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The innovative learning methodology based on
experiential learning by means of psychosocial
activities

~Final version~



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Contents

A. INTRODUCTION	5
Context	6
Description of the different types of the learning beneficiaries	7
The interactive method of learning by experience	7
Learning objectives and competences developed	9
Compilation of the integrated learning methodology: how has it been developed?	10
Curriculum	11
Tools and methods	15
Online forum; digital based learning. Community reporting. Evaluation and follow up	16
B. STRUCTURE AND CONTENT OF THE TRAINING MODULES	18
Modules content	20
Introductory part	21
The rights of children affected by migration	21
Safeguarding Against Abuse and Exploitation at school or within extra-curricular activities	26
MODULE 1 - LEADERSHIP AND MOTIVATION	28
Learning outcomes	28
Key elements	28
Methods used	28
Short theoretical presentation of the learning concepts	28
Description of the module, step by step	32
Worksheets	41
Appendix – Psychosocial games	51
MODULE 2 – LEARNING TO LEARN	53
Learning outcomes	53
Key elements	54
Methods used	54
Short theoretical presentation of the learning concepts	54
Description of the module, step by step	56
Worksheets	63
Appendix – Psychosocial Games	77
MODULE 3 - EMOTIONAL AND PHYSICAL HEALTH	78
Learning outcomes	78
Key elements	78
Methods used	78

Short theoretical presentation of the learning concepts	79
Description of the module.....	87
Appendix- Psychosocial games.....	94
MODULE 4 – COMMUNICATION WITH THE RECIPROCAL MAIEUTICAL APPROACH.....	95
Learning outcomes	95
Key elements	95
Methods used.....	95
Short theoretical presentation of the learning concepts	96
Description of the module, step by step	98
Worksheets.....	104
Appendix – Psychosocial games	105
MODULE 5 - SENSITIVITY	106
Learning outcomes	106
Expected outcomes	106
Key elements	106
Methods used.....	107
Short theoretical presentation of the learning concepts	107
Description of the module,.....	108
Worksheets.....	116
Appendix – Psychosocial Games	146
MODULE 6 - BUILDING IT AWARENESS	147
Learning outcomes	147
Key elements	147
Methods used.....	147
Short theoretical presentation of the learning concepts	147
Description of the module, step by step	151
Worksheets.....	155
MODULE 7 - TEAMBUILDING.....	157
Learning outcomes	157
Expected outcomes	157
Key elements	158
Methods used.....	158
Short theoretical presentation of the learning concepts	158
Description of the module, step by step	160
Worksheets.....	166

Appendix- Psychosocial games.....	180
MODULE 8 - PSYCHOSOCIAL GAMES.....	182
<i>MOVE, LAUGH AND PLAY!</i>	182
Learning outcomes	182
Key elements	182
Methods used.....	182
Short theoretical presentation of the learning concepts	182
Description of the module, step by step	191
MODULE 9 - PEER SUPPORT FOR EDUCATORS.....	200
Module aims and objectives.....	200
Learning outcomes	202
Key elements	202
Methods used.....	202
Elaboration of theoretical background	202
The benefits of Peer Support in Second Chance Education	203
Description of the module, step by step	204
Worksheets.....	207
Networking using Childhub	208
C. TRAINING TOOLS	231
List of materials	231
Tips for the trainer.....	232
Sample of agenda for the training.....	233
Evaluation of the training	237
Follow up tools	237
D. BIBLIOGRAPHY AND WEBLIOGRAPHY.....	240

A. INTRODUCTION

Who or what is Robin?

ROBIN (as the heroic character) is giving a hand (depicted in the project logo) to children that are affected by migration and find themselves lost in the country of destination (or return), in a different educational system, thus experiencing difficulties of social exclusion. Providing quality and appropriate educational services to these children preventing them from being exposed to abuse, exploitation and trafficking.

ROBIN is a transnational project carried out in 5 countries: Romania, Bulgaria, Austria, Italy and Spain which started in November 2015 and finishes in October 2017. *ROBIN* is the acronym of the project's title: *Reinforcing cOmpetences to Build Inclusion through a New learning methodology*.

To ensure that children on the move complete their education, *ROBIN* aims to equip teaching staff of second chance (SC) education programmes with tools that extend their capabilities to provide specific support by developing an inclusive learning methodology. *ROBIN* stimulates the exchange of best practices between European educators and develops integrated training methods that focus on learning, coaching and support by means of psychosocial activities.

By means of this project, educators will be able to provide educational space within the current SC framework, where children affected by migration can discover and develop their interests and (re) build their life skills, thus lowering the level of early school dropout and preventing children affected by migration to be (at risk) of exclusion.

This project is carried out transnationally as the phenomenon of children on the move is widely spread at EU level with lots of similarities regarding their early school leaving and need for enrollment in second chance programmes. The consortium is built in order to come with a common approach and to exchange practices, expertise to develop the new learning methodology that can afterwards be easily transferred to other EU countries.

Partners have longstanding expertise in the field of social inclusion of disadvantaged groups bringing together two foundations with expertise in child protection, two NGOs specialized in education and one adult education centre. From a geographical point of view Mediterranean Europe (Spain and Italy), Central Europe (Austria) and Eastern Europe (Romania and Bulgaria) are represented in the project consortium giving it a full coverage of different context within the EU. In the migration context: Romania and Bulgaria are predominantly countries of origin; Italy and Spain as countries of destination, and Austria as a transit country.

Context

Why a new methodology?

As a result of the refugee/migrant crisis/ economical relocation, each of the partners in their countries are confronted with a higher number of children affected by migration and an increased need for inclusive learning methodologies in both regular schools and SC programs.

Second chance programmes have been developed as a mean to reintegrate children and youngsters of any age in the school for the purpose of obtaining minimum qualifications as they are under-qualified early-school leavers who do not have access to employment and lack basic social skills to be adequately integrated into society, making them more vulnerable and exposed to abuse, exploitation and trafficking. These programmes can be found along European countries, but their structure and format differ from one country to another.

The main aim of the project is to develop an innovative learning methodology that will reinforce educators' personal and social capacities to support the successful social integration of children on the move, currently enrolled in second chance programs. To reach this aim, the project started with analysing the current situation and context of SC programs and the educational attainment of children affected by migration.

The analysis showed that children on the move often are either school drop-outs or experience disrupted periods of school attendance because of their travel status. They are therefore regularly included in the SC education system that differs from country to country. At present, the educational plans in SC are mostly the same as the curricula for regular students, which is seen by most educational experts as negative. Children affected by migration need time to adapt to their new setting and even after this, their development and knowledge is not necessarily equal to regular students. There is a need for a more individualized approach and integrated educational programmes, rather than one-size-fits-all curricula. The *ROBIN* methodology can be implemented alongside mainstream educational programmes, adding this integrative, participative, and interdisciplinary approach. An approach based on non-formal activities that stimulate social and multi-ethnic integration and use participative tools that motivate students to learn.

Migrant children are put in class together with other marginalized students such as ethnic minorities, children with special needs and even with adults. This means that SC educators require a good understanding of their specific educational needs and can use effective and innovative training methods that are suitable for working with different students. This was the main reason for developing this project and this also came out from the baseline studies conducted within the project. The *ROBIN* methodology could support teachers in better understanding the learning needs of their students and could offer them better tools to respond to their needs.

Gaps were noticed in the initial evaluation of competences and language skills for children who intend to enrol in second chance programmes/educational systems. In all partner countries, the preliminary language classes are provided, but they are far from being sufficient. As it is impossible within the project scope to support the language learning, the *ROBIN* methodology will include elements that support multi-ethnic integration such as anti-discrimination, cultural awareness, migration and migrants' rights; and will also make use of creative, interactive tools that promote non-verbal communication as a way to support the language barrier.

Description of the different types of the learning beneficiaries

For whom?

The learning beneficiaries are educators that work with children (up to 18 years old) or young adults (up to 24 years old) on the move / children or young adults affected by migration. These educators might be teachers or trainers in public schools or private training institutions who deliver SC programmes or wish to do so.

By developing the educators' competences, the indirect beneficiaries (children on the move) are being supported in their development of their own life skills. Within the term of children on the move we refer to children and youth, may they be left behind (in origin countries), on the move in transit countries or arriving in a destination country. The definition we work with is:

"Children on the move covers all children who migrate from their country of origin to and within the territory of a European country in search of survival, security, improved standards of living, education, economic opportunities, protection from exploitation and abuse, family reunification, or a combination of these factors. They may travel with their family, or independently, or with non-family members. They may be seeking asylum, victims of trafficking, or undocumented migrants. The status of children on the move may differ at various stages on their journey and they may encounter many differing situations of vulnerability."¹

As in Romania and Bulgaria, countries of origin, children are mostly returned migrants or left behind by their migrating parents, the concept children affected by migration is better used in order to cover these as well.

Others benefitting from the *ROBIN* project's results are experts and decision makers on second chance curricula; trainers working with educators from second chance programmes, child care professionals, psychologists, social workers, NGOs working for the reduction of early school leaving and the promotion of social inclusion.

The interactive method of learning by experience

How?

A "true" process of learning takes place when the knowledge is well understood and allows the participants to include the results of the learning process into their real life, facilitating their personal and professional development and expanding their own resources. Making learning accessible increase the possibility of developing life skills and improving the level of well-being and life skills.

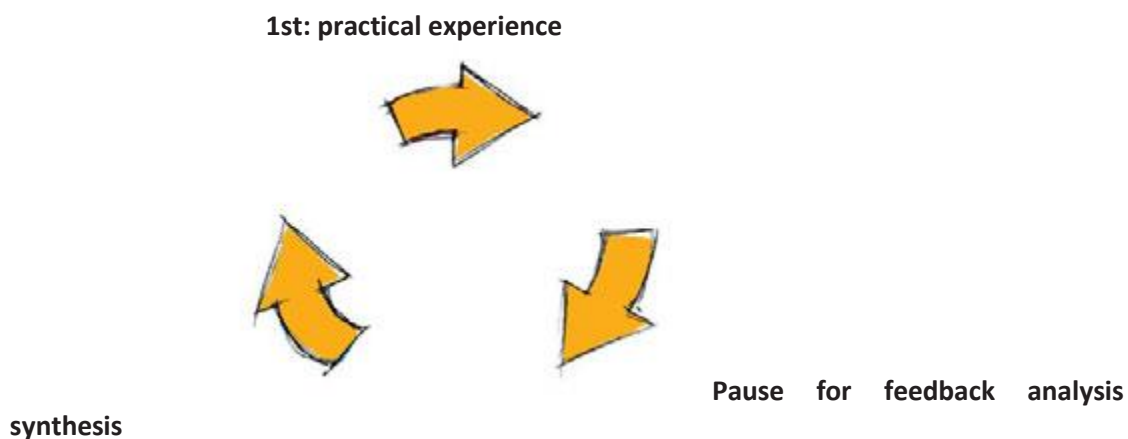
ROBIN methodology is based on an interactive approach of learning by experience.

"Tell me and I will forget; show me and perhaps I will remember, involve me and I will understand."

¹ European Forum on the Rights of the Child (2012) (see http://ec.europa.eu/justice/fundamental-rights/files/background_cps_children_on_the_move_en.pdf)

As the Chinese proverb pleads for, the theory is best understood when it comes out from the practical experience. Then, it is not only “learning” as acquiring information but rather a process of transformation that bring changes into attitudes, abilities and behaviors as well.

The theory of ‘learning by experience’ was developed by Kolb and described along the so called “**three steps of learning**”:



2nd: active experience application

Thus, there is a **first practical experience** ([practice](#)), followed by a **pause for discussion and feedback** ([analysis](#) of what has happened and [synthesis](#) of improvements to be made) and then comes the **second active experience** ([application](#) and improvement).

In adult training, we use this method of ‘learning by experience’ in the following way. At first the participants are placed in a concrete situation during a practical exercise; at a second stage, during sharing and general discussions, they link theoretic knowledge on this experience, and finally the theoretical points are applied in an exercise that puts them into practice.

