pipes: "Sally Mann I discovered in Portugal a few years ago. This photo from the Immediate Family series shows her 10-year-old daughter with a chocolate cigarette. What matters to me in this photo is about the essence of photography. Namely to capture that one moment. With this image, Sally Mann managed to capture both her youth's youthfulness and adulthood. Both the uncertainty about what will come and the determination to advance there are both contained in this image. Of a motherly beauty!"



ASSESSMENT of PRIOR LEARNING Possible Not possible yet

Assessment Method (if possible)

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Sequence S5 / Cycle 1

	3
1	
2	

AREA	Social
SUBJECT	Social skills
Type of Activity	Empathy role play
With crossed disciplines	communication

Sequence Title **Burn down!**

ABSTRACT

Learners give feedback to each other on a set situation. In the first place, they neglect this in a negative way. In a next phase, they replace this negative behavior by giving feedback to each other in a constructive way. (De Vrijbaan empowerment method). Throughout the sequences learners learn to give positive feedback to each other.

KEY WORDS Feedback – empathy – social skills – communication

Learning outcomes

- 1 - Be aware of the effect of negative feedback
- 2 - Be able to see the perspective of the others
- 3 - Be able to use positive feedback
- 4 - Be able to reflect on a situation afterwards

Room Organization Enough place so the subgroups do not disturb each other. For ex. outside, gymnasium, ...

**LEARNING CONTEXT**

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

SEQUENCING

Number of: Actions [7] Activities [7] Hours [1]

TRAINERS MATERIAL

Cards with fictional situations, called in this exercise the censorship list. Prevent that exercise and reality walking each other.

Writing board with pencils

LEARNERS MATERIALS

Censorship list






KEY COMPETENCES





- 1 - Social and civic competences
- 2 - Communication in national hosting language

Transversal COMPETENCES

- 1 - Communication
- 2 - Self-reflection
- 3 - Empathy

NOTES

Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 Making groups of three	Activity 1 Ask learners to make groups of three people who know each other less	- Listening to the assignment	- Learn to learn		5'
Action 2 Understanding the exercise	Activity 2 Everyone group gets a situation from the censorship list. Each member will be given negative feedback to the other members for 2 minutes. Go standing on a quit place so you can yell and shout to each other	- Listening to the assignment - Putting the assignment to practice	- Learn to learn		5'
Action 3 Doing the exercise	Activity 3 Choose who start the first 2 minutes, the second and third Read the situation Start !	- Adapting into the role - Give negative feedback	- Social skill - Communication		10'
Action 4 Discussing the effect of this behaviour in subgroups	Activity 4 The learners discuss in subgroups in de classroom what the effect of this behaviour is, both on the transmitter and on the receiver. A second point of discussion is to ask: "What's in particular, in content or design of the accusations, worsens the connection between the sender and receiver the most"?	- Express your own thoughts and feelings - Being able to reflect about feelings and reactions	- Communication - Self-expression of emotions - Respect	 	10'

Action 5 Plenary exchange of the subgroup discussion	Activity 5 The trainer notes on the board what matters, both in terms of content and shape, shame the most indigestible. This list is the description of the good feedback for the following exercise.	<ul style="list-style-type: none"> - Express your own thoughts and feelings - Being able to reflect about feelings and reactions 	<ul style="list-style-type: none"> - Communication - Social skills - Respect - Expression of emotions 		10'
Action 6 Doing the exercise again with positive feedback	Activity 6 Do the exercise again, but take into account the feelings discussed during reflection Take the previous situation from the censorship list. Each member will be given positive feedback to the other members for 2 minutes. Go standing on a quit place so you can speak to disturb the others	<ul style="list-style-type: none"> - Listening to the assignment - Putting the assignment to practice - Give positive feedback - Social communication - Listen to each other 	<ul style="list-style-type: none"> - Learn to learn - Respect - Social skills 		10'
Action 7 Discussing the effect of this behaviour in subgroups then plenary	Activity 7 The learners discuss in subgroups in de classroom what the effect of this behaviour is, both on the transmitter and on the receiver. A second point of discussion is the Ask: "What's in particular, in content or design of the accusations, improve the connection between the sender and receiver the most?	<ul style="list-style-type: none"> - Express your own thoughts and feelings - Being able to reflect about feelings and reactions 	<ul style="list-style-type: none"> - Communication - Self-reflection - Self-expression of emotions - Respect 	 	10'



