



Cycle 2



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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)



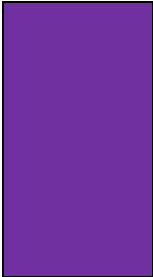
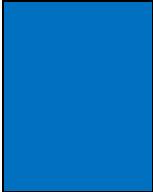
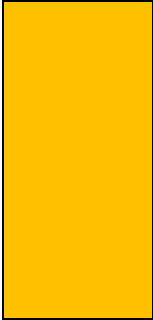
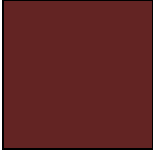
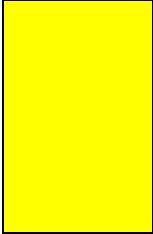
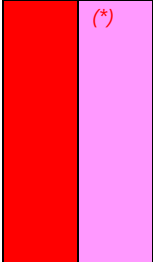

Context of Implementation

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>Red/Pink – is the 'value line' which includes those activities that require the learner to appreciate one's own values and also the value of those around us.</p> <p><i>(*) at the origin, this level of needs was in red but SERA consortium found this red too hard and moved it to pink; it could remain some red marks somewhere for which we apologize and thank you for making them known.</i></p>
	<p>Green – the activities that fall under this colour include all those activities that involve formal, non-formal and/or informal education, thus is called the 'education line'.</p>



Profiles of Actors

Teachers and/or Trainers

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

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

Learners

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

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



SERA Free Adaptations

To National Culture and Language

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

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

To EU Key Competences Reference System

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

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

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



To Cross-Curricular Competences

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

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

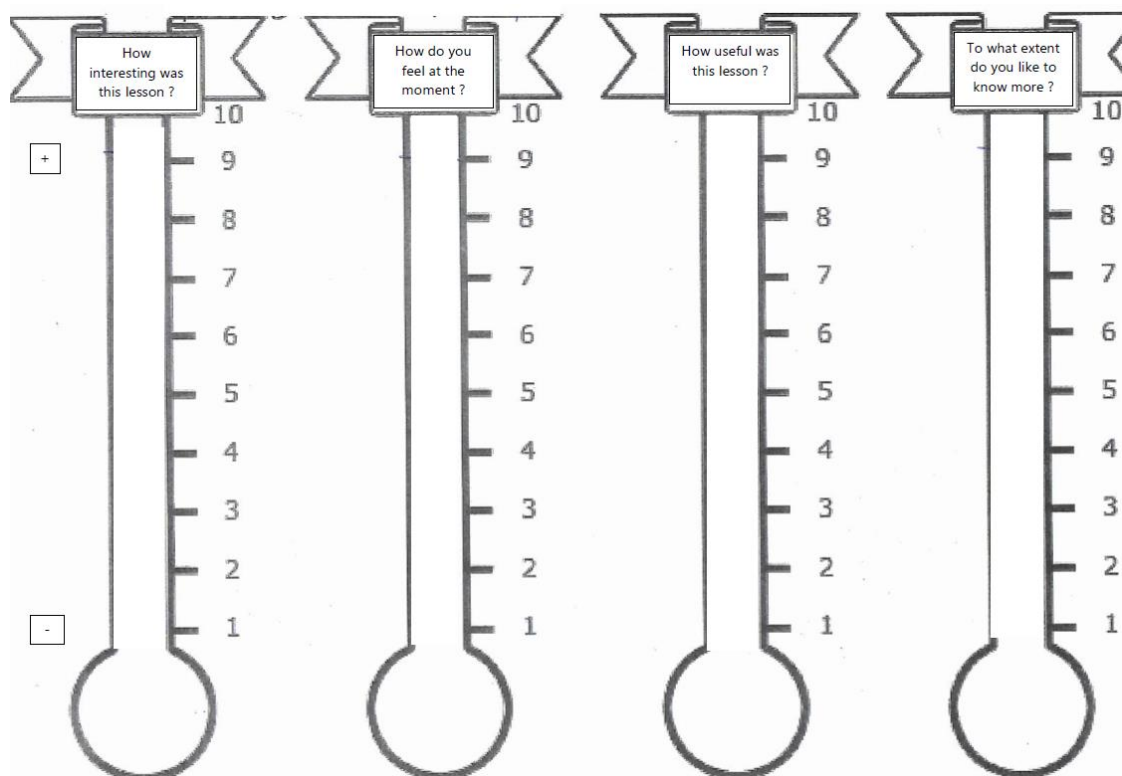
In the next chapter it will be shown how the SERA consortium introduced assessment, however this process is not profoundly elaborate to make it easily adaptable by anyone.

Assessment Methods

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

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

The learners were asked to fill the thermometer scale below,



Four thermometer scales are shown, each with a question in a box at the top and a scale from 1 to 10 on the right. The scales are:

- How interesting was this lesson ?
- How do you feel at the moment ?
- How useful was this lesson ?
- To what extent do you like to know more ?

Each thermometer has a '+' sign at the top and a '-' sign at the bottom. The scales are currently empty.

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





A widely recognized tool that is taken in consideration by SERA consortium is the [Interpersonal Reactivity Index \(IRI\) by Davies \(1983\)](#). This tool is considered to be valuable as it could measure the effectiveness of the SERA programme in terms of empathy. The IRI 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 Ciechos km. 2,5. 04130. ALMERÍA, SPAIN.
Tel. +34 950 153 102, +34 950 656 754/752. Fax. +34 950 153 103. E-mail: ic200725@juntadeandalucia.es
ERASMUS+ Programme / Support for policy reform Social inclusion through education, training and youth / KA2 action with multiple beneficiaries

University of Malta
Department of
Criminology





2 - With competences achieved

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

Example of Certificate of competencies achieved

Face A



Face B

Surname and Name of Learner FR3

Date of birth _____

Description of the learning activity

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

Period of activity November 2016 – February 2017

Total number of training hours 70

Name and signature of the trainer _____

Achieved competence : **Communication**

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



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 P37 / Cycle 2 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 2 Week 1

	HOURS	MONDAY	TUESDAY	WEDNES	THURSD	FRIDAY
plus P37	1	E1.2	I9	P32	P34	E10
	2	E1.2	B2	P32	P34	P35
	3	P39	B2	P32	E9.2	P35
	4	BREAK				
	5					
	6	P27	E10	E9.2	E10	E15.1
	7	P27	E10	E9.2	E10	E7.1
	8	P27/P15	E15.1	E9.2	P39	I9

SERA Cycle 2 Week 2

	HOURS	MONDAY	TUESDAY	WEDNES	THURSD	FRIDAY
plus P37	1	E10	E3	B2	E18	I9
	2	E10	E3	E7.1	E10	I9
	3	P39	E3	E7.1	E10	E18
	4	BREAK				
	5					
	6	E18	E18	E15.1	P13	P34
	7	P35	E9.2	E15.1	P13	P41
	8	P35	E9.2	P32/ S9	P13	P39

SERA Cycle 2 Week 3

	HOURS	MONDAY	TUESDAY	WEDNES	THURSD	FRIDAY	
plus P37	1	E9.2	I9	S12	E9.2	P35	
	2	P35	P4/S12	B2	P41	P35	
	3	P4	S12	E3	P39	P34	
	4	BREAK					
	5						
	6	E9.2	E7.1	E3	E3	E7.1	
	7	P41	S9	E3	E3	E7.1	
	8	P39	S9	S9	I9	E13.1	

SERA Cycle 2 Week 4

	HOURS	MONDAY	TUESDAY	WEDNES	THURSD	FRIDAY	
plus P37	1	S21	S21	B2	P35	I9	
	2	S9	S9	E9.2	S9	I9	
	3	S9	S9	E9.2	S9	S21	
	4	BREAK					S 16.2
	5						S 16.2
	6	S21	E18	P35	P34	S21	
	7	E9.2	E18/P16.1	P35	S 16.2	I8	
	8	E18	P39	S 16.2	P39	S17	

Board of Sequences SERA Cycle 2

WEEK 1						WEEK 2							
HOURS	MONDAY	TUESDAY	WEDNES	THURSD	FRIDAY	HOURS	MONDAY	TUESDAY	WEDNES	THURSD	FRIDAY		
plus P37	1	E1.2	I9	P32	P34	E10	plus P37	1	E10	E3	B2	E18	I9
	2	E1.2	B2	P32	P34	P35		2	E10	E3	E7.1	E10	I9
	3	P39	B2	P32	E9.2	P35		3	P39	E3	E7.1	E10	E18
	4	BREAK						4	BREAK				
	5	BREAK						5	BREAK				
	6	P27	E10	E9.2	E10	E15.1		6	E18	E18	E15.1	P13	P34
	7	P27	E10	E9.2	E10	E7.1		7	P35	E9.2	E15.1	P13	P41
	8	P27/P15	E15.1	E9.2	P39	I9		8	P35	E9.2	P32/S9	P13	P39

WEEK 3						WEEK 4							
HOURS	MONDAY	TUESDAY	WEDNES	THURSD	FRIDAY	HOURS	MONDAY	TUESDAY	WEDNES	THURSD	FRIDAY		
plus P37	1	E9.2	I9	S12	E9.2	P35	plus P37	1	S21	S21	B2	P35	I9
	2	P35	P4/S12	B2	P41	P35		2	S9	S9	E9.2	S9	I9
	3	P4	S12	E3	P39	P34		3	S9	S9	E9.2	S9	S21
	4	BREAK						4	BREAK				
	5	BREAK						5	BREAK				
	6	E9.2	E7.1	E3	E3	E7.1		6	S21	E18	P35	P34	S21
	7	P41	S9	E3	E3	E7.1		7	E9.2	E18/P16.1	P35	S16.2	I8
	8	P39	S9	S9	I9	E15.1		8	E18	P39	S16.2	P39	S17

	1st Cycle	2nd Cycle
	Hours	Hours
food, sweets, cooking and baking together, typical cultural ingredients...	18	8
physical wellbeing, temperature, comfort, sport, yoga, climate...	15	12
"stop-line", rules, indicate boundaries, safety...	4	6
group dynamic, cooperation, teamwork...	13	16
"mirror-line", reflection, read & write...	15	22
"value-line", circle of courage...	23	22
education Activities (the rest of subjects) Formal or non formal/informal	32	34
TOTAL	120	120

With permanent access to sport activities if needed

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	Activity	Activity	Title of the sequence	Project start	Project end	Number of activities	Number of sessions	Location	Key Competence I	Key Competence II	Key Competence III	Transversal Competence	Assessment	
EE	RELIGION	Religion	Story telling activity	Keep your faith I			7	8	1600	Sense of Initiative and Entrepreneurship	Cultural awareness and expression	Communication in the national teaching language	Teamwork Critical thinking Self-reflection Flexibility Autonomy		
EE.2	EDUCATION	How to start USA	Conditional framework	My own story / Rules and boundaries Cycle 2			1	4	1600	Social and citizenship competences			Evaluating / Reflecting Taking responsibility Communication Conflict management Autonomy		
EE		Communication	Plan with reflection exercises	Enlightenment was revolution "18th day"			8	8	1600	Communication	Social and citizenship competences		Critical thinking Empathy Evaluating / Reflecting Interpersonal communication Critical thinking		
EE.1		Media literacy	Reflection exercises	Engage in critical thinking about key concepts - Part I			8	14	1600	Learning to learn	Communication		Social and citizenship competences Cultural awareness and expression Self-reflection Self-help communication Assessment competence		
EE.2		Skill and professional improvement	Preparing intention	Getting ready for the working world: CV and interview Cycle 2			8	8	1200	Sense of Initiative and Entrepreneurship	Social and citizenship competences	Learning to learn	Teamwork Critical thinking Creativity Planning and resource management		
EE.3		Communication	Writing scripts	And if I was wrong?			8	11	1600	Learning to learn	Communication	Social and citizenship competences	Critical thinking Empathy Flexibility Self-reflection Autonomy		
EE.1.1		Drawing related	Painting	Decorating our spaces with Graffiti - Part I			8	8	1600	Cultural awareness and expression	Social and citizenship competences	Digital competence	Communication		
EE.3		Communication	Reflection exercises, Debate	What's new? What's right?			8	24	1600	Learning to learn	Cultural awareness and expression	Social and citizenship competences		Flexibility Self-reflection Critical thinking Communication	
										1600					
EE	HERITAGE/CULTURE	Traditions	Exhibition	Learning about other traditions			2	8	1600	Social and citizenship competences	Cultural awareness and expression		Conflict management Teamwork Managing diversity Self-reflection		
EE		Diversity in cultures	Reflection exercises	Resources of each other are our playground			10	20	1600	Digital competence	Cultural awareness and expression	Communication	Teamwork Interpersonal communication Organizing one's learning		
									1600						
EE	PSYCHOLOGY	Decision making	Group talks	Advise yourself			8	8	1600	Learning to learn	Social and citizenship competences		Self-reflection Problem solving Empathy		
EE.1		Identity development	Reflection exercises	Conflict cycle			2	4	1600	Social and citizenship competences			Self-reflection Taking responsibility Problem solving Conflict management		
EE.1		Identity development	Reflection exercises	Listen to your emotions			8	8	1600	Social and citizenship competences	Communication in the national teaching language		Self-reflection		
EE.1.1		Identity development	Live up	Talk to your inner child (Cycle 2)			1	1	1600	Social and citizenship competences			Self-reflection Empathy		



Code	Area	Subject	Activity	Title of the response	Type of tool	Language	Number of activities	Number of learners	Duration	Key Competence 1	Key Competence 2	Key Competence 3	Personal Competence	Assessment
P27	BIOLOGY	Expression of emotions	Reflection and text writing	Four Friends on Four		EN	6	6	2000	Social and civic competences	Communication in the national teaching language	Learning to learn	Self-reflection Critical thinking Resilience	
P42		Equality	Debate	In science who's closer		EN	4	7	6000	Communication	Social and civic competences	Cultural awareness and expression	Evaluating / Reflecting Taking responsibility Self-reflection Creativity	
P46		Expression of emotions	Teacher	Howlow the green is greener		FR	6	16	6000	Learning to learn	Cultural awareness and expression	Social and civic competences	Critical thinking Autonomy Self-fulfilling communication Empathy	
P48		Socio-emotional development	Expression of emotions	Mixed media		FR	4	10	10000	Learning to learn	Cultural awareness and expression	Social and civic competences	Communication Teamwork Creativity	
P47 / Personal experience		Family life and parenthood	Clinical therapy	Representation of self, family, environment and relations of parental bond Cycle 3		FR	4	6	6000	Learning to learn	Social and civic competences		Self-reflection Evaluating / Reflecting Resilience competences and competence development	
P49		Personal well-being	Play	Let's reveal your potential		FR	4	6	6000	Sense of initiative and entrepreneurship	Communication		Autonomy Equality Self-reflection	
P41		Physical well-being	Conditioned movement	Let's make my life easier in community		FR	4	16	6000	Social and civic competences	Communication		Taking responsibility Evaluating / Reflecting Critical thinking	
										2000				
S1	SOCIAL	Family support	Story telling activity	Home without family support		EN	4	6	6000	Learning to learn	Digital competences	Cultural awareness and expression	Creativity Self-fulfilling communication Critical thinking Interpersonal communication	
S12		Social skills	Role plays	Please, Sorry, Thank you		EN	4	7	2000	Social and civic competences	Learning to learn	Communication	Adaptability Self-fulfilling communication Teamwork Creativity Self-reflection Critical thinking	
S14.2		Sense of belonging	Organize a party	Let us all have a party together		EN	2	6	4000	Learning to learn	Social and civic competences	Cultural awareness and expression	Communication Taking responsibility Creativity Flexibility Social engagement	
S17		Conflict making	Competitive games	Ladder competition		EN	1	1	1000	Social and civic competences	Sense of initiative and entrepreneurship		Communication Taking responsibility Conflict management	
S21		Community involvement	Socialization Competitive games	Are the lion forces where we believe they are!		FR	6	12	6000	Cultural awareness and expression	Social and civic competences	Communication	Equality Creativity Taking responsibility Teamwork Self-reflection	
									2000					



Sequence B2 / Cycle2

	3
	2
	1

AREA

Beliefs

SUBJECT

Religions

With crossed disciplines

Psychology - holy facts -

Activity Title

Keep your faith!

ABSTRACT

Teaching faith to learners provides them with a strong sense of direction in life. As a collective, they may not share the same beliefs and values, but they should be aware that respecting others' belief in faith will make their living environment more peaceful.