Active participation (adults or youth) is essential in this method of learning. Everything comes from the participants and goes back to them, thanks to the trainer. The mental, physical and emotional involvement, the thinking and discussion after the experience, all help the person get fully mobilized for new discoveries and new behaviors. (from “*The Manual of Psychosocial Competences*”, Tdh)

ROBIN methodology pleads for an **inclusive education** which ensures that no learners are excluded or isolated from the education on offer. An inclusive approach of teaching is so important as it creates a “culture where **all** learners feel welcome, accepted, safe, valued and confident that they will get the right support to assist them to develop their talent and achieve their goals. „
(from <http://www.allfie.org.uk/pages/useful%20info/integration.html>)

The main principles of inclusive education are that all students belong – they are valued equally and deserves the same opportunities and experiences, that they learn in different ways and the last important principle is that every student has the right to be included.

(From <http://www.pbs.org/parents/education/learning-disabilities/inclusive-education/the-benefits-of-inclusive-education/>)

Learning objectives and competences developed

What is the methodology?

The methodology supports teachers in understanding better the learning needs of their students and would offer them tools in order to respond appropriately to these needs. The project itself would build a community of practices, between partners' countries for giving and receiving feedback between teachers and exchange ideas, best practices and best ways to implement the methodology.










The methodology will include elements that support multi-ethnic integration such as discrimination, cultural awareness, migration, and migrants' rights; and also will make use of creative, interactive tools that promote non-verbal communication as a way to pass over the language barrier. It makes teachers/ trainers more aware about the children's rights in relation to their status (asylum seekers, refugee, child left behind etc.).

The main aim of the methodology would be to support students to identify and reach their life goals, this will help them find motivation for learning, for continuing their studies. Besides the development of personal and social skills, students will also see the benefits from pursuing a safe and healthy life and understand the risks of some situations.

Educators as target groups of the methodology will develop personal, social, methodological and technical skills that will support them to deliver their own subjects based on the learning needs of the students.

The learning objectives were established within the curriculum on the basis of the information gathered from the focus groups, online questionnaires and in depth interviews with the educators.

Among the **specific objectives** there are:

-  Being more aware on the impact of migration on children and youngsters and have good knowledge of the rights of children and youth affected by migration;
-  Being able to facilitate opportunities for the students to improve their ability to learn, promoting awareness of learning, fostering the most important competences of 'the ability to learn';
-  Being able to support students' social skills development (conflict resolution competencies, interaction in the classroom with peer students and teachers, communication skills adapted to a context);
-  Being able to support the development of students' personal skills (emotional health, resilience, empathy, self-motivation, self-esteem, self-evaluation skills);
-  Be prepared to raise awareness on the differences and similarities between people and ethnicities and promote tolerance;
-  Being able to include psychosocial activities into the teaching process;
-  Being aware of the benefits of peer support in second chance education context and being prepared to introduce effective techniques and approaches for conducting peer support interventions;
-  Being able to integrate appropriate information technology and digital devices into the learning process;
-  Being able to make learning attractive and accessible.

Compilation of the integrated learning methodology: how has it been developed?

This integrated learning methodology was developed through different stages, leading to the development of different outputs contributing to the current result:

1. Firstly, a **research study** on the current methodologies used within second chance programmes has been carried out by all partners in their countries in order to have an overview of those ones used by educators. The research methodology included both desk research and interviews to at least 5 persons directly involved in elaboration of the curricula at national level. Then, a comparison has been developed taking into consideration the second chance programmes delivered in the partners' countries with the aim of identifying strengths and weaknesses of the current system, with recommendations for inclusive teaching methodologies.
2. Subsequently, a **needs analysis** of the target group was conducted in each of the partner countries by means of a focus group discussion with 10 educators and by filling in needs analysis questionnaires. In total, **330** educators were consulted. Based on this analysis, a better understanding of educators' needs from second chance programmes responding to issues concerning children on the move and their school performance was ensured.
3. A **curriculum** based on the findings of the research study and needs analysis has been drafted. This curriculum planned the current learning methodology, including the practical activities based on experiential learning method of the game as psychosocial tool of working with children, which develops harmoniously the soul, the mind and the body, showing them how to cooperate and work in teams, gain self-confidence, express their emotions and access their creative resources. The methodology embraces also other aspects, providing a complete and holistic approach to the topic.
4. A **pilot version** of the learning methodology was developed by partners, who worked on developing the training modules and a Training of Trainers was organized with a duration of 3 days thus discussing and testing the methodologies and activities to be implemented. 2 trainers from each partner piloted this new methodology in each country with maximum of 20 educators, reaching a total figure of **77** educators trained.
5. Taking into consideration the results of the piloting, improvements to each of the modules were done with the inputs of every partner country which collected the feedbacks of the trained educators. This finalized methodology has been implemented with approx. 100 educators per country, holding at least 5 sessions - each one lasting 3 days or in other time format according to the needs of the participants (offering them also coaching and support).

This guide is the result of the review and the collection of feedbacks described at step 4, thus enriching the pilot version of the methodology.

Curriculum

ROBIN context: Addresses professionals (teachers/trainers) working in second chance education and with children and young people with a migrant background

Training implementation: The training on the *ROBIN* methodology is built to be implemented with ~ 20 trainees, covering all 9 modules in 24 working hours (in 3 consecutive days or separately) with 2 coffee breaks and one lunch break, delivered by 2 trainers.

Trainers are free to make the training agenda (a sample is given at the Section: Training Tools) and include activities to be implemented during 24 hours depending on the profile of the target group. In order to reach the specific objectives of the methodology, all modules must be covered, with the remark that not all proposed activities within one module are mandatory to be implemented.

MODULE	TRAINING AREAS AND COMPETENCES	METHODS/TOOLS	LEARNING OUTCOMES	EU Key Competences (Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning (OJ L 394, 30.12.2006, pp. 10-18))
LEADERSHIP & MOTIVATION.	<ul style="list-style-type: none"> - Understand leadership qualities and values - Self-motivation - Goals setting 	<ul style="list-style-type: none"> - Work in groups - Workshop - Storytelling - Worksheets - Discussion 	<ul style="list-style-type: none"> - Be able to make the students understand and define leadership; learn and reflect upon the qualities of a positive leader; identify leadership values in practice. - Be trained to show the students ways to assess one's own competences as a leader and to motivate oneself through having clear own personal goals. 	Sense of initiative and entrepreneurship
LEARNING TO LEARN	<ul style="list-style-type: none"> - Learning modalities and strategies 	<ul style="list-style-type: none"> - Plastic activity - Quiz - Discussion 	<ul style="list-style-type: none"> - Be able to show the students to: organize one's own learning, 	

	<ul style="list-style-type: none"> - Application of knowledge - Learning management 	<ul style="list-style-type: none"> - Work in groups - Game 	<p>motivate oneself and persist in learning objectives.</p> <ul style="list-style-type: none"> - Be prepared to teach the strategies to gain, process and assimilate new knowledge in an effective way and to use prior learning and life experiences to further learn. - Be trained to show the students to self-evaluate learning outcomes. 	Learning to learn
EMOTIONAL AND PHYSICAL HEALTH	<ul style="list-style-type: none"> - Emotional management - Resilience - Stress relief methods - Children and migrant's rights - Building a life plan 	<ul style="list-style-type: none"> - Work in group - Discussion - Game 	<ul style="list-style-type: none"> - Have the skills necessary to show the students to recognize, manage, and express own emotions using positive thinking and stress relief methods; to build empathy; to understand resilience, how to better face difficulties and build self-esteem. - Be trained to raise students' awareness of the benefits of a healthy lifestyle; of the internal and external resources available to increase one's own well-being; of children's and migrant's rights. - Be qualified to Protect oneself from dangerous environments, being 	Cultural awareness and expression

			<p>able to recognize risky situations</p> <ul style="list-style-type: none"> - Be able to guide students to build life plans (career, personal goals, role model etc.). 	
<p>COMMUNICATION WITH THE RECIPROCAL MAIEUTIC APPROACH</p>	<ul style="list-style-type: none"> - Quality communication - Understand communication as a form of exchange and share, conducting to reciprocal enrichment 	<ul style="list-style-type: none"> - Work in group - Discussion - Game - Reciprocal Maieutic Approach 	<ul style="list-style-type: none"> - Be able to explain to the students the importance of correct communication. - Be trained to help the students to improve their listening skills and quality of own communication. - Be prepared to stimulate the students to communicate with respect towards other people. 	<p>Cultural awareness and expression</p>
<p>SENSITIVITY <i>Equality in differences</i></p>	<ul style="list-style-type: none"> - Accepting differences - Patience and tolerance - Empathy - Social and cultural adaptation 	<ul style="list-style-type: none"> - Work in group - Discussion - Presentation - Artistic activity - Role play 	<ul style="list-style-type: none"> - Be prepared to raise awareness of the differences and similarities between people and ethnicities - Be empowered to build tolerance and patience - Have the capacity to break stereotypes and promote empathy - Be prepared to create social and cultural adaptation skills 	<p>Social and civic competences</p>
<p>BUILDING IT AWARENESS</p>	<ul style="list-style-type: none"> - Digital communication 	<ul style="list-style-type: none"> - Project based learning - Online forum 	<ul style="list-style-type: none"> - Be prepared to apply digital means to support the learning process 	

	<ul style="list-style-type: none"> - Search for information - Digital learning 	<ul style="list-style-type: none"> - Outdoors activity - Community reporting - Small research 	<ul style="list-style-type: none"> - Be able to encourage the learners to use digital means to communicate with a larger public - Be able to instruct in the use of digital means to search for information 	Digital Competence
TEAM BUILDING <i>Individual commitment to a group effort</i>	<ul style="list-style-type: none"> - Teamwork - Freedom of speech - Interpersonal skills - Respect for other people work - Problem solving 	<ul style="list-style-type: none"> - Game - Work in groups - Role play 	<ul style="list-style-type: none"> - Be able to teach the students to appreciate differences between persons and recognize and value everyone's abilities. - Know how to make the learners act as a part of one group where everyone can express freely his/her opinion. - Be prepared to help the students improve their interpersonal skills. 	Sense of initiatives and entrepreneurship
PSYCHOSOCIAL GAMES <i>Move, Laugh and Play!</i>	<ul style="list-style-type: none"> - Supportive tools for the teaching process - Alternative teaching methods - Students personal development 		<ul style="list-style-type: none"> - Understand the characteristics of the games. - Know how to organize psychosocial activities. - Know new practical exercises to implement and raise awareness of other available teaching methods. - Be familiar with different creative activities that enable students' personal development and learning. 	Competences developed are transversal to the other ones.

PEER SUPPORT FOR EDUCATORS	<ul style="list-style-type: none"> - Appreciate the value of peer support - Recognise support needs of involved professionals - Develop peer supporting strategies for the professionals involved - Enhance professionals' engagement in peer supporting measures - Apply peer support techniques 	<ul style="list-style-type: none"> - Work in group - Discussion 	<ul style="list-style-type: none"> - Have a clear and practical understanding of the impact of peer support on the quality of the educational work in the <i>ROBIN</i> context. - Have the ability to recognize peer-support needs and options. - Have an understanding of and ability to apply a range of peer support mechanisms. 	

Tools and methods

The main beneficiaries of this methodology are the children / young adults affected by migration who cannot find their way back through the educational system, either in the destination country, because they don't know how the system works, or in their origin country because of the long period of time they have been away with their parents.

This is why the methods used in this new setting should be more interactive, different from those used in current SC programs, because of the limitations of the time, the language barriers and the specific issues these children have to deal with.

The methods described focus quite a lot on personal development. In order to offer to a child/young person a second chance, a focus should be put mainly on his/her personal development and on the development of life and learning skills. This is why the interactive methods used offer the chance to being exposed to different situations from inside, in order to find their own way to surpass the difficulties and to develop functional strategies.

The methods used through the modules are:

- a. Work in small groups
- b. Team work
- c. Storytelling
- d. Creative activities
- e. Individual work, reflection
- f. Mind map;
- g. Practical exercises;
- h. Quizzes
- i. Games
- j. Presentation;
- k. Discussion/Debates/Debriefing
- l. Project based learning;

Online forum; digital based learning. Community reporting. Evaluation and follow up

This training program comprises two forms of evaluation: the evaluation of the training programme and the evaluation of the trainees.