Censorship list

- The other has borrowed your car and put the car very dirty at your front door. Also, the tank is empty and there is a new scratch on the doorman.
- The other has fooled you in a meeting by noting that you apparently did not read the pieces because you otherwise are not asked that stupid questions.
- The other person was hit hard against you because he did not see you. You were making coffee. So the coffee what you had in your hand splashed on your clothes. Instead of helping you, said the other one: "Can't you not look out!"
- The other has been waiting for you one and a half hours in the rain.
- The other has borrowed a book from you and it is dazzled and full of spots when it returned.
- The other has wrongly caused the impression at your joint boss that he has been done the job. Actually, you've done the most part of the job.



ASSESSMENT of PRIOR LEARNING Possible x Not possible yet

Assessment Method (if possible)

The trainer can watch on formulations like:

I noticed that ...

I did not know that ...

I felt that ...

The trainer saves these observations for other exercises or individual training moments. The trainers note it in the files of the learners.



Sequence S7 / Cycle 1

	3
	2
	1

AREA Social

SUBJECT Equity

Type of Activity Information searching, debate, videos viewing, brainstorming, text writing, wallchart on Values Corner

With crossed disciplines Education in Values and Education for Peace

Sequence Title Yes to Equality

ABSTRACT

According to the Declaration of Human Rights:

« All human beings are born free and equal in dignity and rights and, endowed with reason and conscience, must behave fraternally towards each other.

Every person has all the rights and freedoms proclaimed in this Declaration, without distinction of race, color, sex, language, religion, political opinion or any other, national or social origin, economic position, birth or any other condition ».

Through this sequence, students will find a way to become more responsible and tolerant people, which can help avoid the risk of radicalisation.

KEY WORDS Values, equity, empathy, reflection, respect

Learning outcomes

1 – Be able to reflect before different situations of inequality

2 – Be able to learn to put yourself in the other's place

3 – Be able to respect others

4 – Be able to value what you have

**Room Organization**

Sitting at tables in groups, sitting in U-shape,
Trainer among students

LEARNING CONTEXT

Individual ☒ Pair work ☐ Group work ☒
Less than 5 ☒ 5-10 ☒ 10+ ☐
Distance learning ☐ Frontal ☒ Interactive ☒

SEQUENCING

Number of: Actions [5] Activities [7] Hours [1h40]

TEACHERS MATERIALS

Board, chalk, video, the book of Constitution and
Declaration of Human Rights

LEARNERS MATERIALS

Pen, pencil, eraser, white sheets, newspapers,
magazines

KEY COMPETENCES

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



Transversal COMPETENCES

- 1 - Team working
- 2 - Critical thinking
- 3 - Reflection
- 4 - Personal autonomy

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 Brainstorming Identifying situations of equality and inequality	Activity 1 Trainer starts a brainstorming on what the learners understand by « equality ». Activity 2 Students reflect and think of situations in everyday life where inequality takes place. Then, they must provide a new version so that they turn into examples of equality.	To create a positive atmosphere before the activity.	Social and civic competences Linguistic communication Critical thinking Self-Reflection Autonomy		15 minutes
Action 2 The Constitution and Human Rights	Activity 3 Learners read (teacher explains when/if needed) the articles in the Declaration of Human Rights and the Constitution.	To learn about the legal background on equality	Social and civic competences Linguistic communication Learning to learn		15 minutes
Action 3 Defining racism and discrimination Defining sex and gender	Activity 4 Students read and comment the definitions provided by the trainer on racism/discrimination and sex/gender, and try to distinguish these pairs of concepts. http://bdb-germany.de/en/what-are-racism-and-discrimination/ [several languages] https://www.gob.mx/conavim/articulos/sexo-vs-genero-por-que-es-importante-conocer-las-diferencias?idiom=es [Spanish]	To identify examples of inequality in different situations.	Social and civic competences Linguistic communication Learning to learn Critical thinking Self-Reflection Personal autonomy Teamwork		45 minutes

