



Cycle 3



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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:

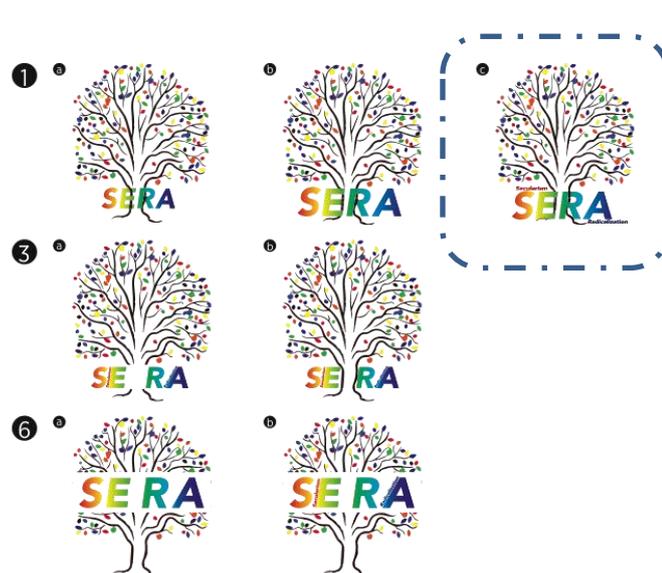
"We wanted to represent the positive change that SERA can have on the individual by acknowledging the variety among people's backgrounds and preferences in life, and step away from radicalisation. The colours of the leaves represent the multicultural nature of humanity and its diversity, while the tree 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)



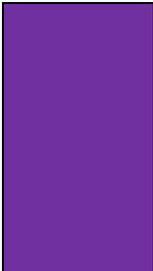
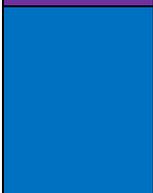
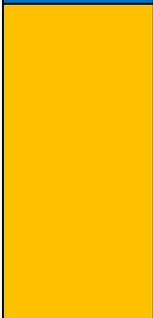
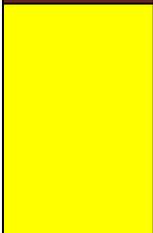
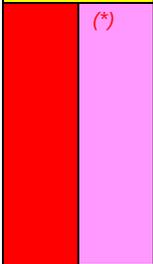
Context of Implementation

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.

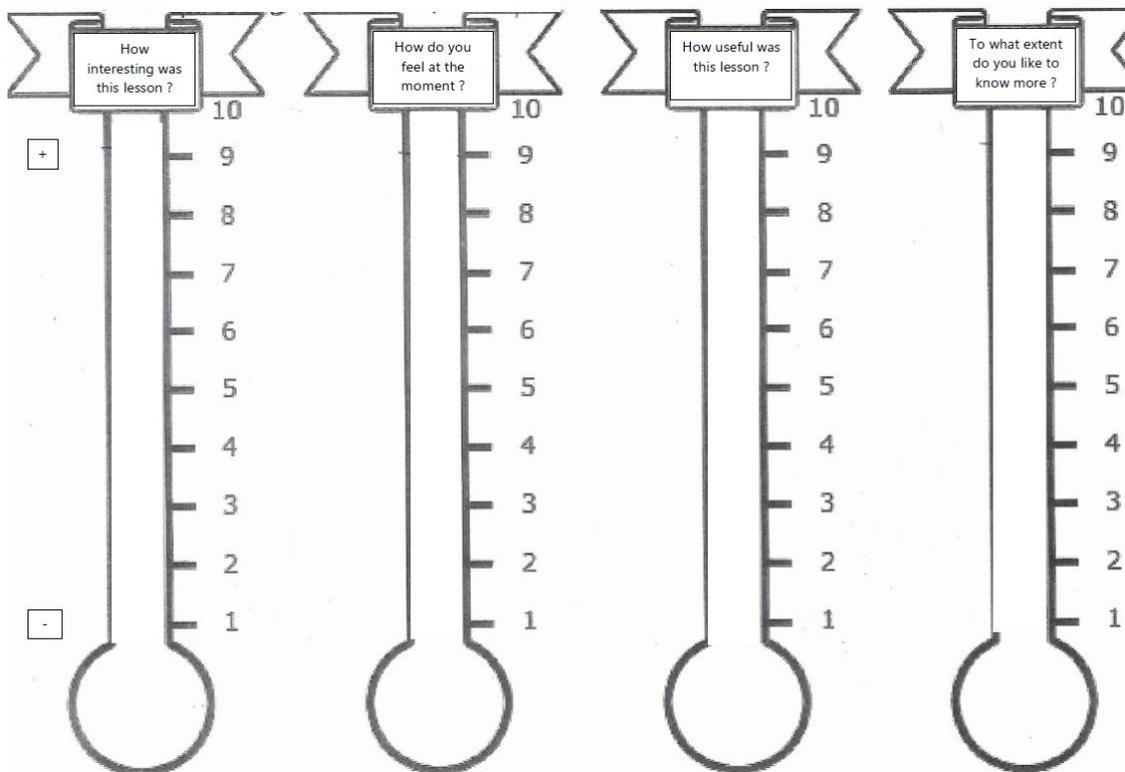
In the next chapter it will be shown how the SERA consortium introduced assessment, however this process is not profoundly elaborate to make it easily adaptable by anyone.

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,



The image shows four identical thermometer scales arranged horizontally. Each scale is a vertical tube with a bulb at the bottom and a scale from 1 to 10 on the right side. The scales are currently empty. The questions for each scale are:

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

Each scale has a '+' sign at the top and a '-' sign at the bottom.

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 /52. Fax. +34 950 153 103. E-mail: ia250725@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.



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 P38 / Cycle 3 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 3 Week 1

WEEK 1		MONDAY	TUESDAY	WEDNES	THURSD	FRIDAY
plus P38	HOURS					
	1	E1.3	S20	P5	P5	I2
	2	B4.1	S20	P5	E14	I2
	3	P40	S20	P5	E14	I2
	4	BREAK				
	5					
	6	I4	E19	E7.2	E19	I2
	7	I4	E19	E7.2	E19	I2
	8	I4	B4.1	B4.1	P40	E16

SERA Cycle 3 Week 2

WEEK 2		MONDAY	TUESDAY	WEDNES	THURSD	FRIDAY
plus P38	HOURS					
	1	E16	E7.2	S6	I5	B5
	2	E16	E7.2	E16	I5	B5
	3	I4	E7.2	E16	I5	B5
	4	BREAK				
	5					
	6	I4	S8	B4.2	I2	E15.2
	7	P2	S8	B4.2	I2	E15.2
	8	P2	P40	P16.2	I2	P40

SERA Cycle 3 Week 3

WEEK 3		MONDAY	TUESDAY	WEDNES	THURSD	FRIDAY
plus P38	HOURS					
	1	E15.2	I2	E15.2	S6	P33
	2	S22	I5	E15.2	B3	P33
	3	S22	I5	P40	B3/E17	P33
	4	BREAK				
	5					
	6	B5	I5	S6	E17	P33
	7	B5	S16.3	S6	E17	P33
	8	I5	P40	S6	E4	S6

SERA Cycle 3 Week 4

WEEK 4		MONDAY	TUESDAY	WEDNES	THURSD	FRIDAY	
plus P38	HOURS						
	1	I2	I2	S16.3	E4	S6	
	2	E4	S6	E4	E4	E4	
	3	E4	S6	E4	P33	S18	
	4	BREAK					S16.3
	5						S16.3
	6	E1.3	S6	P33	P33	S18	
	7	E15.2	E15.2	P33	E15.2	S18	
	8	E15.2	P40	P33	P40	S18	

Board of Sequences SERA Cycle 3

WEEK 1							WEEK 2							
HOURS	MONDAY	TUESDAY	WEDNES	THURSD	FRIDAY		HOURS	MONDAY	TUESDAY	WEDNES	THURSD	FRIDAY		
plus P38	1	E1.3	S20	P5	P5	I2	plus P38	1	E16	E7.2	S6	I5	B5	
	2	B4.1	S20	P5	E14	I2		2	E16	E7.2	E16	I5	B5	
	3	P40	S20	P5	E14	I2		3	I4	E7.2	E16	I5	B5	
	4	BREAK						4	BREAK					
	5	BREAK						5	BREAK					
	6	I4	E19	E7.2	E19	I2		6	I4	S8	B4.2	I2	E15.2	
	7	I4	E19	E7.2	E19	I2		7	P2	S8	B4.2	I2	E15.2	
	8	I4	B4.1	B4.1	P40	E16		8	P2	P40	P16.2	I2	P40	
WEEK 3							WEEK 4							
HOURS	MONDAY	TUESDAY	WEDNES	THURSD	FRIDAY		HOURS	MONDAY	TUESDAY	WEDNES	THURSD	FRIDAY		
plus P38	1	E15.2	I2	E15.2	S6	P33	plus P38	1	I2	I2	S16.3	E4	S6	
	2	S22	I5	E15.2	B3	P33		2	E4	S6	E4	E4	E4	
	3	S22	I5	P40	B3/E17	P33		3	E4	S6	E4	P33	S18	
	4	BREAK						4	BREAK					S16.3
	5	BREAK						5	BREAK					S16.3
	6	B5	I5	S6	E17	P33		6	E1.3	S6	P33	P33	S18	
	7	B5	S16.3	S6	E17	P33		7	E15.2	E15.2	P33	E15.2	S18	
	8	I5	P40	S6	E4	S6		8	E15.2	P40	P33	P40	S18	

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

	1st Cycle	2nd Cycle	3rd Cycle
	4 weeks Hours		
	18	8	5
	15	12	8
	4	6	4
	13	16	14
	15	22	24
	23	22	25
	32	34	40
TOTAL	120	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	CYCLE	SUBJECT	ACTIVITY	TITLE of the sequence	Type of class	Designer	Number of subjects	Number of resources	Duration	Key Competence 1	Key Competence 2	Key Competence 3	Transversal Competences	Assessment
B1	BELIEFS	3	Religions	Debate	The reasons to believe in a religion		TR	5	5	15:30	Cultural awareness and expression			Self-reflection Teamwork Critical thinking	
B4.1		3	Positive extremism	Defense of rights	A cause to serve		TR	6	6	3:00	Cultural awareness and expression			Critical thinking Self-expression Anti-hate communication Teamwork	
B4.2		3	Positive extremism	Reflection exercises	Choose the positive way I		TR	4	4	2:00	Cultural awareness and expression			Critical thinking Self-expression Managing diversity Problem solving Teamwork	
B5		3	Faith	Reflection exercises	I believe, you believe, we believe... or not		FR	3	10	5:00	Learning to learn	Cultural awareness and expression	Social and civic competences	Managing diversity Self-reflection Critical thinking Anti-hate communication Intercultural communication	
E1.3	EDUCATION	3	How to start SERA	Conditional framework	My own spot / Rules and boundaries Cycle 3		BE	1	4	2:00	Social and civic competences			Evaluating / Reflecting Taking responsibility Communication Conflict management Autonomy	
E4		3	Communication	Film with reflection exercise	Enlightened communication "The Wave"		FR	5	9	8:00	Communication	Social and civic competences		Critical thinking Empathy Evaluating / Reflecting Intercultural communication	
E7.2		3	Media literacy	Reflection exercise	Engage in critical thinking about key concepts - Part II		FR	4	7	5:00	Learning to learn	Communication		Critical thinking Social and civic competence Cultural awareness and expression Self-reflection Anti-hate communication	
E14		3	Socio-emotional development	Physical wellbeing	What are your talents?		MT	4	4	2:00	Social and civic competences			Self-reflection Managing diversity Communication Teamwork Critical thinking	
E15.2		3	Growing mindset	Action painting	Decorating our spaces with graffiti - Part II		ES	2	4	9:00	Cultural awareness and expression	Social and civic competences	Sense of initiative and entrepreneurship	Communication	
E16		3	Media literacy	Reflection exercises, Debates	Plot the dark side of the subject		FR	5	17	5:00	Learning to learn	Social and civic competences	Communication in the national / host language	Autonomy Self-reflection Anti-hate communication Reflecting / Evaluating	
E17		3	Media literacy	Reflection exercises, Debates	Is everything good to say?		FR	5	12	2:30	Learning to learn	Communication in the national / host language	Cultural awareness and expression	Critical thinking Self-reflection Autonomy Empathy	
E19		3	Media literacy	Digital communication	Let's learn how to make an efficient research on the internet		FR	4	10	4:00	Learning to learn	Digital competence		Autonomy Self-reflection Communication	
I2		INTERCULTURAL	3	Growing mindset	Diversity of cultures	My identity, my commitments		FR	6	10	10:00	Cultural awareness and expression	Sense of initiative and entrepreneurship	Learning to learn	Teamwork Communication Critical thinking Empathy Creativity
I4	3		Acceptance	Self reflection	Happiness in acceptance		TR	8	9	5:00	Social and civic competences	Cultural awareness and expression		Self-reflection Evaluating / Reflecting Critical thinking Taking responsibility	



CODE	AREA	CYCLE	SUBJECT	ACTIVITY	TITLE of the sequence	Type of field	Designer	Number of Subjects	Number of Participants	Duration	Key Competence 1	Key Competence 2	Key Competence 3	Transversal Competences	Assessment
I5	INTERCULTURAL	3	Values	Story telling	Our values is the sum of our values		TR	10	10	7h00	Learning to learn	Communication		Critical thinking Conflict management Creativity Teamwork Evaluating / Reflecting	
I7		3	Acceptance	Discussion making	Let's go fishing		MT	1	1	1h00	Learning to learn	Cultural awareness and expression	Social and civic competences	Communication Critical thinking Self-reflection Managing diversity	
P2	PSYCHOLOGY	3	Conflict management	Role play	Play it out I		BE	5	6	2h00	Communication	Social and civic competences		Self-reflection	
P5		3	Guilt	Artistic activity	Our inner voice : Guilt		ES	4	11	4h00	Digital competence	Communication	Learning to learn	Teamwork Planning and resource management Self-reflection Critical thinking Creativity	
P16.2		3	Identity development	Live up	Talk to your inner child (Cycle 3)		BE	1	2	1h00	Social and civic competences			Self-reflection Empathy	
P33		3	Expression of feelings	Creating story for theater then play	Feel free to express yourself		TR	12	12	10h00	Communication	Sense of initiative and entrepreneurship	Cultural awareness and expression	Self-reflection Creativity Critical thinking Problem solving Teamwork	
P38 / Personal experiment		3	Families and parenthood	Clinical therapy	Let's identify indicators of polarization to better understand them so to promote distance (Cycle 3)		FR	8	8	11h00	Learning to learn	Social and civic competences	Sense of initiative and entrepreneurship	Teamwork Critical thinking Resilibility Evaluating / Reflecting Communication	
P40		3	Personal wellbeing	Yoga	Know thyself		FR	4	8	8h00	Sense of initiative and entrepreneurship	Communication		Autonomy Empathy Self-reflection	
P46		3	Sense of belonging	Non violent communication	We and our commitments		FR	8	13	10h00	Social and civic competences	Learning to learn	Digital competence	Teamwork Creativity Critical thinking Self-reflection Communication	
S8	SOCIAL	3	Gender equity	Film and reflection exercises	Why am I not allowed for being a woman?		ES	1	3	2h00	Social and civic competences	Communication	Learning to learn	Autonomy Resilibility Critical thinking Evaluating / Reflecting	
S16.3		3	Sense of belonging	Organize a party	Let us all have a party together		BE	2	5	4h00	Learning to learn	Social and civic competences	Cultural awareness and expression	Communication Taking responsibility Creativity Resilibility Project management	
S18		3	Community involvement	Community work	Cleaning from rubbish		BE	1	3	4h00	Social and civic competences	Sense of initiative and entrepreneurship		Communication Taking responsibility Teamwork	
S20		3	Food culture	Organize a breakfast to share within the group	You are what you eat		TR	4	4	3h00	Cultural awareness and expression			Communication Self-reflection Managing diversity Teamwork	
S22		3	Community involvement	Socialization Life stories	Why did they flee ?		FR	2	3	2h00	Cultural awareness and expression	Social and civic competences	Communication	Anti-hate communication Critical thinking Empathy Self-reflection	



Sequence B3 / Cycle 3

	2
	3
	1

AREA Beliefs
SUBJECT Religions
With crossed disciplines Philosophy, theology

Activity Title **The reasons to believe in a religion**

ABSTRACT

Belief is a state of the mind when we consider something true even though we are not 100% sure or able to prove it. Everybody has beliefs about life and the environment around them. These beliefs form belief systems, which may be religious, philosophical or ideological. Religions are belief systems that relate humanity to spirituality. Religion is a collection of cultural and belief systems which relate humanity to spirituality and, sometimes, to moral values.

KEY WORDS Five major religions, beliefs

Learning outcomes

- 1 - Be able to differentiate the terms « religion » and « belief ».
- 2 - Be able to name the five major religions.
- 3 - Be able to reflect their opinions about the religions.
- 4 - Be able to state reasons to believe in a religion.