The evaluation of the training program

Each module should have both an objective and a subjective evaluation. The objective evaluation can be quantitative and/or qualitative, whilst the subjective one is, of course, qualitative, but gives the trainer a lot of significant information on more items than reaching the objectives of the module.

We insist on the idea of asking the participants for their feedback after each module/method/session. Like this, you can train the teachers to ask their pupils every time for feedback in order to adapt better the contents of the classes to the group.





Also, through feedback you can gather information not only on the adequacy of the information given and the difficulty level, but also on how the participants perceived the atmosphere during the class and something about the state of mind of the participants.

The evaluation of the trainees is done through a final questionnaire.

The follow-up

Any training is just a moment in time. You can offer information and tools for the trainees and you can motivate them during the training, but still this is no guarantee that they will use what they've learned in practice. This is why any training should have a follow-up, during which the trainer can offer a more adequate feedback on how the trainees put in practice the notions they've learned.

The follow-up can be organised in many different ways:

-  In the classroom (the trainees are called after a period of time 1-3-6 months, for example, to discuss how they managed to master the techniques, their successes and their difficulties;
-  Through peer-support: work exchanges - the trainees are visiting each other and see/give feedback on putting into practice of the methods or simply organise together a lesson. In this respect, you can inspire or use some of the tools presented in the Module 9;
-  Coaching: the trainer visits a school or a trainee that managed to put in practice the new methods and wants some support and feedback;
-  Using online tools: forums (here started: <https://childhub.org/en/child-protection-discussion-forum>), webinars, skype meetings in which questions are asked and answered and the trainer offers support/supplementary tools and materials, suggestions, etc.

B. STRUCTURE AND CONTENT OF THE TRAINING MODULES

The methodology comprises of nine teaching modules that represent learning areas essential to be embraced by second chance education.

The modules are the following:

1. Leadership and Motivation.
2. Learning to learn.
3. Emotional and physical health.
4. Communication with the Reciprocal Maieutic Approach.
5. Sensitivity.
6. Building IT awareness.
7. Teambuilding. *Individual commitment to a group effort*
8. Psychosocial Games. *Move, laugh and play!*
9. Peer support for educators.

These modules are included under 4 big categories: **Head, Heart, Hand and Health** (from the 4H Clover model that was introduced at the beginning of the 1900s in the USA with the purpose to help young children learn life skills to become competent, caring and contributing citizens).



Figure 1. Copyright, Iowa State University Extension and Outreach



Head- to acquire new knowledge, to improve or consolidate learning methods, to improve the learning styles, to build on new skills and abilities, to improve management skills.

Heart- to manage own emotions, to empathize with the others, to communicate verbally and non-verbally efficiently, to build relationships with others, to develop intercultural skills, tolerance and openness to the others.



Hand- to acquire and/ or improve technical skills, to improve teaching methods, to use specific tools

Health- to build a healthy lifestyle, to adopt safety behaviours in risky situations, to be physically and emotionally safe.



The personal and social competences are covered by the HEAD and HEART elements, while the technical and methodological competences are mostly included into the HAND element, reaching also the HEAD element as involves taking in new knowledge. The HEALTH element in our methodology focuses on the lifelong learning process and living safely in own community. The methodology aims at the personal development, and at the professional development, but living a healthy life is the base for the development of all the other personal abilities.

The training modules can be classified as:

1. The development of personal and social skills

- ///R Sense of initiative and entrepreneurship
- ///R Cultural awareness and expression
- ///R Social and civic competences.

2. The development of technical and methodological skills

- ///R Digital competence
- ///R Sense of initiative and entrepreneurship
- ///R Competences developed are transversal to the other ones

3. Professional development

 Learning to learn

 Social and civic competences


Each of the training modules aims at developing specific competences that are described in the curriculum [here](#). These refer to the EU key competences that promote the reducing of early-school leaving and supporting of teaching staff.


The EU key competences reached by the training modules – as specified in the table above at p. 13 are:


- Digital competence.
- Learning to learn.
- Culture awareness and expression.
- Sense of initiative and entrepreneurship.
- Social and civic competence.

Modules content

Explanation of the module contents:


 **Learning Objective:** Defines what the module is trying to achieve i.e. tells participants what the module is about.


 **Learning Outcome:** A *specific* statement that describes exactly what the learner will be able to do or know (in some measurable way) as a result of the course. There may be more than one measurable outcome defined for a given competence.


 **Competence:** A *general* statement that describes the desired knowledge, skills, and attitude/behaviour of the 'certificated' person (or person completing a course). A competence is commonly defined as the knowledge, applied skills and aptitudes/behaviours that enable people to successfully perform in professional life.


 **Key elements:** The main *content* of the module. List of activities included in the module.

 **Methods used:** The methods used within the activities of one module.

 **Short theoretical presentation of the learning concepts:** The learning concepts addressed within one module are introduced. It can be presented either at the beginning of one module, the end or interlinked with the practical activities.

 **Description of the module, step by step:** A table including all practical activities, easy to read list with specific details to take into account for the implementation (timing, setting etc.).

 **Worksheets:** Handouts to be given to the trainees for the specific activities mentioned as key elements and in the description of the module.

 **Appendix with psychosocial games:** Proposals of psychosocial games that can be implemented with the students during classes or within extra-curricular activities.

Before starting with the modules and the implementation of the methodology, remind to your trainees to be always aware of their own learning process. Moreover, be sure if the concepts at the basis of the training are clear enough. Finally, set up a learning environment where all different point of views are valuable and where trainees can feel free to express their opinion.

Introductory part

Introduction to the training should inform the trainees about the development of the methodology within Robin project; the specific objectives of the methodology and a short summary of the modules.

After any type of ice breaking game and the option of asking for the trainees' expectations and fears, the first proposed activity would aim at informing participants about the rights of children and youth affected by migration and how to keep children safe while implementing educational activities with them.

The rights of children affected by migration

When dealing with children affected by migration, the educators should have in mind all the time to work with them according with the Child Rights convention, and to offer them an education based not only on child's needs, but on child's rights.

In the context of migration, the protection of children's rights represents one of the most important aspect to be considered. Children affected by migration are more vulnerable to abuse, discrimination and violence while they require more attention because of their specific needs. Protection of children's rights in this context can be provided by ensuring that migration policies are not discriminating, are addressing the process of migration from a child and gender perspective and are respectful of human rights norms and standards.

The Convention on the Rights of the Child is the most widely ratified international human rights treaty. It contains a comprehensive set of legally binding international standards, and elaborates on many of the general provisions contained in earlier instruments with specific reference to the rights of the child. The Convention applies to every child, regardless of categorization, or of his or her nationality or immigration status. This Convention is thus a key standard of protection for all children in the context of migration.

Non-discrimination

In the Convention (art. 2, para. 1) the principle of **non-discrimination** is clearly stated: "to each child within their [States Parties'] jurisdiction without discrimination of any kind". This entails that no discrimination shall be done on the basis of nationality, immigration status or statelessness. Children should also be protected against discrimination or punishment on account of the status of their parents, legal guardians or family members (art. 2, para. 2).

The best interests of the child

The principle of the **best interests of the child** states that “in all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration”². According to this, all authorities and institutions that come into contact with children in the context of migration are required to determine that their actions are primarily concerned with protecting the interests of the individual child. This principle should override all others, including conflicting provisions of migration policy should these arise.

The right to life, survival and development

One of the fundamental rights is **the right to life of the child** (art. 6 of the Convention on the Rights of the Child). This would go beyond physical survival and include also the development of the child as much as possible (art. 6, para. 2). The development of one child is encouraged by the non-discriminatory access of migrant children to economic, social and cultural rights and promoting the concept of leisure and play.

Another aspect of importance is protecting children affected by migration from exploitation, detention and separation from their families in contradiction of their best interests.

Right to be heard

Children have the right for their voice to be heard, to be involved on issues that concerns them. Every provision of the Convention is highlighting the child’s participation right, to freely express their views and also to be heard in judicial or administrative proceedings affecting them (art. 12).

In the context of migration, children should be heard in the judicial or administrative settings including in all aspects of immigration and asylum proceedings (such as in the context of the detention or deportation of themselves or their parents).

The right to identity and the principle of family unity

Some children are often not registered at birth, especially in the case of those children born to irregular migrants. As some of the irregular migrants do not have valid ID documents, their children cannot be registered in the host country or do not want to have them registered because of a potential deportation. Articles 7 and 8 of the Convention are describing the right to an identity, to be registered

² article 3, paragraph 1, of the Convention on the Rights of the Child

immediately after birth in the relevant civil register. In the context of migration, this would apply also to “asylum-seeking, refugee or migrant children – irrespective of their nationality, immigration status or statelessness”.

Ensuring the rights of the children in the context of migration is dependent on the children birth registration. The child must be registered in order to secure other rights such as to education and to health, to protection from child recruitment and from trafficking.

Access to social services: Education

Children in the context of migration can face different obstacles when accessing education. They can face discrimination under the form of xenophobia and racism in the classroom, pressure from their families to earn an income than going to school.

The Convention on the Rights of the Child provides, in article 28 that primary education should be universally available for free “to all” and that different forms of secondary education, including general and vocational education should be made them available and accessible to every child.

The Committee on the Elimination of Racial Discrimination has called on States to “avoid segregated schooling and different standards of treatment being applied to noncitizens on grounds of race, colour, descent, and national or ethnic origin in elementary and secondary school and with respect to access to higher education”.

Protection of the children left behind in countries of origin

Children left behind by their migrating parent (s) are being impacted differently than children on the move. They can benefit from their financial support of their parents that enable them to go to school, improve their housing situation or access better health services. But they are some that can suffer from neglect, various forms of abuse from guardians, stigmatization and be in diverse risky situations as they take on other roles beyond their age. For all children left behind the psychological impact is high.
















In the countries of destination, family reunification policies should take on the situation of children left behind in order to enable children to join their parents who have migrated.

Here below, you can find a handout on the Rights of Children affected by migration that can be printed:

The Rights of Children Affected by Migration






The International Convention of Child's Rights must be respected for all Children and Young People on the move, wherever is the country where they live in the present. *Robin* methodology was created to improve and strengthen their like skills and increase their access to second chance education. We would like to increase **awareness** related to their Child's rights and assure through the teachers that they are well informed and understand their rights, thus being able to defend and fight for them.

We found important to highlight the following selection of rights. (from http://issuu.com/urmata/docs/conventia_drepturile_copilului= and from the Articles of Child's Rights Convention))

-  Children and young people have the right to be treated like everyone else and not to be discriminated no matter what their religion, ethnicity, sex, age, health state or material situation is.
-  Children and young people have the right to a healthy mental and physical development. They have the right to go to school and to be able to study.
-  Children and young people have the right to be safe! No one is allowed to take advantage of them in any way!
-  Children and young people have the right to a name and a nationality. The right to know who they are and where they come from!
-  Children and young people have the right to proper nourishment, to a home that meets the proper hygiene conditions. They have the right to be protected and to have access to medical services whenever you need them!
-  In case you they are disabled young men/women, they have the right to receive special care and an education that allows you to be a part of the society.
-  Children and young people have the right to receive love, compassion and care.
-  Children and young people have the right to have time and space to play and the possibility to participate in recreational, cultural and artistic activities.
-  children and young people have the right to express your personal opinions and to be asked to give such opinions in every decision that may affect them.
-  Children and young people have the right to live with your parents, except for the situation in which they are putting your life in danger or they do not take good care of you. Children and parents have the right to leave any country and return to their own country in order to be together again and to maintain the parent-child relationship.
-  Children and young people have the right to be protected against kidnapping. No one, not even their family, has the right to illegally take them out of the country, to keep them or to obstruct them from coming home.
-  Children and young people have the right to be protected against any form of abuse or exploitation, against any bad treatment that would hurt them.
-  If children and young people are refugees, they have the right to receive special protection from the authorities of the country they are in.
-  If they belong to a certain minority, they have the right to have and to keep their own culture, to practice their own religion and to speak their own language.
-  If children and young people are suspected or accused of breaking the law, they have the right to receive help, assistance and special protection. During any discussion with the policeman or the judge, you must be assisted by a lawyer, by your parents or by a psychologist.