Press Articles	https://www.medicalnewstoday.com/articles/232363.php [English] Activity 5 Learners search for and read some news from newspapers where situations of inequality occur.				
Action 4 Video	Activity 6 Learners watch a video and later discuss about what they have seen. https://www.youtube.com/watch?v=YZeXCP2T2_k (Social experiment about racism Barcelona) [4 :39'] https://www.youtube.com/watch?v=tcYqcV2fy4c (Boy – Short film) [14:34'] <i>Trainer can decide to search for similar videos which suit the same purpose</i>	To be aware of different situations of inequality.	Social and civic competences Linguistic communication Learning to learn Critical thinking Self-Reflection Personal autonomy Teamwork		30 minutes
Action 5 Values Corner	Activity 7 During the current month, learners write down situations in which they think equal treatment has taken place and others in which it hasn't. <i>These small texts can be written at any time and simply be stuck to a wallchart in a specific place in the classroom</i>	To identify in nearby contexts situations of equality and inequality.	Social and civic competences Linguistic communication Critical thinking Reflection Personal autonomy		During two weeks



ASSESSMENT of PRIOR LEARNING Possible ☐ Not possible yet ☐

Assessment Method (if possible)

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Sequence S13 /Cycle 1

	1
	2

AREA	Social
SUBJECT	Personal wellbeing
Type of Activity	Sport and cooperative games
With crossed disciplines	Education in Values, Social coexistence, Self-knowledge

Sequence Title **Together we can make it**

ABSTRACT

In this sequence the facilitator will have access to a battery of recreational-sport activities that promote values related to the practice of sport. Learners will feel they are part of a team to which they contribute with their effort; the aim is the learners feel respected and valued for their contribution regardless of their abilities. *It is advisable for the facilitator/trainer to have some experience and knowledge on teaching sporting activities.*

KEY WORDS Physical activity, sport, team, cooperation

Learning outcomes

By the end of this sequence learners will be able to:

- 1 -Value the importance of team games over the result.
- 2 - Develop strategies and skills related to different sports.
- 3 - Accept the rules of the game and the role one plays within the team.
- 4 – Be aware of the values of sport (respect, tolerance, effort ...).

**Room Organization**

Different organizations and spaces that favor team and collaborative play (sports court)

LEARNING CONTEXT

Personal ☒ Individual ☒ Pair work ☐
Collective ☒ Group work ☒
Less than 5 ☐ 5-10 ☐ 10+ ☒
Distance learning ☐ Frontal ☐ Interactive ☒

SEQUENCING

Number of: Actions [6] Activities [6] Hours [2]

TRAINERS MATERIALS

Balls (football, handball, volleyball, basketball), hoops

LEARNERS MATERIALS

Sportswear

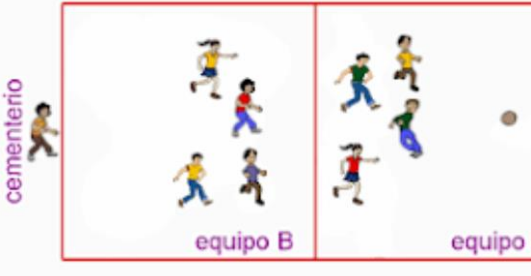


KEY COMPETENCES


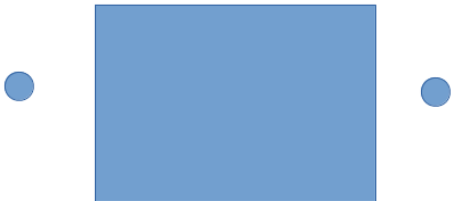


- 1 - Social and civic competences
- 2 - Cultural awareness and expression

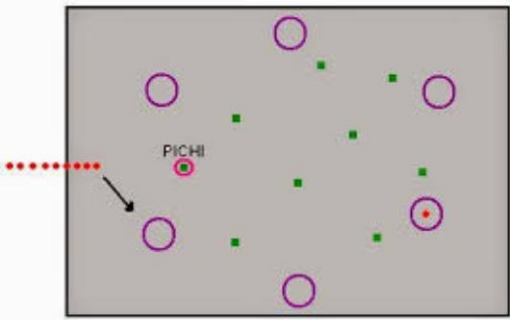
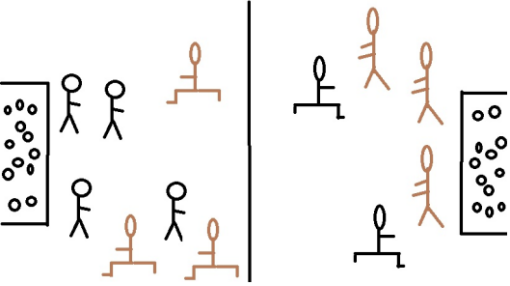