KEY WORDS

Faith, will, locus of control

Learning outcomes

- 1- Know the concept of "faith"
- 2- Recognizes his/her cognitive schemas about faith
- 3- Share his/her perceptions of faith
- 4- Know the concept of "locus of control"

Room Organization

Seats in circle, teacher among learners

Type of ACTIVITIES

Brainstorming, Storytelling



LEARNING CONTEXT Personal Individual Pair work Group work
Less than 5 5-10 10+
Distance learning Frontal Interactive

SEQUENCING Number of Actions [7] Activities [8] Hours [5]

TEACHERS MATERIALS Rope (if possible), scale, laptop, powerpoint presentation, story, animation





LEARNERS MATERIALS a scarf for the game, pencils, a piece of paper

KEY COMPETENCES 1 - Sense of initiative and entrepreneurship
2 - Cultural awareness and expression
3 - Communication in the national hosting language





Transversal COMPETENCES 1 - Team working
2 - Flexibility
3 - Autonomy
4 - Critical thinking
5 - Self-reflection

NOTES





Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1	<p>Activity 1</p> <p>The trainer writes on the board "FAITH" and ask the following question to the learners: What does this word mean to you? The trainer shares the dictionary meaning of Faith with them.</p>	<p>be able to know the concept of faith</p> <p>be able to share his/her insight about the concept of faith</p>	<p>Sense of initiative and entrepreneurship</p> <p>Self-reflection</p> <p>Autonomy</p>		15'
<p>Action 2</p> <p><i>Teacher, preparing the course, will look for a short video focusing on faith. If no internet access where he/she teaches, video will be uploaded on a pendrive.</i></p>	<p>Activity 2</p> <p>The trainer makes the learners watch a short animation about faith on YOUTUBE. After that, the trainer asks their feelings and opinions about the movie and topic.</p>	<p>be able to review his/her perception of the concept of faith</p>	<p>Critical thinking</p>		45'
<p>Action 3</p> <p><i>Teacher will organize a roleplay 1 – with learners divided into who believe that he/she is controlled by external or internal factors</i></p>	<p>Activity 3</p> <p>The trainer makes a power point presentation about internal and external control behaviours. The scale which is called "Rotter Internal-External Locus of Control Scale is applied to the learners.</p> <p>Activity 4</p> <p>The trainer explains to learners that some people believe that they are directed by some external factors like luck, some believe that they are controlled by internal factors.</p>	<p>be able to know the concepts of internal locus of control and external locus of control</p> <p>be able to gain insight for getting the responsibilities of his/her decisions</p>	<p>Sense of initiative and entrepreneurship</p> <p>Self-reflection</p> <p>Critical thinking</p>	 	<p>45'</p> <p>30'</p>



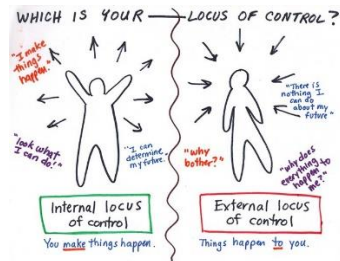
<p><i>2 – teacher will ask learners to explain why they do believe their way (family culture, traditions, ...)</i></p>	<p>1) External locus controlled people believe that he/she is controlled by faith, luck and other powerful things. 2) Internal locus controlled people believe that he/she is controlled by his choices, skills and efforts.</p>				
<p>Action 4</p>	<p>Activity 5 The trainer wants the learners work in pairs. The trainer draws a line on the board. He/She writes “What does faith mean to you?” on one of the half while he/she writes “What do you want to change in your faith?” on the other half. Teacher invites learners to work in pairs and discuss the given questions on the board. Asks the volunteer pairs to share their answers during 10' then trainer writes what is told on the board and asks for reactions.</p>	<p>be able to review his/her point of view to the concept of faith</p>	<p>Team work Critical thinking Self-reflection</p>	 	<p>30'</p>
<p>Action 5</p>	<p>Activity 6 The trainer reads the story which is called “Forgotten Diamond” or another one which can be found on the internet (short stories about faith). After the story, the trainer gets the learners’ opinions about the story. He/She ends the session by asking if learners believe that everybody has a power to change his/her destiny.</p>	<p>Be able to defend his/her opinion within a group</p>	<p>Cultural awareness and expression Critical thinking Self-reflection</p>	 	<p>45'</p>



Action 6	<p>Activity 7</p> <p>The trainer asks the following questions to the learners and ask them to have a debate in groups on willpower and wealth.</p> <ol style="list-style-type: none">1- Are people free from their behaviours?2- Do we perform our actions with our own will, wish or desire?3- Don't we have willpower?	Be able to explain what we believe in and why	Self-reflection Critical thinking Communication		30'
Action 7 <i>Teacher is free to finish the lesson with some holy songs or prays depends learners and their contextual environment (5'-10') See next page</i>	<p>Activity 8</p> <p>The trainer gives the instructions (<i>see next page</i>) and let them enjoy the game.</p>		Team working Flexibility		60'



Activity 7



Activity 8 / Description

Before the activity, weave a rope through a short obstacle course. This could be done indoors using simple furniture or other items. Display a picture of the Savior at the end of the obstacle course.

Invite a learner to share with the group a short message about faith. Explain that this is a silent activity in which they must heed warnings and hold tightly to the rope. Tell them that one person will represent the voice of the Spirit, and let all the learners hear that leader player's voice. Guide each person to the beginning of the rope to complete the obstacle course while blindfolded. Have the leader representing the Spirit give wise directions for the others to follow (such as "step over the log" or "turn left"), and have other leaders attempt to deceive the learners by giving them bad directions. As the learner reach the end of the rope, remove each blindfold so they can see that they reached the Savior.

After all have had a chance to participate, invite the youth to share their impressions of the activity and discuss what they learned about exercising their faith, listening to the Spirit, and enduring to the end.

*"God, give us grace to accept with serenity the things that cannot be changed,
courage to change the things which should be changed,
and the wisdom to distinguish the one from the other." Reinhold Niebuhr*



ASSESSMENT of PRIOR LEARNING Possible

Not possible yet

Assessment Method (if possible)

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.....

.....

.....

**LEARNING CONTEXT**

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

SEQUENCING

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

TEACHERS 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 Aims	Competences	Learning context	Sub-timing
Action 1	<p>Activity 1 Teacher and group can present themselves then express their expectations. The learners who took already cycle 1 share their experiences about rules, working environment, what they learned, their further objectives. Teacher delivers personal notebook.</p>	<p>Feeling save in a group</p>	<p>Communication Conflict management Reflecting Taking responsibility</p>	 	30'
	<p>Activity 2 Teacher explains the program (content & process)</p>	<p>Give expression to your own boundaries</p>			30'
	<p>Activity 3 Teacher presents firm rules and group discusses the other rules</p>	<p>Give your feelings, thoughts a voice</p>			30'
	<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>				30'



ASSESSMENT of PRIOR LEARNING

Possible

Not possible yet

Assessment Method (if possible)

.....
.....



Sequence E3 / Cycle 2

	2
	3
	1

AREA Education
SUBJECT Communication
With crossed disciplines Psychology – Women rights

Activity Title **Enlightened communication – Movie “Skirt Day”**

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 - be able to accept the group
- 2 - be able to speak in front of a group
- 3 - be able to exchange and change a point of view
- 4 - be able to accept and respect another point of view
- 5 - 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 Personal 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 [4+4]

This 8hour-E3 sequence is composed of two films. The one given as example is “Skirt day” 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.

TEACHERS 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



« **Tu ne tueras point** »

Synopsis: When World War II broke out, Desmond, a young American, found himself faced with a dilemma: like any of his compatriots, he wanted to serve his country, but the violence was incompatible with his beliefs and moral principles. He objected to even holding a weapon and refused to kill.

Streaming link: <https://streaming.streamiz.co/ne-tuerras-point/>

« **12 years a slave** »

Synopsis: A free black man, Salomon Northup lives peacefully in the state of New York alongside his wife and two children. One day, he is approached by two men he is not suspicious of and who drug him. Removed, stripped of his rights and his identity, he is then embarked under the name of Plate in a boat bound for New Orleans.



Streaming link: <https://streaming.streamiz.co/12-years-a-slave/>

« **Des hommes et des dieux** »




Synopsis: At the heart of the Algerian Atlas, in the 1990s, eight French Cistercian monks live in perfect harmony with their Muslim brothers in the village of Tibhirine. Terror sets in after the massacre of a group of foreign workers. The GIA (Armed Islamic Group) is immediately suspected and the army proposes to protect the monastery. The monks refuse to leave despite the growing threat.

Streaming link: <https://streamcomplet.me/des-hommes-et-des-dieux/>



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 <i>My place in the group</i> Introduction Self-assessment	Activity 1 Presentation of the activities (objectives, content, support, ...) At the beginning, please ask learners to try to self-assess their level (Annex 1) http://s329727547.onlinehome.fr/dossier/Annex%201-%20Prior%20assessment.docx (Teacher, using the same tool, will make it too on his/her side for each learner; then both will compare and comment)	Be able to: - present oneself - speak in front of the group - accept to stay in the group	Communication Critical thinking		20'
Definitions <u><i>If cycle 2 or 3, Action 1 will not be organized</i></u>	Activity 2: Brainstorming What is communication? What is its definition? What is its role? When do we use it? Can we communicate about everything? Are there one or several types of communication? What are the different supports for communication? What are the fake news? How do we know if it's a fake news? What is critical thinking? How can we develop critical thinking? Is critical thinking easy to get? To finish the sequence, teacher will remind quickly all definitions agreed within the group				15'
					5'
Action 2	Activity 3 <i>The group will work on communication and critical thinking by using games and films.</i>	Be able to: - summarize a movie	Communication		110'




<p>To understand differences</p>	<p>Teacher will introduce the film “Skirt Day”. For example: Sonia Bergerac, a college teacher, has been on a nervous breakdown since her husband left her. One morning, she discovers a weapon hidden in a learner's bag. She seizes it and involuntarily pulls one of them. Panicked, she takes the class hostage ...</p> <p>Activity 4 Quick return on the movie: Do you like the movie? If NO, please explain your thoughts and ideas (could be a start of exchanges with other learners). Do you agree about main themes of this film? What do you think about it?</p>	<ul style="list-style-type: none"> - find the main ideas - understand some concepts 		 	<p>15'</p>
<p>Action 3 Return on the movie</p>	<p>Activity 5 Team working (with a paper support) Teacher will introduce Annex 2 and explain words, questions, ... if necessary. http://s329727547.onlinehome.fr/dossier/Annex%20%20-%20Skirt%20day.docx Teacher 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>Be able to:</p> <ul style="list-style-type: none"> - teamwork - exchange point of view - debate on ideas - accept another point of view 	<p>Communication Critical thinking Teamwork</p>		<p>20'</p>



	<p>Activity 6</p> <p>Feedback in plenary group from sub-groups to share the work they did in Activity 5. Teacher will moderate exchanges if necessary, if not, he can let some volunteers as leaders of the group to do it.</p>				5'
<p>Action 4</p> <p>Helping learners to debate "Questions game"</p>	<p>Activity 7</p> <p><i>The group will work on communication and critical thinking by using games and films.</i></p> <p>The exercise consists of answering a number of questions related to the film. The teacher 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.</p> <p>- Annex 3- http://s329727547.onlinehome.fr/dossier/Annex%203%20-%20Game.docx</p>	<p>Be able to:</p> <ul style="list-style-type: none"> - speak in front of a group - respect another point of view - defend his/her ideas - change his/her point of view 	<p>Communication</p> <p>Critical thinking</p> <p>Empathy</p> <p>Manage with emotions</p>		20'
<p>Action 5</p> <p>Second self-assessment</p>	<p>Activity 8</p> <p>Self-assessment about communication and critical thinking. Teacher 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, ...</p> <p>http://s329727547.onlinehome.fr/dossier/Annex%201-%20Prior%20assessment.docx</p>	<p>Be able to:</p> <ul style="list-style-type: none"> - speak within a group - respect another point of view - defend his/her ideas - change point of view 	<p>Communication</p> <p>Critical thinking</p> <p>Empathy</p> <p>Manage with emotions</p>		15'



<p>Conclusion</p> <p><i>This last part can help the teacher to identify other films, for other SEEA 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></p>	<p>Activity 9</p> <p>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.</p> <p>Do you know now what means communication? Critical thinking? Empathy? Respect? ... Do you identify some other skills/abilities that were new for any of you?</p>	<p>Be able to debate on ideas</p>	<p>Communication</p> <p>Critical thinking</p>		<p>15'</p>
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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 teacher. After there will be a comparison between the learner perception and the teacher observation to see the evolution that could open on a debate and exchange of points of view.



Sequence E7.1 / Cycle 2

	3
	2
	1

AREA Education
SUBJECT Media Literacy
With crossed disciplines Philosophy, Civic and moral education

Activity Title Engage in critical thinking about key concepts
(Part I)

ABSTRACT

The purpose of this pedagogical exercise is to allow each learner to understand and finally defend situation(s) in which inherent factors, actions, or propositions are inconsistent or contrary to one another, or to identify combinations of statements, ideas, or features which are opposed to one another.

KEY WORDS

Autocracy or Democracy, Violence or Non-violence, Resistance or Terrorism, Revolt or Revolution, Choice or Polarization, Islamic or Islamist, Free press or Manipulated press, Freedom, Secularity

Learning outcomes

- 1 - Be able to identify and understand antagonism
- 2 - Be able to defend own ideas while listening to those of others
- 3 - Be able to build one's own thinking

Room Organization

Teacher among learners

Type of ACTIVITIES

Debate, Literature search



LEARNING CONTEXT Personal Individual Pair work Group work
Less than 5 5-10 10+
Distance learning Frontal Interactive

SEQUENCING Number of Actions [6] Activities [14] Hours [6]

TEACHERS MATERIALS Press articles, computers, flipchart, dictionary, bulletin



LEARNERS MATERIALS Pencils, cardboard

KEY COMPETENCES 1 - Learning to learn
2 - Communication



Transversal COMPETENCES 1 - Critical thinking
2 - Social and civic competence
3 - Cultural awareness and expression
4 - Self-reflection
5 - Anti-hate communication

NOTES





Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
<p>Action 1</p> <p>Understand what is Antithesis?</p> <p>Opposition figure, the antithesis is manifested by the bringing together of two antonyms</p>	<p>Activity 1</p> <p>Teacher will explain the aims of the course that must allow learners to organize own ideas from critical thinking.</p> <p>Teacher will start with easy examples of antitheses to help learners to understand.</p> <p>Ex. 1 - Depending on whether you will be powerful or miserable</p> <p>Ex. 2 - Court judgments will make you white or black</p> <p>Ex. 3 - ...</p> <p>Activity 2</p> <p>Learners will try to find examples on their own:</p> <ul style="list-style-type: none"> - The young and the old - The ying and the yang - The beautiful and the ugly - Night and day - Sun and rain - Domestic and wild - ... <p>Teacher also can make it as a game, while one learner gives the 1st word, the rest of the class group try to find its antithesis and each good answer gets one point. At the end of this exercise, the winner is the one who gets more points.</p>	<p>Be able to find good examples by self</p>	<p>Learn to learn</p> <p>Autonomy</p> <p>Critical thinking</p> <p>Self-reflection</p>	<p></p> <p></p>	<p>10'</p> <p>20'</p>




	<i>Teacher will not make any research at this step, just work with initial learners' knowledge</i>				
Action 2 Autocracy or Democracy	Activity 3 Teacher will start a debate with learners to check what do they know about Democracy and/or Autocracy. Teacher will ask learners to find examples from daily life.	Be able to make self-reflection Be able to argue	Learn to learn Social and civic competences		10'
	Activity 4 Depends on the level of the group, the teacher will prepare some adapted exercises from Shocking Democracy Stereotypes blind your minds The spirit of Democracy Let's agree we disagree What modern countries are ruled by Autocracy? <i>Teacher will care about national origins of each learner when preparing course.</i> Teacher then can ask learners to find hyponyms of Autocracy like: absolutism; authoritarianism; Caesarism; despotism; shogunate; Stalinism; totalitarianism; tyranny Is a constitutional monarchy an autocracy? Why or why not?		Respect Tolerance		30'



	<p><u>Debriefing on Action 2</u> What did I learn?</p>				10'
<p>Action 3 Anarchy or Dictatorship</p>	<p>Activity 5 Teacher will start a debate with learners to check what do they know about Anarchy and/or Dictatorship. Teacher will ask learners to find examples from the News (TV-Radio-Newspaper).</p>	<p>Be able to make self-reflection</p>	<p>Learn to learn</p>		10'
	<p>Activity 6 Depends on the level of the group, the teacher will prepare some adapted exercises from:</p> <p><i>What does Anarchy' mean?</i></p> <ul style="list-style-type: none"> ▪ No leader or ruler ▪ Chaos ▪ No government ▪ All answers are correct. <p>Teacher will coordinate debate between learners.</p> <p>Alternative: Teacher will ask learners to find examples of anarchist press in the past.</p> <p><i>What does Dictatorship' mean?</i> A form of government in which the ruler is an absolute dictator (not restricted by a constitution or laws or opposition etc.)</p>	<p>Be able to argue</p>	<p>Social and civic competences</p> <p>Respect</p> <p>Tolerance</p>		



	<p>04 05 06</p> <p>Teacher will ask learners, by pairs, to identify the photos which belong to violence scenarii and the ones that correspond to non-violence. They will have to defend their opinion in front of the whole group.</p> <p>Activity 9 For this exercise, the teacher must be able to debate about the problems of arms in The States (he/she also can ask to be helped by some “expert” like police, military professionals, teacher of philosophy, ...</p> <p>The Arms Trade is Big Business in The States: The teacher will propose the learners to debate about this topic starting by making a research on Internet (if possible) or in books / magazines. Learners will be asked to explain why often mothers and youngsters express themselves with non-violence attitudes.</p> <p><u>Debriefing on Action 4</u> What did I learn?</p>	Be able to share ideas		Pairs group 	15' 40' 10'
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	classes/closed departments/wings/units... could be arranged.				
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ASSESSMENT of PRIOR LEARNING Possible

Not possible yet

Assessment Method (if possible)

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.....