For introducing the Child Rights topic, here below you can find samples of activities

“The Power walk”

-  Power Walk (Source: UNICEF: <http://www.unicef.org/tdad/jjpowerwalk.doc> and SECOS Young People’s Participation Group).
-  Give each participant a piece of paper with a character written on it. The characters are listed in the attached resource: Power Walk characters. If there are fewer than 25 participants, reduce the number of characters, making sure you do not take out too many from one group (e.g. all the powerful ones, or all the vulnerable ones and have a mix of genders, ethnicity, sexuality etc.).
-  Explain to the trainees that they should stand in an open space. Participants should all stand in a row. The trainer will read out some statements.
-  Each trainee should take two steps forward if their response to the statement is a Yes. One step forward if their response is a maybe/possibility. Stay where they are if the answer is a no.
-  Once the statements have finished or the group is significantly ‘spread out’ ask people to stay where they are and facilitate a discussion using some of the reflection questions below.

“The balloon game”

Instructions:

-  1. Count the number of participants and divide that number by four. Ask for some of the volunteers to form a group of that size (don’t give any more information than that). Step out of the room with this group. They will be Group One. Distribute the balloons to them and instruct them to blow up the balloons and to tie them tightly to their wrists, ankles or any part of their body. Tell them nothing else.
-  2. Request another group of volunteers (same number as group 1) to step out of the room with you. Their instruction is that when the game starts they must each stand by one person with a balloon and protect that one person only. They must not talk at all. They are Group Two.
-  3. Request a third group of volunteers of 2 or three people. Tell them that their task is to pop all the balloons as quickly as possible, they can strategize however they like. They are Group Three.
-  4. The remaining participants are told to watch. They are Group Four. Do not inform group 1 or 2 or 4 what the aim of the game is. Only group 3 knows.
-  The Game: Have everyone re-enter the room. 2. Call the group to silence. 3. Instruct group two to stand one-on-one by the group one. 4. Start the game.
-  5. The game is finished after one to two minutes. Usually one minute is enough to pop most or all of the balloons.
-  Debriefing: Group Three represents those adults who have no regard for child rights and therefore abuse children in a variety of ways. Group three can also represent negative actions that can harm children. Group Four represents those people who just watch and do nothing. They may want to do something but don’t know what to do. Or they may not think that something is so wrong.

Supplementary resources on child rights:

-  <http://resourcecentre.savethechildren.se/sites/default/files/documents/5403.pdf>

Safeguarding Against Abuse and Exploitation at school or within extra-curricular activities

We can think about general guidance including:

- Raising awareness of what abuse and exploitation means and children's right to protection.
- Identifying situations where children may be more at risk /more in danger – including the risks of going off with strangers.
- Recognizing the difference between an 'appropriate' and 'inappropriate' touch.
- Identifying adults who are 'safe'. People and places to go to if something bad happens.
- Understanding actions that can help protect children – such as shouting/making noise, saying NO, walking away.

An 'Appropriate' touch avoids areas covered by swimsuits /underwear and is a form of touching which does not make us feel uncomfortable. An 'Inappropriate' touch is normally a form of touching which makes us feel unhappy and uncomfortable or something people may want it to be kept a secret. Everyone keeps 'Secrets' but these should not make anyone feel unhappy or sad. Secrecy is not the same as privacy.

Good Practice Guidelines

All personnel should be encouraged to demonstrate exemplary behavior in order to promote children's welfare and reduce the likelihood of allegations being made.

The following are common sense examples of how to create a positive culture and climate.

Good Practice Means

- Always working in an open environment (e.g. avoiding private or unobserved situations and encouraging open communication with no secrets).
- Treating all young people/disabled adults equally, and with respect and dignity.
- Always putting the welfare of each young person first, before winning or achieving goals.
- Maintaining a safe and appropriate distance with players (e.g. it is not appropriate for personnel or volunteers to have an intimate relationship with a child or to share a room with them).
- Building balanced relationships based on mutual trust which empowers children to share in the decision-making process.
- Involving parents/care providers wherever possible.
- Ensuring that at tournaments or residential events, adults should not enter children's rooms or invite children into their rooms.
- Being an excellent role model - this includes not smoking or drinking alcohol in the company of young people.
- Giving enthusiastic and constructive feedback rather than negative criticism.

Recognizing the developmental needs and capacity of young people and disabled adults - avoiding excessive training or competition and not pushing them against their will.

Practices totally interdicted

A professional working with youth should never:

- engage in rough, physical or sexually provocative games, including horseplay
- share a room with a child
- allow or engage in any form of inappropriate touching
- allow children to use inappropriate language unchallenged
- make sexually suggestive comments to a child, even in fun
- reduce a child to tears as a form of control
- fail to act upon and record any allegations made by a child
- do things of a personal nature for children or disabled adults, that they can do for themselves
- invite or allow children to stay with you at your home unsupervised.

Excerpt from “A practical handbook to organizing summer camps for children”, by Terre des hommes Albania, 2012

For more guidance on the proper behaviour of the professional working the Children and Young People, please see the model of the [Code of Conduct – Child Protection Policy developed by Terre des hommes Foundation](#) – document which it is mandatory to be signed and respected by all Tdh staff / volunteers. It is a model that may be further on adapted to the specific needs and services provided by different NGO's / private and state institutions active in Child Protection and Education field.

Following this link you can find a model that can be adapted and used by your institution:

http://tdh.ro/wp-content/uploads/2017/07/r_pse_d_pol_a1_enCode-of-Conduct.pdf

MODULE 1 - LEADERSHIP AND MOTIVATION

Leadership is a transversal competence. It doesn't only apply to professional or political areas. The leadership skills are useful in everyday life contexts related to social and family life.

The aim of this module is to introduce the concept of leadership as something not strictly business-related, but as a metaphor for how to generally approach opportunities and challenges in life, how to manage the own life. In fact, leadership can be seen also as a wider attitude through which an individual can deal with challenges and opportunities in life, "leading" the events and not being overwhelmed by them.

Motivation is essential for personal and professional development. It is crucial for a person/team to be motivated to achieve any type of goal.

Learning outcomes

- a. Understand and define leadership.
- b. Learn and reflect upon the qualities of a positive leader.
- c. Identify leadership values in practice.
- d. Familiarize with tools that will help the students to assess their own competences as a leader.
- e. Acquire practical tools to work with students' self-motivation and to support the students in the achievement of a mid or long-term goals.

Key elements

- a. Find similarities.
- b. Positive leader's qualities.
- c. Leadership story.
- d. My competences as a leader.
- e. Mountain peak.

Methods used

- a. Group work.
- b. Workshop, Discussion.
- c. Storytelling.
- d. Individual work, reflection.

Short theoretical presentation of the learning concepts

LEADERSHIP

In spite of many definitions that may lead to the assumption that leadership is "making others to follow you", we can agree that there is a lot more to leadership. Leading other people is only one of the aspects of the general concept of leadership. Especially when we consider leadership applied to children and young people we have to observe the personal and internal application of leadership qualities. For young people in particular, leadership attitudes are important in terms of their future, that is, they help the young people to take the lead of their own lives.

Many people think that leadership is something that you're born with. Although it is true that some leadership attitudes are natural, there are many others that can be nurtured all along the development process of the individual. That is why the role of teachers and educators is critical in assisting the children and youth in the development of leadership attitudes, values and skills. Developing leadership in children and youngsters requires introducing leadership qualities and putting them into practice as a part of the integral and ongoing learning process. One can't pretend to instruct the children and youth in leadership overnight since it is not about a theoretical definition to memorize. It is about lifelong learning, nurturing and practicing an ample set of attitudes, skills and values that make a good leader.

According to Frances A. Karnes and Suzanne M. Bean, the core abilities and attitudes that have to be nurtured in children in order to help develop their leadership potential are as follows:

- The ability to solve problems creatively.
- The ability to reason critically.
- Facility of verbal expression.
- Flexibility in thought and action.
- The ability to tolerate ambiguity.
- The ability to motivate oneself and others.
- The desire to be challenged.
- The ability to see new relationships.

All the aforementioned abilities are transversal- they have numerous applications in many aspects of everyday life. That is why major emphasis should be placed on development of these transversal skills in school education. This can be done by blending its practical application into the instruction of the basic school subjects. Here, we don't refer only to subjects such as history that involves observing leadership skills of historical personages over the centuries. Subjects as physical and biological sciences and mathematics are ideal to incorporate activities through which many important components of leadership, such as initiating, planning, critical thinking, creative problem solving, and decision making can be developed.

It is a fact that often it is not easy to work with teenagers. They are at a point where they don't belong to the world of the children anymore and are not adults yet. The attitudes of the adults that surround them who, most of the time treat them as children but on other occasions expect them to act as adults don't help. As young people's instructor one has to search for effective techniques to introduce certain values and attitudes without producing boredom and/or refusal in the students. Here are some suggestions on how to instil leadership attitudes in your students, at the same time responding to their needs as adolescents.

- **Youth/adult partnerships** – Instead of having the traditional hierarchical relation student-teacher try to build the relations with your students on the basis of partnership, involving collaborative and cooperative attitude, respect for each other opinions, openness to students' ideas.

- **Assignment of responsibilities and decision making power** – Don't be afraid to assign relevant responsibilities to your students. Responsibilities that go beyond preparing one's own homework and studying for the exams. It could be organizing an event or an excursion, playing an important role in the organization of activities at school, participating in organizing the activities in the classroom.
- **Recognition of young people's experience, knowledge and skills** – Before making decisions ask your student about their opinion on the topic in question. This will help to create a democratic environment in your classroom and will make your students conscious of the value of their opinions and contributions. We have to make our students aware that by "leadership" we mean leadership of us as individuals and as a life attitude in order to make our own decisions.

MOTIVATION

Lack of motivation is one of the main causes of school failure among the young people. It goes hand in hand with boredom and indifference. In fact, often the difference between students that achieve good academic results and those that don't is precisely the lack of motivation and not higher levels of intelligence as some might think.

In order to combat the lack of motivation the first thing is to determine its causes, which obviously vary from one student to another.

The relation of typical motivations towards learning are, among others, the following:

- a. The desire to increase own competencies and capabilities;
- b. Be absorbed by a task, as a way to fight boredom and anxiety;
- c. The desire to reach a positive appreciation of own value (self-esteem). Feel that one is better than others or at least as good as others in determined area;
- d. The fact that the activity/task was chosen by oneself and not imposed by others;
- e. The desire to obtain acceptance and approval of other individuals, whether adults or peers;
- f. The desire to achieve external rewards (money, prize, public recognition).

In order to act towards motivating teenage students the teachers need to understand what aims are generally pursued during adolescence and determine what aims are pursued by their students in particular. Based on that and on specific needs and particular characteristics of each student the teacher can settle action guidelines for successful motivation.

Some general actions and attitudes that will likely help to foster students' motivation are:

- Helping the students to divide bigger assignments in small tasks to be performed step by step;
- Helping the students to manage their time in order to reduce stress and prevent anxiety;
- Helping the students notice the usefulness of the present learning by visualizing the connection between present studies and future professional possibilities;
- Creating a connection with reality- applying the theory into practice (learning by doing);

- Showing expectations proportional with students' capabilities by establishing clear, realistic and measurable objectives;

There is a number of motivation techniques the effectiveness of which depends on the personal characteristics of the students as individuals and as a whole group, the context of application and the pursued objectives. In this sense, the decision on which strategy to implement should be made according to the characteristics and needs of each student/group of students, which have to be properly analysed and targeted.