Transversal COMPETENCES

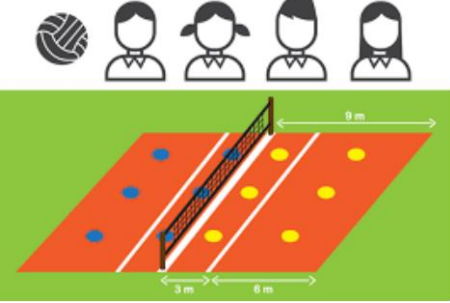
- 1 - Team work
- 2 - Self-reflection

NOTES

Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
<p>Action 1</p> <p><i>Dodgeball</i></p> 	<p>Activity 1.1</p> <p>See how to play the game in the following link :</p> <p>https://www.youtube.com/watch?v=SssWWc2UDg4 [In Spanish, with choice of adding subtitles in English in Settings]</p> <p>https://www.youtube.com/watch?v=MX7zAaGUpYU [English version]</p> <p>(It is recommended that the court be smaller than the basketball court, such as the volleyball court).</p> <p>Activity 1.2</p> <p>The trainer gathers the learners and asks them how they felt while playing the game.</p>	<p>To value the importance of team games and respect for established rules.</p> <p>To accept the role you play within a team.</p> <p>To develop strategies and skills related to handball.</p>	<p>Social and civic competences</p> <p>Cultural awareness and expression</p> <p>Teamwork</p> <p>Self-reflection</p>	<p>2 teams</p> 	<p>15'</p> <p>5'</p>
<p>Action 2</p> <p><i>Cross the border</i></p>	<p>Activity 2.1</p> <p>Three teams are made, two are placed at the ends of the site and one in the center. With a ball, the starting team must make 5 passes trying to prevent two players at the center team from taking the ball . When making the fifth pass, they must pass the ball to the team that is at the other end, beating the central team. If they take the ball, they move to the center and defend.</p>	<p>To value the importance of team games and respect for established rules.</p> <p>To accept the role you play within a team.</p>	<p>Social and civic competences</p> <p>Cultural awareness and expression</p> <p>Teamwork</p> <p>Self-reflection</p>	<p>3 teams</p> 	<p>15'</p>

	<p>Activity 2.2</p> <p>The trainer gathers the learners and asks them how they felt while playing the game.</p>	<p>To develop strategies and skills related to football.</p>			5'
<p>Action 3</p> <p><i>Two towers</i></p> 	<p>Activity 3.1</p> <p>This game is similar to basketball, but instead of baskets, a member of each team is placed inside a circle (a hoop or drawn with chalk on the floor). The goal is to get the ball to the teammate who is inside the circle without him/her getting out of the circle.</p> <p>RULES</p> <ul style="list-style-type: none"> - The ball can't be bounced. - Walking with the ball is not allowed. - Players can only move around when they are not holding the ball. - Nobody can leave the delimited spaces. <p>Activity 3.2</p> <p>The trainer gathers the learners and asks them how they felt while playing the game.</p>	<p>To value the importance of team games and respect for established rules.</p> <p>To accept the role you play within a team.</p> <p>To develop strategies and skills related to basketball.</p>	<p>Social and civic competences</p> <p>Cultural awareness and expression</p> <p>Teamwork Self-reflection</p>	<p>3 teams</p> 	<p>15 '</p> <p>5'</p>
<p>Action 4</p> <p>« <i>Pichi</i> »</p>	<p>Activity 4.1</p> <p>This game is similar to baseball. There are two teams, one hits and the other defends. The « pichi » player is in the defending team : he throws a soccer ball making it roll on the</p>	<p>To value the importance of team games and respect for established rules.</p>	<p>Social and civic competences</p> <p>Cultural awareness and expression</p>	<p>2 teams</p> 	15 '