Sequence E9.2 / Cycle 2

	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 II

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 [6] Activities [9] Hours [12]

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









<p>Action 2 Right to work</p>	<p>Activity 4 Legislation. International Labor Organization (2016) Learners look for the labor regulations of their close environment, and they will also look for those related to the jobs they have chosen. In groups, they will share ideas and complete by making a dossier including all of them.</p>	<p>To be able to differentiate different regulations, rights and duties related to work</p>	<p>Sense of Initiative and Entrepreneurship Communication Social And Civic competences Learning to Learn Digital competence Teamwork Planning and resource management</p>	  	<p>60'</p>
<p>Action 3 What shall we do? Pathways to follow</p>	<p>Activity 5 Searching for offers: independent search or through employment agencies or official bodies There will be a round table with external volunteers on how to look for a job; learner may ask whichever question they think appropriate. With the information collected in the round table they can make a wallchart/poster. Other activities to be carried out are: - Reading and interpreting job offers - Network exploration - Contacting potential employers Learners make a list with all the skills they possess and the requirements of the offer then weigh them and wrote them down. <u>Important: Take into account frustration and motivation.</u></p>	<p>To be able to discuss with the group the necessary pathways to achieve the necessary competencies for the job.</p>	<p>Sense of Initiative and Entrepreneurship Communication Social And Civic competences Digital competence Teamwork Reflection</p>	 	<p>90-120'</p>



	<p>A joint reflection needs to be done that it is not easy, that it can take a lot of time, but they must continue setting temporary goals and keep on in the effort. Each Learner will list the reasons to get the job; in groups, these reasons will be prioritized and reflected on a wallchart/poster that will serve as a reminder every day.</p> <p>Activity 6 Creating a job-offer profile Individually, Learners create a profile to hang it on different networks like LinkedIn, Facebook, ...</p>	<p>To search information about professions and occupations</p> <p>To select and use a combination of job search techniques</p> <p>To compare one's profile with the job offers</p> <p>To search and contact employers</p>	<p>Planning and resource management</p> <p>Creativity</p>		<p>30-60'</p>
<p>Action 4 Curriculum Vitae and Cover Letter</p>	<p>Activity 7 Completing a curriculum vitae and cover letter Watching videos and debates. In small groups they research in books and documents on steps for the elaboration of an effective CV. Each Learner fills his/her own CV for a job offer. They will also write down some cover letters which will be later analyzed in small groups so as to decide which ones are the most suitable to attach to the CV.</p>	<p>To be able to elaborate a curriculum vitae</p> <p>To fill in a standard job application form</p>	<p>Sense of Initiative and Entrepreneurship Communication</p> <p>Planning and resource management Teamwork</p>	 	<p>180'</p>



		To write a cover letter for a prospective employer			
Action 5 Interview	Activity 8 Interview Watching videos and job interview discussions. Role playing with job interviews.	To communicate one's skills and knowledge to potential employers To answer effectively to the common questions of a job interview. To acquire the skills to overcome job interviews	Sense of Initiative and Entrepreneurship Communication Social and Civic competences Creativity	  	120'
Action 6 Choosing a job offer	Activity 9 Evaluation of job offers and adaptation during the first stage in the job Individually, Learners analyze the job offer, conditions and expectations they had, to make the most appropriate decision. In small groups, all decisions and whys are discussed and the rest of Learners help make the individual decision.	+ To evaluate job offers and working conditions offered	Sense of Initiative and Entrepreneurship Communication	 	60'



	Role playing with work situations.	+ To get used to to the first months in a job	Social and Civic competences Digital competence Evaluating / Reflecting Teamwork Critical thinking Creativity		
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<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 E10 / Cycle 2

	3
	2
	1

AREA	Education
SUBJECT	Communication
With crossed disciplines	Philosophy – Civic and moral education – Writing scripts
Activity Title	And if I was wrong?
ABSTRACT	http://etsijavaistort.org/en/what-if-i-was-wrong/ The “ What If I Was Wrong? When we talk, we learn! ” campaign does not seek to persuade anyone to abandon an ideology or delegitimize specific extremist groups of any stripe. On the contrary, it addresses attitudes that can lead to violent radicalization: unshakeable ideological convictions, unquestioning doctrinal rigidity, cognitive isolation, or intolerance of alternative ideas, values or beliefs.
KEY WORDS	Desisting, to fight/prevent radicalization, polarization
Learning outcomes	Encourage resilience and critical thinking skills as protective factors against radicalizing and extremist discourses leading to violence.
Room Organization	Seats in front of a screen / white wall then in circle
Type of ACTIVITIES	Videos, Debate, Contest, Writing scripts / Exhibition



LEARNING CONTEXT Personal Individual Pair work Collective
Less than 5 5-10 10+
Distance learning Frontal Interactive

SEQUENCING Number of Actions [5] Activities [11] Hours [9]

TEACHERS MATERIALS Projector, ICT, flipchart



LEARNERS MATERIALS Watercolors, colored pencils, cardboard



KEY COMPETENCES 1 - Learn to learn
2 - Communication
3 - Social and civic competences

Transversal COMPETENCES 1 - Critical thinking
2 - Respect
3 - Flexibility
4 - Self-reflection
5 - Autonomy




NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Introduction	<p>The teacher will present to learners the campaign “what if I was wrong” then he will introduce the contest http://etsijavaistort.org/en/contest/</p> <p>The teacher then will show some videos to explain Actions</p> <p>Testimony: Maxime and Webster</p> <p>“When we talk we learn”</p>				60'
<p>Action 1: I don't fit in here</p> <p>Feeling of exclusion A feeling that can gradually lead some people to feel cast aside by society, and to cut themselves off.</p> <p>Feeling excluded from a common destiny and meaningful participation in social life, such individuals perceive a widening gap between themselves and the rest of society, sometimes to the point of a fatal rupture.</p>	<p>Activity 1: Watching videos Story telling 1 - QUSAY Story telling 2 - REZAN Story telling 3 - OMER Story telling 4 - LENZ Story telling 5 - HADIL</p> <p>Teacher and learners will talk on what they just saw. They will debate about their ideas/opinions; the teacher and/or one volunteer amongst the learners may play the role of mediator.</p> <p>Activity 2 Now they have to decide what they want to design and propose for the campaign (< September 2018). By the end of 2018, the task will focus on the realization of a local exhibition.</p>	Be able to reject the assumptions to feel existed and integrated	Communication Self-reflection Autonomy	 	5' 25' 60' to several hours

 <p>Actions 1 and 2 I don't fit in here Same speech for all</p>					
<p>Action 2: Same speech for all</p> <p>Dogmatic view Sectarian standardization of world views, ideas and beliefs.</p> <p>Rejection of whatever is considered different, alternative or marginal and which does not necessarily match that of the majority or what is recognized outside the "in" group.</p>	<p>Activity 3: Watching videos Story telling 6 – RABIA Story telling 7 – YASMINE Story telling 8 – SAMAR Story telling 9 – JOSE Story telling 10 - ALEXANDRA</p> <p>Teacher and learners will talk on what they just saw. They will debate about their ideas/opinions; the teacher and/or one volunteer amongst the learners may play the role of mediator.</p> <p>Activity 4: same than Activity 2</p>	<p>be able to differentiate speeches</p>	<p>Anti-hate communication Social and civic competences Critical thinking</p>		<p>5'</p> <p>25'</p> <p>60' to several hours</p>

<p>Action 3: Us against them</p> <p>Polarization of beliefs Perception of deep-seated barriers between some groups, based on their social, political, religious, cultural or ethnic characteristics, or their beliefs.</p>	<p>Activity 5: Watching videos Story telling 11 – ANANTHA Story telling 12 – ZOE Story telling 13 – MUBIN Story telling 14 - JEREMY Story telling 15 - DAVID Story telling 16 - BILLI</p> <p>Teacher and learners will talk on what they just saw. They will debate about their ideas/opinions; the teacher and/or one volunteer amongst the learners may play the role of mediator.</p> <p>Activity 6: same than Activity 2</p>		<p>Communication Respect Critical thinking</p>		<p>5'</p> <p>25'</p> <p>60' to several hours</p>
<p>Action 4: That's none of my business</p> <p>Feeling of indifference</p>	<p>Activity 7: Watching videos Story telling 17 - XIMENA</p>		<p>Communication Critical thinking</p>		<p>5'</p>

<p>Turning a blind eye to situations that should in fact elicit a reaction. Indifference with respect to the events of daily life.</p> 	<p>As the campaign only shows one video, teacher and learners will talk on what they just saw to decide if they have ideas to widen number of storytelling.</p> <p>Activity 8 as complementary exercise, teacher and learners could decide to write then film short scripts to create Story telling focusing on “That’s none of my business”.</p> <p>Activity 9: same than Activity 2</p>		<p>Creativity</p>		<p>55’ to 120’’</p> <p>60’ to several hours</p>
<p>Action 5: They’re all the same</p> <p>Stereotyping of others Generalizing characteristics and behaviour, making lives one-dimensional when they in fact contain a wealth of experiences.</p> <p>Categorization of a person on the basis of specific characteristics, or the social, cultural, political or religious group they belong to, or are assigned to.</p> <p>Refusal to see distinctions within society or among the individuals within it, and preference for a stereotype devoid of nuance.</p>	<p>Activity 10: Watching videos Story telling 18 - JEREMY Story telling 19 - ALESSIO Story telling 20 - PATRICIA Story telling 21 - LEDIA Story telling 22 – KEYSHA Story telling 23 - CAMILLE</p> <p>Teacher and learners will talk on what they just saw. They will debate about their ideas/opinions; the teacher and/or one volunteer amongst the learners may play the role of mediator.</p> <p>Activity 11: same than Activity 2</p>		<p>Social and civic competences Respect Communication Critical thinking</p>		<p>5’</p> <p>25’</p> <p>60’ to several hours</p>



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ASSESSMENT of PRIOR LEARNING Possible Not possible yet

Assessment Method (if possible)

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Sequence E 15.1 / Cycle 2

	2
	3
	1

AREA Education
SUBJECT Growing mindset
With crossed disciplines Artistic expression and interaction - Entrepreneurship – Intercultural

Activity Title **Decorating our spaces with Graffiti - Part I**

ABSTRACT

We can create art or stain the walls of the spaces where we live together. We have decided to create art by telling a story of promotion of democratic values, fundamental rights, intercultural understanding and active citizenship in prison. For this, we have agreed on what we want to express in each graffiti. Graffiti could be then defined with words such as expression, freedom, struggle, overcoming or style.

KEY WORDS Graffiti, urban art, culture, collaborative work, respect

Learning outcomes Be able to:

1. Recognize one's own abilities, ideas and desires
2. Discover and respect others' ideas
3. Be aware that we are all necessary and we can always positively contribute
4. Learn to make sketches, scales and graffiti art techniques
5. Differentiate between what we know and what we need to be able to learn
6. Discuss with the group the different proposals of stories to be told



7. Agree on common sketches
8. Assume one's own responsibility in the work and trust in the responsibility of the other classmates
9. Discover that without everyone's contribution, it is not possible to achieve the final work.

Room Organization

Classroom, outdoor courtyard

Type of ACTIVITIES

Brainstorming, Debates, Information search, Study of techniques and implementation, Videos, Sketches, Scales, Paint on paper, Paint on the wall

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 [9] Hours [5]

TEACHERS MATERIALS

Articles, ICT, books, videos...

LEARNERS MATERIALS

Fanfold paper, pens and pencil, erasers, spray paint, articles, ICT, books...

KEY COMPETENCES





1. Cultural Awareness And Expression
2. Social And Civic Competences
3. Digital Competence

Transversal COMPETENCES




1. Communication
2. Mathematical competence and basic competences in science and technology

NOTES






Course Structure	Learners' activities and tasks to realize	Learning Outcomes	Competences	Learning context	Sub-timing
<p>Action 1</p> <p>What to decorate?</p>	<p>Activity 1</p> <p>What do we want to decorate?</p> <p>The students, with the teacher, try to see what the spaces to be decorated are and prioritize the areas and sizes.</p> <p>Activity 2</p> <p>What story do we want to tell in each area?</p> <p>Brainstorming with students, the proposals are scored, agreed and prioritized. Topics like promotion of democratic values, fundamental rights, intercultural understanding and active citizenship should be encouraged by the instructor.</p>	<p>Discover and respect others' ideas.</p> <p>Be able to be aware that we are all necessary and can positively contribute.</p> <p>Be able to discuss the different proposals of stories to be told.</p> <p>Be able to assume one's own responsibility in the work and trust in the responsibility of the other classmates.</p> <p>Identify possible spaces to be decorated.</p>	<p>Cultural Awareness and Expression</p> <p>Social And Civic Competences</p> <p>Digital Competence</p> <p>Sense Of Initiative And Entrepreneurship</p> <p>Communication in Foreign Languages</p> <p>Communication in the hosting country language</p>	   	<p>60'</p>



<p>Action 2 Defining Graffiti</p>	<p>Activity 3 What is graffiti? Videoforum with some of the graffiti movies / documentaries / presentations already existing. What is it? What is it for? And what is its origin? https://en.wikipedia.org/wiki/Graffiti</p> <p>Activity 4 What do we need to know to start? First individually and then in small groups make a list with everything they need to make a graffiti, both material and techniques. They look for information about these needs and practice with materials and techniques on fanfold paper.</p> <p>Activity 5 What do we already know? Each student reflects on the knowledge and skills acquired so far. In small groups they express qualities that stand out in the other classmates. They then discuss whether they need to gain some new competences, and if so, they look for information; instructor may propose professionals or volunteers that help them achieve these competences.</p>	<p>Be able to recognize one's own abilities, ideas and desires.</p> <p>Discover and respect others' ideas. Be able to be aware that we are all necessary and we add.</p> <p>Be able to be aware that we are all necessary and can positively contribute.</p> <p>Learn to perform scales and graffiti art techniques.</p> <p>Be able to differentiate what we know and what we need to be able to learn</p> <p>Be able to assume one's own responsibility in the work and trust in the responsibility of the other classmates.</p>	<p>Cultural Awareness And Expression</p> <p>Social And Civic Competences</p> <p>Digital Competence</p> <p>Sense Of Initiative And Entrepreneurship</p> <p>Learning To Learn</p> <p>Communication in Foreign Languages</p> <p>Communication in the hosting country language</p>	  	<p>60' – 240'</p>
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	<p>Activity 6 What are scales? How do we pass the drawings on paper (sketches) to the wall? Each student proposes solutions, they are discussed and through this they discover what scales are and how to use them to enlarge drawings.</p>		Mathematical competence and basic competences in science and technology		
Action 3 Sketches	<p>Activity 7 My sketch, our sketch? All the students make their sketch. They are shown to the class to be scored and chosen.</p> <p>Activity 8 Shall we divide tasks to do? Tasks to be performed are listed, timed and distributed by consensus among all.</p> <p>Activity 9 Shall we paint the graffiti on fanfold paper before moving it to the final space? Through the scales, they design the final real size drawing. Students in groups paint different parts of the design with different colours, allowing everyone to participate.</p>	<p>Be able to recognize one's own abilities, ideas and desires.</p> <p>Discover and respect others' ideas.</p> <p>Be able to be aware that we are all necessary and can positively contribute.</p> <p>Learn to make sketches, scales and graffiti art techniques.</p> <p>Agree on common sketches.</p> <p>Be able to assume one's own responsibility in the work and trust in the responsibility of the other classmates.</p>	<p>Cultural Awareness and Expression</p> <p>Social And Civic Competences</p> <p>Digital Competence</p> <p>Sense Of Initiative And Entrepreneurship</p> <p>Learning To Learn</p> <p>Communication in Foreign Languages</p>	  	240'



			Communication in the hosting country language		
			Mathematical competence and basic competences in science and technology		



<https://es.wikipedia.org/wiki/Graffiti>

Documentaries

- *80 Blocks from Tiffany's* (1979) – A rare glimpse into late 1970s New York toward the end of the infamous South Bronx gangs, the documentary shows many sides of the mainly Puerto Rican community of the South Bronx, including reformed gang members, current gang members, the police, and the community leaders who try to reach out to them.
- *Stations of the Elevated* (1980), the earliest documentary about subway graffiti in New York City, with music by Charles Mingus.
- *Style Wars* (1983), an early documentary on hip hop culture, made in New York City.
- *Piece by Piece* (2005), a feature-length documentary on the history of San Francisco graffiti from the early 1980s until the present day.
- *Infamy* (2005), a feature-length documentary about graffiti culture as told through the experiences of six well-known graffiti writers and a graffiti buffer.
- *NEXT: A Primer on Urban Painting* (2005), a documentary about global graffiti culture.
- *RASH* (2005), a feature documentary about Melbourne, Australia and the artists who make it a living host for illegal artwork called street art.
- *Bomb It* (2007) is one of the most extensive and elaborate documentations of the graffiti movement. Director [Jon Reiss](#) shows old and very rare original material some of the most well-known and best graffiti artists in the world.^[116]
- *Jisoe* (2007), a glimpse into the life of a [Melbourne](#), Australia graffiti writer, shows the audience an example of graffiti in struggling Melbourne Areas.
- *AlterEgo* (2009) portrays 17 different graffiti artists in nine cities from seven different countries. The protagonists talk about topics including the motivation to use public space for their personal expression and their view on the role of graffiti in the art world.^[117]
- *Roadsworth: Crossing the Line* (2009) is a Canadian documentary about Montréal artist [Peter Gibson](#) and his controversial stencil art on public roads.
- *Bomb It 2* (2010) was commissioned as a web series exclusively for the digital broadcast network Babelgum and expands the global reach of [Jon Reiss](#)' exploration of graffiti and street art into new and unexplored areas of Asia and South East Asia, the Middle East as well as Europe, the United States and Australia.
- *Exit Through The Gift Shop* (2010) is a documentary produced by the notorious artist [Banksy](#) that tells the story of [Thierry Guetta](#), a French immigrant in Los Angeles, and his obsession with street art; [Shepard Fairey](#) and [Invader](#), whom Guetta discovers is his cousin, are also in the film.
- *still on and non the wiser* (2011) is a 90 minute long documentation that accompanies the exhibition with the same name in the Kunsthalle Barmen of the [Von der Heydt-Museum](#) in [Wuppertal](#) (Germany) draws vivid portraits of the artists by means of very personal interviews and also catches the creation process of the works before the exhibition was opened.^{[118][119]}
- *Graffiti Wars* (2011), documentary detailing [King Robbo](#)'s feud with [Banksy](#) as well as the authorities' differing attitude towards graffiti and [street art](#).^[120]
- *DeeVaaR*,^[121] (2009) documentary about Iranian graffiti and street art



Drama films

- *Wild Style* (1983), a drama about hip hop and graffiti culture in New York City
- *Bomb the System* (2002), a drama about a crew of graffiti artists in modern-day New York City
- *Quality of Life* (2004), a graffiti drama shot in the Mission District of San Francisco, starring and co-written by a retired graffiti writer
- *Wholetrain* (2006), German film
- *Dawgtown*, an upcoming animated film with an art style inspired by graffiti art^[122]

For the teacher

<https://totenart.com/tutoriales/como-pintar-spray-tecnicas/>

<https://es.slideshare.net/saralmercado/materiales-para-hacer-graffiti>

<https://prezi.com/6ftvyqhwou49/tipos-y-tecnicas-del-graffiti/>

<https://es.slideshare.net/franmezones/tcnicas-de-graffiti-10183419>

<https://psicologiaymente.com/social/procesos-psicosociales-graffiti>

<http://www.educacontic.es/blog/tecnicas-en-la-red-el-graffiti>



ASSESSMENT of PRIOR LEARNING

Possible

Not possible yet

Assessment Method (if possible)

- Students' participation in debates and activities
- Presentation of ideas, sketches, ...
- Sketching and graffiti design
- Group atmosphere
- Final result



Sequence E18 / Cycle 2

	3
	2
	1

AREA

Education

SUBJECT

Communication

Type of Activity

Reflection exercises and debates

With crossed disciplines

Dilemma and moral, civic values, citizenship

Sequence Title**What cause? What fight?****ABSTRACT**

When we have a cause at heart, we want everyone to know, understand, share, participate ... So, we attend public meetings, listen various opinions, share documentation, write articles, ... that speak about the subject, we stick posters, sign petition, follow "friends", ... There is so much to see, to read on social networks, in medias, ...