Room Organization Seats in circle, teacher among students

Type of ACTIVITIES Debate



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

SEQUENCING Number of: Actions [5] Activities [5] Hours [1h30]

TEACHERS MATERIALS Board, extra 1(photocopy for all learners), extra 2 (photocopy for all learners), Markers

LEARNERS MATERIALS Pencils, a sheet of paper,

KEY COMPETENCES 1 - Cultural awareness and expression

Transversal COMPETENCES 1 - Self-reflection
2 - Teamwork
3 - Critical Thinking

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1	<p>Activity 1</p> <p>Ask the learners to work in groups of 3 and make a definition of 'Religion' and 'Belief'.</p> <p>Then, get the definitions from all groups. Decide on a common definition about the terms.</p>	be able to differentiate the terms « religion » and « belief ».	Teamwork		20 min
Action 2	<p>Activity 2</p> <p>Ask the learners to name the five major world religions. Write them on the board.</p>	be able to name the five major religions.	Cultural awareness and expression		10 min
Action 3	<p>Activity 3</p> <p>Give the sheet to the learners in the followings. (Extra activity 1)</p>	be able to reflect their opinions about the religions.	Self-reflection		20 min
Action 4	<p>Activity 4</p> <p>Teacher will give brief information about the five religions.</p>				20 min
Action 5	<p>Activity 5</p> <p>Ask the learners to work in pairs and make a list of the reasons why people need to believe in a religion.</p> <p>Then ask the pairs to share the reasons in their lists with the whole group.</p> <p>You may add the reasons that are stated by the learners to the list given in the followings (Extra activity 2).</p>	be able to state reasons to believe in a religion.	Critical Thinking		20 min



EXTRA ACTIVITY 1

Name all the religions/belief systems that you know.	
Do you have a religion or belief?	
What do you know about it?	What do you want to know?

EXTRA ACTIVITY 2

The reasons to believe in a religion

- 1- Peer and Family Pressure
- 2- Fear of Death
- 3- Lack of Basic Skills in Logic and Reasoning
- 4- A Need for Control
- 5- Suffering
- 6- A Need for Justice
- 7-
- 8-
- 9-
- 10-



ASSESSMENT of PRIOR LEARNING

Possible

Not possible yet

Assessment Method (if possible)

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Sequence B4.1 / Cycle 3

	1
	2
	3

AREA

Beliefs

SUBJECT

Positive Extremism

With crossed disciplines

Justice for animals

Activity Title

A cause to serve

ABSTRACT

When the word extremism is used, the first thing that probably comes to mind are violent activities intended to create a political statement. Positive extremism is the nonviolent direct action which is dynamic and has a positive attribute.

KEY WORDS

Single issue terrorism, positive extremism, animal rights

Learning outcomes

- 1 - be able to recognize that extremism is not always bad
- 2 - be able to understand the concept called « Single-issue terrorism »
- 3 - be able to prepare a poster for the rights of animals

Room Organization

Seats in circle, teacher among learners (a relaxed atmosphere)

Type of ACTIVITIES

Brainstorming, film, preparing a poster

LEARNING CONTEXT

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

**SEQUENCING**

Number of: Actions [6] Activities [6] Hours [3h00]

TEACHERS MATERIALS

Some information found on the Net, ICT, a video from Youtube

LEARNERS MATERIALS

Pencil, paper, coloured pencils

KEY COMPETENCES

1 - Cultural awareness and expressions

Transversal COMPETENCES

1 - Critical thinking

2 - Self-reflection

3 - Anti-hate communication in an intercultural perspective

4 - Teamwork

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 “Sometimes extremism is a good thing”. He/she asks if the learners agree or disagree with the given statement and state their reasons.</p> <p>What is positive extremism?</p> <p>Can you give some examples for positive extremists? (Martin Luther King)</p>	Be able to recognize that extremism is not always bad.	Critical thinking Cultural awareness and expression		30-40 min
Action 2	<p>Activity 2</p> <p>Make a definition of “Single-issue terrorism”.</p>	Be able to understand the concept called « Single-issue terrorism ».			30-40 min
Action 3	<p>Activity 3</p> <p>Ask the given questions to the learners and elicit their answers.</p> <ol style="list-style-type: none"> 1- What is animal extremism? 2- How can we tackle animal rights extremism? 3- What should you do if you have been targeted? 		Self-reflection Communication Cultural awareness and expression		30-40 min



	4- What can you do to protect yourself?				
Action 4 https://www.youtube.com/watch?v=npkLMnMbJPA&t=121s	Activity 4 Start the lesson with a 5.37 min-video called "Are animal extremist terrorists?". After the lesson, teacher will ask the same question to learners. Elicit their answers on the issue		Anti-hate communication in an intercultural perspective Critical thinking		30-40 min
Action 5	Activity 5 Give brief information about animal right extremism, the brief history of animal rights activism and extremist groups. Some information is given below. You may skip the parts you don't mention.				30 min
Action 6	Activity 6 Ask the learners "What should we do for the rights of animals?". Then give crayons, paper or cardboards to the learners. Ask them to prepare a poster to help the animals. Collect their posters and display for a while on the sign board.	Be able to prepare a poster for the rights of animals.	Teamwork Creativity		30-45 min



Special interest terrorism

Special interest terrorism, also called **single-issue terrorism**, is a category of terrorism. It differs from traditional right-wing terrorism and left-wing terrorism in that extremist special interest groups seek to resolve specific issues, rather than effect widespread political change.

Special interest extremists continue to conduct acts of politically motivated violence to force segments of society, including the general public, to change attitudes about issues considered important to their causes. These groups occupy the extreme fringes of animal rights, pro-life, environmental, anti-nuclear, and other movements. Some special interest extremists—most notably within the animal rights and environmental movements—have turned increasingly toward vandalism and terrorist activity in attempts to further their causes.

One well-known form is environmental terrorism or eco-terrorism. In fact, in the 1980s it was the only type of special-interest terrorism in the FBI statistics.

Extremists associated with any of these issues come from various social groups, and there is no definite portrait of a “single-issue extremist”. However some generalizing conclusions may be drawn. For example, animal rights activists and environmentalists tend to be of left-wing political interests, whereas anti-abortion extremists are on right-wing.



Animal Rights Extremism

Most animal rights activism worldwide is legal and peaceful. Tactics used include protests, letter-writing campaigns and public information stalls. However, a very small number of individuals have carried out illegal actions in order to pursue their agenda – this is animal rights extremism. Such extremism has historically targeted many different animal rights interests including agriculture, whaling, hunting, fur farming, the pet trade and, of course, animal research.

Today, thankfully, animal rights extremism is at an all-time low in the UK, with almost no recorded incidents during the last five years. Understanding Animal Research has set up a dedicated website to track animal rights extremism (related to animal research), and provide advice to those potentially affected. See more at: www.animalrightsextremism.info

Legislation

The UK has many laws which cover illegal activity, including those against assault, property damage, blackmail and malicious communication. In 2005, in response to the rising levels of extremism, the UK parliament introduced the [Serious Organised Crime and Police Act \(SOCPA\)](#), which contained clauses (s145-149) specifically designed to challenge certain actions taken by activists against individuals and organisations involved in animal research.

[Section 145](#) introduced harsh penalties for those found to have “interfered with contractual relationships so as to harm an animal research organisation”. This included threatening to commit a criminal act unless a specified organisation stopped an activity key for animal research.

[Section 146](#) introduced harsher penalties for those found guilty of “intimidation of persons connected with animal research organisations”. This might include researchers, technicians, funders, suppliers and contractors to research facilities.

See more on [laws, injunctions and policing](#).

Brief History of Animal Rights Activism

A detailed history of animal rights extremism can be found [here](#)

Animal rights extremism in the UK first became a [major issue in the 1970s](#). In 1972, hunt saboteur Ronnie Lee formed the group “Band of Mercy”. The following year Lee committed two acts of arson at a Hoechst Pharmaceutical plant, a crime he was later jailed for¹. In 1976, Lee founded the Animal Liberation Front, an umbrella group for those wishing to take direct action (including economic sabotage) on behalf of animal rights. The 1980s saw the founding of the Animal Rights Militia, which [escalated the violence](#) to the point of sending bombs to politicians and researchers. Finally, a string of high profile campaigns during the 1990s and early 2000s forced the Government to act. Alongside new legislation (see previous section), the Government set up the National Extremism Tactical Coordination Unit to investigate and work against the rise in extremism. The result was a crackdown on illegal activism which saw more than a [dozen activists jailed for up to a decade](#).



The Situation Today

Since 2008, there has been a rapid decline in animal rights extremism, which is now at an all-time low. Occasionally one may hear about a verbal threat, or some graffiti, but large-scale property damage or attacks on individuals are now unheard of. The extremism of the early 2000s resulted in a public backlash that has made illegal direct action unpopular among even the most committed activists.

Extremist Groups

The main animal rights extremist groups have been:

Animal Liberation Front (ALF)

The ALF is an umbrella name for those who wish to take direct action against those who, in the words of its founder, “exploit animals... The long term aim is to increase activities, to escalate to a point where all of these industries are under threat and can't operate”². Officially the ALF does not support violence against individuals, however many individuals associated with the movement have been convicted of crimes which either harmed, or risked harming,



individuals, such as the [attempted firebombing of Prof Fairbanks in 2006](#).

The Animal Liberation Front continues to operate in countries across the world, though their actions in the UK continue to decline.

Animal Rights Militia (ARM)

Unlike the ALF, the Animal Rights Militia does not have any official position against violence directed at individuals. Many of the most violent attacks of the 1980-2000s were done under the flag of the ARM. Many activists have belonged to both the ALF and ARM, leading some to claim [a false division between the two](#).

Stop Huntingdon Animal Cruelty (SHAC)

SHAC was an animal rights group set up to campaign against HLS in 1999 by Greg Avery. The group also set up a chapter in the US under the leadership of Kevin Kjoonaas³. This targeted campaign aimed to shut down the research organisation HLS. The campaign wound down in 2014, but not before [18 British activists had received a total of 91 years in sentences and suspended sentences](#)



ASSESSMENT of PRIOR LEARNING

Possible

Not possible yet

Assessment Method (if possible)

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Sequence B4.2 / Cycle 3

	2
	3
	1

AREA Beliefs
SUBJECT Positive extremism
With crossed disciplines Social

Activity Title Choose the positive way!

ABSTRACT

The aim of this sequence is to make a definition of extremism and show that extremism may be positive or negative. A trainer may also help learners to differentiate between these two terms and find appropriate ways to tackle with any type of extremism.

KEY WORDS Extremism, positive extremism, negative extremism

Learning outcomes

- 1 - be able to define what is extremism.
- 2 - be able to differentiate the terms of 'Positive extremism' and 'Negative Extremism'.
- 3 - be able to tackle with the extremist situations.

Room Organization Seats in circle, teacher among learners

Type of ACTIVITIES Debate

**LEARNING CONTEXT**

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

SEQUENCING

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

TEACHERS MATERIALS

Board, board marker, a questionnaire

LEARNERS MATERIALS

Pencil

KEY COMPETENCES

1 - Cultural awareness and expression

Transversal COMPETENCES

1 - Critical Thinking
2 - Self-reflection
3 - Managing diversity
4 - Problem Solving
5 - Teamwork

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1	Activity 1 Learners, in groups of 2-3 agree on a definition of what you think Extremism is. Then the trainer chooses the best definition and write it on the board.	Be able to define what is extremism.	Critical thinking		15 min
Action 2	Activity 2 The trainer prepares a questionnaire with a few questions to get an overall opinion of the trainers about extremism. (A sample is given in the following. The trainer may change the questions according to his/her learners-target group.)	Be able to differentiate the terms of 'Positive extremism' and 'Negative Extremism'.	Self-reflection		30 min
Action 3	Activity 3 The trainer wants the learners to give samples for the positive and negative extremism. (A sample question: Can you think of any Extremist Groups that have been in the news?)		Cultural awareness and expression		30 min
Action 4	Activity 4 The trainer and the learners have a short discussion on what to do if they suspect a positive and negative extremism or a group. Teacher will organize a final brainstorm with learners to check what they learn.	Be able to tackle with the extremist situations.	Managing diversity Problem solving Teamwork Cultural awareness and expression		30 min 15 min



	TRUE- FALSE
1 - You can spot someone with extreme beliefs directly by looking at them.	
2 - Extremism always leads to violence.	
3 - Extremism can apply to issues such as nuclear weapons, rights for fathers and animal testing.	
4 - Extremism exists all over the world	
5 - Extremist groups sometimes target susceptible young people.	



ASSESSMENT of PRIOR LEARNING

Possible

Not possible yet

Assessment Method (if possible)

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Sequence B5 / Cycle 3

	3
	2
	1

AREA

Beliefs

SUBJECT

Faith

Type of Activity

Reflection exercises

With crossed disciplines

Moral dilemmas, dimension of religions, philosophy

Sequence Title

I believe, you believe, we believe... or not

ABSTRACT

Since the beginnings of Humanity, Man has always had the need to feel guided, protected, ... throughout all civilizations. Religions attest of course that are eminently protective as long as they are respectful of life. And when religion is established as holding the (only) Truth, it becomes dangerous religiosity ... and crazy as a transformation that induces intolerance, therefore a fundamentalism, whatever the religion.

Spirituality is the opposite of religiosity ... It testifies to the welcome, the openness that an individual wishes to develop over his/her life to grow and advance in wisdom. Spirituality is the testimony of the fact that the human being is on the path of an inner and outer harmony.

KEY WORDS

Religiosity, Spirituality, Faith, Beliefs

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. *This sequence will find all its pedagogical interest if it is coordinated by several religious actors of different religions.*

LEARNING CONTEXT

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

SEQUENCING

Number of: Actions [3] Activities [10] Hours [5]

TEACHERS MATERIALS

Encyclopedia, thematic documentation, short videos

LEARNERS MATERIALS

Nothing specific

KEY COMPETENCES

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

Transversal COMPETENCES

- 1 - Managing diversity
- 2 - Self-reflection
- 3 - Critical thinking
- 4 - Anti-hate communication
- 5 - Intercultural communication

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Outcomes	Competences	Learning context	Sub-timing
<p>Action 1</p> <p>Introduction of learners</p>	<p>Activity 1</p> <p>Teacher will have to first introduce the persons. If he/she invites external actors of various religions, he will introduce them and let them explain what is their work.</p> <p>If the group of learners allow it, teacher can ask each learner to introduce him/herself by his/her name (or nickname).</p>			 	10'
<p>Vocabulary to share</p> <p><i>If the size of the group is not too wide, stay all together; if not teacher may propose to work in sub-groups.</i></p>	<p>Activity 2</p> <p>“Believer and not believer”</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>This can be an opportunity to start with an icebreaker game by drawing an imaginary line (with chairs) and asking the learners to position themselves on one of the sides according to the fact that they are believers and not believers. <u>Do not focus on religions.</u> Once all positioned, it will be asked what they believe in, or do not believe so to open the debate.</p>	<p>Feel free to speak among others</p> <p>Be able to speak without animosity and with tolerance</p>	<p>Communication</p> <p>Tolerance</p> <p>Cultural awareness and expression</p>		15'
	<p>Activity 3</p> <p>“Faith, Belief, Religion and Spirituality »</p>				35'



<p>To prepare Activity n° 3, teacher can visit Link n° 1</p> <p>Link n° 2</p>	<p>Based on Activity 2 that can show various types of answers, teacher will introduce the differences between the words « Faith, Belief, Religion and Spirituality”.</p> <p>Conventionally, people tend to use these 4 words interchangeably and, generally speaking, there isn't anything wrong with that. But it may interest learners to know that for those who study the psychology of religion, these words do have different meanings. <i>Teacher may ask his/her religious guests to explain the sense they give to these words.</i> More than just an academic distinction, these differences can actually be quite enlightening and helpful for learners in making clearer sense out of the different aspects of their own faith journey. Before looking at some of the differences between these common terms, teacher will ask learners what definition they give to each one of these words.</p>	<p>Be able to say what he/she thinks without shame or embarrassment</p>	<p>Learning to learn</p> <p>Critical thinking</p>		
<p>Action 2</p> <p>Quiz to compose</p>	<p>Activity 4</p> <p>Learners in sub-groups will be asked to create a QUIZ with TRUE and FALSE sentences for each one of the 6 words studied during Activity n° 2 and 3.</p>	<p>Be able to defend opinion</p>	<p>Self-reflection</p> <p>Intercultural Communication</p>		<p>45'</p>



	<p>Activity 8 “Religion and Religiosity” Teacher first will ask learners if they make any difference between these 2 words. If yes, which one(s)?</p> <p>Activity 9 Teacher helped by religious guests, and as a complement to Activity 3, will now work on “Religiosity”. <i>Sub-groups of learners will be done, each one being coordinated by a religious actor.</i></p> <p>Activity 9.1: 1st task will be to ask each learner to make individual researches from encyclopedia, dictionary, library, (internet?), ... so to be able to explain to the sub-group what they found.</p> <p>Activity 9.2: 2nd task / Debate Should religions be feared? Should we better understand them to better integrate them? Does believing in something mean submission?</p> <p>Activity 9.3: 3rd task / Learners will be asked to identify the negative side of religiosity</p> <p>Activity 10 / Feedback What do you learn from Action 3?</p>	<p>Be able to say what he/she thinks without shame or embarrassment</p> <p>Be able to participate to such course with respect and tolerance Be openminded to other ideas, other choices</p> <p>Be able to listen to other learners even if they have different points of view than ours</p>	<p>Learning to learn</p> <p>Self-reflection</p>	<p></p> <p></p> <p></p> <p></p>	<p>20'</p> <p>20'</p> <p>20'</p> <p>20'</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 E1.3 / Cycle 3

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	1
	2

Area	Education
Subject	How to start SERA cycle 3
Type of Activity	Conditional framework
With crossed disciplines	Social
Sequence Title	My own spot / Rules and boundaries

ABSTRACT

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

KEY WORDS

Security, boundaries, rules

Learning outcomes

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

Room Organization

Seats in circle

Type of ACTIVITIES

Introduction, discussion

**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 and/or 2 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>Give expression to your own boundaries</p>	<p>Communication Conflict management Reflecting Taking responsibility</p>		30'
	<p>Activity 2 Teacher explains the program (content & process)</p>	<p>Give your feelings, thoughts a voice</p>			30'
	<p>Activity 3 Teacher presents firm rules and group discusses the other rules</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 E4 / Cycle 3

	2
	3
	1

AREA Education
SUBJECT Communication
With crossed disciplines

Activity Title Enlightened communication - Movie “The Wave”

ABSTRACT

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

KEY WORDS Exchange, Communication

Learning outcomes

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

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

Type of Activities

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

**LEARNING CONTEXT**

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

SEQUENCING

Number of: Actions [5] Activities [9] Hours [4+4]

*This 8hour-E4 sequence is composed of two films. The one given as example is “The Wave” 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



« La Haine »

Synopsis: After a police blunder, a night of riots broke out between the young people of the city of Les Muguets and the police. Among these young people blinded by hatred, three friends will live the most important day of their lives. Today, they are only 3 ... 4 with the Smith & Wesson 44 chromed one of the police lost during the riots.