	<p>ground ; the kicker hits the ball and must go running stepping on the baselines before the opponent team sends the ball back to the « pichi ». If the ball lands out of a baseline, the player is out of the game. When a player completes an entire round, the teams scores a point. The role of the teams changes when the defender catches the ball while it is in the air.</p> <p>Activity 4.2 The trainer gathers the learners and asks them how they felt while playing the game.</p>	<p>To accept the role you play within a team.</p> <p>To develop strategies and skills related to baseball.</p>	<p>Teamwork Self-reflection</p>		<p>5'</p>
<p>Action 5</p> <p><i>Cops and robbers</i></p> 	<p>Activity 5.1 Two teams are made : one catches (police) and another avoids being caught (thieves). The police carry the thieves caught to an agreed place (jail). The game ends when all the thieves are caught. The thieves who are in jail can be released if they are touched by a teamplayer who is free.</p> <p>Activity 5.2 The trainer gathers the learners and asks them how they felt while playing the game.</p>	<p>To value the importance of team games and respect for established rules.</p> <p>To accept the role you play within a team.</p> <p>To develop aerobic capacity.</p>	<p>Social and civic competences</p> <p>Cultural awareness and expression</p> <p>Teamwork Self-reflection</p>	<p>2 teams</p> 	<p>15'</p>
<p>Action 6</p> <p><i>Flying ball</i></p>	<p>Activity 6.1 Two teams are made. Each team must contribute to keep the ball in the air without it falling. The team that keeps the ball longer in the air is the winner.</p>	<p>To value the importance of team games and respect for established rules.</p>	<p>Social and civic competences</p> <p>Cultural awareness and expression</p>	<p>2 teams</p> 	<p>15'</p>

	<p>Variations :</p> <ul style="list-style-type: none"> - The same as the previous game, but with a net in between. - All players together, they try to hit the ball as many times as possible <p>Activity 6.2</p> <p>The trainer gathers the learners and asks them how they felt while playing the game.</p>	<p>To accept the role you play within a team.</p> <p>To develop strategies and skills related to volleyball.</p>	<p>Teamwork</p> <p>Self-reflection</p>		<p>5'</p>
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ASSESSMENT of PRIOR LEARNING Possible ☐ Not possible yet ☐

Assessment Method (if possible)

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Sequence S14 / Cycle 1

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	3

AREA	Social
SUBJECT	Sense of belonging
Type of Activity	Making music or singing song
With crossed disciplines	Culture

Sequence Title **Music heals the soul**

ABSTRACT

Every nation and culture on earth has its traditions, that while maintained in the present have their origins in the past. Every culture also has its own music culture and traditions. Music soothes the soul so that it is now recognized as a form of therapy so every person should show tolerance to the differences.

KEY WORDS Music, global, various music types

Learning outcomes

- 1 - Learners will be able to name different types of music.
- 2 - Learners will be able to recognize different types of music.
- 3 - Learners will be able to respect and show tolerance to different cultures and their music traditions.

Room Organization Seats in circle, trainer among learners

**LEARNING CONTEXT**

Personal ☐ Individual X Pair work X
Group work X Less than 5 X 5-10 X 10+ ☐
Distance learning ☐ Frontal ☐ Interactive X

SEQUENCING

Number of: Actions [3] Activities [3] Hours [1]

TRAINERS MATERIALS

Photos, ICT

LEARNERS MATERIALS

Pencil, paper, if possible music instruments




KEY COMPETENCES

1 - Cultural awareness and expression

Transversal COMPETENCES

- 1 - Intercultural communication
- 2 - Managing diversity
- 3 - Teamwork
- 4 - Communication

NOTES

Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1	<p>Activity 1</p> <p>Ask the learners to work in pairs and take a piece of paper. Set the time limit (One minute) Ask the pairs to write down as many music types as possible. The winner is the one who has the more names than the others on the paper.</p>	Learners will be able to name different types of music.	Communication		15 min
Action 2	<p>Activity 2</p> <p>Play some music if possible with the videos from You Tube. Ask the learners what the origin of the music is.</p>	Learners will be able to recognize different types of music.	Cultural awareness and expression		15 min
Action 3	<p>Activity 3</p> <p>Ask the learners to work in groups of three or four (if possible who are from the same countries come together). Ask them to make music or sing a song from their own culture. Finish the lesson by writing on the board <i>"Music heals the soul"</i></p>	Learners will be able to respect and show tolerance to different cultures and their music traditions.	Intercultural communication Managing diversity Team working		30 min



ASSESSMENT of PRIOR LEARNING Possible ☐ Not possible yet ☐

Assessment Method (if possible)

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Sequence S15 / Cycle 1

	1
	2
	3

AREA	Social
SUBJECT	Sense of belonging
Type of Activity	Creating a dream
With crossed disciplines	Reflection
Sequence Title	Dream your paradise

ABSTRACT

Learners dream about their paradise and create a poster to do some marketing for it in the group.