Among the existing motivation strategies, we can list the following:

- **Technique of connection with reality-** according to which the abstract concepts and theories shall be put in relation with the real context, familiar to the students. Some specialists in the field of educational motivation consider that, in order to arise students' motivation, new learning units should start with true events/facts related to physical and social environment on the basis of which theories and definitions can be introduced, and not the other way round.
- **Technique of initial success-** consisting of arranging exercises/ tasks the students will find easy to execute, especially when a new learning unit is being introduced or simply when the teacher observes that the students are not motivated with something in particular and claim to find it difficult. After the exercise is done the teacher should congratulate the students on their results. The initial success and praise on behalf of the teacher will likely motivate the students to keep succeeding, even if the following exercises will progressively gain difficulty.
- **Technique of active participation-** consisting of involving the students in the selection and arrangement of learning activities, in the execution of tasks and in the assessment of results. The integral involvement in the learning process will motivate the students towards major engagement and commitment and nurture their awareness of self-determination.

Other than the design and execution of the learning activities there is another factor highly important in the motivation of students which has to do with the relational dimension of schooling. To be able to successfully motivate them, the teachers have to really know their students. A good way to deepen and give value to the relationship teacher- student is through maintaining one-to-one conversations with students in order to a) create a bond of trust and complicity between the teacher and the student b) coach the students individually, according to their interests, learning pace, and specific abilities. A one-to-one conversation is an appropriate context to nurture student's confidence in their potential by:

- Demonstrating comprehension of student's difficulties and fears
- Making the student notice the real possibilities of improving his performance.
- Suggesting the student techniques of study appropriate for him
- Praising the student for his successes (no matter how small) and progress done

Description of the module, step by step

Total duration: ~2h			
Setting:	Classroom, Outdoors		
Contents	<ol style="list-style-type: none"> 1. Find similarities 2. Positive leader's qualities 3. Leadership story 4. My competences as a leader 5. Mountain peak 6. Why do I do things? 7. Motivation through positive thinking strategies 	Duration for each activity:	<ol style="list-style-type: none"> 1.~25 min 2.~30 min 3.~60 min 4.~10 min 5.~15 min 6.~10 min 7.~40 min
Activities description (summary)	<p>1. Find similarities</p> <p>Ask the participants to split up into teams of 2-4 persons. Provide each team with 2 slips of paper with names of famous historical leaders (cut out of the <i>historical leaders'</i> sheet Worksheet 1). Ask the teams to look at the names of the leaders they received and think of any characteristics these personalities might have in common as leaders. Give the participants 10 minutes to perform the task. Once the teams are done with the task, invite them to present their conclusions, justifying it. Together with the group, elaborate a common list of characteristics/ skills that make a leader, but only select those that are morally neutral; avoid mixing them up with personal qualities that could be categorized as good or bad.</p> <p>Encourage the group to jointly reflect on how a person might become an effective leader without being a good person and discuss the possible reasons for that (25 min).</p> <p>Materials: slips of paper with historical leaders names, pens, blank sheets, flipchart, markers.</p> <p><u>Suggestions for the teachers:</u></p> <p>(1) If the students don't know some of the personalities presented you might give the teams some extra time to carry on a small research on the person(s) on the internet. If</p>	Type of activity:	Discussion

	<p>you feel that the unfamiliarity with the personages is generalized among the students, you could ask the teams to shortly present their personages to the rest of the group before they proceed with the results of the exercise.</p> <p>(2) Alternatively, <i>ROBIN</i> trainers as well as the teachers, can prepare a list of names of well-known leaders in their countries, which would bring the exercise closer to the participants'/students' reality. In case of young children the list could be composed of names of known fictitious heroes from movies and books.</p> <p>(3) When conducting several activities carried out in teams make sure that the team members vary. It will help the participants to evolve as team members.</p> <p><u>Alternative:</u></p> <p>An alternative to this exercise could be the following one:</p> <p>The teacher/trainer prepares a selection of short accounts about achievements of some successful people that are not necessarily known. The students' task would be to guess what characteristics made it possible for each person to succeed.</p> <p>A very refreshing way to run this exercise would be to complement it with an out of the classroom activity where the students could meet real persons that have reached significant success.</p> <p>The reflection on what makes these people « successful » should be followed by a reflection on what would make yourself successful in your life. It would be a good transition to the formulation of aims and goals activity.</p> <p>2. Positive leader's qualities</p> <p>Tell the participants to split into teams of 2-4 persons and ask them to a) think of 2 values/2 skills/2 attitudes (one word only) a positive and</p>		
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	<p>effective leader should have in their opinion and b) draw up a definition of leadership. Give the group around fifteen minutes to perform the tasks. When the participants are ready, ask the teams to share the results. Write down all the characteristics that come up on a whiteboard and mark them each time they are brought up by a team. When all the teams have had their turns, based on the scores, make a selection of the top five values/attitudes/skills.</p> <p>Next, ask the teams to share their definitions, invite the participants to create together one joint definition based on definitions proposed by the teams. (30 min)</p> <p>Materials: blank sheets, pens, flipchart, flipchart markers, copies of the leader's qualities table (Worksheet 2).</p> <p><u>Suggestions for the teachers:</u> Make sure that the persons that present the results of the exercises on behalf of the teams vary from one exercise to another.</p> <p><u>Alternative:</u> If the participants have had difficulties identifying positive leadership values/skills/attitudes you can hand them the copies of the <i>leader's qualities table</i>. Invite the participants to read the table. Ask them whether they understand the meaning of all the words appearing in it. Explain the meaning of the words that the participants ignore.</p> <p>Then ask the participants to- working in the same groups as before- discuss the importance of the items that appear on the list and select 2 values, 2 attitudes and 2 skills they consider to be the most important in a good leader. Following, each team will present their selection. Write the characteristics down as on the flipchart as they appear and mark them each time they are brought</p>	Discussion	
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	<p>up by a team. When all the teams have had their turns, based on the scores, make a selection of the top five values/attitudes/skills.</p> <p>3. Leadership story</p> <p>Have the group divided in teams of 3 to 4. Instruct the teams to create a short story transmitting leadership values and featuring characteristics of a positive leader. Tell the students that the story doesn't have to be situated in a professional context, it could as well refer to community life, informal group of acquaintances, family, etc. It can refer to a situation the participants have experienced or it can be imaginary. Tell the teams that they will have to present their stories in front of the rest of the group. Invite the participants to be imaginative. Tell them that the presentation could take form of children's tale narration, role play, mime show, etc. Put a time limit to the presentation of the story (approx. 5 min per team). Give the group around 20-25 min to create the story.</p> <p>Meanwhile the teams are presenting their stories, ask the rest of the group to identify leadership qualities that appear in each story. After each presentation, the public will point to qualities they identified and the creators will tell whether those are in fact the characteristics they intended to express with their story(60min).</p> <p>Materials: blank sheets, pens.</p> <p>4. My competences as a leader</p> <p>Before carrying out the activity with the participants invite them to reflect upon:</p> <ul style="list-style-type: none"> - Why leadership is an important competence also for me? - What does it mean if I have a look on my actual situation (participation in a second chance educational measure)? 		
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Discussion –
Reflection

	<p>Afterwards, give a copy of my competences as a leader template sheet to each participant. Ask them to look at the list of values, attitudes and skills characteristic of a leader (see the Leader's qualities table Worksheet 3) and choose those they believe to already have and those they don't think they have but would like to develop and write them down on the sheets.</p> <p>(10 min)</p> <p><u>Tips for the teachers:</u></p> <p>(1) In order to deepen in the outcomes of this activity on individual level, you might schedule a private tutoring time with each student, so that you could ask the students personally about the competences chosen: a) the competences that they think they have, could they bring up a situation/ circumstance that made them realize that they have the competence(s) in question? b) The competences they would like to develop, why did they chose these competences? Where they thinking of some particular personal/professional purposes that they could serve? If so, what are these purposes? Asking the students these questions will likely help them to dig deeper into their own motivations by means of reflection. Additionally, it will provide the teacher with the information necessary to perform his/her orientation and motivation labor as educators (10 min).</p> <p>(2) If you consider that the worksheet provided is too complicated for your students you might create one that doesn't include all the 3 types of qualities- values, attitudes and skills- but instead refers to leader's qualities in general.</p> <p>(3) If you consider that thinking about their own leadership qualities is too complicated for the students, ask them to think about someone they know and admire for her leadership qualities and reflect on which of these</p>		
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	<p>qualities they would like to develop themselves.</p> <p>Materials: copies of the <i>leader's qualities table</i>, copies of <i>my competences as a leader</i>, pens.</p> <p>5. Mountain peak</p> <p>Before performing the activity with the students you should introduce the concept of short-term and long-term objectives, reflecting about:</p> <ul style="list-style-type: none"> - What is the difference between long-term and short-term thinking and planning? - What is the benefit of short-term thinking and planning? - What are the dangers of short term planning/ long term planning? - Why is long-term thinking and planning so important but so hard? <p>Give the students a blank piece of paper. Ask the students to think of a specific long-term goal each student would like to achieve and tell them to write down the goal. Once everybody has done it, tell the students to think of the steps they need to take to accomplish the goal. If you consider that your students are not prepared to think in terms of goals, ask them to express a wish they have for the future. After few minutes of reflection provide the students with the <i>Mountain peak</i> template and ask them to write down the steps they think they would have to undertake in order to achieve the goal/ make the wish come true.</p> <p>Once the students have completed the task, ask for a volunteer to present to the group his/her goal/wish and the steps to achieve it. Give all those students that wish to share their goal the chance to do so. By the end of the class give the students the copies of the <i>goal calendar</i> template and invite them to chronologically plan the path to their goal's achievement in their spare time⁽¹⁾(15 min).</p>	Reflection	
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	<p>Materials: Copies of the <i>Mountain Peak</i> template (Worksheet 4), copies of the <i>goal calendar</i> template (Worksheet 5), pencils/pens.</p> <p><u>Tips for the teachers:</u></p> <p>(1) If you suspect that there might be no volunteers to present their goals among the students you might as well prepare a “Mountain Peak” sheet for yourself so that you can be the one to present the results to the group which might encourage the rest to follow you and present their sheet.</p> <p>(2) If you consider that the worksheets provided are too difficult, you might suggest the students that they create their own worksheets by drawing them on blank sheets of paper.</p> <p>⁽¹⁾You might organize one to one tutoring with each of your students in order to review their goals and the steps they have set up to reach them. You could ask the students about the details on how they plan to execute the steps foreseen. You can ask them how they will proceed in case that some of the steps present difficulties. You should encourage the students to think of the possible plan (B) actions/steps in order to assure the achievement of the goal.</p> <p>6. Why do I do things?</p> <p>Before the session begins, stick bank notes or coins under several chairs in the room. To run this activity, choose a moment when all the participants are seated on their chairs. Ask the participants to raise their right hand. Once they have done it, thank the participants. Ask the group why they executed the action. Most of them will answer that they did it because they were asked/ kindly asked to do so. Continue by asking the participants to stand up and lift their respective chairs. In all probability no one will make the move. While the participants are hesitating, ask them “And if I told you that there is money under the chairs?” If they still don’t move, say “Indeed, there IS money under some chairs”. By now, the</p>		
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Reflection

	<p>participants will likely be standing up and lifting their chairs.</p> <p>Here some questions for the reflection on the subject:</p> <ul style="list-style-type: none"> - Are the motives to do something external or internal to the individual? - Why was it more difficult to motivate the group to act with the second request? - Where the participants motivated by the money? - Which is/are the best ways to motivate someone/ oneself? <p>7. Motivation through positive thinking strategies</p> <p>Description: Hand out the copies of “Ten mechanisms of negative thinking” sheet to the participants. Introduce the 10 mechanisms to the participants, giving concrete examples for each mechanism. You might ask the participants if they can think of any other example then the one offered by you. Then, ask the participants to split in small groups of 3 to 5. Hand the copies of the “Make it positive” worksheet to each group (one per participant or one per group, as you wish). Ask them to read the negative statements written in the worksheet and identify the negative thinking mechanism/s contained in each. Then, ask the participants to work in groups reformulating the statements into a positive - or at least neutral - meaning. Give the groups at least 15 minutes for the task (if you have sufficient time you may allocate more time here). When they are done with the task, read the first statement and ask the groups to read aloud their alternatives to it, one by one. Discuss the similarities and the differences between the different proposals.</p> <p>During the activity discuss and put emphasis on the ways to fight the negative thinking:</p> <ul style="list-style-type: none"> ✓ Stop the train of negative thoughts by telling yourself: this is not true, it’s a lie... 		
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	<ul style="list-style-type: none"> ✓ Unmask the negative thoughts mechanism at stake. ✓ Conduct a realistic analysis of circumstances or matter at stake. ✓ Generate positive thoughts, trying to see the good side of the things. ✓ Self-affirm your own value and possibilities in a realistic and, at the same time, positive way. <p>Sources:</p> <ul style="list-style-type: none"> - http://www.msssi.gob.es/ca/ciudadanos/proteccionSalud/adolescencia/docs/Ado5_1.pdf 		
Supplies:	Pens, blank sheets, flipchart, flipchart markers. Copies: <i>leader's qualities table, my competences as a leader, Mountain Peak template, goal calendar template, historical leaders sheets cut</i>		