Streaming link: <https://streamizz-filmze.com/complet-drame/1900-la-haine-streaming.html>

« Les poings contre les murs »

Synopsis: Eric is a young violent delinquent prematurely thrown into the sinister world of an adult prison. While struggling to assert himself against supervisors and other inmates, he must also compete with his own father, Nev, a man who has spent most of his life behind bars. Eric, along with other prisoners, learns to overcome his rage and discovers new rules of survival, but some forces are at work and threaten to destroy him.

Streaming link: <https://streamcomplet.me/les-poings-contre-les-murs/>



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)	To 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>	To be able to: - summarize a movie	Communication		110'



<p>To understand differences</p>	<p>Teacher will introduce the film “The Wave”. For example: In a modern high school in Germany, today. While the country fails to get rid of Nazi shame, a teacher is holding a workshop on autocracy with his class. After having dissected this barbarous word (what is an autocracy, the conditions of its advent ...), a living class is born: in front of learners curious about everything, the teacher organizes a miniature autocracy, at the scale of the classroom to make concrete in the eyes of teenagers a totalitarian regime. But soon, driven by the high motivation of the students, the system is racing and self-fueling. Teens begin to help each other, to support each other, to recognize themselves as belonging to the group. And consequently to identify others as external to the movement. Mutual aid gradually becomes communitarian. Sectarian. The professor who, by play, began to change became the supreme master, the omniscient and omnipotent leader. The guru. Little considered by his colleagues, the professor is thus valued. His authority is finally recognized. We love him, we adulate him. He loves it. The game, which no longer quite one, amuses, satisfies. Grows him up. The progression is insidious. The totalitarian regime sets itself up, smoothly, with joy, determination. Because we want it more than anything. Individuality has disappeared. All work for the good of the group, to please the master. Inevitably, zealots are emerging. We organize a service of order around the leader. We recruit new members, we stigmatize those who refuse to enter the rank. Intolerance and proselytism advance together.</p>	<ul style="list-style-type: none">- find the main ideas- understand some concepts			
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	<p>Is a new dictatorship possible in Germany? The question is clearly asked from the beginning of the first class by the teacher to his students. All, horrified, reject this idea with force. And yet ... The crowds are ready and waiting for the charisma of a leader to federate and manipulate them. This denunciation of totalitarianism obviously makes us think of the neo-fascist, neo-Nazi groups that exist here and there. And of course to Islamism, which is growing every day.</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>				15'
<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-%20The%20Wave.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>To 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>	Peer group	20'

	<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 Another series of questions to ask after seeing "The Wave" What if I was wrong?</p>	<p>To be able to:</p> <ul style="list-style-type: none"> - speak in front of a group - respect another point of view - defender his/her ideas - change his/her point of view 	<p>Communication</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>To be able to:</p> <ul style="list-style-type: none"> - speak within a group - respect another point of view - defender his 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 SERA cycles, that learners would like to work on. Be aware that you also can choose movies in the national language of the group (if the same for all of them). You also can watch a silent film focusing on some targeted topic that will open to discussions.</i></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>				15'
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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 E7.2 / Cycle 3

	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 II)**

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

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 Opened mind or Polarization	Activity 1 Teacher will start a debate with learners to see how they understand the concepts of opened mind and/or Polarization. Teacher will ask learners to find examples without doing any researches. This work consists in helping learners to group ideas that will reinforce their individual and collective reflection.	Be able to make self-reflection Be able to defend his/her opinion as well as to listen other ones	Learn to learn Critical thinking Respect Tolerance		10'
	Activity 2 Teacher will make the learners work: <ul style="list-style-type: none"> by peer on benefits and misdeeds of each one of the two concepts; then in plenary to debate about their findings. 			Peer sub-groups	20'
	Activity 3 / <i>as complementary exercise depends on the teacher facility (facing this topic and/or the learners' knowledge level); Teacher can also ask help to philosophy or theologian specialist.</i> Learners will be asked to find example of opened mind / polarization themes, the hidden goal being to bring them if				20'
					30' to 60'



	<p><i>If teacher feels comfortable with this topic or if he/she is sustained by some specialist (journalist for example), then he/she can try to make links between Press with Autocracy/Democracy (Action 2) and/or Press with Opened mind/Polarization (Action 8).</i></p> <p>Activity 6 Teacher will ask to learners to make a research on the internet (<i>or teacher can bring the information</i>) to try to identify some well-known and less-known free press and/or manipulated press. Depend on origins of learners, the teacher may ask them to present to the group some types of press they have in their country.</p> <p>Does free speech offend you? With following debate</p> <p><u>Debriefing on Action 3</u> What did I learn?</p>		<p>Respect</p> <p>Tolerance</p>	  	<p>(+ 30' to 60')</p> <p>30'</p> <p>(+15' to 30')</p> <p>10'</p>
<p>Action 4 Religion or Secularism</p>	<p>Activity 7 Teacher will start a debate with learners to check what do they know about Religion and/or Secularism.</p>	<p>Be able to make self-reflection</p> <p>Be able to argue</p>	<p>Learn to learn</p> <p>Social and civic competences</p>		<p>15'</p>



	<p>7.a Then learners will be asked to identify the different religions they know without researches.</p> <p><i>If teacher thinks they know the main ones, then he/she will propose activity 7.b. If not, he/she will take time to organize a research either based on Internet if possible, or through encyclopedia, dictionary, books... from the library.</i></p> <p>Complementary exercise: Learners can be asked to classify the numbers of practitioners around the world within each religion, from the more important one to the smallest one, as well as the most representative countries in regard of practitioners.</p> <p>7.b Learners will be asked to make researches about secularism. What is secularism? Which states are reputed to be secular states? What does it mean for these states to be secular?</p> <p><u>Debriefing on Action 4</u> What did I learn?</p>		<p>Respect</p> <p>Tolerance</p>		<p>20'</p> <p>(30')</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 E14 / Cycle 3

	3
	1
	2

AREA Education
SUBJECT Socio-emotional development
Type of Activity
With crossed disciplines Communication

Sequence Title **What are your talents?**

ABSTRACT

An exercise for people to increase their resilience and to understand each others strong and week points. The aim of this exercise is to make people aware of their strong points and how these strengths can be made stronger through cooperation with others but at the same time understanding each other.

KEY WORDS Diversity - values - prejudices - communication

Learning outcomes

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

Room Organization Seats in a circle/ open space

**LEARNING CONTEXT**

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

SEQUENCING

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

TEACHERS MATERIALS

- Coloured Pens/pencils
- Papers
- Creation of Scenarios

LEARNERS MATERIALS

- Coloured Pens/pencils
- Papers
- Creation of Scenarios

KEY COMPETENCES

1 - Social and civic competences

Transversal COMPETENCES

- 1 - Self-reflection
- 2 - Managing diversity
- 3 - Communication
- 4 - Teamwork
- 5 - Critical thinking

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 What are your talents?	Activity 1 Discussion - Learners will be given a check list of talents and they must choose 3 that they can identify with (if they do not identify with the list they can add their own (talents can be included both physical and psychological aptitudes).	Self- awareness	Critical thinking		15'
Action 2 The resilience team	Activity 2 <ol style="list-style-type: none"> 1. The teacher starts forming teams, by going around the room and finding people with different talents. The more diverse the team talents the better. 2. Learners are asked to pick their strongest talent. 3. The 'resilience' team is formed. 4. The teacher explains how each talent is useful to the team 	Team work			15'
Action 3 Team exercise	Activity 3 <ol style="list-style-type: none"> 1. Each team is given a scenario that they must solve 2. Possible scenarios could include: <ul style="list-style-type: none"> • Vandalism in a community centre that was destroyed – 	Team work/ Communication			60'



	<p>how would you solve the problem</p> <ul style="list-style-type: none"> • Women and kids being kept hostage in a coffee shop – how will you assist. • An earthquake has caused the interruption of electricity and water in your village, how can you help 				
<p>Action 4 Discussion on the outcomes of the scenarios</p>	<p>Activity 4 After the groups will be asked what skills they used, how they solved the problems.</p> <p>The learners need to be made aware of the way they discussed and decided was unique. They must be made aware that they were stronger together i.e. everyone brought something to the group</p>	<p>Discussing on diversity and unity</p>	<p>We all have our strong points to bring to the group</p>		<p>30'</p>



ASSESSMENT of PRIOR LEARNING

Possible

Not possible yet

Assessment Method (if possible)

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Sequence E15.2 / Cycle 3

	2
	3
	1

AREA

Education

SUBJECT

Growing mindset

With crossed disciplines

Artistic expression and interaction, Interculturality, Entrepreneurship

Activity Title**Decorating our spaces with Graffiti – Part II****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

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. Be able to differentiate between what we know and what we need to learn.
6. Be able to discuss with the group the different proposals of stories to be told.
7. Agree on common sketches.
8. Be able to 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 [2] Activities [4] Hours [9]

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. Sense of Initiative and Entrepreneurship

Transversal COMPETENCES

- 1 - Communication

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Outcomes	Competences	Learning context	Sub-timing
<p>Action 1</p> <p>Painting the graffiti</p>	<p>Activity 1 We analyze and give opinions on the graffiti made on fanfold paper Students will freely discuss about the work done so far; instructor will encourage them to praise each one's best action. Then, they propose improvement ideas.</p> <p>Activity 2 Let's paint the reserved space! Students reproduce on the wall/s they chose in Activity 1 what has been designed on the fanfold paper, this time adding the improvements proposed in Activity 1.</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>Communication in the hosting country language</p> <p>Mathematical competence and basic competences in science and technology</p>	  	<p>480'</p>



<p>Action 2</p> <p>How do I feel now?</p>	<p>Activity 3</p> <p>Let's practice self-assessment</p> <p>Students write a short text answering the following questions: How do I feel after the work done? What have I learned? Did we manage to accept each other? Once we were aware that it is us who created this work, did we realize that "I try to win so that you win too, and even all of us do, and thus we can all feel personally fulfilled "?</p> <p>Activity 4</p> <p>We assess in process and the result</p> <p>All reflections are shared so that a common judgement is reached. Finally this will be reflected on a collaborative document.</p>	<p>Be able to be aware that we are all necessary and can positively contribute.</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>60'</p>
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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.



<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/tecnicas-de-graffiti-10183419>

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

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



Sequence E16 / Cycle 3

	2
	3
	1

AREA	Education
SUBJECT	Media literacy
Type of Activity	Reflection exercises, Debates
With crossed disciplines	Communication
Sequence Title	Plot: The dark side of the subject

ABSTRACT

Trust is necessary for all social life and even more so for democratic societies, while conspiracy is organized in the systematic search for conspiracies, everywhere, all the time. This is a position of systematic suspicion of news from the media and this mistrust goes hand in hand with a crisis of citizenship.

A direct answer, argument against argument, is sterile and ineffective.

To help grow in reflection, we must refrain from any situation of break in communication and keep time control avoiding provocation, on both sides. Must we accept the contradiction and look at how conspiracy theories are constructed? Where do they come from? How are they spreading? Why do we believe it? ...

Media and information literacy clearly contributes to this critical thinking.

KEY WORDS	Critical thinking, Completism, Manipulation, Conspiracy theories
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Learning outcomes	1 - Be able to form then justify your own opinion 2 - Be able to compare several sources of information
Room Organization	Teacher among learners
Type of ACTIVITIES	Discussion and argumentation with a mediator (that can be a volunteer among learners or the teacher or a guest such an external journalist)
LEARNING CONTEXT	Personal <input type="checkbox"/> Individual <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Less than 5 <input checked="" type="checkbox"/> 5-10 <input checked="" type="checkbox"/> 10+ <input type="checkbox"/> Distance learning <input type="checkbox"/> Frontal <input type="checkbox"/> Interactive <input checked="" type="checkbox"/>
SEQUENCING	Number of: Actions [5] Activities [17] Hours [5+]
TEACHERS MATERIALS	Magazines, newspapers, documentation
LEARNERS MATERIALS	Nothing specific
KEY COMPETENCES	1 - Learning to learn 2 - Social and civic competences 3 - Communication in national hosting language
Transversal COMPETENCES	1 - Critical thinking 2 - Autonomy 3 - Self-reflection 4 - Anti-hate communication 5 – Evaluating / reflecting

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Outcomes	Competences	Learning context	Sub-timing
Action 1 Plot and Plotter	Activity 1 Teacher will try first that learners give their own definitions, without making researches, on Plot and Plotter then teacher will tell learners some definitions he/she found in literacy, dictionary, on web, ...	Be able to form own opinion	Self-reflection Communication in national hosting language		10'
	Teacher will organize a short discussion between learners before introducing Activity 2.				10'
	Activity 2 Self-assessment about level of credulity and skepticism. On a scale of 0 to 10 where the score 10 corresponds to someone who is completely trusting and believes in everything that is said to him and the score 0 corresponds to someone who never believes everything, where do you situate yourself personally? <i>Teacher is there to observe how the group in its average is situated so to help him/her to graduate the difficulty of exercises.</i>				5'
	Activity 3 / Feedback What do you learn from Action 1? Any other questions?				5'



<p>Action 3</p> <p>Sources of information</p>	<p>Activity 6</p> <p>Teacher will organize sub-groups in regard of the question “Which is the more trustable source of information that you believe in?” between:</p> <ul style="list-style-type: none"> - TV - Internet (out of social networks) - Radio - Newspapers/Magazines - Social networks <p>After some minutes of reflection, each sub-group will have to explain why its sources is, on his/her opinion, more trustable? why the other sources are not trustable, on his/her opinion.</p> <p>The group will compare and share, or not, the various opinions from sub-groups.</p> <p>Activity 7</p> <p>On the internet, which of the following types of sources do you mainly use to inform you?</p> <ul style="list-style-type: none"> - Websites of major media - News aggregator portals 	<p>Be able to form and justify own opinion</p>	<p>Autonomy</p> <p>Social and civic competences</p> <p>Self-reflection</p> <p>Reflecting / Evaluating</p>	   	<p>5'</p> <p>5'</p> <p>10'</p> <p>5'</p>
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	<p>Activity 8 About the media (newspapers, radio, television), from which following opinions do you feel closest?</p> <ul style="list-style-type: none">- Their role is essentially to relay a false propaganda necessary for the perpetuation of the "System"- Their freedom of speech is limited and they cannot treat as they would like certain subjects being largely subjected to the pressures of political power and money- Working in an emergency and driven by competition, they give information in a distorted and sometimes false way- Overall, they report the information correctly and are able to correct themselves when they made a mistake <p>Teacher will ask volunteers among learners to make a synthesis on the different alternatives that were proposed compared to learners' choices.</p> <p>Activity 9/ Feedback What do you learn from Action 3? Any other questions?</p>			<p></p> <p></p> <p></p>	<p>10'</p> <p>15'</p> <p>10'</p>
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<p>Action 4</p> <p>What does one believe? The true of the false.</p> <p><i>Each activity in Action 4 requires from the teacher to ask learners to position themselves on each statement and then debate together to unravel the truth from the wrong.</i></p> <p><i>Each activity can be animated by a different volunteer among the learners (by default, the teacher him/herself).</i></p> <p><i>These exercises consist in helping learners to speak, to express and justify their opinion within a group that can be very heterogeneous.</i></p>	<p>Activity 10</p> <p>Global warming</p> <ul style="list-style-type: none"> - it is not yet clear whether global warming comes from human activity or solar radiation - we are not even sure that the climate is warming - global warming does not exist, it is a thesis defended above all by politicians and scientists to advance their interests. <p>Activity 11</p> <p>Big replacement</p> <p>For each of the following opinions that can be heard about immigration, each learner will indicate whether they totally agree, tend to agree, tend to disagree or disagree at all:</p> <ul style="list-style-type: none"> - this is a worrying process that causes problems of coexistence between very different cultures and ultimately threatens our way of life - European countries have a duty to welcome people pushed into exile by war and misery, and it is also their long-term economic interest - it is a political project of replacing one civilization by another deliberately organized by our political, intellectual and media elites 	<p>Be able to form and justify own opinion</p>	<p>Autonomy</p> <p>Critical thinking</p> <p>Anti-hate communication</p> <p>Social and civic competences</p>	<p></p> <p></p> <p></p> <p></p>	<p>10'</p> <p>15'</p>
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	<p>- this is an inevitable phenomenon given the aging of the European population and the living conditions of these populations in their countries of origin</p> <p>Activity 12 Judgment on integrity of the elections held in the respective countries of the learners Elections in my country “...” are organized in a sufficiently transparent and safe way to avoid cheating and ensure the reality of votes. For each country / learner, please say if you totally agree, tend to agree, tend to disagree or disagree at all?</p> <p>Activity 13 About the attacks of September 11, 2001 in New York and Washington, with which of the following opinions do you agree the most? - the United States was totally surprised by the deadliest terrorist attack in their history - in the US government, some were informed of the attacks but they deliberately let go and then justify military intervention in Afghanistan and Iraq</p>			   	<p>10' – 20' (depends on the size of the group)</p> <p>10'</p>
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	<p>- members of the US administration and government actively planned and orchestrated the attacks of September 11</p> <p>Activity 14 About the genocide of the Jews during the Second World War, would you say that ...?</p> <ul style="list-style-type: none">- it's a monstrous crime- it is one of many dramas in this war that has claimed many lives- this is an exaggeration, there have been deaths but much less than it says- it's an invention, it never existed. <p>Activity 15 For each of the different conspiracy theories, teacher will ask learners to indicate</p> <ol style="list-style-type: none">1 - whether you have ever heard of it,2 - whether you totally agree, tend to agree, tend to disagree or totally disagree?3 - if they believe in each of these theories and to justify their opinion:<ul style="list-style-type: none">- the CIA is involved in the assassination of President John F Kennedy in Dallas- Ministries of health agree with pharmaceutical industry to hide the reality of the harmful effects of vaccines			   	<p>10'</p> <p>60'</p>
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	<ul style="list-style-type: none">- the Americans never went to the moon and NASA made false proofs and false images of the landing of the Apollo mission on the moon- the AIDS virus was created in the lab and tested on the African population before spreading around the world- God created man and the Earth less than 10,000 years ago- Jihadist terrorist groups like Al-Qaeda or Daesh are actually manipulated by the Western secret services- it is possible that the Earth is flat and not round- there is a secret project called the "New World Order" and consisting of setting up a planetary oligarchic dictatorship- some white streaks (chemtrail) created by the passage of airplanes in the sky are composed of chemicals deliberately spread for reasons kept secret- the United States has developed a powerful secret weapon capable of causing storms, cyclones, earthquakes and tsunamis anywhere in the world <p>Activity 16 / Feedback What do you learn from Action 4? Any other questions?</p>				
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<p>Action 5</p>	<p>Activity 17 What do you think is the role of the press (radio / TV / internet) in spreading ideas that have been worked on over the previous 4 actions?</p> <p>How can one think of believing or not believing in these disseminated ideas?</p>	<p>Be able to form and justify own opinion</p> <p>Be able to compare several sources of information</p>	<p>Self-reflection</p> <p>Autonomy</p> <p>Communication in national hosting language</p>	<p></p> <p></p>	<p>15'</p> <p>20'</p>
<p><i>Depends on teacher and/or learners</i></p>	<p><i>Not compulsory extra activity</i></p> <p>Creating a set of cards with (true AND false) theories to test on other, or new, learners.</p> <p>This exercise will give matter to discuss about:</p> <ul style="list-style-type: none"> - materials - ideas - container - profiles of publics - ... <p>Can be run by teacher but also graphic arts expert, painter, ...</p>		<p><i>Creativity</i></p> <p><i>Reflecting / Evaluating</i></p> <p><i>Autonomy</i></p> <p><i>Teamwork</i></p>	<p></p>	<p>120' and + (extra-time)</p>