KEY WORDS

Commitment, Defense of the oppressed

Learning outcomes

- 1 - Be able to make choices
- 2 - Be able to argue
- 3 - Be able to engage

Room Organization

No tables, Teacher among learners






Type of ACTIVITIES

Discussions under teacher guidance

(Alternative is if one learner agrees to be moderator)

NOTES




Course Structure	Learners' activities and tasks to realize	Learning Outcomes	Competences	Learning context	Sub-timing
<p>Action 1</p> <p>Introduction of the topic</p>	<p>Activity 1</p> <p>Teacher will have to first introduce the topic. What is a “cause”?</p> <p><i>This question can be moderated by a learner as volunteer, just to organize the taking and speaking time of learners who want to give their opinion.</i></p> <p>Activity 2 / Feedback</p> <p>Do you learn something from Action 1?</p> <p>Any questions?</p>	<p>Feel free to speak among others</p> <p>Be able to talk without anger</p>	<p>Communication</p> <p>Flexibility</p> <p>Cultural awareness and expression</p>	<p></p> <p></p>	<p>10'</p> <p>5'</p>
<p>Action 2 / Quiz</p> <p>Causes to defend</p> <p>Each question can be moderated by a different learner (as volunteer). Teacher may decide to make pairs or sub-groups if plenary group is too important.</p> <p><i>When “other” (in each question), the learner(s) will be asked to express him/herself by explaining why he/she believes that the cause he/she defends (or intends to defend) must be a PRIORITY</i></p>	<p>Activity 3</p> <p>Among following causes, what is THE ONE that you believe has to be sustained in PRIORITY?</p> <ul style="list-style-type: none"> - medical research (cancer, AIDS) - child victims in the world - fight against poverty in the world - persons with disabilities - other (please express yourself) <p>Activity 4</p> <p>Amongst the following causes, what is the one that represents you to be considered in PRIORITY?</p> <ul style="list-style-type: none"> - human rights (political prisoners, torture) 	<p>Be able to express and defend own point of view</p> <p>Be able to convince if necessary</p> <p>Be able to make choices and to argue</p>	<p>Critical thinking</p> <p>Social and civic competences</p> <p>Communication</p> <p>Learning to learn</p>	<p> </p> <p></p>	<p>10'</p> <p>10'</p>






	<ul style="list-style-type: none">- third world development- emergency disaster relief- reintegration of the marginalized (delinquents, drug addicts, etc.)- other (please express yourself) <p>Activity 5</p> <p>Among the major questions of the current world, what are the three you consider as PRIORITIES?</p> <ul style="list-style-type: none">- unemployment- hungry in the world- preservation of the environment- risk of a nuclear accident- risk of 3rd world war- other (please express yourself) <p>Activity 6</p> <p>Among the major questions of the world, what are the three you consider as the most urgent to be treated?</p> <ul style="list-style-type: none">- poor health conditions in the world- international terrorism- torture- uncontrolled growth of the world's population					10'	10'
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	<ul style="list-style-type: none">▪ is sufficient and well used▪ is very inadequate and needs to be increased▪ is insufficient but needs to be better used▪ has to be decreased▪ other (please express yourself) <p>- <u>do you personally trust or are you rather about the action of humanitarian aid organizations to third-world?</u></p> <ul style="list-style-type: none">▪ I trust▪ I am suspicious <p>Please argue whatever is your choice</p> <p>- <u>for third-world aid, would you rather trust organizations:</u></p> <ul style="list-style-type: none">▪ confessional▪ associative▪ military▪ other (please express yourself) <p>Activity 12 / Feedback What do you learn from Action 2? Any other questions?</p>				15'
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<p>Action 3</p> <p>The different forms of commitment</p>	<p>Activity 13</p> <p>Ideas on commitment</p> <p>Commitment is first and foremost citizen participation. When you make a commitment, you contribute to the life of your community and common well-being too. Commitment strengthens the bonds of solidarity by stimulating feelings of belonging to this community. Commitment allows different levels of participation that can be expressed in different ways. Commitment may consist of individual or collective actions that focus primarily on a certain level of social transformation in society.</p> <p><i>Learners will be asked, by pairs or small sub-groups, to position themselves on the different assertiveness and to argue</i></p> <p><i>(Complement) Learners may be asked to find some more ideas on commitment</i></p> <p>Activity 14</p> <p>Citizen commitment</p> <p>It is the act or attitude of any person member of a democracy who, having abandoned a position of simple beneficiary of rights, puts his/her</p>	<p>Be able to debate</p> <p>Be able to change his/her mind</p> <p>Be able to defend cause</p>	<p>Critical thinking</p> <p>Self-reflection</p> <p>Social and civic competences</p> <p>Flexibility</p> <p>Communication</p> <p>Learning to learn</p>	  	<p>30'</p> <p>20'</p>
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	<p>thoughts or his/her action in the service of a cause in order to criticize, revise or preserve its institutions and rules. Regardless the commitment form is, whether its issue is local, regional, national or international, the approach of the engaged citizen is always the same: Put his/her thought, word and action in the service of a collective cause to make the world better.</p> <p><i>Learners will be asked to debate then to give examples of citizen commitments (firefighters, rescuers, ...) if possible without any help from teacher.</i></p> <p>Activity 15 Social or community commitment One thinks of becoming involved as an activist, member or elected member of a student or union association, a community or a non-profit organization. One aims for the well-being and the improvement of the living conditions of the inhabitants of a district, a village, a region.</p> <p><i>Learners will be asked to debate then to give examples of social or community commitments (help to elderly person, visit to inmates, librarian in a school, ...) if possible without any help from teacher.</i></p>				20'
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	<p>Activity 16 Humanitarian commitment One can engage as volunteer, activist, member of non-governmental organization or for international cooperation. One can aim for the well-being and improvement of the living conditions of humanity in the service of the most disadvantaged and in the name of solidarity. <i>Learners will be asked to debate then to give examples of humanitarian commitments (Red Cross/Red Crescent, Doctors without borders, ...) if possible without any help from teacher.</i></p> <p>Activity 17 Personal commitment Individual action aimed at his/her well-being and the improvement of his/her own conditions. <i>Learners will be asked to give examples of personal commitment (study project, professional project, life project, ...) if possible without any help from teacher.</i></p> <p>Activity 18 / Feedback What do you learn from Action 3? Any other questions?</p>				<p>20'</p> <p>20'</p> <p>15'</p>
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	<p>consciously take a position for or against a cause (T/F)</p> <ul style="list-style-type: none"> - children are truly free when they engage ((T/F) - it exists an age to be aware of his/her commitment (T/F) - children can easily be indoctrinated by false ideas promoted by malicious adults (T/F) - children bear full responsibility for their actions (T/F) - children are more vulnerable than adults (T/F) <p><i>After playing True/False game, learners will be asked to share their opinions. Learners will be also asked for each sentence to find its contrary and to explain why he/she agrees or not.</i></p> <p>Activity 21 Can a child nevertheless commit to a serious cause? YES or NO <i>Learners will be asked to give examples of good causes (animals, environment, ...).</i></p> <p>Activity 22 / Feedback What do you learn from Action 4? Any other questions?</p>				<p>20'</p> <p>20'</p>
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<p>Action 5</p> <p>Are all causes good to defend?</p>	<p>Activity 23</p> <p><i>Teacher will ask learners to give examples of good and not so good causes that need to be defended by adults.</i></p> <p><u>Alternative:</u> Teacher can give examples of causes (good and bad) and ask learners to place themselves on one side of a median line (one side is for good causes, second is for not so good)</p> <p>Activity 24 / Feedback</p> <p>What do you learn from Action 5?</p> <p>Any other questions?</p>	<p>Be able to think and argue</p> <p>Be able to share opinions</p> <p>Be able to show determination for good causes</p>	<p>Learning to learn</p> <p>Flexibility</p> <p>Self-reflection</p> <p>Communication</p>	<p></p> <p></p> <p></p>	<p>25'</p> <p>10'</p>
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ASSESSMENT of PRIOR LEARNING

Possible

Not possible yet

Assessment Method (if possible)

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Sequence I8 / Cycle 2

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	3

AREA Intercultural
SUBJECT Traditions
With crossed disciplines Communication

Activity Title **Learning about other Traditions**

ABSTRACT

The aim of this activity is to make learners aware of the different traditions and rituals that exist in diverse cultures. It is not the intention to judge traditions, rather these exercises aim to raise awareness on diverse traditions and to see what unites us, rather than what separates us, to teach us to coexist and accept each other with different attitudes and traditions. At the end it is hoped that the learners will be more respectful the other traditions.

KEY WORDS Traditions, Communication

Learning outcomes Be able to



1. differentiate between traditions and beliefs
2. argue about traditions with respect
3. listen to other ideas
4. know his/her emotions and express them appropriately.
5. use effective communication skills while expressing feelings
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, teacher among learners,
Type of ACTIVITIES	Games, Debate
LEARNING CONTEXT	Individual <input type="checkbox"/> Pair work <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Less than 5 <input type="checkbox"/> 5-10 <input checked="" type="checkbox"/> 11-15 <input type="checkbox"/> 16+ <input type="checkbox"/> Distance learning <input type="checkbox"/> Frontal <input type="checkbox"/> Interactive <input checked="" type="checkbox"/>
SEQUENCING	Number of Actions [2] Activities [3] Hours [1h00]
TEACHERS MATERIALS	Charts, markers and papers, articles, internet and computer to download and print material
LEARNERS MATERIALS	Charts, markers and papers, articles, pictures
KEY COMPETENCES	1 - Social and Civic competences 2 - Cultural Awareness and self-expression
Transversal COMPETENCES	1 - Conflict management 2 - Team work 3 - Managing diversity

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
<p>Action 1 What are traditions?</p>	<p>Activity 1 Begin by asking the learners to define the term “tradition” Record the responses on a chart</p> <p><i>Note for teacher: Give an example of tradition from your country e.g. traditional weddings (you can also use a short video clip if available)</i></p>	<p>To make learners aware that traditions build and knit a community</p>	<p>Cultural Awareness</p>		<p>10min</p>
	<p>Activity 2 Group learners according to their culture and ask them to create something that represents their traditions/culture</p>	<p>The aim is to make learners think about their traditions and ask themselves why was the tradition created</p>	<p>Cultural Awareness</p>		<p>25min</p>



Action 2 Presentation of traditions to group	Activity 3 Ask the learners to present their tradition to the rest of the group	Knowledge about culture	Civic and Social Competences		25min
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ASSESSMENT of PRIOR LEARNING Possible Not possible yet

Assessment Method (if possible)

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**LEARNING CONTEXT**

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

SEQUENCING

Number of: Actions [10] Activities [29] Hours [8]

TEACHERS MATERIALS

World map of countries organized in posters.
If internet access is possible, let's have one computer by pairs. If not, teachers will bring documentation, dictionaries, magazines and organize visit(s) to library, coloured pencils, post-it's

LEARNERS MATERIALS

Nothing special

KEY COMPETENCES





- 1 - Digital competence
- 2 - Cultural awareness and expression
- 3 - Communication

Transversal COMPETENCES




- 1 - Self-reflection
- 2 - Teamwork
- 3 - Intercultural communication
- 4 - Organizing one's learning

NOTES






Course Structure	Learners' activities and tasks to realize	Learning Outcomes	Competences	Learning context	Sub-timing
Action 1	<p>Activity 1</p> <p>Teacher will show a video explaining MASLOW's hierarchy of needs in a very simple way.</p> <p>https://www.youtube.com/watch?v=O-4ithG_07Q</p>	<p>Be able to accept individual differences</p> <p>Be able to build complementarities</p>	<p>Cultural awareness and expression</p> <p>Self-reflection</p>		2'15''
	<p>Teacher will make sure that learners understand the 5 stages and eventually will bring precisions to questions from learners.</p>				
	<p>Activity 2</p> <p>Teacher will ask each learner to draw a pyramid with 5 stages from 5 (bottom) to 1 (top), not writing anything else that 5 to 1 in each stage.</p> <p>Each learner will write his/her name on the sheet of paper then stick it on the wall.</p>				10'
<p>Action 2</p> <p>The teacher organizes to display (on walls) posters (one per continent) on which are listed the countries of the world.</p>	<p>Activity 3</p> <p>In my country of origin, what do I drink and what do I eat?</p> <p>In my hosting country, what do I drink and what do I eat?</p> <p>Each learner will be asked to answer the 2 x 2 questions and to write answers on</p>	<p>Be able to accept individual differences</p>	<p>Self-reflection</p> <p>Communication</p> <p>Organizing one's learning</p>		10'



<p>Action 4</p>	<p>Activity 7 International football players <i>The exercise consists in finding names of international football players that, born in their country of origin, are now playing in other countries.</i> Learners will be grouped by pairs, each pair having the task to find 10 well known international football players (different ones for each pair).</p> <p>Learners will be asked to write names on post-it, then to color on left side the flag of their national country of origin, and on right side, stick the logo of the football club they are playing after copying it from magazines, documentation, internet,</p> <p>Activity 8 / Feedback Learners will be asked to remember to which stage of Maslow's hierarchy of needs corresponds the fact to belong or not to a team, so that to place a post-it on their pyramid mentioning Activity 7 type of needs. Any other questions? <i>The goal of this activity is to bring learners to understand complementarity of players that are good alone and excellent together.</i></p>	<p>Be able to understand multidisciplinary</p> <p>Be able to build complementarities</p>	<p>Digital competence</p> <p>Intercultural communication</p> <p>Organizing one's learning</p> <p>Teamwork</p>	<p></p> <p></p> <p></p>	<p>10'</p> <p>40'</p> <p>10'</p>
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<p>Action 5</p> <p><i>Pairs of learners have to be changed before starting a new action so that all learners may get chance to work together at least in one exercise.</i></p>	<p>Activity 9 Music instruments <i>This activity consists in finding names of typical music instruments from a variety of countries.</i></p> <p>Learners by pairs will be asked to find 3 typical music instruments and to write their names on post-it, then to color on left side the flag of the national country of origin the music instrument is used in, and on right side, stick a photo of it after copying from magazines, documentation, internet,</p> <p>Activity 10 As second activity in this action, learners will have to couple each typical music instrument they find with other well known ones that are normally composing orchestra (such as violin, piano, trumpet, saxophone, drum, ...).</p> <p>Activity 11 Teacher will ask learners to classify the typical music instruments per category (stringed, wind instruments, ...).</p> <p>Activity 12 / Feedback Learners will be asked to remember to which stage of Maslow's hierarchy of</p>	<p>Be able to understand multidisciplinary</p> <p>Be able to accept individual differences</p> <p>Be able to build complementarities</p>	<p>Teamwork</p> <p>Intercultural communication</p> <p>Organizing one's learning</p>	<p></p> <p></p> <p></p>	<p>30'</p> <p>30'</p> <p>20'</p>
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	<p>needs corresponds the fact to play music in a group, so that to place one/several post-it's on their pyramid mentioning Activities 9 to 11 type of needs.</p> <p>Any other questions?</p> <p><i>The goal of this activity is to bring learners to understand complementarity of instruments to compose an orchestra.</i></p>				10'
Action 6	<p>Activity 13 Teacher will ask learners while watching the well known following video https://www.youtube.com/watch?v=-gdcgnSrUvU to identify as different stages of needs (from Maslow's pyramid) as they can and to individually write their answers on a sheet of paper.</p> <p>Activity 14 / Feedback Learners will be asked to read their notes to the group and to discuss why they agree or not on some of them.</p> <p>Any other questions?</p> <p><i>The goal of this exercise is to show that often people need to be several to get a right and complete answer to one question.</i></p>	<p>Be able to accept individual differences</p> <p>Be able to build complementarities</p>	<p>Organizing one's learning</p> <p>Self-reflection</p>	 	<p>15' (including the video watch 7'21'')</p> <p>15'</p>
Action 7	<p>Activity 15</p> <p>To be safe and secured</p>				