Worksheets

Worksheet 1. Historical Leaders

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Nelson Mandela	Margaret Thatcher	Mahatma Gandhi	Martin Luther King	Che Guevara	Vladimir Lenin
Hugo Chavez	Steve Jobs	Julio Cesar	Napoleón Bonaparte	Adolf Hitler	Pope John Paul II

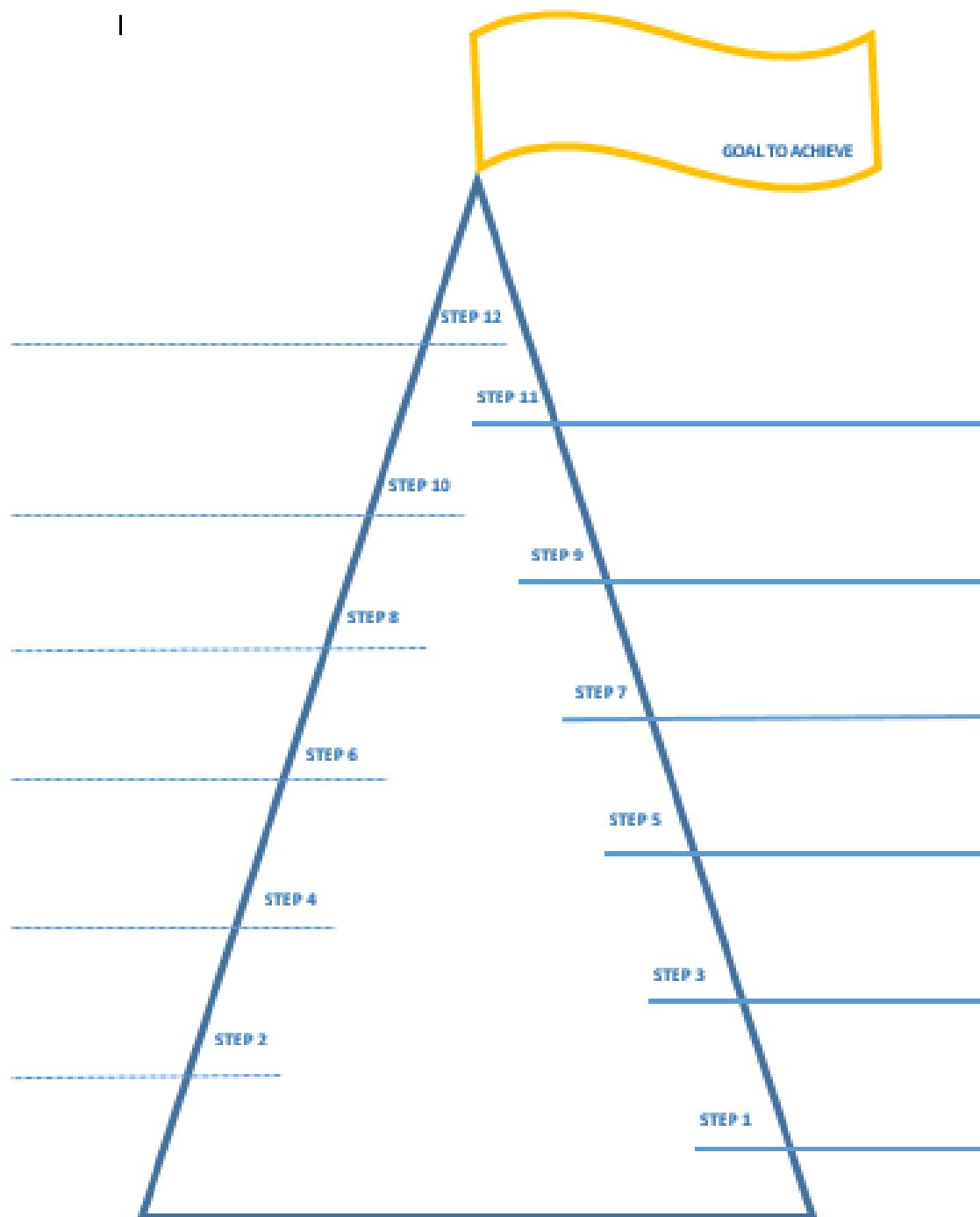
Worksheet 2. Leaders qualities

Values	Attitudes	Skills
Trust	Open	Charisma
Integrity	Enthusiastic	Decision making
Honesty	Setting example	Concentration
Humility	Inspiring	Strategic planning
Excellence	Self-confident	Problem solving
Compassion	Self-controlled	Competence
Cooperation	Determined	Conflict resolution
Fairness	Open-minded	Project planning
Loyalty	Mature	Motivating others
Independence	Balanced	Communication
Effectiveness	Self-reflecting	Negotiation
Civility	Curious	Organization
Devotion	Self-demanding	Goal setting
Respect	Reliable	Intuition
Responsibility	Flexible	Practicality
Generosity	Perseverant	Resourcefulness
Courage	Grateful	Wisdom
Fidelity	Hard working	Listening
Equality	Tolerant	Persuasion
Faith	Reliable	Delegation
Honor	Kind	Time management
Professionalism	Ambitious	Stress management
Optimism	Disciplined	Creativity
Recognition	Authoritative	Mentoring
Justice	Strict	Risk management
	Friendly	Team work
	Straightforward	Empathy

Worksheet 3. My competences as a leader

AS A LEADER	I have already...	I would like to develop...
My values		
My attitudes		
My skills		

Worksheet 4. Mountain Peak



Worksheet 5. Goal Calendar

I want to:

Year	January	February	March	April	May	June	July	August	September	October	November	December
2017												
2018												
2019												
2020												

Worksheet 6. Motivation through positive thinking strategies

MAKE THE STATEMENTS POSITIVE!



My brother doesn't want to go to the cinema with me. And we like cinema so much! He's not interested in spending time with me. He swallows me only because I'm his brother.

I have failed three subjects. I will never manage to pass them. The teachers hate me. I will never make it out of this pit.

Carmen hasn't kept my secret. I can't trust anyone. Everyone betrays me.

The girls are not interested in me. I'm so short...

Juan is so annoying! I can't stand him. Even if the boss and other people in the department can't see it, it's obvious that he can't do his job properly.

I don't need any help to carry out this project. It's nonsense to have three people executing it if I can do it alone. What is more, I will do it better alone!



My nose is huge. I'm so ugly, no boy will like me.

I'm sure that I won't pass the exam. I'm a total failure and I won't remember anything. You'll see, it will be a disaster.

Pedro has laughed. I'm sure that he laughs at me. Everybody laughs at me.

It has been six months since I've lost the job. I have been sending my CV to companies all this time. No one answers me. What can I do? Nothing more can be done...

I don't know anyone here. All the people look at me strange. I am weird.

The building sales transaction finally hasn't worked. The buyers stepped back in the last moment. After a year's work! Everything was working good- the team was so committed... I'm sure that it's the fault of the last meeting I had with the buyers. I hadn't taken sufficient precautions...



I had a salary raise of 5%. Nevertheless, my boss has told me that I have to gain more clients this year. He also told me to be more thorough when writing reports. ¡What a disaster!



This job interview is crucial. If everything goes right and they hire me, I will accomplish the objectives I have worked towards all my life. On the contrary, if I don't achieve it, I will be finished

Worksheet 7.

10 MECHANISMS OF NEGATIVE THINKING

Mechanism	Definition	Typical statements
Hyper-generalization	Draw general conclusions out of one-off occurrences	Everyone... Always... No one...
General designation	Make simplistic statements that offer a distorted vision of oneself	I am a/an... I am very
Negative filtering	Concentrate only on the negative side of the things	This is wrong/bad...and this...and this...and this...
Polarized thinking	Perceive things as entirely good or entirely wrong	I'm totally... It is completely...
Self-accusation	Feel guilty of everything that goes wrong,	I should have avoided it somehow... I always ruin everything...
Personalization	Perceive that everything going around always has to do with oneself	They surely refer to me... He said this because of me...
Projection	Believe that the others see the things as we do	Why don't we do this, my brother likes it...? I'm cold, put on a jacket...
Hyper control	Believe that everything is under one's control	I can do everything...
Hypo control	Think that nothing is under one's control	I can't do anything... What has to happen will happen...
Emotional reasoning	Use feelings, sympathies, prejudices or dislikes to assess the reality	I don't like him, then he makes it wrong... She is cool, then what she has done is good

THE KEYS TO OVERCOME THE NEGATIVE THINKING

- ✓ Stop the train of negative thoughts by telling yourself: this is not true, it's a lie...
- ✓ Unmask the negative thoughts mechanism at stake.
- ✓ Conduct a realistic analysis of circumstances or matter at stake.
- ✓ Generate positive thoughts, trying to see the good side of the things.
- ✓ Self-affirm your own value and possibilities in a realistic and, at the same time, positive way.

Appendix – Psychosocial games

"The Blazon" - The trainees are invited to make a blazon to feel more protected in face of challenges encountered, aware of their qualities motivated to «fight» for their dreams and personal objectives.

The blazon is split in four parts and these parts will be completed with:

1. the things they like;
2. their friends;
3. a success they had / a positive experience for their well-being and self- appreciation;
4. their qualities.

In the middle of the blazon, it will be described their objective / one «personal treasure» they would like to reach (Source: Good practice guide – Creative techniques, UNICEF & International Foundation for Child and Family).

"Standing in a certain order" is a game that works on cooperation skills and good as well as an exercise to introduce the leadership concept. The group dynamic is very important at this stage and highlights the way the trainees communicate and support each other

For this game, each player needs a chair or something to stand on in a circle. The players should be close enough so that they can step from one object to the next without setting foot on the ground, but far enough so that it requires dexterity and help from the neighbour. The aim is for the players to put themselves into a certain order in a set time (approx. 10 minutes depending on the size of the group), following criteria chosen by the animator, for example in order of height. The players then have to move from one chair to the next without touching the ground until they are organised from the smallest to the tallest. Putting themselves in alphabetical order (of first names) is another simple criteria. This allows a group who does not know each other well to learn each other's names.

Progression: to make the game more difficult new criteria can be used such as date of birth - year of birth only, or year and month, or the complete date. The same game can be played without talking so that the players have to find a non-verbal way of communicating.

"The personal road map"

The trainees are asked to reflect on what they would like to achieve within... (Choose a timeframe). Then, they should write their aims down under the flag and draw the steps they need to take to achieve this. They will write a « map » with the steps that will help them achieve their goal and as well as obstacles that may appear. For each obstacle, there is always one resource that can be used (internal or external). The steps and the map may be created in different and creative ways, using symbols, words or drawings.

The map, created individually, will describe the objectives, the qualities / resources and the obstacles encountered in reaching the professional objective. They will share it to the group and will receive support from the group in finding new resources for them.

"The Auction" creative activity

The group is split in teams. Each team will have to “invent” an educational tool that may support the process of teaching for second chance. This “ideal” and “super tool” will be named and presented to the group, accounting for its strengths and weaknesses and the opportunities and threats it presents will be expressed as well. Once the tools have been presented by all teams, the group will vote for the best tool, part of the “auction” process of this game. Teams cannot vote for their own tools.