ASSESSMENT of PRIOR LEARNING Possible

Not possible yet

Assessment Method (if possible)

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Sequence E17 / Cycle 3

	2
	3
	1

AREA Education
SUBJECT Media literacy
Type of Activity Reflection exercises, Critical thinking
With crossed disciplines Philosophy, cultural studies,

Sequence Title **Is everything good to say?**

ABSTRACT

Current negotiations on a European Union (EU) directive defining terrorism intends to accord a large role to the notion of incitement as a way to criminalize particular speech acts. Western societies have harboured a paradox in the last fifteen years about what constitutes legitimate acts of speech. One strongly advocated position is that free speech means that “anything can be said”.

KEY WORDS Dilemma and moral values, apology for terrorism, excess

Learning outcomes

- 1 - Be able to structure his/her thinking
- 2 - Be able to deconstruct information
- 3 - Be able to defend an opinion

Room Organization Teacher among learners, chairs in circle with some tables

Type of ACTIVITIES Discussion, researches in documentation



LEARNING CONTEXT

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

SEQUENCING

Number of: Actions [5] Activities [12] Hours [2h30]

TEACHERS MATERIALS

Encyclopedia, popular works, newspapers and computers if possible to make researches

LEARNERS MATERIALS

Nothing special

KEY COMPETENCES

- 1 - Learning to learn
- 2 - Communication in the national hosting language
- 3 - Cultural awareness and expression

Transversal COMPETENCES

- 1 - Critical thinking
- 2 - Self-reflection
- 3 - Autonomy
- 4 - Flexibility

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Outcomes	Competences	Learning context	Sub-timing
<p>Action 1</p> <p>Are we free to say everything about everything?</p>	<p>Activity 1</p> <p>Teacher, as an introduction, will ask learners if each of us is free to say everything about everything? This activity, as icebreaker game, will favor the creation of 3 subgroups (yes, no, it depends). Then, in second time, each subgroup will try to convince learners to change their mind, and therefore to join them in their sub-groups. Teacher observes how many learners will modify their opinion.</p> <p>Activity 2 / Feedback</p> <p>What do you learn from Action 1?</p> <p>Any other questions?</p>	<p>Be able to defend an opinion</p> <p>Be openminded to others' opinion</p>	<p>Self-reflection</p> <p>Respect</p> <p>Communication</p>	  	<p>15'</p> <p>5'</p>
<p>Action 2</p> <p>Freedom of speech</p>	<p>Activity 3</p> <p>Teacher will ask learners to make a research about what is "Freedom of speech". Learners can work individually or by pairs.</p> <p>Activity 4</p> <p>All together learners will list domains for which they are free to talk or not</p>	<p>Be able to structure his/her thinking</p> <p>Be able to agree or not on ideas</p>	<p>Autonomy</p> <p>Flexibility</p> <p>Critical thinking</p>	  	<p>15'</p> <p>15'</p>

	<p>to talk. This exercise is open to discussions.</p> <p>Activity 5 / Feedback What do you learn from Action 2? Any other questions?</p>				5'
<p>Action 3</p> <p>Definitions of Apology and Apologia</p> <p>www.collinsdictionary.com/dictionary/english/</p>	<p>Activity 6</p> <p>Teacher will ask learners to make a research about the 2 definitions of “Apology” and “Apologia”. Learners can work individually or by pairs. Teacher may also form 2 sub-groups, one for each definition and then will bring the group into plenary to restate their results and discuss.</p> <p>Activity 7 / Feedback What do you learn from Action 3? Any other questions?</p>	<p>Be able to find documentation to develop his/her opinion</p>	<p>Self-reflection</p> <p>Autonomy</p> <p>Communication</p>		15'
<p>Action 4</p> <p>Inciting speech might be controversial and uncomfortable, but nevertheless constitutes a form of dialogue.</p>	<p>Activity 8</p> <p>Teacher will show some photos as attached to this link and ask learners what do they think about them while looking to them? Is it an inciting speech? Can they be used also as a counter speech?</p>	<p>Be able to accept other ideas</p> <p>Be able to deconstruct information</p>	<p>Critical thinking</p> <p>Autonomy</p> <p>Communication</p>		20'



ASSESSMENT of PRIOR LEARNING Possible

Not possible yet

Assessment Method (if possible)

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Sequence E19 / Cycle 3

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	2
	1

AREA Education
SUBJECT Media Literacy
Type of Activity Digital communication
With crossed disciplines ICT, Vocabulary

Sequence Title **Let's learn how to make an efficient research on the internet**

ABSTRACT

The Internet is a huge research area where you can find everything and nothing at once! It will depend mainly on your research. Do you know exactly what you are looking for? Do you use the right keywords? Do you know the right techniques? Do you know how to select the information? Do you sort out what you find?

Be aware before teaching that not all spaces have access to Internet (like prisons).

KEY WORDS Keyword - Focused ideas - Computerization

Learning outcomes 1 - Be able to make digital researches in autonomy

Room Organization One table, one chair, one computer per learner

Type of ACTIVITIES Digital exercises

**LEARNING CONTEXT**

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

SEQUENCING

Number of: Actions [4] Activities [10] Hours [4h00]

TEACHERS MATERIALS

Nothing specific, at least one computer
Teacher may be supported by an ICT teacher

LEARNERS MATERIALS

Computers (one per pair) if possible

KEY COMPETENCES

1 - Learning to learn
2 - Digital competence

Transversal COMPETENCES

1 - Autonomy
2 - Self-reflection
3 - Communication

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Outcomes	Competences	Learning context	Sub-timing
<p>Action 1</p> <p><i>What are you looking for?</i></p>	<p>Activity 1</p> <p>When making a research on the Internet, it is not enough to type the question, the word or idea you look for. If you ask, for example, "What are the impacts of global warming on our environment and our health", what do you type?</p> <p>If you type "global warming", you will have 654.000 results! Google, in this case, searches all pages, images, videos ... containing these words, individually, "warming", "climate", but also together "global warming".</p> <p>Step 1: Brainstorm the question.</p> <p>Research: Teacher will ask learners to choose one subject for research. First level as too wide, following ones will have to be reduced.</p> <p>Teacher will show learners how to be more precise step after step to help them to get success in their research.</p> <p>Ask yourself the six basic questions: Who? What? When? Where? How? Why? This will allow to find main keywords.</p>	<p>Be able to make digital researches in autonomy</p>	<p>Digital competence</p> <p>Learning to learn</p> <p>Communication</p> <p>Autonomy</p> <p>Self-reflection</p>	 	<p>20'</p>



	<p><u>Step 2: Use search operators.</u> In previous formulations, teacher will explain to learners how to notice parentheses (), words and / or /, signs +/- ... These typographic signs are used to refine search according to needs. There are many and they vary depending on the search engine! They often are too much and have to be reduced for a research of better quality. But, learners will still find too much ways to explore.</p> <p>To reduce the number of ways, learners need to select keywords.</p> <p><u>Step 3: Validate information.</u> Know how to recognize information given by an individual, a professional, or an official organization, and judge the credibility of the data.</p> <p>Teacher will explain to learners how it is possible to validate the source of the information by checking one of the following four points: Who is the author? A particular? A professional? An organism?</p>			 	20'
				 	20'



	<p>the Internet the information can disappear very quickly!).</p> <ol style="list-style-type: none">2- Name the source, if specified.3- Place the quote between "...". <p>Activity 7 The image rights. Here, as for Activity 6, even if an image or photograph appears on the Internet, it remains the property of someone. It is therefore not possible to use it without citing sources, and sometimes even with the obligation to ask the author permission to use or reproduce.</p> <p>As exercise, teacher will propose a theme and learners will make research of photos or images to illustrate it by identifying their source (place, author, date, ...)</p> <p>Teacher will explain that there are websites where the images are free of rights, websites that allow to use their images (with specific licenses like Creative Commons for example).</p> <p>Activity 8 / Feedback What do you learn from Action 3? Any other questions?</p>			 	<p>30'</p> <p>15'</p>
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<p>Action 4</p> <p><i>Boolean operators</i></p>	<p>Activity 9</p> <p>Without going into too much detail and if the teacher is comfortable with this subject, it may be interesting, depending on the level of the group of learners, to deepen the sequence.</p> <p>Thus, and to be even more efficient in a search, it is possible to use specific words and symbols called "Boolean operators".</p> <p>"...": they allow to search for an exact expression. For example, you want to find the pages that contain the words "recruitment on social networks" in this specific order, you can put "... " around your expression.</p> <p>Or (): you use it if you want sites including at least one of the 2 terms of your search. For example, you are looking for an editor or journalist. You can write: editor or journalist. You can also use the vertical bar and enter your search as follows: editor reporter.</p> <p>Not (-): Looking for a web editor but you do not want a freelance copywriter. You will type: writer - freelance.</p>	<p>Be able to make digital researches in autonomy</p>	<p>Digital competence</p> <p>Learning to learn</p> <p>Communication</p> <p>Autonomy</p> <p>Self-reflection</p>		<p>20'</p>
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	<p>The search for words from the same family is expressed by an asterisk. For example, to search both results on the word Disseminate and Dissemination, you would type: DISSEM *</p> <p>Activity 10 / Feedback What do you learn from Action 4? Any other questions?</p>				10'
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ASSESSMENT of PRIOR LEARNING

Possible

Not possible yet

Assessment Method (if possible)

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Sequence I2 / Cycle 3

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	2
	1

AREA Intercultural
SUBJECT Growing mindset
With crossed disciplines Arts, Construction, Search for documentation

Activity Title **My identity, my commitments**

ABSTRACT

Radicalization, the process by which an individual adopts a violent form of action directly related to an extremist ideology challenging the established order (*Khosrokhavar*), very often relies on ignorance. This is why propaganda, if left unchecked, produces harmful, sometimes devastating, effects. This sequence aims to engage critically on the diversity of cultures in support of an exhibition to be realized by a group of learners in order to remobilize them but also to help them to reflect, share, debate, convince, ... so to block the fantasies and aspirations hitherto imposed.

KEY WORDS Remobilization, Identity, Propaganda

Learning outcomes

- 1 - *Be able to take distance from propaganda*
- 2 - *Be able to discern the true from the false*
- 3 - *Be able to argue about his/her ideas*

Room Organization Tables and chairs, teacher among learners

Type of ACTIVITIES Editing an exhibition

**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

Targeted data collection (if no access to Internet),
flipchart, books, press articles, access to library

LEARNERS MATERIALS

Watercolors, colored cardboard, felts, big sheets of
paper, adhesive, stapler

KEY COMPETENCES

- 1 - Cultural awareness and expression
- 2 - Sense of initiative and entrepreneurship
- 3 - Learning to learn

Transversal COMPETENCES

- 1 - Teamwork
- 2 - Communication
- 3 - Critical thinking
- 4 - Empathy
- 5 - Creativity

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
<p>Action 1</p> <p>Initiate critical thinking to get people to project themselves</p>	<p>Activity 1 Presentation of the activity by the teacher to the group. The teacher, to give rules, introduces him/herself.</p> <p>Activity 2 The learners present themselves according to individually chosen modes (<i>I present myself as I am, I invent myself a life story</i>). Teacher will introduce the 2 alternatives at the beginning of Activity 2 with some limits (even if a dream/project, must be realistic, credible, ...). Some learners may not want to tell their life story so they are offered, without saying that it's not the true, to tell the life story of a friend, relative, parent, ... or something they totally create. <u>Everyone must have something to present so not to be in position to refuse to talk.</u></p>	<p>To be aware that in each "society" (group, organization, ...) there are limits</p> <p>To be able to listen to others</p>	<p>Learn to learn Communication</p> <p>Respect</p>	 	<p>15'</p> <p>15'-60' <i>Depends size of the group</i></p>
<p>Action 2</p> <p>Raise awareness of the situation of migrants in Europe</p>	<p>Activity 3 Introduction of life stories: To provoke the emotion inherent to the narrative of a witness (in live, it is the ideal) to introduce exchanges. If none witness, teacher will show videos (followed by discussions) with immigrant life stories. If videos are not possible, press articles...</p>	<p>To be able to make choice in regard of own criteria</p> <p>To try to understand why truth is not always easy to tell</p>	<p>Empathy</p> <p>Communication</p>		<p>45' – 120'</p>



	<p>Activity 4 Brainstorming on clichés: the group must identify real and false clichés (about migrants) from ideas conveyed by the medias, books, friends/relatives, ... so to participate in the fight against ignorance, a source of manipulation of young people minds, and to open debate within the group to defend or not these clichés.</p>	<p>To be able to discern true from false To be able to argue about ideas</p>	<p>Learn to learn Critical thinking</p>		<p>45' – 90'</p>
<p>Action 3 Realization of billboards and to create motivation for humanitarian engagement and/or solidarity</p>	<p>Activity 5 This exercise may not be organized if billboards exist in the structure and can be made available (be careful that their number is sufficient, neither too much nor too little). The replacing idea to promote is to borrow billboards from associations, town hall, social center, ... and to work with the group on the borrowing process (free, expensive, win/win). Last, if there are no billboards (or if there are not enough of them), think with the group of learners about how to make them as cheaply as possible (notion of ecology, sustainability, of minimal cost, ...).</p>		<p>Sense of initiative and entrepreneurship Teamwork Creativity</p>		<p>15' 15' – 60' 1 (or 2) 3hour-sequences</p>



<p>Action 4</p> <p>What is « Cultural diversity »?</p>	<p>Activity 6</p> <p>Inventory cultural differences that may exist within a same society.</p> <p>The first exercise is to raise awareness that there are different forms of society.</p> <p>Teacher will provide one or two examples of society and ask the group to identify other ones.</p> <p>The notion of religion is not a priority, but it is one among several dimensions of cultural diversity; it could therefore be addressed in this action.</p>	<p>To be able to argue about ideas</p>	<p>Cultural awareness and expression</p> <p>Learn to learn</p>		<p>30' - 60'</p>
<p>Action 5</p> <p>What's « Identity » ?</p>	<p>Activity 7</p> <p><u>1st level</u>: Identity can be defined through his/her genitors (<i>"I am son of ..."</i>). The exercise will consist in that, in a voluntary mode, each learner agrees to present him/herself according to his/her ancestry.</p> <p>Activity 8</p> <p>If the teacher feels an interest of the group, it is possible to work on the individual realization of tree of life (base of genealogy) with ascendants but also by adding brothers/sisters, 2nd mothers, ... The exercise to follow is to present to the group the different components of his/her tree of life and</p>	<p>To be able to talk within a group and to give as much attention as others will give to you</p> <p>To be able to understand that everyone already belongs to "some" form of society that is Family</p>	<p>Respect</p> <p>Communication</p> <p>Empathy</p> <p>Cultural awareness and expression</p>	 	<p>30' – 60'</p> <p><i>Depends size of the group</i></p> <p>60' – 120'</p> <p><i>+ Part of the work (after teacher' model) can be done individually between</i></p>



	<p>everything that can gravitate around (such as migration route, death of a dear, ...), in fact everything that has co-participated in the construction of his/her identity.</p> <p>The teacher will start by presenting his/her own family tree, as a model to the students (can use tree but also fresco, ...), then learners will make their own ones and finally present them in plenary.</p> <p>Activity 9 <u>2nd level:</u> Identity is based on a project common to a group of individuals who may share cultural, ethnic, religious, ... but also humanitarian aims, belief in ecology, in dietary restrictions, ... There, it can be necessary to have a multidisciplinary team (binomial as minimum) to manage the debate between learners; if possible, several sub-groups will be organized depending of identity topics to prepare the exhibition.</p>	<p>To be able to take distance from his/her own story</p> <p>To be able to argue about ideas</p>	<p>Cultural awareness and expression</p> <p>Learn to learn</p> <p>Critical thinking</p>		<p><i>lessons when learners are in their cell, to prepare quietly their family tree.</i></p> <p>90' – 120'</p>
<p>Action 6</p> <p>Talk of cultural diversity by means of exhibition</p>	<p>Activity 10</p> <p>Each subgroup, depending on the identity theme chosen, will work to find documentation, to build an argument, to present pictures/videos/painting, texts, ... while</p>	<p>To be able to choose appropriate references such as documents, videos, ...</p>	<p>Learn to learn</p> <p>Sense of initiative and entrepreneurship</p>		<p>As many 60'-sequences as necessary <i>+ individual work is possible</i></p>



	preparing for the presentation of the exhibition and subsequently the animation of the debate that will follow the visit of the exhibition by other subgroups, other professionals, other class-groups, public,	To be able to discern true from false so not to disseminate false information	Teamwork Creativity		<i>between lessons.</i>
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ASSESSMENT of PRIOR LEARNING Possible Not possible yet

Assessment Method (if possible)

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Sequence I4 / Cycle 3

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AREA Intercultural
SUBJECT Acceptance
With crossed disciplines Psychology

Activity Title **Happiness in Acceptance**

ABSTRACT

Accepting is the first step to learn to *love our differences*, understanding and appreciating what others bring to our lives. It enhances people's relationship with others and ourselves. By accepting learners and teaching them the positive principle of acceptance, they will be able to live a happier, more peaceful life, and to be successful after being released.