	<p>Learners will be asked to organize themselves in two equal sub-groups.</p> <p>Activity 16 One sub-group will inventory situations “that make me safe and secured”, the second one will work on “what make me felt unsafe and unsecured”. <i>After 10’ brainstorming, each sub-group will report to the group and debate on their ideas (15’).</i> <i>All situations should be welcomed as taken from learners’ own experiences.</i></p> <p>From this activity, the whole group then will decide to keep 10 priorities that make them unsafe and unsecured.</p> <p>Activity 17 Each learner will have to classify, following their own state of mind, the 5 (among 10) situations from the more at risks to the less.</p> <p>Activity 18 The whole group of learners will have to discuss together on what to do to make each unsafe and unsecured situation become a safe and secured one.</p>	<p>Be able to accept individual differences</p> <p>Be able to build complementarities</p>	<p>Teamwork</p> <p>Self-reflection</p> <p>Communication</p> <p>Organizing one’s learning</p>	    	<p>15’</p> <p>10’</p> <p>10’</p> <p>15’</p>
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	<p>Activity 19 / Feedback</p> <p>Learners will be asked to remember to which stage of Maslow's hierarchy of needs correspond Activities 15 to 18, so that to place one/several post-it's on their pyramid.</p> <p>Any other questions?</p>				10'
Action 8	<p>Activity 20</p> <p><i>Teacher while preparing his/her lesson will identify a wide (not less than 15 to 20) range of typologies of groups that can be observed through his/her learners (family, suburb, village, ethnicity/origins, sports, singers' group, gang, early school leavers, ...).</i></p> <p>As 1st exercise in this action 8, teacher will ask to learners to individually identify group(s) they belong to. <i>The list is not exhaustive and the important goal is that learners can identify that they probably belong to different groups at the same time.</i></p>	<p>Be able to accept individual differences</p> <p>Be able to build complementarities</p>	<p>Organizing one's learning</p> <p>Self-reflection</p> <p>Communication</p>		10'
	<p>Activity 21</p> <p>Each learner will report to the group on which group(s) he/she thinks he/she belongs.</p> <p>Learners will be asked by teacher if they already know that they were belonging to same types of groups? Should this</p>				15'

	<p>belonging make them friends? Why or why not?</p> <p>Activity 22 / Feedback Learners will be asked to remember to which stage of Maslow's hierarchy of needs corresponds Activities 20-21, so that to place one/several post-it's on their pyramid. Any other questions?</p>			 	5'
Action 9	<p>Activity 23 Valuable consideration from our peers Still referring to Maslow's pyramid and the different stages of needs as identified, each learner will be kindly asked to make a short presentation on how they want to introduce their profile into the group.</p> <p><i>Then learners will be asked to group by pairs (if possible in different ones than for previous exercises).</i></p> <p>Activity 24.A Then they will be asked to write on post-it's (one per idea) the behaviors they already identify from their peer to complete the 4th pyramid' stage.</p> <p>Activity 24.B</p>	<p>Be able to accept individual differences</p> <p>Be able to build complementarities</p>	<p>Communication</p> <p>Self-reflection</p> <p>Organizing one's learning</p> <p>Teamwork</p>	 	<p>10'</p> <p>10' (5' per learner)</p>



	<p>needs' pyramid to finally come to a fairytale with a happy ending.</p> <p>Activity 28 Each pair will first report to the group.</p> <p>Activity 29 Then learners will be asked to compose a common story that group the most possible ideas on each stage of needs.</p> <p>Any other questions?</p>			 	<p>20'</p> <p>30'</p> <p>10'</p>
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ASSESSMENT of PRIOR LEARNING

Possible

Not possible yet

Assessment Method (if possible)

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Sequence P4 / Cycle 2

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	2

AREA Psychology
SUBJECT Decision making
With crossed disciplines NLP

Activity Title Advice yourself!

ABSTRACT

Creep into your skin as a "valued grandparent". From this position you look at your own younger self and give advice on your life, situation, ...

KEY WORDS Emotion – reflection – self awareness

Learning outcomes

- To be aware of your own perspective, now and in the future
- To be able to think about a difficult situation from a meta-position

Room Organization Room and chairs for every learner.

Type of ACTIVITIES Reflection – Inner talk



LEARNING CONTEXT

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

SEQUENCING

Number of Actions [6] Activities [6] Hours [1h30]

TEACHERS MATERIALS

Chalk

LEARNERS MATERIALS

Nothing specific

KEY COMPETENCES

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

Transversal COMPETENCES





- 1 - Self-reflection
- 2 - Problem solving
- 3 - Empathy

NOTES



Course Structure	Learners' activities and tasks to realize	Learning aims	Key and transversal Competences	Learning context	Sub-timing
<p>Action 1</p> <p>Introduction : Room organisation</p> <p>Preparation exercise</p>	<p>Activity 1</p> <p>Ask learners to take a private place in the room</p> <p>Draw a straight vertical line with chalk on the floor</p>	<p>Feel comfortable</p> <p>Be able to execute a command without questions</p>	<p>Learning to learn</p>		10'
<p>Action 2</p> <p>Explaining the first reflection exercise</p>	<p>Activity 2</p> <p>Look to the line you just draw on the floor. This line symbolize you lifeline. Look at your lifeline and see yourself as you are now, with the age you have now. Look behind and forward, change if necessary. Put your chair next to that point</p>	<p>Be able to concentrate</p> <p>Be honest</p>	<p>Self-reflection</p>		15'
<p>Action 3</p> <p>Explaining the following reflection exercise</p>	<p>Activity 3</p> <p>Look at a point further on your lifeline and visualize your older self. A vital 70, 80 or 90 year old with a lot of life experience and wisdom. The image of a valued grandparent can be a tool.</p>	<p>Be able to develop imagination</p> <p>Be open mindset</p>	<p>Self-reflection</p>		15'



	Go standing a that point so you can feel it.				
Action 4 Next step in reflection	Activity 4 Place this image of your older self on the seat.	Be able to develop imagination Be open mindset			10'
Action 5 Last step in this reflection exercise	Activity 5 Now go to the position of you on your lifeline. Sit on the chair of your older self. Look from your older self to your younger self and give yourself a clear positive advice on a difficult situation, life	Be able to think from a meta position	Self-reflection		15'
Action 6 Parts of group experience	Activity 6 Learners listen to the experience of the other members. Learners talk about using this tool outside of the trianing situation or when they could use this tool	Be able to think from a meta position Be open mindset Be able to be patient Be able to impulse control		 	25'



ASSESSMENT of PRIOR LEARNING

Possible x

Not possible yet

Assessment Method (if possible)

The learner has noted the existence of this tool and has hereby practiced in the training situation. The learner can express when and how he can apply this exercise.



Sequence P13 / Cycle 2

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	1
	2

AREA Psychology
SUBJECT Identity development
With crossed disciplines

Activity Title Conflict cycle

ABSTRACT

The use of the conflict cycle / solution cycle is a good practice in the LSCI methodology. (Poster in attachment.) After a stressful incident or in revisiting difficult situations of the past, the learner tells his story. Afterwards learner & teacher puzzle the story elements in the corresponding spots of the conflict cycle. The learner is encouraged to find alternative thoughts, feelings and behavior to turn the conflict cycle into a solution cycle.

KEY WORDS reflection, discussion

Learning outcomes Be able to:
- reflect about thoughts, feelings & behaviour
- learn about the causal link between feelings & behaviour

Room Organization Tables in U

Type of ACTIVITIES Reflection exercise

**LEARNING CONTEXT**

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

SEQUENCING

Number of Actions [2] Activities [4] Hours [3h00]

TEACHERS MATERIALS

Flipchart, poster

LEARNERS MATERIALS

Pen, paper

KEY COMPETENCES





1 - Social & civic competences

Transversal COMPETENCES

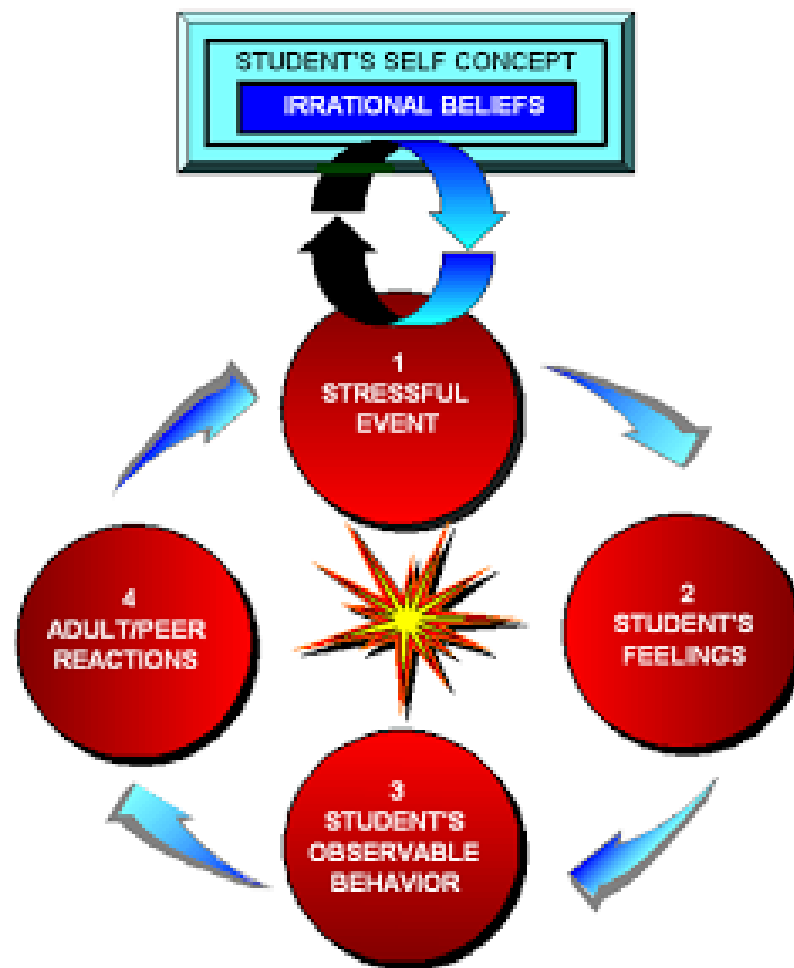
1 - Self-reflection
2 - Taking responsibility
3 - Problem solving
4 - Conflict management

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
<p>Action 1</p> <p>Activity in group, teacher teaches how to compose a conflict cycle</p>	<p>Activity 1 Learner reconstructs his story</p> <p>Activity 2 Learner puzzles his story into the conflict cycle</p> <p>Activity 3 Learners share their story with group in search together how to find better alternatives (thoughts, feelings, behaviour)</p>	<p>Reflect about thoughts, feelings & behaviour</p>	<p>Self-reflection</p>	  	<p>120'</p>
<p>Action 2</p> <p>Once a week, the teacher challenges the learners to make a new conflict cycle, our even ad hoc if there is an incident in the group, the conflict cycle can be used</p>	<p>Activity 4 Learners fill their conflict and solution cycle and discuss it in the group</p>	<p>Learn about the causal link between feelings & behaviour</p>	<p>Conflict management</p> <p>Problem solving</p>		<p>30' – 60'</p>

THE CONFLICT CYCLE





ASSESSMENT of PRIOR LEARNING Possible Not possible yet

Assessment Method (if possible)

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Sequence P15 / Cycle 2

	3
	1
	2

AREA Psychology
SUBJECT Identity development
With crossed disciplines Self determination

Activity Title Listen to your emotion

ABSTRACT

In this activity, learners learn to reflect about their emotions. (de Vrijbaan Empowerment method, Lex Mulder)

KEY WORDS Reflection – emotion

Learning outcomes Be aware of your own way of dealing with a specific emotion

Room Organization Room and chairs for every learner.
Preferably circuit arrangement

Type of ACTIVITIES Reflection exercise



LEARNING CONTEXT

Personal 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 [0h25]

TEACHERS MATERIALS

nothing specific

LEARNERS MATERIALS

nothing specific

KEY COMPETENCES



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

Transversal COMPETENCES

- 1 - Self-reflection

NOTES



Action 2 Doing the exercise	Activity 2 Learners doing the exercise in silence	To recognize emotions by yourself To be able to concentrate	Self-reflection		10'
Action 3 Sharing reflection in pairs	Activity 3 Choose a partner Tell shorty your reflections on the emotions Listen to the reflection of your partner	Respect Empathy Social skills Be able to talk about your feelings Be able to listen with an open mind	Communication		10'



ASSESSMENT of PRIOR LEARNING Possible

Not possible yet

Assessment Method (if possible)

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Sequence P16.1 / Cycle 2

	3
	1
	2

AREA Psychology
SUBJECT Identity development
With crossed disciplines Self-determination

Activity Title **Talk to your inner child (Part 1)**

ABSTRACT
Dialogue with your inner child (contextual therapy Böszörményi-Nagy)

KEY WORDS Reflection – emotion

Learning outcomes
1 - Be aware of your own way of living
2 - Be able to reflect on your own life

Room Organization Pillows on the floor

Type of ACTIVITIES Meditation

**LEARNING CONTEXT**

Personal 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]

TEACHERS MATERIALS

Pillows

LEARNERS MATERIALS

nothing specific

KEY COMPETENCES


1 - Social and civic competences

Transversal COMPETENCES

1 - Empathy
2 - Self-reflection

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1	<p>Activity 1</p> <p>Ask learners to take a private place in the room</p> <p>Put yourself on a comfortable chair in an easy position. Make sure you hit the ground with both of your feet. Close your eyes and take a few deep breaths, feel how your feet touch the ground, feel how firmly you are sitting on the chair and then connect yourself with what you believe in, be it God, the Source, Buddha, the Angels, does not matter, but connect yourself with what gives you strength and protection and where you feel safe.</p> <p>Then wrap yourself with a white light. See now how you walk to your parental home. Or the house where you used to live when you were about 4 to 6 years old and when the door opens you see yourself as a child of that age standing before you. Tell your inner child that it should not be afraid and that you know it is difficult for him / her, but that it can trust you. Say that everything is ok, that he / she is safe and that you love him / her. See how the child indulges in letting go of his /</p>	<p>Be able to feel comfortable</p> <p>Be able to understand the exercise</p> <p>Be able to recognize emotions by yourself</p> <p>Be able to concentrate</p>	<p>Social and civic competences</p> <p>Self-reflection</p>		<p>5'</p> <p>25'</p>



	<p>her fears and begins to cry. Take your inner child into your arms and hug it. Keep the child in the arms for as long as you feel it is needed and it is comfortable. Let the parent come up in you and take care of your own inner child. See how your inner child smiles at you and feel the acceptance. Then just ask your inner child what it would like to see changed. Maybe you should stand up for yourself or love yourself as you are, or you could be more playful in life and do fun things. The first thing that comes to mind is right.</p>				
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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 notes it in the files of the learners



Sequence P27 / Cycle 2

	3
	2
	1

SUBJECT Expression of emotions
AREA Psychology
With crossed disciplines Emotional intelligence

Activity Title **Fear: Friend or Foe?**

ABSTRACT

Emotional education can be described as an educational innovation that responds to emotional and social needs in the education of our learners, not addressed in ordinary academic subjects. Emotional education fosters self-knowledge, self-esteem and empathy, among others. The most manipulable people are those who, for fear of facing situations, do not have these characteristics mentioned above, which can lead to be easily radicalized by not knowing how to say NO to the situations that may arise.

KEY WORDS Ability, emotions, motivation, feelings, anguish, self-esteem

Learning outcomes

1. To be able to develop the ability to control one's emotions
2. To be able to prevent the harmful effects of negative emotions
3. To be able to develop the ability to generate positive emotions
4. To be able to adopt a positive attitude towards life

Room Organization With and without tables, seats in circle, sitting in U-shape, teacher among learners

**Type of ACTIVITIES**

Debate – Brainstorming - Reflection and texts writing - Viewing a video

LEARNING CONTEXT

Personal Individual Pair work Group work
Less than 5 5-10 10-15 16+
Distance learning Frontal Interactive

SEQUENCING

Number of Actions [5] Activities [8] Hours [2h30]

TEACHERS MATERIALS

Board, chalk, video

LEARNERS MATERIALS

Pens, pencils, eraser, white sheets

KEY COMPETENCES





1. Social and civic competences
2. Communication in L1
3. Learning to learn

Transversal COMPETENCES





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

NOTES




Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 Concept of « Fear »	Activity 1 Brainstorming on what learners understand by « fear ».	To create a positive, confident atmosphere to carry out the activity	Social and civic competences Communication in L1 Learning to learn		15 ‘
	Activity 2 Teacher provides several definitions of fear from different experts [see Annex 1 attached]	To learn how to identify fear	Critical thinking Reflection Autonomy		15 ‘
Action 2 Do you think is it good to have fear?	Activity 3 Learners debate. These questions could be used: <ul style="list-style-type: none"> - We are driving on a road that we do not know and we are alone. Would you feel fear? Why? What would you do? Do you think that fear is founded or unfounded? Why? - Someone is, objectively, stronger than us, and wants to hit you. Would you feel fear? Why? What would you do? Do you think that fear is founded or unfounded? Why? - Fear of cockroaches. Would you feel fear? Why? What would you do? Do you think that fear is founded or unfounded? Why? 	To learn how to identify fear To reflect upon the proposed solutions	Communication in L1 Learning to learn Teamwork Critical thinking Reflection Autonomy	 	15 ‘



	<p>- Fear of the dark. Would you feel fear? Why? What would you do? Do you think that fear is founded or unfounded? Why?</p> <p>Activity 4 Teacher provides different approaches to the concept of fear [see Annex 2 attached]</p>				10'
<p>Action 3 Reflection</p>	<p>Activity 5 Learners reflect on personal real situations when they felt fear, write about them and later present to the rest.</p>	<p>To learn how to distinguish between real or unfounded fears</p>	<p>Social and civic competences Communication in L1</p> <p>Critical thinking Reflection</p>		45'
<p>Action 4 Solutions and options</p>	<p>Activity 6 In groups, learners present feasible solutions to finish with irrational fears. Then the teacher shows options to overcome those fears. [see Annex 3 attached]</p>	<p>To learn how to control and overcome fear</p>	<p>Social and civic competences Communication in L1</p> <p>Critical thinking Reflection</p>		20'
<p>Action 5 Eliminating fear</p>	<p>Activity 7 Learners watch a short video on techniques to overcome fear. https://www.youtube.com/watch?v=G3QAVJMcQnU [This or similar videos on fear expression, solutions to fear, etc. could be used]</p>	<p>To learn how to control and overcome fear</p>	<p>Learning to learn</p> <p>Reflection Autonomy</p>		10'



	<p>Activity 8 Teacher and learners discuss about the content of the video and reflect.</p>				20'
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ANNEX 1

DEFINITIONS OF FEAR

Fear (Definition DRAE)

(From the Latin metus).