KEY WORDS	Dreaming - Marketing
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Learning outcomes	<i>1 - Be able to take perspective on others mind</i> <i>2 - Be able to dream of the place that gives you a secure feeling</i> <i>3 - Be able to share your dream with others</i>
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Room Organization	Table, chair for everybody
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**LEARNING CONTEXT**

Personal X Individual ☐ Pair work X
Group work X Less than 5 ☐ 5-10 x 10+ ☐
Distance learning ☐ Frontal ☐ Interactive X

SEQUENCING

Number of: Actions [4] Activities [2] Hours [2]

TRAINERS MATERIALS

Paper, pencils, paint, colors, paper, glue, magazines, ...

LEARNERS MATERIALS

Paper, pencils, paint, colors, paper, glue, magazines, ...





KEY COMPETENCES

- 1 - Learning to learn
- 2 - Sense of initiative and expression

Transversal COMPETENCES

- 1 - Communication
- 2 - Taking responsibility
- 3 - Self-reflection

NOTES

Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 Dream of your paradise	<u>Activity 1</u> The trainer asks the learners a few questions. They have to think in silence about it. Which place gives you a safe place? Which place will make you happy? On which place would you like the most beautiful life? What do you need in your environment to be very happy?	- Create the place that gives you a secure feeling	- Reflection		10'
Action 2 Create your dream	With the answer the learners create on a creative way their dreamspot on a poster. They can use banners to promote their idea more	- Give your dream a picture	- Expression - Creativity		50'
Action 3 Share your dream with the others	<u>Activity 2</u> Share your paradise with the others and recommend them to visit you	- Share your dream with others - Try to convince others of your paradise	- Confidence - Communication		30'
Action 4 Give advice to the others	In a group discussion the learners give their point of view to the paradise of the others. On which place you would go on holiday? What do you miss on the paradise of others?	- Give your meaning to another without harm the other person - Have respect for the perspective of another minds	- Reflection - Communication - Groups decision		30'



ASSESSMENT of PRIOR LEARNING Possible ☐ Not possible yet ☐

Assessment Method (if possible)

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Sequence S16.1 / Cycle 1

This sequence is cut into 3 parts: two for preparation of the party is organized inside Cycle 1 planning while the 2hour-party are extra-time to Cycle 1.

	1
	3
	2

AREA	Social
SUBJECT	Sense of belonging
Type of Activity	Organize a party
With crossed disciplines	Groups dynamic

Sequence Title **Let us all have a party together**

ABSTRACT

At the end of the 4 weeks SERA programme, the learners get the change to celebrate their proclamation. They will receive a certificate of participation. Before the party can start, they have to organize the party with all learners and trainers.

KEY WORDS Group – decision making – party

Learning outcomes

- 1 - Be aware of the wishes of another person
- 2 - Be able to compromise
- 3 - Be able to work in group
- 4 - Be able to plan an activity with others

Room Organization Table, chair for everybody

**LEARNING CONTEXT**

Personal ☐ Individual ☐ Pair work ☐
Group work ☒ Less than 5 ☐ 5-10 ☒ 10+ ☐
Distance learning ☐ Frontal ☐ Interactive ☒

SEQUENCING

Number of: Actions [2] Activities [5] Hours [4]

TRAINERS MATERIALS

Paper, pencils, paint, colors, paper, glue, magazines,

LEARNERS MATERIALS

Nothing specific

KEY COMPETENCES


- 1 - Learning to learn
- 2 - Social and civic competence
- 3 - Cultural awareness and expression

Transversal COMPETENCES


- 1 - Communication
- 2 - Taking responsibility
- 3 - Creativity
- 4 - Flexibility
- 5 - Project management

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 Organize the party	Activity 1 Learners has to think how they would like to celebrate their end of the programme. In the organization they have to take several decisions in group. 1/ what is the theme of the party After they decide this they can discuss further on practical things like <ul style="list-style-type: none"> - invitations - decoration 	Organize a project with a group Listen to everybody opinion Make a compromise	Managing diversity Taking responsibility Teamwork Flexibility Creativity Communication		60'
	Activity 2 2/ what are the food and drink Is there a budget? Activity 3 3/who gets in invitation Will they choose to invite people from out this group, like family?				60'