KEY WORDS

Self-acceptance, Self-awareness, Self-ascension

Learning outcomes

- 1- Know the concept of "acceptance"
- 2- Know the concepts of "unconditional acceptance, self- awareness, self, self-ascension"
- 3 - Learn the acceptance messages and use them in real life
- 4 - Comprehend the acceptance steps
- 5 - See the relationship between acceptance and human value
- 6 - Gain an insight of self-acceptance
- 7 - Understand the relationship between acceptance and human life
- 8 - Realize the effects of other's opinion on perception of oneself
- 9 - Realize that how the way of perceiving oneself effects his/her behaviours

Room Organization

Teacher among learners

Type of ACTIVITIES

Debate, Questionnaire, Presentation, Game

**LEARNING CONTEXT**

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

SEQUENCING

Number of Actions [8] Activities [9] Hours [5]

TEACHERS MATERIALS

Pencils, paper

LEARNERS MATERIALS

Nothing specific

KEY COMPETENCES

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

Transversal COMPETENCES

- 1 - Self reflection
- 2 - Evaluating and reflecting
- 3 - Taking responsibility
- 4 - Critical thinking

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
<p>Action 1</p>	<p>Activity 1 Trainer evaluates and talk about the concept of “acceptance” with the whole group. He/she gives a message to the learners. (see below) Trainer asks a question; “What affects personal acceptance and social acceptance?” and the learners’ answers are written on the board by the trainee.</p> <ul style="list-style-type: none"> - Trainer hands out a piece of paper to the learners. « I love myself because » is written on the top of the paper. Ask them to fill in the blanks and make a list about themselves. Ask the volunteers to share the things in their lists with the others. Tell them to accept themselves as they are. 	<p>Be able to know the concept of self-acceptance and acceptance</p> <p>Be able to evaluate his perception of being accepted and accepting</p>	<p>Social and civic competence</p> <p>Team working</p> <p>Communication</p> <p>Self-reflection</p>		<p>30'</p>
<p>Action 2</p>	<p>Activity 2 A questionnaire is given to the learners and they are asked to answer the questions. When the questionnaires are filled out, the trainer asks the volunteers to share their answers with the others. Tell them to share their results with the others and see if their behaviours have been affected or not.</p>	<p>Be able to question the way he perceives herself and self-acceptance and recognise how his/her behaviours are being affected.</p>	<p>Self-reflection</p> <p>Evaluating & reflecting</p>		<p>40'</p>



<p>Action 3</p>	<p>Activity 3 The trainer reads a list about the human value. (see below) The learners are explained the steps of Self-Acceptance and the meaning of each steps. (Self-awareness- Self-regulation – Self-ascension)</p>	<p>Be able to see the relationship between the human value and acceptance. Be able to understand the meaning of Self-awareness- Self-regulation – Self-ascension and understand that these are the steps to accept himself/herself</p>	<p>Communication Autonomy</p>		<p>30'</p>
<p>Action 4</p>	<p>Activity 4 The trainer applies a scale by Chamberlain ve Haagci (2001) called The Scale of Unconditional Self-Acceptance. (Chamberlain JM ve Haaga DAF. (2001) Unconditional self-acceptance and psychological health, J Rational-Emotive & Cogn-Behav Therapy, 19: 163-176)</p>	<p>Be able to gain insight about self-acceptance.</p>	<p>Assessing competence Critical thinking Taking responsibility Evaluating and reflecting</p>		<p>40'</p>
<p>Action 5</p>	<p>Activity 5 The trainer explains the acceptance and the steps of acceptance to the learners.</p> <p>Activity 6 The trainer gives the message and information below to the learners.</p>	<p>Be able to see the steps of acceptance and acceptance.</p> <p>Be able to know the living positions in acceptance relationships.</p>	<p>Autonomy</p>		<p>30'</p>



Action 6	Activity 7 A famous person who is well-known by his/her tolerance and is the symbol for peace is introduced to the learners. He/She asks their opinion on tolerance and unconditional acceptance. Asks questions to the learners; “Whose behaviors and attitudes in your life do you accept and approve? Do you think that what interrupts your relationships is your acceptances?”		Cultural awareness and expression Social and civic competence		40'
Action 7	Activity 8 The trainer does a presentation about acceptance strokes with the learners.	Be able to recognizes the relationship between acceptance and acceptance strokes. Be able to learn to use acceptance strokes.	Taking responsibility		30'
Action 8	Activity 9 The trainer does the activity called « Tolerance Pledge Ceremony » given below.		Flexibility Communication Conflict management Managing diversity		60'



Activity 1 - MESSAGE

“Human beings are social creatures. The basic of socializing depends on the need for acceptance. He/She wants to be approved by the people around him/her by finding justification for his/her behaviours and attitudes. But first he/she wants to approve himself/herself. His main aim is the acceptance in the interpersonal communication.”

Acceptance can be categorized into two (internal, external).

The internal ones low need to be approved. For example, personality, values, principles, relationships...etc.

The external ones high need to be approved. He/She feels that he/she has to be successful all the time for being accepted by the society.

The samples for the external ones are success, status, Money, position.

Activity 2 - QUESTIONNAIRE

- 1- Do the perceptions, preferences, likes related to you really belong to you?
- 2- What or who could have affected you when your self-acceptance, likes, or preferences has been formed?
- 3- Do you sometimes evaluate yourself according to other's criteria?
- 4- Do the others' opinions related to us encourage and make us feel strong or demotivate us? What can be the reasons for this?
- 5- Can it be a desire to be accepted, approved or liked by other people?
- 6- Have you ever recognised that the people that they are not from your environment have an idea (created a perception) about you?

Activity 3 - LIST

- 1- Everybody as a human has an intrinsic and unconditional value
- 2- Everybody as a human has an equal value. Human value is not a comparable or raced criteria. “You can drive better or play instrument well; I can do my job best” but as a human we both have the same value.
- 3- Extrinsic factors neither increase nor decrease our values. Money, Success, physical appearance, competence are the examples of extrinsic factors. These are the factors that increase the social values of a person. However, as a human everybody has a value and it never changes.
- 4- Self-worth is permanent and it never falls in danger. Even if someone scolds you, your value is never affected.
- 5- Gaining or proving of self-worth is not necessary. A person must differentiate and accept, then he knows his/her value.



Activity 5 - ACCEPT /THE STEPS OF ACCEPTANCE

1- **Rituals:** Acceptance in the relationships start with rituals. This is the moment we start our communication, we realize and we're noticed.

Sometimes it is a smile with a «Hello!» or a question just like «How are you?» We give the message; «I have realized your presence and want to start communicating with you ». The rituals sometimes play the key role in our acceptance. If you don't choose the correct key, the relationship ends without starting. **Spend Time/Have a conversation:** In this step, people have a conversation without targeting an aim. Every person sometimes needs to spend time with others without analyzing the conditions around them. The conversation may be about a football match, clothes, fashion, music or weather conditions.

2- **Run a business together** There is a purpose in the communication and the relationships. At the end of the communication the aim is to release a product. At the end of acceptance and accepting, the production is something like money or information.

3- **Psychological game:** The people try to be sincere to each other later in their relationship. But it is not so easy to be sincere so they begin to play unconscious psychological games. They convey the messages which can't be expressed directly in different ways.

4- **Sincerity:** Accepted as the last step in the relationship, in this step, people reflect themselves as they are, share the things he feels and thinks directly. The feelings and opinions are uncensored.

Activity 6

“The person who is in the need for acceptance asks himself/herself “Do people take me into consideration as a human being?” You feel that a person values you by saying “Hello” whereas you can feel valueless when he/she looks at you weirdly. We all try to understand our position in our relationships.”

Placement /Life position

We need to put ourselves and the others in a definite place. We call these “Life Positions”. The life positions affect our relationship building skills and our acceptance. We choose one of these four positions when we are in relation with a person or a group.

1. I am good, you are not (+, -)

2. I am not good, you are good. (-, +)

3. I am not good, neither you are. (-, -)

4. I am good, you are good. (+, +)



Activity 7

- Every action that show that we accept the presence of the person / people is called “STROKE”.
- Acceptance strokes are our basic need just like water and food. There are some research which show that the lack of the acceptance strokes may even end in death or a disease.

ACCEPTANCE STROKES	UNCONDITIONAL Personality	CONDITIONAL Behavioral
OLUMLU(POZİTİF)	Positive Acceptance stroke Example: you are really nice.	Indicates a positive behaviour. Example: I like your looking at my face while we are talking.
OLUMSUZ(NEGATİF)	Not indicate a behaviour Negative acceptance stroke Example: You are a bad person.	Indicates a negative behaviour Example: Your looking at my face while we are talking makes me angry.

Activity 8

Tolerance Pledge Ceremony

Make a list of all the names that humiliate someone for being different. Write your pledge to disavow the words. Make your own pledge or use the following form: "No one has the right to isolate me and I don't have the right to isolate others. I pledge that I will accept others the way they are and try to appreciate people who are different from me. If I really don't like someone, I will give them space to be who they are, and I will defend my right to be who I am. (Add your own words) Signed, ___" One at a time, read your list of names to the group, rip up the paper, and throw it in the garbage. Read your pledge aloud with conviction to the group. Group applauds for each person.



ASSESSMENT of PRIOR LEARNING

Possible

Not possible yet

Assessment Method (if possible)

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Sequence I5 / Cycle 3

	3
	2
	1

AREA Intercultural
SUBJECT Values
With crossed disciplines Literature, storytelling

Activity Title **Our value is the sum of our values**

ABSTRACT

The people should realize how important values are. If you have a firm grasp of your values, decisions can usually be made quickly and with confidence. Also, building close relationships requires one to know your personal values to connect those of similar values. It is true that values are caught in the childhood and consciously teaching values is not an easy process. Even though the world changes rapidly, the values that people need to develop are actually not really much different. Showing respect to others, for instance, or caring for the environment are just as important as the topics that have been learned at schools. It would be useful to teach the learners the importance of values in our lives.

KEY WORDS Value

Learning outcomes Know the concept of value.
Know the values and give samples.
Comprehend how the values occur.
See the importance of values in his/her life and in others' lives.

Room Organization Seats in circle, teacher among students

Type of ACTIVITIES Debate, Writing a scenario



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

SEQUENCING Number of: Actions [10] Activities [10] Hours [7]

TEACHERS MATERIALS Soft music, film, board, board marker

LEARNERS MATERIALS Pencils, piece of paper

KEY COMPETENCES 1 - Learning to learn
2 - Communication in the national hosting language

Transversal COMPETENCES 1 - Critical thinking
2 - Conflict management
3 - Creativity
4 - Teamwork
4 – Evaluating / Reflecting

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1	Activity 1 The trainer asks the definition of the value to the learners and writes the answers on the board. Ask them to give samples for some values.	be able to know the concept of values. be able to evaluate the values from his/her point of view. be able to give samples for values.	Self-reflection Communication		20 min
Action 2	Activity 2 The trainer makes a powerpoint presentation for the values.	be able to comprehend how the values occur.			20 min
Action 3	Activity 3 The trainer asks them to work in pairs to he learners and ask them to make a list of the values they know. The trainer asks the volunteers to read aloud the values in their lists. He/She writes them on the board.	be able to know the values.	Team working Creativity Critical thinking Communication		40 min
Action 4	Activity 4 The trainer asks a question to the learners; What would happen what if we didn't have in our lives? The trainer puts a soft music on. Asks the learners to close their eyes. Wants them to imagine a life without values. Asks them to imagine the conditions	be able to internalize the importance of the values in his/her and others' lives.	Flexibility Creativity		40 min



	that they are in and their environment without values. Gives them some time for visualizing the details with the music on. Asks them open their eyes and want them to draw a Picture of the World without values. (If they don't want to draw, ask them to share the details orally with the whole group.)				
Action 5	<p>Activity 5</p> <p>The teacher gives a list of the values to the learners. Asks them to put them in order of importance for themselves. Asks them to share the first five most important ones with the whole group. Asks them to state reasons why the values are so important for them.</p>	be able to realize the values.	Critical thinking Communication		50 min
Action 6	<p>Activity 6</p> <p>The trainer forms the whole class into two groups. He/she chooses a topic from the list. Ask one of the groups to support the topic whereas ask the other group to criticize their opponents. At the end of the debate session, ask the learners if they have realized how the values may vary from one person to another.</p>	be able to realize that the values may change from one person to another	Communication in the mother tongue Conflict management Anti-hate communication in an intercultural perspective Communication		30 min
Action 7	<p>Activity 7</p> <p>Form two groups, A and B. Give 4 of the values to the group A and 4 different</p>	be able to realize the effects of values on humans' lives.	Creativity Critical thinking		60 min



	values from the one the board to the other group, B. Ask them to imagine a life which is directed with the given values to them. Ask them to write a scenario. Ask the volunteers to share their values with the whole group.		Communication Teamwork		
Action 8	Activity 8 It's important to boost the learners up with positive messages with books, TV or films. They must be able to recognize their value and the self-worth. So the trainer chooses a movie according to the needs of the learners' needs and let them enjoy the movie. At the end of the movie, ask them which values they have seen in the movie and let them share their opinions about the values.		Critical thinking		90 min
Action 9	Activity 9 The trainer hands out the papers called MY VALUE SYSTEM to learners. Gives them some time to do the activity. Ask them to share their answers with their classmates.		Learning to learn Evaluating & Reflecting Taking responsibility		30 min
Action 10	Activity 10 To evaluate the effectiveness of the Values session, the trainer hands out a worksheet to the learners called VALUES EVALUATION and give them		Learning to learn Evaluating & Reflecting Autonomy		40 min



	<p>enough time to write their answers down. Do not share their writings with the others.</p>				
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Action 1

The blind Side

Freedom writers

The Family man

Forest Gump

The Secret

The Lion King

The Pursuit of Happiness

Yes Man!

Action 1

MY VALUE SYSTEM

How it develops

Your values determine the actions you take, as well as the goals you set. Place an X in each column if those persons/people have influenced this value in your life. Each value column may contain more than one X.



VALUE	FAMILY	FRIENDS	COMMUNITY / NEIGHBORS	TEACHERS / RELIGIOUS LEADERS
Achievement				
Career				
Creativity				
Education				
Family life				
Forgiveness				
Freedom				
Happiness				
Health				
Honesty				
Integrity				
Intelligence				
Justice				
Knowledge				



Love				
Loyalty				
Physical				
Pleasure				
Popularity				
Recognition				
Religion				
Service				
Traditions				
Trustworthiness				
Truth				
Wealth				
Wisdom				

Who has the most influence on the values you choose? _____

Why? _____



As a person, whose advice do you follow the most, parent, teachers, friends? _____

Action 1

VALUES EVALUATION

Evaluate your values. The trainer will check to see that you complete this assignment, but will not read your answers.

1. Have my values changed since my childhood?



2. If they have, are they taking me the direction I want to go in life?

3. Do I need to make some changes in what I value so that I can reach my full potential?

Remember, don't give up what you want most in life for today's desires. Good luck in your life. Make the rest of your life be the best years of your life.



ASSESSMENT of PRIOR LEARNING

Possible

Not possible yet

Assessment Method (if possible)

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Sequence I7 / Cycle 3

	3
	1
	2

AREA Intercultural
SUBJECT Acceptance
With crossed disciplines Discussion making

Activity Title **Let's go fishing**

ABSTRACT

Learners are fishing in a bowl with words. Reading out what they pick and discussing the issues with the help of a facilitator.