MODULE 2 – LEARNING TO LEARN

‘Learning to learn’ is the ability to pursue and persist in learning, to organise one’s own learning, including through effective management of time and information, both individually and in groups. This competence includes awareness of one’s learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully.

This competence means gaining, processing and assimilating new knowledge and skill as well as seeking and making use of guidance. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training. Motivation and confidence are crucial to an individual’s competence (Education Council, 2006 annex, paragraph 5).

Learning to learn refers to two main categories: wanting to learn (being motivated) and knowing how to learn (learning strategies).

An interesting paradox is that we spend most of our lives learning, either consciously or unconsciously. Occasionally, we think (or are asked to think) about what we have learnt, but we rarely think about how we learn. Very often, we are not aware of the learning process.

However, increased awareness of one’s own learning processes is one of the cornerstones of developing the ‘learning to learn’ competence.

The more aware we are of learning:

- the more effectively we are able to guide and direct our learning;
- the more accurately we can identify our learning needs;
- the more intentionally we choose the learning pathways we prefer and
- the more we take control over our own learning process.

This module focuses on 4 different aspects of the “learning to learn” process:

- reflection on motivation to learn and self-consciousness about myself as a learner;
- awareness of the existence of different learning modalities;
- reflection on one’s preferred learning modalities;
- reflection and evaluation on one’s learning path and outcomes.

Learning outcomes

To promote awareness of learning, fostering the most important competences of ‘the ability to learn’:

- a. To facilitate reflection about individuals’ values, passions, motivations, strengths and unique characteristics as learners.
- b. To identify various learning modalities.
- c. To identify one’s preferred learning modalities.
- d. To identify strategies to learn better.
- e. To evaluate learning outcomes.

Key elements

- a. Collage your Learning.
- b. Origami.
- c. Learning my way.
- d. The evaluation boat.

Methods used

- a. Mind map;
- b. Practical exercises;
- c. Quiz.

Short theoretical presentation of the learning concepts

Learning to learn is a fundamental skill: being aware of learning enables young people to steer that learning in the desired direction and teachers to help them in this process.

A basic element in achieving this skill is knowing how one best learns. Therefore, knowing about one's learning style is essential.

The British Campaign for Learning defines 'learning to learn' "as a process of discovery about learning. It involves a set of principles and skills which, if understood and used, help learners learn more effectively and so become learners for life. At its heart is the belief that learning is learnable" (The Campaign for Learning, 2007).

« Learning to learn » means to make visible the process of learning and includes the following abilities:

- Ability to self-assess and document learning outcomes.
- Ability to learn with others.
- Ability to give/receive feedback.
- Ability to reflect on the learning process.
- Ability to diagnose own learning needs.
- Self-concept as lifelong and independent learner.
- Self-confidence to get involved in the learning situation.
- Readiness to take responsibility for one's learning process.
- Self-awareness of its own learning preferences.
- Openness for the unexpected and flexibility to change.

The process of « learning to learn » passes through 3 steps:

- a. Know yourself as a learner.
- b. Know yourself as a facilitator of learning.
- c. Know your target group.

STEP 1

When we talk about ‘learning’ and ‘learning to learn’, one interesting aspect is that teachers/trainers/educators, apart from being ‘learning facilitators’ for their students, are first of all learners themselves. This is the fundamental step for each learner and, even more, for the teachers. When you know yourself better as a learner, if you are a teacher, you will be in a better position to facilitate the learning of others (taking into account that different people learn in different ways from you); if you are a learner, you will be more motivated in learning, knowing which are your objectives, preferred learning styles and tools, approach in learning and strengths.

To know yourself as a learner, you should reflect on the following points:

- How do I prefer to learn?
- How do I motivate myself to learn?
- What helps me in my learning process?
- What blocks me in my learning?
- How much do I see myself as a lifelong learner?
- How do I see the role of other people in my learning?
- What kind of learning environment, methods and tools help me learn?
- How can I broaden my ways of learning?

STEP 2

To develop the ‘learning to learn’ competence of the pupils, the teacher should also question about your role in that process, the most helpful approach and attitude, the most efficient tools and methods to enable such a process to happen and make them learn in the best way.

To know yourself as a facilitator of learning, you should reflect on:

- What is my own theory about how learning happens?
- Who is responsible for the young people’s learning?
- How do I create the right conditions for learning?
- What is my understanding of the ‘learning to learn’ competence?
- What does this all mean for my role as a facilitator of learning?

STEP 3

Finally, a teacher/educator should be aware of its target group, its specific needs and learning profile. There is no one-size-fits-all solution in education.

The education process should be planned with careful consideration for the target group’s realities, expectations and challenges, building on their strengths and abilities, thus helping them to increase their self-esteem as learners.

This is particularly important when working with young people with fewer opportunities. The teacher needs therefore to be aware that everyone is different as a learner (see step 1) and try to adapt his/her teaching methods to the target group.

Therefore, he/she should reflect on:

- What is the background of my target group?
- Do I know anything about their learning histories?
- What prejudices do I have about their abilities?
- Do I need to provide any kind of enhanced support in this process?

In this sense, the role of the facilitator is to support the young learners in reaching their learning goals. All human beings are able to learn and to do it: 'bad learners' do not exist; people simply have very different ways of learning and it is difficult for the education system to recognise this and take it into account.

So, for facilitators in second chance programs, it is crucial to be aware of this negative perception of 'learning' and the poor self-image that many young people have. These conditions have a huge effect on their willingness to learn. It takes time and reflection to rediscover one's own needs and passions. The facilitator can play an important supportive and motivating role in this process.

Summarising, the role of the facilitator is:

- to recognise needs and passions;
- to give ideas and tips;
- to see potentials of learners;
- to give feedbacks;
- to motivate;
- to support the creation of a good learning environment;
- to ask supportive questions;
- to bring people together;
- to put 'learning' on the agenda;
- to listen.

Last but not least, a fundamental element in the "learning to learn" process is the reflection about the learning path once it has happened. It is important therefore:

- to reflect about motivations, expectations and fears related to the learning process, before it starts;
- to analyse the learning outcomes, the factors that contributed to the achievement of them, the obstacles met and the lesson learned;
- to identify strength and weak points in the process, thus improve it next time.

Description of the module, step by step

Total duration: ~4h			
Setting:	Classroom		
Contents	1.Collage your Learning. 2. Origami. 3. Learning my way. 4. The evaluation boat.	Duration for each activity:	1. 60' 2. 30' 3. 90' 4. 30'+ 30'

<p>Activities description (summary)</p>	<p>1. Collage your learning</p> <p>This activity helps participants to understand their motivation for learning by identifying their passions and strengths, building on these ones for planning future learning.</p> <p>This activity aims to:</p> <ul style="list-style-type: none"> • figure out what we are passionate about; • understand our personal needs, values and purpose; • learn to express who we are; • learn how to use our unique strengths and skills; • learn how to express our purpose in our own unique way; • find out what our unique vision and purpose is. <p>The activity can be implemented in two ways, both of them using the method of the “MIND MAP”.</p> <p>A mind map is a diagram used to visually organize information. A mind map is hierarchical and shows relationships among pieces of the whole. It is often created around a single concept, drawn as an image in the center of a blank page, to which associated representations of ideas such as images, words and parts of words are added. Major ideas are connected directly to the central concept, and other ideas branch out from those.</p> <p>In a mind map, as opposed to traditional note taking or a linear text, information is structured in a way that resembles much more closely how your brain actually works. Since it is an activity that is both analytical and artistic, it engages your brain in a much, much richer way, helping in all its cognitive functions. (See the Worksheet 1: How to mind map)</p> <p>7 steps to make a Mind Map:</p> <ol style="list-style-type: none"> 1. Start in the centre of a blank page turned sideways. 2. Use an image or picture for your central idea. 3. Use colours throughout. 4. Connect your main branches to the central image and connect your second and third- 	<p>Type of activity:</p> <p>Mind map;</p>	
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	<p>level branches to the first and second levels, etc.</p> <ol style="list-style-type: none"> 5. Make your branches curved rather than straight-lined. 6. Use one key word per line. 7. Use images throughout. <p>(more info at: http://www.tonybuzan.com/about/mind-mapping/)</p> <p>1) Ask participants to prepare a collage, using photos and text from the magazines, which represents their individual strengths, personal values, motivation to learn, passions and something that makes them unique.</p> <p>The main points to reflect on are:</p> <ol style="list-style-type: none"> 1. Why I learn = motivation; 2. What I like to learn = passions; 3. How I learn = preferred learning modalities; 4. Who I am = self-awareness about one's learning history. <p>After 30 minutes of preparation, the participants arrange themselves in a circle and introduce their collage to the rest of the group.</p> <p>2) If computers are available, there are some free online tools to create digital mind-maps:</p> <p>https://coggle.it/ https://www.mindmup.com/ https://www.mindmeister.com/it</p> <p>Ask participants to create a mind map following the model provided (see Worksheet 2: MIND MAP), to reflect on the above mentioned points.</p> <p>They are free to adapt the example as they prefer, using images, words, symbols, giving space to their creativity.</p> <p>After 30 minutes, everyone will present the results to the whole group.</p>	Practical exercises;	
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	<p>The trainer can show the template as a guide to follow to facilitate the creation of the mind map; anyway, participants should feel free to express themselves as they want.</p> <p>2. Origami</p> <p>Divided in 3 (or 4) groups, participants will be asked to create an origami (we suggest to do the origami crane, which is easy for beginners) using different learning approaches:</p> <p>1) Watch the instruction video (the trainer can choose a tutorial easily findable on youtube, for example https://www.youtube.com/watch?v=RsnEFQv3uCI&t=17s);</p> <p>2) Read the instruction sheet (see Worksheet 3_origamicrane_instructions).</p> <p>Instruction in different languages can be easily find in internet; the teacher can choose to give to the students just the visual instructions or just the written ones or both together or to create 2 groups, one per type);</p> <p>3) Follow the teacher who will instruct them;</p> <p>4) Find their own way of learning (optional).</p> <p>They all will have the same time to finish the work (depending on the time needed by the trainer to do it - suggested time: 15 minutes).</p> <p>After that, they will compare the results and debrief the activity, reflecting on the different educational approaches used and their consequences: which method has been the easiest one? Which one the most difficult? Why?</p> <p>3. Learning my way</p> <p>- Basing on the previous activities and on the personal knowledge and experience of participants, the group identifies different learning modalities and each of them is written on</p>		
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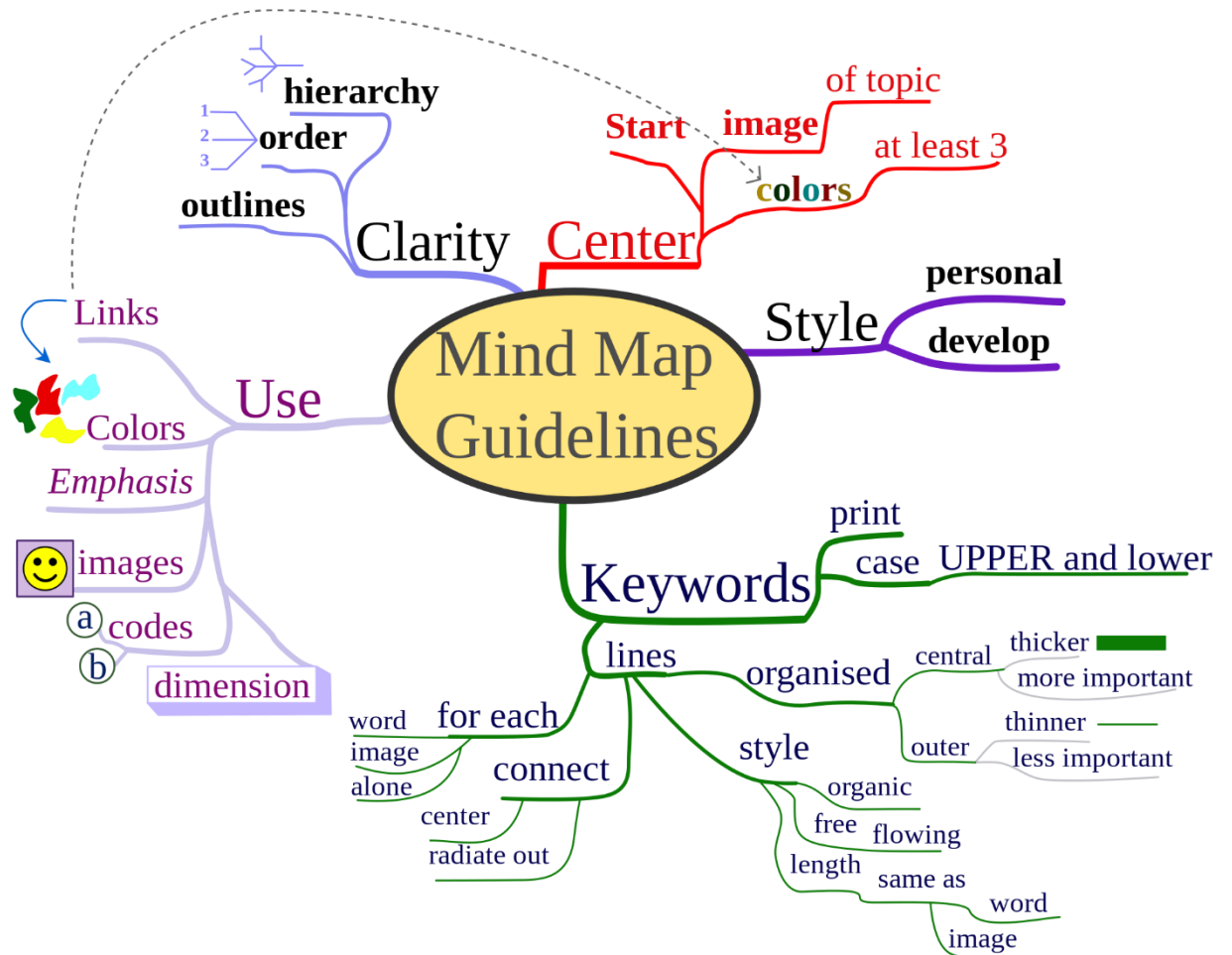
	<p>a flipchart with 6 columns, one per each learning modality:</p> <ol style="list-style-type: none"> 1. Listening 2. Speaking 3. Writing 4. Doing 5. Viewing 6. Reading <p>- Participants will receive the quiz (Worksheet 4 _QUIZ1) to identify each one's usual and preferred learning style.</p> <p>After filling in the questionnaire, they will compare their results with the others and debrief them, discussing on pros and cons of different learning modalities.</p> <p>- The trainer will prepare a set of cards printing the tips suggested for each learning modality (Worksheet 5_CARD with TIPS) and mix them up.</p> <p>Each card contains a tip to be used to improve the performance related to a different learning modality. Each participant in turn will pick a card, read it out loud and decide to which learning modality the tip refers to. The card will be attached to the flipchart in the correspondent column.</p> <p>The trainer will check the correspondence through the list (Worksheet 5_CARD with TIPS).</p> <p>- At the end of the activity, participants will reflect on the suggested tips: were participants aware of them? Are these tips useful? Why? They are also invited to suggest other tips they have experimented in their lives and discuss the usefulness of them with the others.</p> <p>4. The evaluation boat</p> <p>The evaluation of the learning path is fundamental in the process of learning to learn.</p> <p>In order to go on learning successfully, we need to know not only what we achieved but also how we</p>	Quiz.	
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	<p>managed to achieve it. We have to understand the process of learning so that we can repeat it. This training activity is meant to be used by trainers to encourage participants to reflect on the learning process and identify factors that contributed to successful learning so that these can be used again.</p> <p>Moreover, it is a good tool to understand the extent of satisfaction of learning needs which can be used by final beneficiaries to identify their learning benefits and what they still need to achieve from a learning point of view.</p> <p>Before starting the training, participants will be invited to reflect on their learning expectations, motivations and interest.</p> <p>They will draw a boat on the sea (it can be prepared in advance by the teacher/trainer): each element of the drawing represents an aspect of the learning process.</p> <p>The sun represents their learning expectation;</p> <p>the fishes/anchor the obstacles they are afraid to meet;</p> <p>the wings their motivation in learning.</p> <p>Each one will have some time to reflect and write down his/her own thoughts.</p> <p>At the end of the day or the training activities, participants will colour the learning expectations that have been achieved and write on the fishes and the wings their observations about negative and positive aspects.</p> <p>(See example of Evaluation Boat in Worksheet 6).</p> <p>Suggestion: linking this activity with the “Origami” one, the teacher can propose to build the boat instead of drawing it.</p> <p>Suggestion 2: as said before, it can be used by final beneficiaries to improve and give more value to their learning experience.</p>		
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Supplies:	<ol style="list-style-type: none"> 1. Collage your Learning: Old Magazines, Glue, Scissors, pencil, crayons, erasers. Or computers (1 per participant). 2. Origami: Computer, papers. Printed instruction (visual and/or written) of the origami. 3. Learning my way: Flipcharts, pens, quizzes printed (1 per participant), card printed. 4. Evaluation Boat: Flipcharts or papers, crayons and pens.
Tips for trainers (optional)	<p>For the activity ORIGAMI:</p> <p>The trainer should practice in advance until having the mastery of the technique to teach it to the participants of the Group 3, watching video tutorials on youtube, for example:</p> <p>https://www.youtube.com/watch?v=RsnEFQv3uCI&t=17s.</p> <p>The same video will be showed to the Group 1.</p>
Evaluation-feedback:	<p>The evaluator should ask the participants if they found useful the different learning ways, if they saw themselves reflected in one of the learning ways and if they discovered a learning path they didn't realise to have.</p>