1. m. Distressful disturbance of the spirit for a real or imaginary risk or damage.
2. m. Distrust or apprehension that someone has for something that happens to him/her contrary to what he/she wants.

Fear (Definition of Wikipedia)

Fear is an emotion characterized by an intense, usually unpleasant feeling, provoked by the perception of a danger, real or supposed, present or future. It is a primary emotion that derives from the natural aversion to risk or threat, and manifests itself both in animals and in humans.

Fear (Definition by Manuel Segura)

- 1.- Unpleasant feeling, with desires to escape, before the perception of a danger or before the anticipation of a possible harm/misfortune.
- 2.- When facing a threat or danger, you feel an unpleasant desire to escape



ANNEX 2

Different approaches to the concept of fear, for example following the ones exposed in Wikipedia:

Biological approach: fear is an adaptive scheme and is a mechanism of survival and defense, emerged to allow the individual to respond to adverse situations quickly and effectively. In that sense, it is normal and beneficial for the individual and for his species.

From the neurological point of view: it is a common form of organization of the primary brain of living beings, and essentially consists of the activation of the amygdala, located in the temporal lobe.

From the social and cultural point of view: fear can be part of the character of the person or social organization. You can therefore learn to fear objects or contexts, and you can also learn not to fear them, it is related in a complex way with other feelings (fear of fear, fear of love, fear of death, fear of ridicule) and keeps close relationship with the different elements of culture.

In the psychological aspect: it is an affective, emotional state, necessary for the correct adaptation of the organism to the environment, which causes anguish in the person.

The teacher will focus on the exposed aspects: fear as a defense mechanism and alert that allows the individual to respond to an adverse situation, with physical, neurological causes, which one can learn to have (or not), fear of certain situations, being able to eliminate fear in situations of danger that really are not (and vice versa), and that is emotionally necessary for adaptation to the environment, even if it causes anguish. It is necessary to be afraid of a certain situation and feel the need to protect ourselves.



ANNEX 3

Some alternatives to overcome these fears.

Systematic desensitization. It consists in teaching the person to relax totally and / or that the person imagines the situation that produces the fear, but in increasing doses.

Inoculation of stress, which is equal to the previous one but adding a cognitive aspect: reject irrational thoughts and replace them with rational ones.



ASSESSMENT of PRIOR LEARNING Possible

Not possible yet

Assessment Method (if possible)

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Sequence P32 / Cycle 2

	3
	2
	1

SUBJECT

Empathy

AREA

Psychology

With crossed disciplines

Science and technology

Activity Title**In Someone Else's Shoes****ABSTRACT**

Empathy is defined as a capacity to feel, perceive, understand, and identify with another person's needs, interests, and viewpoints. It is also very important in creating a qualified environment. In this context, studies have found that empathy helps develop sensitivity, tolerance, altruism, and respect for the differences. In this study, a large sample of activities are presented.

KEY WORDS

Empathy, sensitivity, tolerance, respect for the differences

Learning outcomes

- 1 - Be able to understand the definition of the term
- 2 - Be able to interact in different situation to show empathy
- 3 - Be able to respect to differences

Room Organization

No table, seats in circle, teacher among learners

Type of ACTIVITIES

Brainstorming, movie, discussion

**LEARNING CONTEXT**

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

SEQUENCING

Number of Actions [6] Activities [7] Hours [3h30]

TEACHERS MATERIALS

Pictures/photos that is for Empathy, movie (or a script), role cards for pair work, a questionnaire

LEARNERS MATERIALS

Pencils, role cards

KEY COMPETENCES




- 1 - Communication in the mother tongue
- 2 - Social and civic competences
- 3 - Cultural awareness & expression

Transversal COMPETENCES




- 1 - Evaluating & reflecting
- 2 - Taking responsibility
- 3 - Self-reflection
- 4 - Creativity
- 5 - Problem solving

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1	<p>Activity 1 1-Showing pictures about Empathy</p> <p>Activity 2 Some proverbs or quotes about Empathy can be shown to them and do a brainstorming activity about the meaning of the term. Samples:</p> <ul style="list-style-type: none"> - Put yourself in someone else's shoes - Empathy is Seeing with the eyes of another, Listening with the ears of another, And feeling with the heart of another. 	Trainees will be able to recognize what empathy is.	<p>Communication in the mother tongue</p> <p>Evaluating & reflecting</p>		20 min
Action 2	<p>Activity 3 The trainer prepares a powerpoint presentation about the definition, importance, strategies of Empathy and presents it in the classroom. Not to let learners get bored, the trainer may get feedbacks from the learners to make the point much clearer for them.</p>	Trainees will be able to understand the concept in detail.	<p>Learning to learn</p> <p>Taking responsibility</p>		40 min
Action 3	<p>Activity 4 http://scoutsducanada.ca/wp-content/uploads/2015/03/empathy-games_0.pdf The trainer chooses a game to play with the learners. If you want, choose the one which is much more appropriate for your trainees in the given link. The time limit is 20 to 30 minutes.</p>	Trainees will be able to take part in a dialogue to show empathy.	<p>Cultural awareness & expression</p> <p>Communication</p> <p>Flexibility</p> <p>Self-reflection</p>		20-30 min



Action 4	Activity 5 Prepare “Someone Else’s Shoes” cards. There must be written different situations. Take one character card, pair up with the another learner, and read your card aloud while your partner practices being an empathetic listener. Then, switch roles: practice being empathetic as your partner, as his character, tells you what he is experiencing.	Trainees will be able to take part in a dialogue to show empathy.	Cultural awareness & expression Social and civic competences Communication in the mother tongue Creativity, problem solving, self-reflection		30 min
Action 5	Activity 6 A video or a short movie can be watched by the learners (If you do not have enough time for the whole movie, a short part of it can be shown.) https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-2-developing-empathy There are very appropriate video scripts up to the topic on the Internet. The given link can be checked. At the end of the movie or the episode, a short discussion about the topic can be done with the whole group. The teacher may guide the discussion with some questions.	Trainees will be able to watch a movie to get the empathic situations.	- Science and technology -Critical thinking		50-60 min
Action 6	Activity 7 The trainer applies a questionnaire to let the learners discover how empathic they are.	Trainees will be able to describe how empathic they are.	Taking responsibility Autonomy		30 min



A SAMPLE for QUESTIONNAIRE

Are You Empathetic?

Read each item below. Circle “yes” if the statement describes you or “no” if it does not.

1. I often think about other people’s feelings.
2. I don’t make fun of other people because I can imagine what it feels like to be in their shoes.
3. I listen to others about what they’re going through.
4. I try to understand other people’s point of view.
5. I am aware that not everyone reacts to situations the same way I do.

YES NO



ASSESSMENT of PRIOR LEARNING

Possible

Not possible yet

Assessment Method (if possible)

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Sequence P34 / Cycle 2

	3
	2
	1

AREA	Psychology
SUBJECT	Expression of emotions
Type of Activity	Theater
With crossed disciplines	Literature, Philosophy, Beliefs,
Sequence Title	Elsewhere the grass is greener

ABSTRACT

The exercise consists of the writing and the realization of skits on several themes related to the problem of identity, the quest for meaning, the tearing of the social pact. Each stage will be played by a number of volunteer actors ranging from 2 to 4 maximum (one man/woman show is not prohibited but the volunteer must really be comfortable to play in front of his/her peers).

KEY WORDS Identity, Polarization, Social pact

Learning outcomes

- 1 - Be able to have imagination
- 2 - Be able to advocate ideas
- 3 - Be able to bring own contribution to pairs
- 4 - Be able to play in front of pairs

Room Organization

- 1 – Tables and chairs (Part 1 / Activities 1 to 9)
- 2 - Amphitheater (if possible) or chairs facing a hypothetical scene (Part 2 / Activities 10 to 15)

**Type of ACTIVITIES**

Create skits to play them

LEARNING CONTEXT

Personal Individual Pair work Group work
Less than 5 5-10 10-15 16+
Distance learning Frontal Interactive

SEQUENCING

Number of: Actions [5] Activities [15] Hours [5]

TEACHERS MATERIALS

Documentation as support for creation by learners

LEARNERS MATERIALS

Notebook and Pencil

KEY COMPETENCES





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

Transversal COMPETENCES




- 1 - Communication
- 2 - Critical thinking
- 3 - Autonomy
- 4 - Anti-hate communication
- 5 - Teamwork

NOTES







Course Structure	Learners' activities and tasks to realize	Learning Outcomes	Competences	Learning context	Sub-timing
Action 1 I want to believe that ...	Activity 1 Learners, helped by the teacher, will create a 1 st quiz focusing on “I want to believe that ...”, the interest of this exercise lies in finding both positive and negative affirmations. As individual work, each learner will have to find 5 affirmations.	Be able to have imagination Be able to advocate ideas even if they are not so trustable	Cultural awareness and expression Anti-hate communication		15'
I want you to believe in ...	Activity 2 Learners, helped by the teacher, will create a 2 nd quiz focusing on “I want you to believe in ...”, the interest of this other quiz lies in finding not so realistic beliefs. This exercise will be executed in pair groups and each learner will have to find 3 affirmations.				15'
	Activity 3 / Feedback What do you learn from Action 1? Any other questions?				5'
Action 2 Quest for identity	Activity 4 Learners will be asked in sub-groups (max. 4) to list questions they may have thought about their own identity.	Be able to have imagination	Learn to learn Communication		15'



<p>Quest for meaning</p>	<p>“I thought I ...” “I would like to know who are my genitors...” “I am not son/daughter of ... because ...”</p> <p>Each sub-group will have to find a multiple of 2 affirmations of number of learners in his/her sub-group.</p> <p>Activity 5 The teacher will ask learners to remember ideas they believed in but no longer believe in. “I thought ... I do not believe it anymore”.</p> <p>As individual work, each learner will have to find 5 affirmations.</p> <p>Activity 6 / Feedback What do you learn from Action 2? Any other questions?</p>			<p></p> <p></p>	<p>15'</p> <p>5'</p>
<p>Action 3</p> <p>Breaking the social pact</p>	<p>Activity 7 This exercise consists in asking learners what is/are the country(ies) they feel they are from because of their birth place, their family origins, some</p>	<p>Be able to defend their ideas in front of pairs</p>	<p>Anti-hate communication</p> <p>Critical thinking</p>	<p></p>	<p>10'</p>



<p>Action 5</p> <p>To write and to train then play short skits</p>	<p>Activity 13 <i>Depend on teacher and/or learners, this part of the work could also be prepared for part of it outside the course.</i> Skits must not be more than 10' each. Skits can be prepared orally with respect to learners' choice. Skits must be constructed with (negative) arguments and (positive) counter-arguments, the idea to be defended being that "the grass is not always greener elsewhere".</p> <p>The voluntary actors will learn the main ideas of their role before repeating it, so as not to complicate the task of their partners.</p> <p>Activity 14 To play skits in front of pairs and teacher</p> <p>Activity 15 / Feedback What do you learn from Action 4 and Action 5? Any other questions?</p>	<p>Be able to cooperate within a sub-group</p> <p>Be able to show and defend own ideas</p> <p>Be able to play with others even if goals are different</p>	<p>Autonomy</p> <p>Teamwork</p> <p>Communication</p>	   	<p>30'</p> <p>3 x 30'</p> <p>30' to 60' <i>depending on the number of skits to play</i></p> <p>20'</p>
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ASSESSMENT of PRIOR LEARNING Possible

Not possible yet

Assessment Method (if possible)

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Sequence P35 / Cycle 2

	1
	3
	2

Area Education
Subject Art and Design
With crossed disciplines Theatre / Performing arts

Title Mood masks

Abstract A 3D Sculptural plaster face mask that provides opportunities to express a range of feelings built on mutual respect, trust, communication and team work through the creative process. Learners can explore a range of techniques in an experiential investigation of the materials, exploration of colour and it's power to communicate mood. The nature of the activity involves and engages learners with or without any previous knowledge or skills, to participate in a daring fun and process that provides the chance to develop one's own learning, communicate visually non verbally and verbally, in a reciprocal on-going exchange based on acceptance. The completed masks can be shared and used as a performance tool in theatre to foster valuable dialogues between learners about their own public and private persona's, experiences, identities and feelings.

Key words Trust, communication, interaction, team work, perseverance initiative, imagination, exciting, daring, empathy

Learning outcomes Learners will be able to

1. design and make a sculpted mask, acquiring new basic knowledge and skills culminating in a decorated mask reflecting an emotion, mood or culture.
2. recognise the significance of the creative process for the promotion of self expression, and effective learning in a group and individually and the potential to connect with others through visual, verbal and non verbal communication.
3. instil confidence mutually, listen, show growing empathy with the group and experience improved self esteem

Room organization

- Access to water or water in plastic containers / buckets
- Tables and chairs, instructors are among students

**Type of Activities**

Sculpting, painting, collage, discussion, role play with guided instructor

Learning context

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

Sequencing

Number of: Actions [6] Activities [10] Hours [10]

Teachers materials

- Photocopies / hand-outs of examples of plaster face masks
- Aboriginal dream symbols and paintings, African and/or Indian tribal masks
- A range of masks from different cultures
- A selection of old magazines with striking colourful images of people and nature
- Publicity images that sell ideas and products and transmit a feeling

Note: these visual aids are to be used to launch the activity, inspire and inform the final motifs, styles and embellishments.

Learners materials

- Protective old clothing
- Paper drawing pencils
- Plastic bags big enough to fit A4 sheets of paper inside
- Acrylic paint red, yellow, blue, black & white
- PVA glue (Fr: Vernis Colle)
- Newspapers
- Scissors
- Mod roc/plaster bandages/strips
- Any plastic Tupperware containers with lids to use as pallets and for water
- Tissue paper a range of colours
- Rubbish bags
- Petroleum jelly
- Glue gun
- Paint brushes
- Baby wipes







Key competences

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


Transversal competences

- 1 Communication
- 2 Teamwork
- 3 Creativity





Course Structure Resources and info for the Instructor	Learners' activities and tasks to realize	Learning aims	Competences	Learning content	Sub-timing
<p>Action 1 Introduce project. Show Visual examples. Photocopies of masks. Images from Aboriginal/African Asian./European art. Generate discussion. Discuss the process and possible problems the model may face. Talk about taking risk, having fun, doing something different. Model must stay still for at least 45 minutes whilst wet cold plaster is applied to the face. Models are in passive role allowing the makers to have responsibility. Instructor joins in Introduce: Fun Portrait warm up tasks. Drawing inside a bag. No rubbers. All mistake's are to be left untouched or corrected using new lines. Explain the aim is to enjoy, try and draw without actually looking at your paper. Drawing for fun and with no expectations. Results will be very different and this is the idea. Introduce 2nd warm up Drawing through direct observation and trying to record what is seen.</p>	<p>Activity 1 Look at the visual aids. Listen respond share ideas ask questions.</p> <p>Activity 2 No previous experience needed at all. Learners Should choose a partner sit opposite each other and using a paper placed inside a black plastic bag, try to draw each others face without looking inside the bag. Start with the eyes, eyebrows, the nose then mouth and ears and finally draw in the shape of the face and the hair add texture Take out drawings and have a laugh. Repeat process with clean sheet of paper discard the bag. Observe each other carefully focusing on features and proportions Add as much detail as you can. There is no pressure to get a likeness but it interesting to see what different drawings learners come up with. Tip : The more you look the more you see!</p>	<p>Contribute ideas</p> <p>Be open to new experiences</p> <p>Social skills Encourage those reluctant to join in to participate</p> <p>Draw using direct Observation</p> <p>Encourage communication Break down barriers</p>	<p>Learning to learn Cultural awareness and expression</p> <p>Sense of initiative and entrepreneurship</p> <p>Creativity Communication</p> <p>Team Work</p> <p>Sense of initiative and entrepreneurship</p>	<p></p> <p></p> <p></p> <p></p>	<p>20' Launch the activity</p> <p>60' Portraits</p>




<p>*Plaster is a Non Allergic material and will wash off clothes and face easily</p>	<p>of PVA / Vernis Colle all over the mask both sides. Leave to dry.</p>	<p>Learn through the process and refine and modify mask</p>			
<p>Action 4 Inform/Inspire Exploration Experimentation of Colour Generate informal discussion around colour, Use magazines and visual examples. Ask learners to think about a colour that could represent them. Make connections between colour in nature, meanings symbolism and effects on our minds using images from magazines The instructor prepares a handful of images that use colour to sell/attract/convince/ appeal to our senses Demonstrate how to make one colour blend into another using the primary colours. Onto A4 paper. Example. Red mixed with yellow makes orange. Mention the relationship of these colours to nature and when blended easily remind us of a sunset. This should be fun and experimental, not formal.</p>	<p>Activity 6 Look through magazines and choose images that use colour to convey meaning or transmit a message. Or Images that are using striking colours combinations to sell something. Find examples of images that use colour to invoke calmness, anger joy curiosity, peace, jealousy. Sadness..</p> <p>Activity 7 Learners can try to blend red, then red + yellow = orange - fading into yellow. Blend each colour into the next. Repeat this starting with blue, green and yellow; Red Purple and blue. Then Fold up A4 paper 4 times, unfold and ready made rectangles appear in the folds Ask learners to make as many different combinations of colours through trial and error with primary colours +white and fill rectangles.</p>	<p>Learn the very basic essentials of colours mixing and the how colour is used in society to sell ideas or to evoke feelings.</p> <p>Use initiative and Imagination</p> <p>Learn about colour blending through experimentation</p>	<p>Social and civic competences</p> <p>Learning to learn</p> <p>Creativity Communication</p> <p>Communication Teamwork</p>		<p style="text-align: center;">40' Research select gather visual aids</p> <hr style="border: 2px solid purple;"/> <p style="text-align: center;">60'</p> <p style="text-align: center;">20' Group Evaluations.</p> <p style="text-align: center;">Clear up</p>