<p>Action 2</p> <p>The party at the end of the 4 week programme</p>	<p>Activity 4 Official part of the party Trainer ask the headmaster of director of the institution to give the certificate of participation. The trainer writes a short personal text for every learner and read it for the group.</p> <p>Activity 5 Party Learners can relax and celebrate the hard working</p>	<p>Listen to a motivational speech of the trainer</p> <p>Being proud of yourself</p>	<p>Self-reflection</p> <p>Communication</p>		<p>120'</p>
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ASSESSMENT of PRIOR LEARNING Possible ☐ Not possible yet ☐

Assessment Method (if possible)

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Sequence S19/ Cycle 1

	2
	3
	1

AREA	Social
SUBJECT	Personal wellbeing
Type of Activity	Sports
With crossed disciplines	Communication and cooperation

Sequence Title **Let us play Boules**

ABSTRACT

The aim of this activity is to encourage learners to engage in physical activity, whilst playing a group sport and developing team-building. The game of Boules requires that a person must trust in his/her team mates to win the game.

KEY WORDS Sports, Communication, Teamwork

Learning outcomes

- 1 - Be able to listen respectfully to instructions
- 2 - Be able to communicate verbally and non-verbally with others
- 3 - Be able to move with coordination and agility
- 4 - Be able to work in a team
- 5 - Be able to self-reflect and give/accept criticism

Room Organization Open outdoor or indoor area

**LEARNING CONTEXT**

Individual ☐ Pair work ☒ Group work ☒
Less than 5 ☐ 5-10 ☒ 11-15 ☒ 16-20 ☒ 21+ ☐
Distance learning ☐ Frontal ☐ Interactive ☒

SEQUENCING

Number of: Actions [3] Activities [3] Hours [1h30]

TEACHERS MATERIALS

Boules pitch and boules

LEARNERS MATERIALS

nil.

KEY COMPETENCES




1 - Social and civic competences
2 - Learning to learn

Transversal COMPETENCES


1 - Teamwork
2 - Communication
3 - Conflict management
4 - Taking responsibility

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 <i>Setting ground rules</i>	<p>Activity 1</p> <p>Explain the rules of boules (see resources). Before starting the game let the learners train for 15 minutes. This will give the opportunity for the learners to see each other playing.</p> <p><i>After 15 minutes the teacher chooses the two team leaders.</i></p> <p>Ask the team leaders to choose a person they want in the team. The person chosen chooses another. This goes on until the teams are build.</p>	To encourage learners to respect each other and participate in activities in an orderly manner	Listening skills Communication skills Self-reflection Team building	 	30 min
Action 2 <i>The game</i>	<p>Activity 2</p> <p>Make sure that all the learners participate in the activity.</p> <p>The teacher should act as a referee. Teacher should observe interaction of teams.</p>	Make sure that the game rules are clear.	Listening skills Communication Non-verbal communication Coordination Cooperation Teamwork		30 min



<p>Action 3</p> <p><i>Discussion and debriefing</i></p>	<p>Activity 3</p> <p>Bring learners together and ask them to reflect on the activity. Start a discussion on why people were chosen and others not. Ask how those chosen last felt. Also address the issues that you saw in the game e.g. cooperation, insults, encouragement etc. How did the person feel? Where the weak persons encouraged or insulted? What did they enjoy the most about it? What was the hardest aspect? Did they work well with team? Were there any issues? Were the ground rules respected? What did they learn? Is being physically active important? If yes, why? If no, why? What do they think are the aims of the activity? Encourage learners to share views and opinions.</p>	<p>To enable learners to become aware of their actions, and how this can influence others</p>	<p>Listening skills Communication Non-verbal communication Coordination Cooperation Teamwork</p>		<p>30 min</p>
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Resources / Rules to play Boules

The Place to Play

Petanque is also known as Boules and is played outdoors on any reasonably firm surface: your yard, the park, a field, a gravel parking lot, cinder running track, etc. Hard surfaces like concrete or asphalt or very soft like a fine sand beach or long grass are not recommended. The **ideal surface** is hard packed earth with coarse sand or pea gravel approximately 1/8" - 1/4" deep covering the surface. Find a place that is open and fairly flat. If there are a few bumps and hollows that's fine and can even add more challenge to the game.