KEY WORDS Discussion – communication - reflection

Learning outcomes

- 1 - Be aware of the meaning of a word
- 2 - Be able to give words to your thoughts
- 3 - Be able to reflect

Room Organization Table, chair for everybody

Type of ACTIVITIES Discussion

**LEARNING CONTEXT**

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

SEQUENCING

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

TEACHERS MATERIALS

Paper with the words in a bowl

LEARNERS MATERIALS

Nothing specific

KEY COMPETENCES

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

Transversal COMPETENCES

- 1 - Communication
- 2 - Critical thinking
- 3 - Self-reflection
- 4 - Managing diversity

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
<p>Action 1</p> <p>Explain the activity</p>	<p>Activity 1</p> <p>Learners sit around the table. In the middle of the table stands a bowl with folded papers.</p> <p>One learner takes a paper and read it loud for the group.</p> <p>First he explain what the word means to him and he constructs a phrase using the word.</p> <p>The facilitator asks the group to comment on the phrase. And start a little discussion</p> <p>Then the next person takes a new paper</p> <p>....</p>	<p>Take position</p> <p>Give meaning to a word</p> <p>Give your meaning / idea on a word</p>	<p>Learning to learn</p> <p>Cultural awareness and expression</p> <p>Social and civic competences</p> <p>Communication</p> <p>Critical thinking</p> <p>Self-reflection</p> <p>Managing diversity</p>	 	<p>60'</p>



ASSESSMENT of PRIOR LEARNING

Possible

Not possible yet

Assessment Method (if possible)

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Sequence P2 / Cycle 3

	2
	3
	1

AREA

Psychology

SUBJECT

Conflict management

With crossed disciplines

Social communication

Activity Title

Play it out!

ABSTRACT

The aim of this activity is to start with concrete situations of fictional situations of conflicts brought by the teacher and later on conflicts that people have experienced in their own life. Learners learn to experience different perspectives (their own and others) in a situation, share reflections on the role-play with the group and being able to transfer it to new situations.

Throughout the sequences learners learn to bring their own experiences to the activity and transfer the learned more and more.

KEY WORDS

Crisis –reflection – coping

Learning outcomes

- To be aware of your own perspective
- To be able to see the perspective of the others
- To be able to choose a suitable reaction
- To be able to reflect on a situation afterwards



Room Organization

Room and chairs for every learner
Starting exercise in pairs, later on putting chairs in a circle for the whole group, playground/yard

Type of ACTIVITIES

Roleplay

LEARNING CONTEXT

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

SEQUENCING

Number of Actions [5] Activities [6] Hours [2]

TEACHERS MATERIALS

Cards with fictional situations (written by the teacher) reporting on conflicts that are common in penal institutions.

LEARNERS MATERIALS

Nothing specific

KEY COMPETENCES

- 1 - Communication
- 2 - Social and civic competences

Transversal COMPETENCES

- 1 - Self-reflection

NOTES



Course Structure	Learners' activities and tasks to realize	Learning aims	Key and transversal Competences	Learning context	Sub-timing
<p>Action 1</p> <p>In the following sequences Discussing how the transfer to he learned went</p>	<p>Activity 1 Teacher asks to learners to make pairs and to introduce themselves.</p> <p>Activity 2 Interact about how learners managed to transfer the learned to their own lifes</p>	<p>Feel comfortable with other persons Be able to tell your opinion Learn to know each other</p> <p>Be able to reuse the learned in future situations</p>	<p>Communication Social and civic competences Respect</p> <p>Communication Social and civic competences Learn to learn</p>	 	<p>10'</p> <p>20'</p>
Action 2	<p>Activity 3 Teacher will explain the fictional conflict situations reported on the cards to the learners and ask them to take a role.</p>	<p>Be able to listen the assignment Be able to put the assignment into practice</p>	Learning to learn		10'
Action 3	<p>Activity 4 Starting from here, learners are asked to take situations from their own life.</p> <p>Choose one role and play the situation</p>	Be able to adapt into the role	Empathy		20'



Action 4	Activity 5 Reflection about perspectives and conflict management	Be able to express your own thoughts and feelings Be able to reflect about feelings and reactions Be able to think about alternative reactions Be able to discuss in group about alternative reactions	Personal growth Communication Self-reflection Expression of emotions Identity development	 	50'
Action 5	Activity 6 Discussing about how to use alternative reactions in real life	Be able to apply the learned in future situations	Communication Social and civic competences Learning to learn		10'



ASSESSMENT of PRIOR LEARNING

Possible

Not possible yet

Assessment Method (if possible)

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Sequence P5 / Cycle 3

	3
	2
	1

AREA
SUBJECT
With crossed disciplines

Psychology
Guilt
Self-knowledge, Education in values,
coexistence, social skills

Activity Title

Our inner voice: Guilt

ABSTRACT

Guilt, as a quality inherent to human beings, seems to have special relevance in the penitentiary scope. It is an abstract concept from which the different dimensions in it can be explored and links with other concepts like anguish, responsibility or shame can be established. The main aim of the activities in this sequence is to work on these concepts, the connections and the limits between them.

KEY WORDS

Blame, shame, responsibility, overcoming, experience, adversity, empathy

Learning outcomes

- 1 - Be able to develop one's own idea about guilt.
- 2 - Be able to differentiate and relate the concepts of guilt, shame and responsibility.
- 3 - Be able to apply these terms in everyday contexts.
- 4 - Be able to perceive and express artistic manifestations related to a specific topic.
- 5 - Being able to listen to others' ideas besides one's own.

Room Organization

According to the activity: sitting in a circle, U-shaped, in the classroom and ICT classroom

Type of ACTIVITIES

Information search, individual and collective presentations, debate, writing, questionnaire, differentiation, reading activities, multimedia viewing and artistic expression.



LEARNING CONTEXT

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

SEQUENCING

Number of Actions [4] Activities [11] Hours [4h00]

TEACHERS MATERIALS

Photos, ICT, blackboard, book, MULTIMEDIA MATERIAL and additional material attached in the Annexes.

LEARNERS MATERIALS

Dictionaries, PCs, expendable material

KEY COMPETENCES

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

Transversal COMPETENCES

- 1 - Teamwork
- 2 - Planning and resource management
- 3 - Self-reflection
- 4 - Critical thinking
- 5 - Creativity

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1 <u>DEFINITIONS and CONCEPTS</u> - Guilt - Shame - Responsibility - Forgiveness	Activity 1 Learners look for these words up in a dictionary: guilt, shame, responsibility	To know the meaning of the words to be worked on.	Learning to learn Communication in national hosting language		5'
	Activity 2 Learners make up sentences including these words	To practice the use of the dictionary and the alphabetical order.	Social and civic competences		20'
	Activity 3 Learners share their sentences with the group and, as optional and according to the learners' level, a linguistic analysis could be made.	To make sentences from given words. To share the results following the rules of the group.			20'
Action 2 <u>GUILT and SHAME</u>	Activity 4 Learners write 3 to 4 situations when they felt ashamed, and 3 to 4 more when they felt guilty, arranged in two columns.	To reflect on personal situations related to guilt and shame.	Learning to learn Communication in national hosting language		20'
	Activity 5 Learners re-read what they have written and reflect about it, trying to distinguish the two concepts, and share it with the group.	To differentiate between guilt and shame and reflect on the relationship of both terms.	Social and civic competences Self-reflection Critical thinking Teamwork		15'



	<p>Activity 6 Learners have to classify given situations by distinguishing between Guilt or Shame (ANNEX I)</p>				15'
<p>Action 3 <u>GUILT and ART</u></p>	<p>Activity 7 Learners watch a short video (subtitled in English in Settings) of the poem « No culpes a nadie » (Don't blame anyone) by Pablo Neruda (ANNEX II) https://www.youtube.com/watch?v=8iraxxv5Xxs</p>	To understand poetic language.	Learning to learn		5'
	<p>Activity 8 They then read the text of the poem, trying to understand its meaning.</p>	To appreciate art as expression of feelings	Cultural awareness and expression		15'
	<p>Activity 9 The teacher starts a short debate about the meaning/lesson of the poem.</p>		Critical thinking		15'
<p>Action 4 <u>SAYINGS and QUOTES</u></p>	<p>Activity 10 Learners look for and/or select sayings and quotes starting from a list of suggestions. (ANNEX III)</p>	To search for information about quotes and sayings related to the topics addressed	Digital competences		10'
	<p>Activity 11 On the basis of the sayings and quotes from activity 10, learners design any kind of artistic creation (Suggestions: drawings/pictures, calligrams, bookmarkers, PPTs, etc.) Finally, they present their works to the group.</p>	To learn about different forms of artistic expression	Learning to learn Communication in national hosting language Cultural awareness and expression	 (optional)	100'



		<p>- To explore one's own possibilities in the development of artistic materials.</p>	<p>Teamwork Planning and resource management Creativity</p>		
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ANNEX I: given situations to differentiate GUILT (G) from SHAME (S)

- a) Enrique has gone to enroll the unemployment list after the company where he works has closed (S)
- b) Bernardo's car is small while those of his friends are luxurious cars. (S)
- c) Carlos does not give alms to a child who begs in the street. (G)
- d) Esteban cheats on his wife and she does not know anything about what happens. (G)
- e) Francisco has beaten his son so as to make him an obedient child (G /

ANNEX II: Subtitled video-poem

« *NO CULPES A NADIE* » (Don't blame anyone)

PABLO NERUDA

<https://www.youtube.com/watch?v=8iraxxv5Xxs>

ANNEX III: Quotes on Guilt/Blame

« Guilt, shame and fear are the immediate motives of deceit»

Daniel Goleman

«*The feeling of guilt prevents us from seeing things clearly*»

Doris May Lessing

« *The tension between the demands of the moral conscience and the operations of the self is felt as a feeling of guilt* »

Sigmund Freud

« *The most cowardly excuse is to blame fate* »

Ismael Serrano (Spanish songwriter)



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 [2] Hours [1]

TEACHERS MATERIALS

Chairs, pillows

LEARNERS MATERIALS

Nothing specific

KEY COMPETENCES

1 - Social and civic competences

Transversal COMPETENCES

1 - Self-reflection
2 - Empathy

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1	<p>Activity 1 Ask learners to take a private place in the room</p> <p>Teacher talks slowly, uses also moments of silence: “Put yourself on a comfortable chair in an easy position. Make sure you hit the ground with both 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. 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</p>	<ul style="list-style-type: none"> - Feeling comfortable - Understanding the exercise - Self-reflection - Recognize emotions by yourself 	<p>Empathy</p> <p>Concentration</p>		<p>5 min</p> <p>30 min</p>



	<p>how the child indulges in letting go of his / her fears and begins to cry. Take your inner child into your arms and comfort it. Keep the child in the arms for as long as you feel it is needed and comfort it. 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>				
	<p>Activity 2 Depending on the level of safety the learners write down or share in the group what their inner child should change, what went well and what was difficult during the exercise.</p>	<ul style="list-style-type: none"> - Respect your own emotions - Listen respectfully to other group members 	Empathy		25 min



ASSESSMENT of PRIOR LEARNING

Possible x

Not possible yet

Assessment Method

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 trainer notes it in the files of the learners.



Sequence P33 / Cycle 3

	3
	1
	2

AREA Expressions of feelings
SUBJECT Psychology
With crossed disciplines Theater

Activity Title **Feel free to express yourself**

ABSTRACT)

Feelings come from emotions, and emotions come from thoughts. Feelings are connected with our perceptions of the world. It is important to express our feelings so the other person can see the world from our point of view, and we can see it and understand it better through their point of view, It can help us understand their thinking process.

KEY WORDS Emotion, verbal message, non-verbal message, expressions of emotions, effective communication skills, self-expression, body language

Learning outcomes

1. Realize the importance of self expression
2. Know his/her emotions and express them appropriately.
3. Use the effective communication skills while expressing feelings
4. Realize the non-verbal messages.



5. Learn the expressions of “i language” and “you language”.
6. Realize the methods of having good relationship.
7. Know how to express his/her feelings and thoughts.
8. Evaluate his/her relationships.

Room Organization

Standard classroom environment

Type of ACTIVITIES

Questionnaire, form, movie, role play, pair work, group work, debate, writing story

LEARNING CONTEXT

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

SEQUENCING

Number of: Actions [12] Activities [12] Hours [10]

TEACHERS MATERIALS

Emotion cards, board, a book about emotions, form, ICT, questionnaire, photos

LEARNERS MATERIALS

Paper, pencils, board

KEY COMPETENCES

- 1 - Communication in the mother tongue
- 2 - Sense of initiative and entrepreneurship
- 3 - Cultural awareness and expression

Transversal COMPETENCES

- 1 - Self-reflection
- 2 - Creativity
- 3 - Critical thinking
- 4 - Problem solving
- 5 – Teamwork

NOTES



Course Structure	Learners' activities and tasks to realize	Learning aims	Key and transversal Competences	Learning context	Sub-timing
Action 1	<p>Activity 1</p> <p>The trainer wants the learners to write an emotion and what this emotion evokes on a piece of paper. He/She collects them and puts them in a container. Takes all the pieces one by one and reads them aloud. Then he/she makes a definition of "emotion".</p>	<p>be able to know the concept of emotion.</p>	<p>Self-reflection Communication in the mother tongue</p>		30 min
Action 2	<p>Activity 2</p> <p>The trainer prepares emotion cards. The volunteers come to the board and express that feeling just using the body language.</p>	<p>be able to use body language while expressing their emotions.</p>	<p>Self-reflection Creativity</p>		60 min
Action 3	<p>Activity 3</p> <p>The trainer hands out a piece of paper to each learner and make a list of all the emotions he/she knows. To the person with more emotions on his/her paper than the others is awarded by a book about the emotions by the</p>		<p>Communication Creativity Critical thinking Sense of initiative and entrepreneurship</p>		60 min



	<p>trainer. Then the trainer forms the groups of 5. Photos of different people having different emotions are handed out to the groups. The trainer asks them to write a story by looking at the photos. The groups share their stories with the others.</p>				
Action 4	<p>Activity 4 The trainer makes the groups of 5 and a form is handed out to each group. The learners are asked to read the situations on the forms and make a role play. Then ask the volunteers to act out their role plays.</p>		<p>Problem solving Teamwork Creativity Critical thinking Communication in the mother tongue</p>		45 min
Action 5	<p>Activity 5 makes a power point presentation on "I and your language". Pin protection technique is used with the pairs and they realize that how important it is to begin their day by the behaviours of others.</p>	<p>be able to learn the expressions of « I and your language ».</p>	<p>Cultural awareness and expression</p>		45 min
Action 6	<p>Activity 6 The principles of healthy communication are written on the</p>	<p>be able to realize the principles of healthy communication.</p>	<p>Critical thinking Communication</p>		30 min



	board by the trainer. The trainer reads every principle one by one and the learners are asked to state their opinions about the read principle.				
Action 7	<p>Activity 7</p> <p>A debate activity is used in this session. The trainer forms the whole group into two groups. He/She reads the question aloud “Are we to express our emotions directly with the others?” One of the groups supports this sentence by stating reasons whereas the other group should support the idea of not expressing the feelings and emotions directly. The mentor group evaluates the two groups.</p>	be able to realize the importance of self-expression.	<p>Critical thinking</p> <p>Team working</p> <p>Leadership</p> <p>Communication in the mother tongue</p>		50 min
Action 8	<p>Activity 8</p> <p>The trainer makes a powerpoint about the methods of effective communication. The needed skills and attitudes to express your feelings in a healthy ways are read aloud by the trainer. A questionnaire is handed out to them to evaluate themselves. The</p>	<p>be able to realize the importance of self-expression.</p> <p>Be able to realize the methods of having good relationship.</p>	<p>Evaluating and reflecting</p> <p>Self-reflection</p> <p>Critical thinking</p>		60 min



	volunteers share their answers with the whole group. At the end of the session, the given questions are asked to the learners for discussion.				
Action 9	<p>Activity 9</p> <p>The trainer emphasizes the importance of writing down the feelings and gives a piece of paper to the learners. Asks the following questions to the learners. Tell them to write down their answers on the paper. The writings of the volunteers' are read aloud.</p> <p>What do you feel right now?</p> <p>What feeling do you often have nowadays?</p> <p>Can you express your feelings comfortably? If not, why?</p>	be able to know his/her emotions and express them appropriately.	Self-reflection Communication in the mother tongue		30 min
Action 10	<p>Activity 10</p> <p>Toronto Aleksitimi Scale (The Twenty-Item Toronto Alexithymia Scale (TAS-20) is applied to the learners. The trainer evaluates the answers of the</p>	be able to evaluate his/her relationships.	Evaluating & reflecting		30 min



	learners and gives information to them about emotional blindness.				
Action 11	<p>Activity 11</p> <p>The trainer describes the importance of using body language. Then he/she hands out the photos about the body language and with the whole group each photo is analyzed and the group tries to get which emotion is expressed in each of them. Then a pantomime movie is watched with the learners. You can choose an appropriate one from Youtube.</p>	be able to realize the non-verbal messages.			60 min
Action 12	<p>Activity 12</p> <p>A movie of Charlie Chaplin is shown to the learners and they are asked to focus on his/her body language. At the end of the movie the importance of body language in communication is discussed with the learners.</p>	be able to realize the non-verbal messages.	Critical thinking Communication Intercultural communication		100 min



Activity 8

(From 1 insufficient to 5 sufficient)

SKILLS AND ATTITUDES	1	2	3	4	5
Being sociable					
Adopting open communication					
Using body language effectively					
Showing respect for individual differences					
Showing respect for individual rights					
Showing respect for special life					
Listening effectively					
Asking questions effectively					
Expressing own emotions					
Showing empathy					
Showing appropriate behavior at appropriate time					



The interaction in the group continues with the questions such as

Which of the skills and attitudes do you think are sufficient?