<p>colours and overlap for effects. Emphasise this is 1st step that will be used to embellish the masks Mention the glue dries transparent.</p>					Store mask
<p>Action 6 Review Final Decoration USING DOTS repeat patterns, shapes, inspired by Aboriginal dream symbols /Africa/Asian cultures or other. Combine with learners own personal individual ideas. Begin the session by looking at the masks as a group, exchange experiences and allow learners to work together if desired./swap masks. Generate Discussion if learners want to add another layer of tissue paper, change modify or improve masks. Some learners may want to change the colours entirely. Allow this. Emphasise this is final step and decoration will help transform the masks. Keep visual aids at hand for continued inspiration. Show learners examples of symbols of Aborigines dreams or tribal African/Asian masks to see how pattern has been created using symbols marks texture. Learners can use these ideas or create their own techniques.</p>	<p>Activity 9 Evaluate /discuss masks so far. Difficulties Positives Share tips. The learners organise and Arrange work space, prepare paints, paint brushes plastic lids for pallets, cover tables and begin. Learners think about styles and start to paint areas of the mask with acrylic paint painting in eyebrows, around eyes emphasising features, painting in areas they to create expressions - tragic/carnival/tribal/cultural/fun/sad/emotional frightening/neutral expressions moods.</p> <p>Activity 10 Learners apply dot technique to unify the mask dotting around features creating tribal lines tattoo marks similar to Henna patterns making symbols with dots or just decorating in any way that is pleasing or effective to the over all masks. Learners should use contrasting colours if area to be dotted is black then use white or yellow/red dots. If area is light then dark black dots should be applied. Repeat process until Mask looks good. Mistakes can be washed off with damp cloth and another layer of dots of applied.</p>	<p>Learn to develop an idea through the process towards completion.</p> <p>Express feelings emotions through the paint /colour</p> <p>Learn a new technique for Improving work</p> <p>Use Imagination</p>	<p>Learning to learn</p> <p>Cultural awareness and Expression</p> <p>Creativity</p>	<p></p> <p></p>	<p style="text-align: center;">20'</p> <p style="text-align: center;">30'</p> <p style="text-align: center;">30'</p> <p style="text-align: center;">15'</p>



<p>Demonstrate Using the acrylic paints distribute small amounts of black and white acrylic onto plastic lids/pallets Use the upside down of paintbrush to show how to apply dots in repetition onto their masks. Emphasise dots should be kept as close together as possible and form flowing dot lines. Avoid big gaps between dots for aesthetic reasons.</p> <p>Non formal Guided Collective Evaluation /exchange.</p>	<p>Clear up</p> <p>Arrange masks onto a table learners then choose which mask transmits which mood, culture country feeling. Who has made a sad, emotional frightening, fun spiritual, humorous..... Reflect upon learning and personal gains, difficulties..</p>	<p>Learners learn how the arts can be used to build mutual respect confidence and positive relationships in a group individually and personally.</p> <p>Learn that differences can be accepted through the working together on practical project</p> <p>Sense that masks can be used for a social purpose</p>	<p>Learning to learn</p> <p>Social and civic competences</p> <p>Communication Teamwork</p>		<p>Closure 25' Reflect upon Learning and Activity</p> <p>Reflect on Learning and Activity</p> <p>Reflect Learning and Activity</p>
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Assessment of prior learning

Possible

Not possible yet

Assessment Method (if possible)

Peer Group and Instructor led assessment measured against learning outcomes

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Sequence P37 / Cycle 2

	3
	2
	1

SUBJECT Family ties and Parenthood
AREA Psychology
With crossed disciplines

Activity Title **Representation of self, family, environment and restoration of parental bond – Cycle 2**

ABSTRACT

Work on self-esteem, self-image, family representation and restoration of parental bond and individual and family skills.

KEY WORDS Self-image / family representation

Learning outcomes

- 1 - Self-image and its environmental resources
- 2 - Representation of his/her family
- 3 - Restoring the parental bond

Room Organization

Presence of clinical psychologist

- during individual sessions: two chairs and a table
- during collective workshops: chairs without table

Type of ACTIVITIES Learneral sessions (clinical therapy) / Collective workshop

**LEARNING CONTEXT**

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

SEQUENCING

Number of Actions [8] Activities [8] Hours [9h30]

TEACHERS MATERIALS

Pencils, papers

LEARNERS MATERIALS

Papers, colored pencils, pencils

KEY COMPETENCES



1 - Learning to learn
2 - Social and civic competences

Transversal COMPETENCES




1 - Self-reflection
2 - Evaluating / Reflecting
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 5</p> <p>Using the drawing as a support with the learner to see how he imagines himself and the learner he adds around him Exchange around the production of his drawing, how he sees himself, the learner he draws, what represents for him, their role ...</p> <p>Action 2: Week 5</p> <p>The genogram</p> <p>Use the genogram Tool as a support English Resource Genograms and Family Maintenance (Monica McGoldrick, Randy Gerson)</p> <p>Construction of the genogram with the codifications, to announce the first names, the dates of birth, the bonds of filiation (marriage, divorce ...), the deaths, accidents, miscarriage, handicap, the secrets ... Exchange with the learner around the genogram, how is the family built</p>	<p>Activity 1 To draw, the way the learner sees him/herself and the learner he/she wants to add around him</p> <p>Activity 2 Realize the representation of his/her family with the help of the psychologist by the tool of the genogram</p>	<p>Self-image and its environmental resources</p> <p>Representation of his/her family, the links, the roles, the values, the beliefs, the mode of relationship, the secrets, the family rules, the transgenerational transmissions, the place within the family ...</p>	<p>Self-reflection</p> <p>Self-reflection</p>	<p></p> <p>Meeting between psychologist and the learner (face to face)</p> <p></p> <p>Meeting between psychologist and the learner (face to face)</p>	<p>90'</p> <p>90'</p>



<p>Action 3: Week 6</p> <p>Meeting with family and learner to promote communication, understanding between members</p>	<p>Activity 3 Expression workshop between the learner and his/her family members</p>	<p>Restoring the parental bond and understanding and communication between family members</p>	<p>Development and recognition of family skills</p>		<p>90'</p>
<p>Action 4: Week 6</p> <p>Suite tool the genogram Use the genogram tool as support</p> <p>English resources: Genograms and Family Maintenance Monica McGoldrick, Randy Gerson</p> <p>Notify the relational links (fusion, rupture, conflictual ... Exchange with the learner around the genogram, how is the family built</p>	<p>Activity 4 Realize the representation of his/her family with the help of the psychologist by the tool of the genogram</p>	<p>Representation of his/her family, the links, the roles, the values, the beliefs, the mode of relationship, the secrets, the family rules, the transgenerational transmissions, the place within the family ...</p>	<p>Self-reflection</p>	 <p>Meeting between psychologist and the learner (face to face)</p>	<p>60'</p>
<p>Action 5: Week 7</p> <p>In continuity: Meeting with family and learner to promote communication, understanding between members</p>	<p>Activity 5 Expression workshop between the learner and his/her family members</p>	<p>Restoring the parental bond and understanding and communication between family members</p>	<p>Development and recognition of family skills</p>	 <p>Collective workshop</p>	<p>90'</p>



<p>Action 6: Week 7</p> <p>Synthesis between the psychologist and the learner on the reading and the data coming out of the family tree (genogram) of the learner</p>	<p>Activity 6 Interview of expression for the learner on the return of the data of his/her genogram and the clinical reading made by the psychologist</p>	<p>Awareness and emergence of the history of his/her family and his/her own identity construction</p>	<p>Reflection/evaluating</p>	 <p>Meeting between psychologist and the learner (face to face)</p>	<p>30'</p>
<p>Action 7: Week 8</p> <p>Exploitation of genogram production with the family and the learner Use the genogram data to make a return to the family with the learner</p>	<p>Activity 7 The learner and his/her family exchange around the results and the representation of the family tree</p>	<p>Restoring the parental bond and understanding and communication between family members</p>	<p>Development and recognition of family skills</p>	 <p>Collectif Group work</p>	<p>60'</p>
<p>Action 8: Week 8</p> <p>Face to face meeting with the learner Synthesis to do with him on the activities carried out during these 4 new weeks: lived, felt emotional, his achievements ...</p>	<p>Activity 8 The learner expresses him/herself and communicates on his/her experience and thoughts on the second sequence of activities carried out with the psychologist</p>	<p>Point and awareness of the learner's progress, skills and resources acquired</p>	<p>Learning to lean Assessing competence and competence development</p>		<p>60'</p>



ASSESSMENT of PRIOR LEARNING Possible

Not possible yet

Assessment Method (if possible)

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Sequence P39 / Cycle 2

	1
	2
	3

AREA Psychology
SUBJECT Personal wellbeing
Type of Activity KUNDALINI YOGA
With crossed disciplines Meditation, relaxation

Sequence Title **Let's reveal your potential**

ABSTRACT

The practice of Kundalini Yoga and meditation helps the person to restore and deeply nourish the feeling of security by developing a stronger nervous system. Physical exercises connect us to our vital energy and strengthen the nervous system that helps to live calm in the storm of uncertainty.

By mastering yogic breathing, we control our minds, we become less emotional and irrational.

Our choices become more lucid, our thoughts more balanced. Breathing and meditation brings us back to the present and facilitates awareness.

KEY WORDS

- Breath (breath control)
- Physical reinforcement (dynamic and static exercises)
- Relaxation (physical and mental relaxation)
- Meditation (connect to one's deep being)

**Learning outcomes**

Be able to:

1 - control your breathing

2 - relax

3 - experience the benefits of KY practice in daily life

Room Organization

Physical activities or sports room

LEARNING CONTEXT

Personal Individual Pair work Group work
Less than 5 5-10 10-15 16+
Distance learning Frontal Interactive

SEQUENCING

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

TEACHERS MATERIALS

Audio Equipment - Yoga Mat - Yoga Zafu or Brick

LEARNERS MATERIALS

Towel - plaid – water

Medical certificate authorizing practice of yoga

KEY COMPETENCES




1 - Sense of initiative and entrepreneurship
2 - Communication

Transversal COMPETENCES




1 - Autonomy
2 - Empathy
3 - Self-reflection

NOTES




Course Structure	Learners' activities and tasks to realize	Learning Outcomes	Competences	Learning context	Sub-timing
Action 1 <i>-Harmonization mantra song ONG NAMO GURU DEV NAMO (3 times) Kundaliniyoga.org/lesson_3</i> <i>-KRIYAS (asanas: yoga exercises)</i> <i>-Relaxation finale provide relaxing music</i> <i>-Meditation: silent or sung with mantras</i> <i>-Final greeting: mantra song SAT NAM (3 times) Kundaliniyoga.org/lesson_3</i>	Activity 1 Nabhi Kriya I nabhi-kriya/3HO Foundation 6 asanas Breathings used: -long and deep	Be able to focus on his/her physical & emotional sensations	Concentration at the third center of energy (the navel point)	  	Course 60' Exercise time 2' to 3' between exercises 30'' relax lying on the back Final relaxation 10' Meditation 7' to 11'
	Nabhi Kriya II nabhi-kriyafordigestion/3HO Foundation 3 asanas Breathing used: - long and deep - breath of fire	Activity 2 Kriyas for elevation Kriya-elevation/3HO Foundation 11 asanas Breathing used: -long & deep -powerful breathing -breath of fire	Be able to -feel its verticality by working on the spine. -Connect to his/her vital energy by the circulation of prana (breath) balancing the chakras (energy centers)		Limbering up vertebral axis




<p>Action 2</p> <p>The same structure course</p>	<p>Activity 3 Apana kriya-Elimination exercises <i>apana kriya/3HO Foundation</i> 8 asanas Breathing used: long deep breathing Powerful breathing Breath of fire</p> <p>Activity 4 Kriya for disease resistance <i>Kriya for disease resistance/3HO Foundation</i> 10 asanas Breathings used: long & deep breathing Powerful breathing</p>	<p>Be able to master the digestive system and strengthen the psychosomatic field.</p> <p>Be able to better manage your fitness through a stronger elimination system</p>	<p>Apprehend the exercises with calm and concentration at the third eye between the 2 eyebrows (Brow point)</p> <p>Take care of his person</p>	  	<p>Course 60'</p> <p>Exercise time: 3' between exercises 3 & 4 relax 30'' flat on the back After exercises 1-5-6, relax 30'' easy pose thumb and forefinger in contact on the knees (gyan mudra). Final relaxation 10' Meditation 11'</p> <p>Course 60'</p> <p>Exercise time 1 to 3' Final relaxation</p>
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					10' Meditation 7 à 11'
Action 3 The same structure course as action 1-2	Activity 5 To relieve inner anger Kriya to relieve inner anger/3HO Foundation 11 asanas Breathings used: normal breath Celibate pose: if necessary position the brick yoga between the feet Exercises 8-9ab: mentally pronounce SAT on inspir NAM on expir	Be able to concentration & self-confidence	Welcome relaxation		Course 60' including Final relaxation 10' Meditation 11'



	<p>Activity 6 Kriya for tolerance <i>Kriya for tolerance/3HO Foundation</i> 5 asanas Breathings used: breathing retention Breath of fire Long & deep breath</p>	<p>Be able to developed the navel center to gain strengh for tolerance &humility</p>	<p>Relaxed concentration</p>		<p>Lesson 60' including final relaxation 10' Meditation 11'</p>
<p>Action 4 <i>For Activity 7</i> <i>The same structure course as action 1-2-3</i></p>	<p>Activity 7 Electromagnetic field & heart chakra <i>Kriya for magnetic field & heart center/3HO Foundation</i> 11 asanas +silent meditation Breathings used: long & deep Breath of fire Breath retention Mantra ONG ONG ONG ONG mi mi fa mi SO HUNG SO HUNG SO HUNG SO HUNG mi/mi mi/mi mi/fa fa/mi</p>	<p>Be able to welcome what happens in itself</p>	<p>Repair nervous system by stimulating the heart center</p>		<p>Lesson 60' Final relaxation 10' and Silent Meditation 11'</p>



<p><i>For Activity 8</i></p> <p><i>ONG NAMO GURU DEV (3 times)</i></p> <p>KRIYA</p> <p><i>Course organization in a circle after the kriya with 5 to 10 learners</i></p> <p><i>Méditation</i></p> <p><i>Speech circle: Predict an object as a vector of speech. The one who holds it speaks, the others listen.</i></p> <p>Silent meditation</p> <p>Final greeting</p> <p>3 SAT NAM</p>	<p>Activity 8</p> <p>Balancing the aura</p> <p><i>Kriya balancing the aura/3HO</i></p> <p>Foundation</p> <p>3 asanas + relaxation</p> <p>In circle: sit in Easy Pose</p> <p>Meditation KIRTAN KRIYA</p> <p>Kirtan Kriya / 3HO Foundation</p> <p>Mantra SA TA NA MA</p> <p>Fa mi re mi</p> <p>Speech circle: In turn each learner expresses himself on his lived experience of the practice of yoga.</p> <p>Silent meditation</p>	<p>Be able to access au silence inside & listening</p>	<p>Stamina</p> <p>Verbalization of his experience &listen to the other</p>		<p>Kriya</p> <p>1) 2'</p> <p>2) 4' (2' per leg)</p> <p>3) 2'30''</p> <p>4) Relax 3'</p> <p>Meditation</p> <p>2' out loud</p> <p>2' strong whisper</p> <p>4' silent chanting</p> <p>2' strong whisper</p> <p>2' out loud</p> <p>Speech circle</p> <p>2' to 3' per learner</p> <p>Silent meditation</p> <p>3'</p>
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ASSESSMENT of PRIOR LEARNING

Possible

Not possible yet

Assessment Method (if possible)

Assessment of learning remains for the empirical yoga teacher and is based on a good visual observation of the student's singularity. Nevertheless, the first observations will concern the behavior of the body. Finding some flexibility in the spine promotes the circulation of energy, acts on the nervous system and allows a better receptivity.

The mastery of the acquired breath allows the student to relax his musculature in the exercises by coordinating well breathing / movement.

Tensions also disappear in the relaxations and liberates the mind, clarifies the spirit. By releasing these sufferings the state of relaxation promotes awareness.

Physical exercises, breathing tend to the learning of the meditation which will reveal in the student his deep self, his own potential by feeding all his centers of energies in all the dimensions of his being, physical emotional and psychological and mental.



Sequence P41 / Cycle 2

	1
	3
	2

AREA	Psychology
SUBJECT	Physical wellbeing
Type of Activity	Games
With crossed disciplines	Sport,

Sequence Title **Let's make my life easier within community**

ABSTRACT

Our daily life is organized all the better because it includes rules whose only purpose is to make life easier for us in society.