Choose Teams

Divide up into two teams. You can play Singles with one player on each side, Doubles with two players on each side, or Triples with three players on each side. For leisure play a good way to choose teams is for one person to take a boule from each player and throw them out all at the same time. The owners of the boules that lie closest to the thrower make up the first team.

Select Boules

Both teams select their boules. Each team's boules should have Groove Patterns that distinguish them from the other side's boules: that way, they will be easy to identify when counting up points. When playing Singles or Doubles, each player uses three boules and for Triples each player uses two.

Decide Who Goes First

Toss a coin to see which side goes first.

Toss the Jack

The team that wins the coin toss chooses the starting location and then selects one of their players to throw out the jack. The starting location is indicated by a circle that is 14 to 20 inches in diameter and at least three feet from any obstacles. The circle can be drawn with chalk, etched in the dirt with a stick, or made from a piece of rope whatever works. Once the circle is drawn, the player then stands with both feet inside the circle and throws the jack. The jack can be thrown in any direction but must land within 20 to 30 feet of the starting circle and three feet from any obstacle.



Throw the Boules

All boules must be thrown from within the starting circle and with both feet on the ground. The player attempts to throw the boule so that it lands as close to the jack as possible it is okay to hit the jack. The player must remain inside the circle until the boule has landed. A player from the opposing team then steps into the circle and attempts to land his boule closer to the jack even if it means knocking his opponents out of the way. The boule closest to the jack leads or is said to be "holding the point." The other team must continue throwing boules until they take the lead or run out of boules. There is no order that team members must follow when throwing their boules however, they must only throw their own boules, and they must go one at a time from within the starting circle. If they take the lead, the other team then tries to recover by landing a lead boule.

Winning the Round

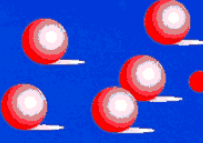






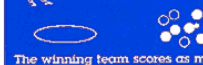



Once a team has used all its boules, the other side is allowed to throw the rest of its boules. When all boules are thrown, the points are counted. The team that has the boule closest to the jack wins the round. In addition, they also receive a point for each boule that is closer to the jack than their opponent closest boule. Only one team scores points during a round.

Beginning a New Round

Once the points are counted, the next round begins with previous round's winners drawing a new starting circle. This starting circle is drawn around the final position of the jack in the previous round. The winning team then selects a player to toss out the jack from this new starting circle and then throw out the first boule.

Winning the Game

The first team to earn a total of 13 points wins the game. There is not a required number of rounds that must be played.

<p>THE AIM OF THE GAME</p>  <p>To get your boules closer to the jack than your opponent's.</p>	<p>THE TEAMS</p> <p>3 Players vs 3 Players "Triples" 2 boules per person.</p> <p>2 Players vs 2 Players "Doubles" 3 boules per person.</p> <p>1 Player vs 1 Player "Singles" 3 boules per person.</p>	<p>BOULES</p>  <p>Is played with steel boules and a wooden cochonet, or jack. Play from a circle marked on the ground.</p>
<p>GAME START</p>  <p>A member of the 1st team marks a circle on the ground, throws the jack and then that player or another of that team throws the first boule.</p>	 <p>A player from the 2nd team then goes into the throwing circle and tries to throw his boule closer to the jack.</p>	 <p>If the 2nd team gets their boule closest to the jack, the 1st team must throw again.</p>
 <p>If the 2nd team does not get closest to the jack, then they continue to throw their boules until they are closer or run out of boules.</p>	 <p>When one team has thrown all its boules, the other team play all of theirs.</p>	<p>THE END OF THE ROUND</p>  <p>The winning team scores as many points as it has boules which are closer to the jack than the closest boule of the other team. Then the jack is thrown again.</p>
<p>THE END OF THE MATCH</p>  <p>The winning team is the first to reach 13 points.</p>	<p>THE SHOOTER</p>  <p>The player who throws his boule to knock or 'shoot' his opponent's boule away from the jack.</p>	<p>THE POINTER</p>  <p>The player who tries to throw his boule closer to the jack than his opponent.</p>

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ASSESSMENT of PRIOR LEARNING

Possible ☐

Not possible yet ☐

Assessment Method (if possible)

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