Which skills and attitudes do you think are not sufficient?

How does your insufficient skills and attitudes affect your interpersonal relationship?

What do you plan to do about your insufficient skills and attitudes?



Activity 11





ASSESSMENT of PRIOR LEARNING

Possible

Not possible yet

Assessment Method (if possible)

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.....



Sequence P38 / Cycle 3

	3
	2
	1

AREA Psychology
SUBJECT Family ties and Parenthood
With crossed disciplines Clinical therapy

Activity Title **Let's identify indicators of polarization to better understand them – Cycle 3**

ABSTRACT

Work by the group on the deconstruction of indicators and themes related to radicalization. Awareness of the influence of the group, the other and know how to argue its own choices, to avoid indoctrination. Work on misinformation.

KEY WORDS shared vision / individual choice / resilience

Learning outcomes

- 1 - deconstruct stereotypes
- 2 - work on influence by others and networks
- 3 - work on the themes of radicalization
- 4 - argue and defend an opinion against the influence of others

Room Organization Chairs, tables to put the material

Type of ACTIVITIES Workshop, individual meetings, speaking and expression groups

**LEARNING CONTEXT**

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

SEQUENCING

Number of: Actions [8] Activities [8] Hours [11h30]

TEACHERS MATERIALS

Photos, articles, paper board, pencils, papers

LEARNERS MATERIALS

Pencils, papers

KEY COMPETENCES

- 1 - Learning to learn
- 2 - Social and civic competences
- 3 - Sense of initiative and entrepreneurship

Transversal COMPETENCES

- 1 - Teamwork
- 2 - Critical thinking
- 3 - Flexibility
- 4 - Reflecting/evaluating
- 5 - Communication

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
<p>Action 1: Week 9</p> <p>Introduce the theme of radicalization and the main underlying issues, such as discrimination, violence, religion etc... through a workshop.</p> <p>Modalities Read the questions aloud. Learners bring an answer in turn. Or You can photocopy the question sheet and ask the learners to discuss the questions in pairs before pooling the answers. We offer sample questions to inspire you. You are neither limited to these questions nor obliged to ask all the questions. It should be noted, however, that we have formulated these questions so that it is the learners who introduce the preconceived ideas.</p> <p>Sample questions</p> <ul style="list-style-type: none"> • What is radicalism? • Why do people become radicalized? • What is the connection between religion and radicalism? 	<p>Activity 1</p> <p>The learners are in a group and must express themselves on the proposed subject, interaction, sharing, opinion, debate.</p>	<p>Define what is radicalism and radicalization. Encourage a discussion and encourage each learner during this first activity to participate fully in the exchanges Use the questions to encourage learners to raise their stereotypes and preconceptions about radicalism in order to deconstruct these stereotypes.</p>	<p>Assessing competence and competence development</p> <p>Learning to learn</p> <p>Evaluating/reflecting</p> <p>Communication</p> <p>Teamwork</p> <p>Flexibility</p>		<p>90'</p>



<ul style="list-style-type: none"> • Do you have examples of radicalism / radical groups in your area? • Do you have examples of radicals / radical groups in the world? • What are their objectives? • What is the link between violence and radicalism? • Who is Daesh? What are its objectives? • When was it founded? Where is the Islamic State? • Who are the adherents of Daesh? Where do they come from? 					
<p>Action 2: Week 9</p> <p>Expression group animation around words written and proposed by the psychologist</p> <p>Words to suggest to the group: hate, injustice, religion, unemployment, fraternity, school dropout, lack of hope, failure, power, isolation, faith, anger, violence, security</p>	<p>Activity 2 The learners are in a group and must speak on the words proposed and written on a billboard, the word he prefers and why, what it evokes for them.</p>	<p>Learners realize that there are different opinions on a topic. Learners can find and use arguments to defend an opinion. Learners can listen to the opinions of others. Learners are aware that opinions can be influenced by others. Awareness of these keywords.</p>	<p>Assessing competence and competence development</p> <p>Learning to learn</p> <p>Evaluating/reflecting</p> <p>Communication</p> <p>Teamwork</p> <p>Flexibility</p>	 <p>Number: 5 à 10</p>	<p>90'</p>



<p>Action 3: Week 10</p> <p>Workshop and exchange on conspiracy theory</p> <p>Rumor, conspiracy theory and misinformation • Differentiate rumor, misinformation and conspiracy theories • History of conspiracy theories • Why do we believe it? Preparatory work of the psychologist on this subject (English references internet)</p>	<p>Activity 3</p> <p>The learners are in a group and must express themselves on the proposed subject, interaction, sharing, opinion, debate.</p>	<p>To practice critical reflection. Co-construction of knowledge. Make choices and argue. Discuss in groups, with respect for each one. Understand and know how to spot conspiracy theory Use misinformation</p>	<p>Assessing competence and competence development</p> <p>Learning to learn</p> <p>Evaluating/reflecting</p> <p>Communication</p> <p>Teamwork</p> <p>Flexibility</p>	 <p>Numbers: 5 à 10</p>	<p>90'</p>
<p>Action 4: Week 10</p> <p>Group Workshop: Treat information and influence in a healthy critical way.</p> <p>Preparatory work of the psychologist on this subject (English references internet)</p> <p>Information and exchange on the communication tool: internet, social networks, risks, danger and opportunity for indoctrination</p>	<p>Activity 4</p> <p>The learners are in a group and must express themselves on the proposed subject, interaction, sharing, opinion, debate.</p>	<p>To practice critical reflection. Co-construction of knowledge. Make choices and argue. Discuss with respect for each one. Awake awareness of learners in terms of information and influences and strengthen their resilience to manage information</p>	<p>Assessing competence and competence development</p> <p>Learning to learn</p> <p>Evaluating/reflecting</p> <p>Communication</p> <p>Teamwork</p> <p>Flexibility</p>	 <p>Numbers: 5 à 10</p>	<p>90'</p>



		and influence challenges.			
<p>Action 5: Week 11</p> <p>Expression group animation on the theme of the vision of society, self and the other</p> <p>Preparatory work of the psychologist on this subject (English references internet)</p>	<p>Activity 5</p> <p>The learners are in a group and must express themselves on the proposed subject, interaction, sharing, opinion, debate.</p>	<p>Learners realize that there are different opinions on a topic. Learners can find and use arguments to defend an opinion. Learners can listen to the opinions of others.</p>	<p>Assessing competence and competence development</p> <p>Learning to learn</p> <p>Evaluating/reflecting</p> <p>Communication</p> <p>Teamwork</p> <p>Flexibility</p>	 <p>Numbers: 5 à 10</p>	90'
<p>Action 6: Week 11</p> <p>Photolanguage workshop</p> <p>Modalities</p> <p>Choose 13 photos on different themes, landscapes, characters ... Preparatory work of the psychologist, to find and choose these photos, and number them so that the learners record the number of the chosen photos</p> <p>Instructions</p>	<p>Activity 6</p> <p>The learners are in a group and have to choose two photos that they think are currently represented (the good and the bad) and give the reasons for their choice to the rest of the group.</p>	<p>Explore his representations</p> <p>Position yourself in relation to others</p> <p>Become aware of his image.</p>	<p>Assessing competence and competence development</p> <p>Learning to learn</p> <p>Evaluating/reflecting</p> <p>Communication</p> <p>Teamwork</p> <p>Flexibility</p>	 <p>Numbers: 5 à 10</p>	90'



<p>Divide the photos on a table, instructing each learner to choose two photos, which represent them as they are now, one on their good side and the other on their bad side. The learners move in silence to choose the two pictures by their number (do not take them) and then come-back to sit down. When everyone has chosen, each learner must present to the rest of the group the two chosen photos and give the reasons for their choice.</p>					
<p>Action 7: Week 12</p> <p>Collective debriefing on the contribution of the workshops and groups of speech proposed on this last sequence. Animation by the Psychologist.</p> <p>Questions: What is your feeling about the workshops as a whole? Are you more aware of your own emotions and those of others? Have you understood the choice of others in relation to your own choice?</p>	<p>Activity 7</p> <p>Learners evaluate the workshops. Learners interact about their experiences in the workshops. Learners reflect on how they can use the elements of the workshops in their daily lives.</p>	<p>Collective evaluation</p> <p>Learners realize that there are different opinions on a topic. Learners can find and use arguments to defend an opinion. Learners can listen to the opinions of others. Learners are aware that opinions can be influenced by others.</p>	<p>Assessing competence and competence development</p> <p>Learning to learn</p> <p>Evaluating/reflecting</p> <p>Communication</p> <p>Teamwork</p> <p>Flexibility</p>	 <p>Numbers: 5 à 10</p>	<p>90'</p>
<p>Action 8: Week 12</p> <p>Final interview between psychologist and learner</p>	<p>Activity 8</p> <p>The learner must express himself on what he experienced during his</p>	<p>Individual assessment of what the learner has learned and achievements in</p>	<p>Learning to learn</p> <p>Evaluating/reflecting</p>		<p>60'</p>



Summary of these 12 weeks done	12 weeks, his feelings, his achievements, what he understood	relation to all the activities he has carried out	Communication		
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ASSESSMENT of PRIOR LEARNING

Possible

Not possible yet

Assessment Method (if possible)

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Sequence P40 / Cycle 3

	1
	2
	3

AREA	Psychology
SUBJECT	Personal wellbeing
Type of Activity	KUNDALINI YOGA
With crossed disciplines	Relaxation, meditation

Sequence Title **Know thyself**

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. They promote a better knowledge of oneself by connecting oneself to one's deep being.

KEY WORDS

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

**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>	<p>Activity 1 Short and sweet kriya to get the energy moving Kundalini Yoga: short and sweet kriya to get Moving/3HO Foundation 10 asanas + final deep relaxation Breathing used: long & deep breath</p> <p>Activity 2 Maha shakti chalnee indra mudra TranscendentalMeditation Maha shakti calnee indra mudra/3HO Foundation 6 asanas Breathing used: -long & deep breath -whistling breathing -powerful breathing</p>	<p>Be able to feel your body and release his energy</p> <p>Be able to -stay centered in brow point -experience the meditative attitude</p>	<p>Limbering up vertebral axis Preparation for meditation</p> <p>Access to calm inside</p>	  	<p>Course 60' Exercise time: 2' to 3' Between exercises 30'' relax lying on the back Final relaxation 10' Meditation 7' to 11'</p> <p>Course 60' Exercise time: 2' to 3' Between exercises 30'' relax lying on the back Final relaxation 10' Meditation 7' to 11'</p>



<p>Action 2</p> <p><i>Same class structure</i></p>	<p>Activity 3 Awakening to your 10 bodies Kriya awakening to your ten bodies/3HO Foundation 14 asanas + final deep relaxation Breathing used: long deep breathing Breathing of fire</p> <p>Activity 4 Meditation on the self Meditation on the self/3HO Foundation 4 asanas including meditation included Repeat the set twice Use of mantra: SAT NAM Breathings used: breathing of fire Powerful breath Long deep breathing</p>	<p>Be able to control the breath of fire to hold postures. -coordinate breathing and movement facilitate stretching</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>Become master of the self</p>	  	<p>Course 60' Exercise time 1'30'' Fog Pose: 26 reps Between exercises Relax 30' on easy pose or flat on the back Final relaxation 10' Meditation 11'</p> <p>Course 60' Exercise time 3' Meditation 6' (2 times) Final relaxation 10'</p>
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<p>Action 3 <i>Same class structure</i></p>	<p>Activity 5 Purifying the self Kundalini yoga: purifying the self/3HO Foundation 5 asanas Breathings used: -long deep breathing -powerful breathing -air retention with application of Mulbandh (contraction energy centers roots) Meditation proposal: TAPA YOG KRIYA</p> <p>Activity 6 Open the heart center Open the heart center/3HO Foundation 6 asanas Breathings used: - Breath of fire - Long & deep breathing Mantra : SA TA NA MA Fa mi re mi</p>	<p>Be able to release of the heart (4th center) to regain its vitality To release his creativity</p> <p>Be able to by the calming effects to drop the emotional defensiveness so to can be more in the present and experience the feelings more clearly.</p>	<p>It requires will (of life) & steadiness of the concentration (brow point)</p> <p>-Endurance -Gestural coordination and exercise-breathing synchronization</p>		<p>Course 60' The first asana 10' Following ones 3' with Final relaxation 10' Meditation 11'</p> <p>Course 60' Exercise time 3' Between exercises 30'' sit or flat on the back Final relaxation 10' Meditation 11'</p>
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	Speech circle: In turn, each learner expresses himself on his lived experience of yoga practice. Silent meditation				Meditation 7' Speech circle: 2' to 3' per learner Silent meditation 3'
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ASSESSMENT of PRIOR LEARNING

Possible

Not possible yet

Assessment Method (if possible)

The assessment of learning remains for the empirical yoga teacher and is essentially a good observation of the student in its 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 to the student who has acquired a good verticality and vitality. It requires willingness (life) to let go and trust in one's abilities.

In the same way a good mastery of the breath will be observed in the capacity of the learner to release well its musculature in the exercises by coordinating well breath / movement and will make it all the more apt to integrate the instructions by the management of the stress, a quality listening and reliance to his feelings.

Indeed, the quality of his investment in relaxation time will allow him to release the mind, integrate the effects of physical exercises and clarify his mind. By freeing oneself from these sufferings, the state of relaxation promotes awareness.

Finally, the learning of meditation which remains the objective of the practice of kundalini yoga is the opportunity for the student to get closer to his deep self, his own potential, his skills. His ability to concentrate, to evaluate oneself will be the criteria to remember, evidence of his ability to transform vital energy into positive for himself and for others.



Sequence S6 / Cycle 3

	3
	2
	1

AREA Social
SUBJECT Sense of belonging
With crossed disciplines Philosophy, Civic and moral education

Activity Title **We and our commitments**

ABSTRACT

In this sequence, the aim is to reflect on the different forms of commitment by addressing in an underlying way the question of violence and non-violence in their different forms as alternative modes and means of expression.

KEY WORDS Involvements, Identity, Defense of ideas, violence

Learning outcomes

- 1 - Be able to take distance from conflict(s)
- 2 - Be able to defend his/her convictions
- 3 - Be able to differentiate ideologies from beliefs

Room Organization Tables and chairs, teacher among learners

Type of ACTIVITIES Creating press-book, exhibition, poster campaign

**LEARNING CONTEXT**

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

SEQUENCING

Number of Actions [8] Activities [13] Hours [10h00]

TEACHERS MATERIALS

Map of the word, Targeted data collection (if no access to Internet), flipchart, books, press articles, access to library

LEARNERS MATERIALS

Watercolors, colored cardboard, felts, big sheets of paper, adhesive, stapler

KEY COMPETENCES

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

Transversal COMPETENCES

- 1 – Teamwork
- 2 – Creativity
- 3 – Critical thinking
- 4 – Self-reflection
- 5 – Communication

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1	<p>Activity 1 Presentation of the activity by the teacher to the group. The teacher, to give rules, introduces him/herself.</p> <p>Activity 2 The learners present themselves according to individually chosen modes (<i>I present myself as I am, I invent myself a life story</i>). Teacher will introduce the 2 alternatives at the beginning of Activity 2 with some limits (even if a dream/project, must be realistic, credible, ...). Some learners may not want to tell their life story so they are offered, without saying that it's not the truth, to tell the life story of a friend, relative, parent, ... or something they totally create. <u>Each one must have something to present so not to be in position to refuse to talk.</u></p>	<p>To be aware that in each "society" (group, organization, ...) there are limits</p> <p>To initiate critical thinking to get people to project themselves</p> <p>To be able to listen to others</p>	<p>Learn to learn Communication</p> <p>Respect</p>	 	<p>15'</p> <p>15'-60' <i>Depends size of the group</i></p>
Action 2 Raise awareness on small/big conflicts through the world per continents, then by countries and finally regions	<p>Activity 3 Teacher will introduce the expected work by presenting a high-profile conflict (United States / North Korea, for example) followed by a video to introduce discussions. <i>If videos are not possible, press articles may be used...</i> Learners will express their ideas on alternative choices to provocations.</p>	<p>To be able to make choice in regard of own criteria</p> <p>To try to understand why truth is not always easy to tell</p>	<p>Empathy</p> <p>Communication</p>		45' – 120'



	<p>Activity 4 Brainstorming on conflicts Working by pairs (if accepted), each sub-group has to identify conflicts (from world dimension till countries/regions' level) <u>starting from their own knowledge.</u> <i>Teacher will give learners copy of maps per continent (with names of countries) and each sub-group will choose at least two continents.</i></p> <p>Depends on teacher (and group of learners), the activity 4 could be followed by a brief oral presentation of each sub-group to the rest of the class, showing their findings.</p> <p>Activity 5 Learners will search through medias, books, ... other conflicts that the group of learners do not identify during Activity 4. <i>Teacher will help learners by giving some pieces of information (civil, religious, water, ...)</i></p>	<p>To be able to discern true from false</p> <p>To be able to argue about ideas</p> <p>To be able to make research by oneself</p>	<p>Learn to learn</p> <p>Critical thinking</p> <p>Self-reflection</p> <p>Learn to learn</p>	  	<p>45'</p> <p>(+ 30')</p> <p>45'</p>
<p>Action 3 Do you understand « Violence »?</p>	<p>Activity 6 The teacher will arrive with a set of questions such as: Has violence always existed? When is violence chosen as an</p>	<p>To be able to argue about ideas</p>	<p>Cultural awareness and expression</p>		<p>15'</p>