KEY WORDS

Hygiene

Learning outcomes

- 1 - Be able to understand the importance of personal cleaning in daily activities
- 2 - Be able to defend the interest of personal cleaning to prepare reintegration into community
- 3 - Be able to give answers to questions focusing on this matter

Room Organization

Tables with chairs

Type of ACTIVITIES

Sudoku, exercises, quiz

**LEARNING CONTEXT**

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

SEQUENCING

Number of: Actions [6] Activities [15] Hours [3]

TEACHERS MATERIALS

Documentation

LEARNERS MATERIALS

Nothing specific

KEY COMPETENCES


1 - Social and civic competences
2 - Communication




Transversal COMPETENCES

1 - Autonomy
2 - Taking responsibility
3 - Evaluating / Reflecting
4 - Critical thinking



NOTES



<p>Action 2</p>	<p>Activity 3 Hands cleaned and teeth brushed http://www.euro-cides.eu/ESM-YA/HTML/files/flippingbook.swf Page 170</p> <p>Activity 4 SUDOKU on cleanliness http://www.euro-cides.eu/ESM-YA/HTML/files/flippingbook.swf Page 171</p> <p>Activity 5 Paul and Jean http://www.euro-cides.eu/ESM-YA/HTML/files/flippingbook.swf Page 172</p> <p>Activity 6 / Feedback What do you learn from Action 2? Any other questions?</p>	<p>Be able to understand the importance of personal cleaning in daily activities</p> <p>Be able to defend the interest of personal cleaning to prepare reintegration into community</p>	<p>Social and civic competences</p> <p>Communication</p> <p>Autonomy</p> <p>Respect</p>	<p></p> <p></p> <p></p> <p></p>	<p>10'</p> <p>15'</p> <p>15'</p> <p>5'</p>
<p>Action 3</p>	<p>Activity 7 Let's design a quiz Learners will be asked to create a Quiz by listing affirmations about hygiene that may be true or false. <i>Learners will work by pairs before reporting to plenary group.</i></p>	<p>Be able to give answers to questions focusing on this matter</p>	<p>Social and civic competences</p> <p>Communication</p> <p>Autonomy</p> <p>Respect</p>	<p></p> <p></p>	<p>15'</p>

<p>Action 5</p>	<p>Activity 11 Why should we not forget about clothes? Teacher will organize a brainstorming with learners to identify positive reasons to really clean clothes.</p> <p>Should we make differences between clothes? If Yes, learners will have to name them.</p> <p>Activity 12 / Feedback What do you learn from Action 5? Any other questions?</p>	<p>Be able to defend the interest of personal cleaning to prepare reintegration into community</p> <p>Be able to give answers to questions focusing on this matter</p>	<p>Social and civic competences</p> <p>Communication</p> <p>Autonomy</p> <p>Taking responsibility</p>	 <p>15'</p> <p>10'</p> <p>5'</p>
<p>Action 6</p>	<p>Activity 13 What are the good hygiene habits?</p> 	<p>Be able to understand the importance of personal cleaning in daily activities</p> <p>Be able to understand the interest of personal cleaning to prepare reintegration into community</p>	<p>Communication</p> <p>Autonomy</p> <p>Evaluating / Reflecting</p> <p>Critical thinking</p>	 <p>10'</p>



	<p>Activity 14 What are the bad hygiene habits that can bring to illness or diseases? Following same model than in Activity 13, learners will be asked to answer and make a list.</p> <p>Activity 15 / Feedback What do you learn from Action 5? Any other questions?</p>	<p>Be able to give answers to questions focusing on this matter</p>	<p>Critical thinking</p> <p>Evaluating / Reflecting</p> <p>Communication</p>	<p></p> <p></p>	<p>15'</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 S9 / Cycle 2

	3
	2
	1

SUBJECT Family Support
AREA Social
With crossed disciplines Psychology, Genealogy

Activity Title **Never Without Family Support**

ABSTRACT

One goal of these lessons is to help learners recognize and accept differences among themselves and within the larger community. Another is to recognize how each learner's unique family contributes to a richer society. In this sample lesson, learners explore the definition of family, learn about different kinds of family structures and explore what makes their own family unique.

KEY WORDS Family, family members, role of the family, acceptance

Learning outcomes

- 1 - Be able to accept the role of the family members in their lives
- 2 - Be able to write a descriptive paragraph and a story about their experiences
- 3 - Be able to hear other ideas than his own
- 4- Be able to accept the existence of different types of families, customs and traditions

Room Organization No table, seats in circle, teacher among learners (a relaxed atmosphere)

Type of ACTIVITIES Brainstorming, debate, film, preparing a book/booklet, writing a paragraph, do research



LEARNING CONTEXT

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

SEQUENCING

Number of Actions [6] Activities [8] Hours [9h30]

TEACHERS MATERIALS

Some photos showing different families, ICT, a movie about family relationships

LEARNERS MATERIALS

Pencil, paper, coloured pencils to draw their families or photos, computer (if possible for the research)

KEY COMPETENCES




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

Transversal COMPETENCES



- 1 - Critical thinking
- 2 - Intercultural communication
- 3 - Managing diversity
- 4 - Creativity
- 5 - Anti-hate communication in an intercultural perspective

NOTES







	<p>Ask them to think about what their families need or want.</p> <p>Activity 4 Explain to the learners that they will create a book/booklet about their family member, their roles, responsibilities, needs and wants. Instruct them to draw a picture of their family members. Have them label the individuals in their drawings.</p>				
Action 3	<p>Activity 5 Have these learners write a story about an experience that they have had with four of their family members. Give your learners a word bank or sentence starters to write about their families. Make sure that they use complete sentences and write how each family member has an important role in the family. Remind them that no two family members are alike!</p>	<p>The learners will be able to talk about experiences that they have had with four of their family members. They will be able to share the stories with their mates.</p>	<p>Communication in the hosting national language Communication</p>		60-90 min
Action 4	<p>Activity 6 Learners will listen to multiple stories about families of different cultural/ethnic backgrounds. Learners will also personally evaluate how</p>		<p>Intercultural communication Reflecting & Evaluating</p>		45-60 min



	culture affects their own lives and how families are different from each other.		Anti-hate communication in an intercultural perspective		
Action 5	<p>Activity 7</p> <p>Ask the learners do a research about the important aspects of their family's traditions and cultures. They can research their family's traditions and customs, how they are passed down through the generations. You can use these questions as a guide. Ask them to write at least a paragraph about each topic. Choices:</p> <ol style="list-style-type: none"> 1. Language (What languages do people in your family speak and how do they represent your cultures and family?) 2. Religion and rituals (How does your family participate in religious rituals and what rituals have been passed down from older generations?) 3. Holidays and celebrations (What holidays does your family celebrate, what traditions are used during these holidays, what traditions have been passed down from older generations?) 4. Food (What food does your family make that represents family traditions and cultures, how is this passed down from older generations?) 	<p>The learners will be able to do research about the aspects of their family's traditions and cultures.</p> <p>The learners will be able to write a brief paragraph about their family's traditions and customs.</p>	<p>Digital competence</p> <p>Cultural awareness and expression</p> <p>Learning to learn</p>	 	<p>Approximately 120 min (research and writing activities take time)</p>



	<p>5. Family traditions (What family traditions has your family made up and how are they passed down from older generations?)</p> <p>At the end, let the volunteer ones to read their paragraphs aloud.</p>			 	
<p>Action 6</p>	<p>Activity 8 Ask the questions to the learners for brainstorming about family relationships. -How can you strengthen your family? -What makes a family strong and successful? -How to improve your relationship with your family members?</p> <p>Choose an appropriate movie for the learners about family relationships. Let them enjoy the movie without interrupting. After the movie, ask them if they have watched anything related to their family relationships and if the movie have taught them anything about the topic.</p>	<p>The learners will be able to talk about the ways to strengthen their family relationships.</p>	<p>Taking responsibility</p> <p>Evaluating & reflecting</p>	 	<p>15min for the brainstorming</p> <p>90min for the movie</p> <p>20-30 min for after movie session</p>



Essential Questions for the definition of Family

- What makes a family a family?
- How can someone who looks different be the same as me?
- How do you feel when you visit a family that is different from yours?
- What does it mean to accept someone's differences?
- How can I be more accepting of someone who is different from me?



ASSESSMENT of PRIOR LEARNING Possible

Not possible yet

Assessment Method (if possible)

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Sequence S12 / Cycle 2

	3
	2
	1

SUBJECT Social skills
AREA Social
With crossed disciplines Oral expression, Art

Activity Title Please, sorry, thank you

ABSTRACT

Working on social abilities is relevant not only because of its relational dimension but also because of its influence on other areas of the subject's life. With respect to adolescents, social ability deficit may have a negative effect on identity consolidation and may contribute to the manifestation of psychopathologic disorders. Thus, dealing with social skills means a prevention alternative, and especially in enclosed areas and with people about to release for their better reintegration to society.

KEY WORDS Empathy, dialogue, listening, respect, sharing, thanking, apologizing, self-control, reflection, conflict, decision, responsibility

Learning outcomes

- To enhance skills, values and strategies that prepare learners for their reintegration into society
- To acquire social and communication skills that allow learners to operate in their daily lives
- To encourage participation and companionship in the learners' social and prison environment

**Room Organization**

Classroom, learners sitting at desks in groups of 4, teacher around

Type of ACTIVITIES

Social skills presentation, comic/poster designing and presentation, videos and short films viewing, debates, drawing conclusions.

LEARNING CONTEXT

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

SEQUENCING

Number of Actions [4] Activities [7] Hours [2h30]

TEACHERS MATERIALS

Board, colouring chalk, comics, press articles, photos, videos, short films on social skills worked on.

LEARNERS MATERIALS

Card, colouring pencils, pens, pencils, eraser, white sheets.

KEY COMPETENCES





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

Transversal COMPETENCES







- 1 – Antihate communication in an intercultural perspective
- 2 - Teamwork
- 3 - Creativity
- 4 – Self-reflection
- 5 – Critical thinking

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 <i>Comic Presentation</i>	Activity 1 Teacher will present the social skills to be worked on (thanking, apologizing, asking for help) and will make them realize about the importance of knowing how to apologize, thank others and ask for help.	To improve relationship with people around.	Learning to learn Social and civic competences Communication		15 min
	Activity 2 Teacher presents a comic, "La Entrada" (The Entry) (see Annex 1 attached) <i>[Similar comics or material could be used; this here was previously created by the learners]</i>			Anti-hate communication 	15 min
Action 2 <i>Debate</i>	Activity 3 The teacher will make the following suggestions to the learners for analysis and debate: - Think a few minutes and write everything you receive from others, listing specific situations in which you have received help. - List five recent situations in which you have shown appreciation. - Express situations in which you have been able to help and you have not done so, analyzing their causes.	To value help received from others. To keep to speaking times. To take action using appropriate language and attitude.	Communication in national hosting language Critical thinking Self-reflection Anti-hate communication		30 min
Action 3 <i>Analysing social skills in media</i>	Activity 4 In small groups, learners will analyze situations when they didn't show gratitude and why. They will have to think of strategies to make up for it.	To understand and put oneself in the other's place in different situations.	Social and civic competences		15 min



	<p>Activity 5 Each group will present their conclusions from activity 4 to the rest of the class.</p>	<p>To use proper and non-aggressive language.</p> <p>To promote critical and positive attitudes.</p>	<p>Communication in national hosting language</p> <p>Teamwork Evaluating Anti-hate communication Self-reflection</p>	 	<p>15 min</p>
<p>Action 4</p> <p><i>Role play</i></p>	<p>Activity 6 The teacher will summarize the correct ways to ask for help, help others and show appreciation. Learners will create posters or charts to be hung on walls in classroom with phrases and drawings that reflect social skills: asking for help, thanking, apologizing.</p> <p>Activity 7 To conclude, learners will get in groups to carry out a role play they need to prepare in advance, where these social skills are properly used or not in everyday life.</p>	<p>To improve relationship with people around.</p> <p>To learn how to ask for help in a proper, polite way.</p> <p>To learn how to thank someone when being helped.</p> <p>To learn how to apologize in a proper way.</p>	<p>Communication in national hosting language Social and civic competences</p> <p>Creativity Teamwork Autonomy Anti-hate communication</p>	   	<p>30 min</p> <p>30 min</p>



ASSESSMENT of PRIOR LEARNING Possible

Not possible yet

Assessment Method (if possible)

**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

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

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
<p>Action 1</p> <p>Organize the party</p>	<p>Activity 1 Learners has to think how they would like to celebrate their end of the programme.</p> <p>In the organization they have to take several decisions in group.</p> <p>1/ what is the theme of the party After they decide this they can discuss further on practical things like</p> <ul style="list-style-type: none"> - invitations - decoration <p>Activity 2 2/ what are the food and drink Is there a budget?</p> <p>Activity 3 3/who gets in invitation Will they choose to invite people from out this group, like family?</p>	<ul style="list-style-type: none"> - Organize a project with a group - Listen to everybody opinion - Make a compromise 	<ul style="list-style-type: none"> - Managing diversity - Taking responsibility - Teamwork - Flexibility - Creativity - Communication 		<p>120'</p>



<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>	<ul style="list-style-type: none">- Listen to a motivational speech of the trainer- Being proud of yourself	<ul style="list-style-type: none">- Self-reflection- Communication		120'
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ASSESSMENT of PRIOR LEARNING Possible Not possible yet

Assessment Method (if possible)

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Sequence S17/Cycle 2

	2
	1
	3

Area Social
Subject Decision making
Type of Activity Competitive games
With crossed disciplines Conflict management

Sequence Title Ladder competition

ABSTRACT

The names of the group members are fixed, in random order, at the rungs on a real (or painted) ladder. A lower position can challenge a higher one. The challenger chooses the activity. This could be anything (sport, agility, riddle, ...). If the challenger wins both players switch position, if the higher ranked wins the positions stay the same. The goal is to end as high as possible at the end of the game time.

KEY WORDS Sports – challenging – competition

Learning outcomes

- 1 - Be able to lose a competition
- 2 - Be able to find an activity that suits you
- 3 - Be aware of your own competence
- 4 - Be aware of the competence of another person

Room Organization Can be outside or inside (need space)

**LEARNING CONTEXT**

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

SEQUENCING

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

TEACHERS MATERIALS

Ladder (one large sheet), all kind of material

LEARNERS MATERIALS**KEY COMPETENCES**

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

Transversal COMPETENCES

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

NOTES



ASSESSMENT of PRIOR LEARNING

Possible

Not possible yet

Assessment Method (if possible)

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Sequence S21 / Cycle 2

	2
	1
	3

AREA Social
SUBJECT Community Involvement
Type of Activity Socialization, Competitive games
With crossed disciplines Sports

Sequence Title **Are the true forces where we believe they are?**

ABSTRACT

Under cover of acceptance of difference, it is the undifferentiation that is still promoted: men are women like the others, the "seniors" are young in their heads, the "disabled" persons have nothing to envy to valid, etc. No biological barrier is definitive. How can a disabled person be bad? This goes beyond the understanding of binary minds, for whom the "weak" is necessarily a victim.

KEY WORDS To confront differences, disabilities,

Learning outcomes

- 1 - Be openminded to other strengths than ours
- 2 - Be able to accept to lose a sport competition
- 3 - Be able to consider others as potential positive opponents

Room Organization Outdoor if possible, if not indoor multidisciplinary sport equipment

Type of ACTIVITIES Challenges to meet and face differences

**LEARNING CONTEXT**

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

SEQUENCING

Number of: Actions [3] Activities [12] Hours [5h00]

TEACHERS MATERIALS

Equipment and materials to practice high-level sports

LEARNERS MATERIALS

Medical certificate authorizing the practice of contemplated sport

KEY COMPETENCES


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

Transversal COMPETENCES





- 1 - Empathy
- 2 - Creativity
- 3 - Taking responsibility
- 4 - Teamwork
- 5 - Self-reflection

NOTES








Course Structure	Learners' activities and tasks to realize	Learning Outcomes	Competences	Learning context	Sub-timing
Action 1 <i>Pre-organization</i>	Activity 1 First activity mainly involved teacher that will have to take local contacts with associations caring on people with disabilities, and especially the ones who are practicing sport at good level even not high-level. The main goal of the sequence is to organize sport challenges between our specific target groups and disabled persons (of same ages if possible) practicing some sport activities at good level (table tennis, billiards, cycling, swimming, ... and so many others). Teacher will have to explain to associations in contacts what he/she wants to do (in fact, it's to show learners than persons with disabilities can have better positive results than our learners). <i>If group of learners is good, may be Activity 1 can be made with learners (contacts, preparation, organization, ...).</i>	<i>Not applicable</i>	<i>Not applicable</i>	<i>Not applicable</i>	<i>Not applicable</i>
Action 2 <i>Preparation of the event</i>	Activity 2 Teacher will help learners to care about organization (mobility included, medals, cocktail, spectators, invitations to	Be able to create an event	Taking responsibility Creativity		120'



	<p>guests, list of attendance, programme of the D day, ...).</p> <p>Activity 3 Teacher will help learners to prepare places and sites where competitions will be organized.</p> <p>Activity 4 Teacher will supervise learners to prepare materials (games, sports, materials, ...), rules, food and drinks. Learners also must have contacts with local medias.</p> <p><i>For each one of the activity, periodic meetings between learners and teacher will be organized to follow the good run of this sequence.</i></p> <p><i>If learners decide to organize a post-event party, teacher may check that this option is realizable and agreed (+30').</i></p> <p>Activity 5 / Feedback What do you learn from Action 2? Any other questions?</p>	<p>Be able to prepare list of things to share with colleagues</p> <p>Be able to welcome and accommodate opponents</p>	<p>Teamwork</p> <p>Empathy</p>	<p> </p> <p></p> <p></p>	<p>60'</p> <p>60'</p> <p>10'</p>
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<p>Action 3</p> <p><i>Event on D Day</i></p>	<p>Activity 9 The different teams welcome, greet each other and prepare themselves. It's important to feel well among others when you decide to compete as you also may have to accept defeat.</p> <p>Activity 10 Learners will compete against high-level sport practiced by disabled persons to understand that the strengths are not always where we can imagine they are. The goal is to ensure that our learners will accept to be beaten by people with disabilities so to understand that strength is not always where they think it is.</p> <p>Activity 11 Learners and sport players with local guests will attend the ending party to award the medals. <i>Maybe a meeting in return could be possible.</i></p> <p>Activity 12 / Feedback What do you learn from Action 3? Any other questions?</p>	<p>Be able to organize a party</p> <p>Be able to give attention to others</p>	<p>Communication</p>	<p> </p> <p></p> <p></p> <p></p>	<p>30'</p> <p><i>Out of count (not in the programme)</i></p> <p>20'</p>
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ASSESSMENT of PRIOR LEARNING

Possible

Not possible yet

Assessment Method (if possible)

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