	<p>answer? Is violence only expressed with weapons? Who is responsible for his/her violence? Do you know people who have been involved in armed conflict?</p> <p>Questions will be orally presented by the teacher, then by pair work, learners will have to choose one idea, to discuss and argue between both, then to report in plenary to the whole group who will be offered to defend his/her ideas.</p> <p><i>If each learner remembers at least one relative to speak about, it could be interesting to make them create their "family tree" with reference to dates and hierarchy as ancestors.</i></p> <p><i>It could be interesting to associate a professor of philosophy with this session to work on concept of "VIOLENCE" from a philosophical point of view.</i></p>		<p>Learn to learn</p> <p>Team working Communication</p>	  	<p>45'</p> <p>(+60')</p>
<p>Action 4</p> <p>The different forms and modes of engagement (armed conflict, economic crisis, humanitarian response, hunger-strike, photo talk, interviews, ...)</p>	<p>Activity 7</p> <p>The aim here is to make the learners able to think about violent and non-violent, combatant and peaceful modes of action.</p> <p>Teacher will work starting from Activity 4 and 5; if some major conflicts are not yet identified, teacher can provide a list of them (write the list on the board</p>		<p>Sense of initiative and entrepreneurship</p>	 	<p>30'</p>

	<p>after a brief analysis on what's been found so far) and ask learners to search the mode of engagement (through encyclopedias, history books, media, ...) that was chosen to answer the conflict by protagonists.</p> <p>Depends on the group of learners, but it's also possible after this exercise that learners share in class group through brief oral presentation what they found.</p> <p>Other alternative: learners can work in groups to create wallcharts/big cards/collages showing "Answers to conflicts: Ways of engagement" that can be displayed in classroom.</p> <p><i>Each time teacher uses a new word (protagonist, peaceful action, ...) he will make sure first that all learners understand the word.</i></p>		Teamwork	 	(45')
<p>Action 5</p> <p>Conflicts: violent and/or non-violent responses</p>	<p>Activity 8</p> <p><u>Identifying one war through violence they know</u>, learners (with teacher as moderator) will have to orally brainstorm and debate about the crisis, the declaration of war, the ceasefire, the truce, the end of the conflict, the negotiations, the surrender, the fate of arms, the peace agreements, ...</p>	<p>To be able to understand that everyone already belongs to "some" form of society</p>	<p>Critical thinking</p> <p>Communication</p> <p>Empathy</p>	 	<p>30'</p> <p><i>Depends size of the group</i></p>



	<p>Activity 9 In this second exercise, <u>identifying a non-violent attitude to defend a conflict</u>, learners will try to inventory the various periods of this alternative choice based on the periods that were identified during Activity 8 (exercise on war/violence).</p> <p>Activity 10 It's important, to close this action, to organize an ending exercise. The exercise here will first consist in finding 5 to 10 ideas, images, opinions, ... voluntarily provocative and then ask the learners how they would consider arguing in a position of non-violence if they were provoked orally in the street or on a website (CAUTION: violence, flight or disengagement are not possible situations in this exercise). Using drawing pictures/comic, poster, wallchart, role play game, work scheme on notebook as homework in their cell, ... it's capital that learners come to the conclusion that the more important is to give preference to any non-violence attitudes.</p>	<p>To be able to make choices and to adopt good solutions</p>	<p>Cultural awareness and expression</p> <p>Self-reflection</p> <p>Social and civic competences</p> <p>Communication</p> <p>Critical thinking</p>	<p></p> <p></p> <p></p>	<p>45' <i>+ Part of the work (after teacher' model) can be done individually between lessons</i></p> <p>45'</p>
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<p>Action 6</p> <p>Are weapons the only way to express violence?</p>	<p>Activity 11</p> <p>This exercise consists in having the learners (from newspapers, articles, photos, videos, documentaries, etc.) searching images expressing disagreements as to a crisis without showing any weapons, killings, Learners, after their research, will have to class their findings under two categories (writing/oral expression, attitude).</p> <p>Once it's done, it would be interesting to ask learners to identify different ways to show a situation. If the idea is in writing/oral, how can it be transferred to an attitude; if the idea is shown by the mean of an attitude, how can it be expressed by writing/oral?</p> <p><i>If the teacher feels confident, he can start to <u>superficially</u> approach the notion of caricature through comics, pictures, ... (in fact, this course will be detailed in another pedagogical sequences of SERA programme).</i></p>	<p>To be able to understand the situation so to make choices</p> <p>To be able to work on perspectives</p> <p>To be able to accept caricatures</p>	<p>Creativity</p> <p>Critical thinking</p> <p>Self-reflection</p> <p>Learn to learn</p>	   	<p>45'</p> <p>30'</p> <p>30'</p> <p>(20'-30')</p>
<p>Action 7</p> <p>Victimology</p>	<p>Activity 12</p> <p>The exercise to work here with the learners is to make them identify</p>	<p>To be able to understand what is</p>	<p>Critical thinking</p>		<p>20'</p>



<p>https://en.wikipedia.org/wiki/Victimology</p>	<p>different forms of aggression (war, domestic violence, ...) giving rise to individual traumas (psychic, physical, ...) on several categories of people (civilians as children, women, ...) or collective (destruction of cities, railway stations, archaeological heritage, ...), with their induced consequences.</p> <p>Exercise Forms of aggression</p>	<p>the problem before making choices</p> <p>To be able to understand consequences of aggression</p>	<p>Self-reflection</p> <p>Communication</p>		<p>40'</p>
<p>Action 8</p> <p>Talk about violence and non-violence through an educational press-book</p>	<p>Activity 13</p> <p>The learners have to decide the categories of people to whom they wish to address by realizing their composition (other learners, children of local schools, ...).</p> <p>The learners will have to identify, plan and share all tasks (collecting data, writing articles, choosing photos, making designs, presenting press-book, organizing dissemination) so to be able to work in subgroups.</p>	<p>To be able to choose appropriate references such as documents, videos, ...</p> <p>To be able to discern true from false so not to disseminate false information</p>	<p>Learn to learn</p> <p>Sense of initiative and entrepreneurship</p> <p>Teamwork</p> <p>Creativity</p>		<p>As many 60'-sequences as necessary <i>+ individual work is possible between lessons.</i></p>



ASSESSMENT of PRIOR LEARNING Possible

Not possible yet

Assessment Method (if possible)

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Sequence S8 / Cycle 3

	3
	2
	1

AREA Social
SUBJECT Gender Equity
With crossed disciplines Education in Values, Education for Peace

Activity Title **Why am I not allowed for being a woman?**

ABSTRACT

Cinema is a living language that advances in the same measure as society, which becomes essential in the social debate that is created around education and its rights.

With this sequence we intend to make learners reflect on what they are seeing, compare it with their situation as students and/or young adults/adults. They must be aware of the situation and realities of other countries, of other cultures, of other people like them who cannot even learn to read and write, condemned to an uncertain life and without the ability to value what they have because they have practically nothing. We would like students to give value to what they have, judging and being critical of their own society and other societies based on respect and understanding of other cultures and mindsets, that everyone should not think in the same way as they do, and that our value system, our way of life is not better or worse than that of other, but simply different.

KEY WORDS Equity, respect, peace, human rights, solidarity, empathy, education

Learning outcomes

- 1 - Be able to reflect before macho attitudes.
- 2 - Be able to criticize attitudes which do not promote equity gender.
- 3 - Be able to give solutions so as to avoid gender inequity.
- 4 - Be able to put oneself in someone's shoes.



Room Organization

No table, sitting in rows in the Events Room, sitting in circle in the classroom, teacher among students

Type of ACTIVITIES

Debate, Film, questionnaire

LEARNING CONTEXT

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

SEQUENCING

Number of: Actions [1] Activities [3] Hours [2h00]

TEACHERS MATERIALS

Film DVD, questionnaire, film review

LEARNERS MATERIALS

None

KEY COMPETENCES

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

Transversal COMPETENCES

1 – Autonomy
2 - Flexibility
3 – Critical thinking
4 – Evaluating/Reflecting

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
<p>Action 1 Viewing of the film « Buda az sharm foru rikht (Buddha Collapsed out of Shame) »</p>	<p>Activity 1 The teacher briefly tells the learners about the film they are going to see : plot, technical and artistic specifications (Annex 1).</p> <p>Activity 2 Learners watch the film.</p> <p>Activity 3 Learners are given a questionnaire with some simple questions on the film which they must answer orally as in open discussion (Annex 2).</p>	<p>To reflect before macho attitudes</p> <p>To give solutions to avoid gender inequity.</p> <p>To be able to put themselves in someone else's shoes.</p> <p>To learn about other places and cultures.</p>	<p>Social and civic competences Communication Learning to learn</p> <p>Autonomy Flexibility Critical thinking Evaluating/reflecting</p>	<p></p> <p></p> <p></p>	<p>5'</p> <p>85'</p> <p>30'</p>



ANNEX 1 – FILM REVIEW – Buda az sharm foru rikht (Buddha Collapsed out of Shame)

<https://www.imdb.com/title/tt1094627/>

Original title: Buda az sharm foru rikht

Release date: 2007

Runtime: 81 min

Country: Iran

Director: Hana Makhmalbaf

Writer: Marzieh Makhmalbaf

Cast:

Abbas Alijome Abbas

Abdolali Hoseinali Talib boy

Nikbakht Noruz Baktay

Produced by: Maysam Makhmalbaf (France – Iran)

Music by: Tolibhon Shakhidi

Photography: Ostad Ali

Genre: Drama, war





Awards: 2007: San Sebastián: Special Jury Prize "for being the first feature film by a very young female director who has impressed the jury for the exquisite photography and for the extraordinary girl NIKBAKHT NORUZ. It is the promising premiere of a director that we hope will continue creating important works onwards.

Reviews:

"Acclaimed film directed by a young Iranian girl of only 18 years old". (FILMAFFINITY)

"A moving film (...) It is enough with a camera, natural scenes, children that give off authenticity and are clear about what they want to describe to achieve a terrible, tender and necessary document." (Carlos Boyero: El País newspaper)

"It is the most naive, delicious, pure, penetrating, allegorical, intelligent, simple and at the same time convoluted film that you will have seen in a long time." (Oti Rodríguez Marchante: Diario ABC)

Storyline

A young girl zealously wants to go to school and learn to read and write. Almost everywhere she is met with hostility or indifference. The only young boy who takes her to his school is thrown out by the teacher, because helping her prevented him from coming in time. - It must not go unnoticed that the schoolgirls and the female teacher are likewise hostile toward this girl. None of them want her in the classroom. On her way home she and other girls are taken as learners by boys playing talibans. They tear her school book to pieces (or rather what was left of it after the schoolgirls had done the same thing.) The "taliban boys" threaten to stone their girl learners (although in this movie there is little real physical violence against girls). The girl's attempts end in complete failure. (Whatever moods of the scenes throughout the entire movie, the acting by the central girl is really impressive.)



ANNEX 2: QUESTIONNAIRE

1.- What do we know about Afghanistan? Brainstorming about geographic location, society, culture, religion, wars ...? Who is Buddha?

2.- What is the role played by Baktay's father and mother?

3.- The violence in the film, who promotes it? Are children violent by nature? Is education important to eradicate it? Is it violence exercised in a conscious way? Is violence between men and women equal (in this case child to child) or between man and woman?

4.-What is your ideal school model?

5.- Are inequalities in access to school between boys and girls observed in the film?

6.- What effects does war have on a country?

7.- What symbols or metaphors do you identify in the movie?

8.- Which scene in the movie has impacted you the most?

9.- Would you recommend this movie? Give your opinion.



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 [3]

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>60'</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		<p>120'</p>
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ASSESSMENT of PRIOR LEARNING Possible Not possible yet

Assessment Method (if possible)

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Sequence S18 / Cycle 3

	2
	1
	3

Area Social
Subject Community involvement
Type of Activity Work in public area
With crossed disciplines Reintegration

Sequence Title **Cleaning from rubbish**

ABSTRACT

The group discusses about what work would be useful to fulfill in the public area, with the focus on what they can clean up. After this, and if necessary, with an agreement of the authorities, the group actually moves to the selected location (river, beach, park, playground...) and collects the waste.

KEY WORDS Participation - work together

Learning outcomes

- 1 - Be able to discuss about the project
- 2 - Be able to do useful work
- 3 - Be aware of responsibilities in the community

Room Organization Chairs in circle / transport

**LEARNING CONTEXT**

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

SEQUENCING

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

TEACHERS MATERIALS

Gloves, trash bags, boot...

LEARNERS MATERIALS

Clothes that can support risk(s)

KEY COMPETENCES

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

Transversal COMPETENCES

- 1 - Communication
- 2 - Taking responsibility
- 3 - Team working

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1	<p>Activity 1 Discussion about the project The teacher challenges the group to think and discuss about community work. What is the value of doing useful work in the society? Theme: clean environment. The goal is to encourage the group to plan a realistic project to clean a specific area in the neighborhood. The second step in de meeting is to plan the practical details. (where, what do we need...).</p>	Be able to discuss about the project	<p>Critical thinking</p> <p>Discuss about community values</p> <p>Problem solving</p>		30 min
	<p>Activity 2 Cleaning activity</p>	Be able to do useful work	Team working		180 min
	<p>Activity 3 Group discussion/ evaluation about the process and how everyone reflects about this useful job.</p>	Be aware of responsibilities in the community	Evaluating / reflecting		30 min



ASSESSMENT of PRIOR LEARNING

Possible

Not possible yet

Assessment Method (if possible)

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Sequence S20 / Cycle 3

	1
	2
	3

AREA Social
SUBJECT Food culture
With crossed disciplines Cooking

Activity Title **You are what you eat**

ABSTRACT

As the world becomes more globalized, it is easier to access cuisines from different cultures. We should become more informed about other cultures by trying their foods. It's important to remember that each dish has a special place in the culture to which it belongs, and is special to those who prepare it. Food is a portal into culture, and it should be treated as such.

KEY WORDS Food, culture, globalization

Learning outcomes

- 1 - Be able to realize different breakfast habits
- 2 - Be able to show tolerance to different cultures and traditions

Room Organization Free classroom atmosphere

Type of ACTIVITIES Debate, Discussion, Preparing breakfast together

**LEARNING CONTEXT**

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

SEQUENCING

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

TEACHERS MATERIALS

Board, board marker, food for breakfast
Learners can be asked to bring some goods for breakfast

LEARNERS MATERIALS

Nothing specific

KEY COMPETENCES

1 - Cultural awareness and expression

Transversal COMPETENCES

1 - Communication
2 - Self-reflection
3 - Managing diversity
4 - Teamwork

NOTES



Course Structure	Learners' activities and tasks to realize	Learning Aims	Competences	Learning context	Sub-timing
Action 1	<p>Activity 1</p> <p>Share the given statements with the learners.</p> <p>The world is nothing without life, and all that lives takes nourishment.</p> <p>The fate of nations depends on the way they eat.</p> <p>Tell me what you eat: I will tell you what you are.</p> <p>Have learners choose one of them and clarify what it seems to mean. They can respond to the statement by agreeing or disagreeing with it and supporting their opinion with personal experience and observation. (<i>Learners may do this writing in class or as homework</i>)</p>		Self-reflection		30 min
Action 2	<p>Activity 2</p> <p>Have a class discussion around the question of “What do you eat for breakfast, and why?” Make a list of breakfast selections on the board. Let each learner have to say something about breakfast, their own traditions, and those of other cultures around the world.</p>	<p>Be able to realize different breakfast habits.</p> <p>Be able to show tolerance to different cultures and traditions.</p>	Communication		60 min



Action 3	<p>Activity 3</p> <p>Choose a volunteer to present a traditional breakfast of his/her culture and present it to the classroom.</p>	<p>Be able to show tolerance to different cultures and traditions.</p>	Self-reflection		30 min
Action 4	<p>Activity 4</p> <p>With all learners, prepare a breakfast and enjoy the breakfast while having conversation about the food culture.</p>	<p>Be able to realize different breakfast habits.</p> <p>Be able to show tolerance to different cultures and traditions.</p>	<p>Managing diversity</p> <p>Communication</p> <p>Team working</p>		60 min



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 [2] Activities [4] Hours [2]

TEACHERS MATERIALS

Nothing specific

LEARNERS MATERIALS

Nothing specific

KEY COMPETENCES

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

Transversal COMPETENCES

- 1 - Anti-hate communication
- 2 - Critical thinking
- 3 - Empathy
- 4 - 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 refugees. The main goal of the sequence is to organize a meeting between the target group of learners and refugees of same age that have left their country because of violent terrorism. Teacher will have to explain to associations in contacts what he/she wants to do (in fact, it's to show learners than persons have fled their country because of violence that, for the group of learners on the other hand, represent a cause of commitment, a new life, a hope, ...). <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	Activity 2 Teacher will prepare with learners a list of questions they would like to ask to refugees. He/she will ask for volunteers (if some are ready to take autonomy). Teacher will make recommendations to learners so to stay polite and pleasant	Be able to listen other opinions they don't believe in Be able to manage with anti-hate language when talking	Social and civic competences Cultural awareness and expression		30'



	<p>with these refugees who could have different ideas from theirs.</p> <p>Activity 3 Meeting with refugees. Learners will start to introduce themselves while refugees will let them know from which country they arrived.</p> <p>Activity 4/ Feedback What do you learn from Action 2? Any other questions?</p>	<p>with someone who has different opinion</p>	<p>Self-reflection Empathy</p>	 	<p>70' (and + if good interest)</p> <p>20'</p>
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ASSESSMENT of PRIOR LEARNING

Possible

Not possible yet

Assessment Method (if possible)

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