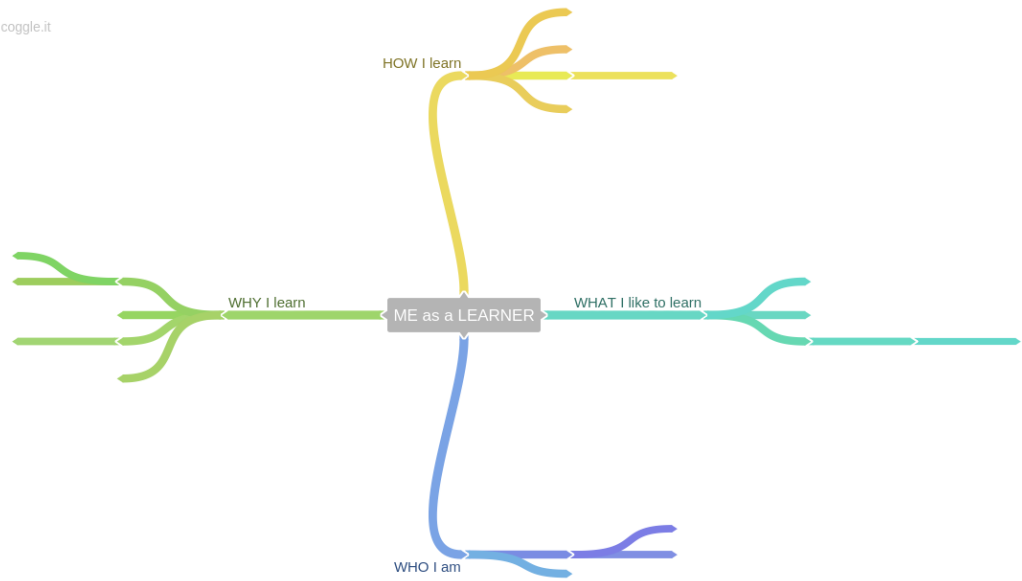
Worksheets

Worksheet 1. How to mindmap

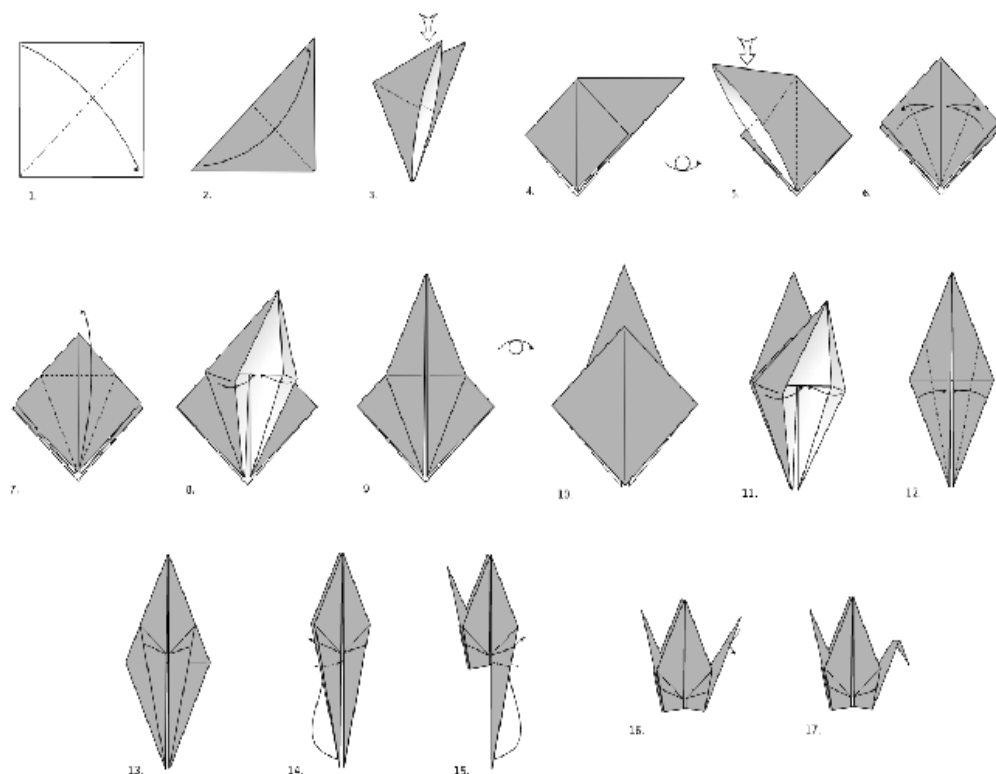


Worksheet 2

coggle
made for free at coggle.it



Worksheet 3 Origami crane Instructions



- Start with a perfectly square sheet of paper. Begin by folding one edge to meet the other and then open the paper to lay it flat.
- Next, fold the paper in the other direction.
- Fold the paper diagonally and make sure the corners are lined up. Repeat this step for the opposite direction. Bring in the side corners, while bringing the top corner down.
- After you fold in the sides, your paper should look like this. With the open side pointing towards the left as in the picture above, fold one corner of the square so that the edge is lined up with the center line.
- Repeat the previous step with the opposite flap. Flip the paper over and repeat previous steps to the other two flaps. Next, fold the top flap down and make a hard crease. Now fold it the same way in the opposite direction.

- Open up one side and lay it flat. Lift the top flap on the open end and fold it upwards, bringing in the sides like pictured above and lay flat. Repeat previous step for the other side.
- With the open end towards the left in the picture, fold in one flap in so that the edge lines up with the center line. Repeat this step for the opposite flap. Turn the paper over and do the same for the other two flaps.
- Fold over one side and lay flat. Fold up the top flap on the open end, so that the tip of the lower flap reached the tip of the upper flap.
- Fold two of the flaps over and repeat for the lower flap. Fold one flap over and lay flat.
- Fold the top flap down.
- Flip the paper over, and fold down the opposite side. Invert fold one of the upper tips to form the head.
- Pull back the other tip to form the tail. Gently pull the wings apart to form the body.

Worksheet 4- QUIZ

HOW DO YOU LEARN BEST?

PUT CHECK MARKS NEXT TO THE ITEMS THAT APPLY TO YOU.

LISTENING

- ☐ I LIKE TO LISTEN TO PEOPLE TALK ABOUT THINGS.
- ☐ I USUALLY REMEMBER WHAT I HEAR.
- ☐ I WOULD RATHER WATCH A MOVIE THAN READ A BOOK.
- ☐ I LEARNED MORE IN SCHOOL BY LISTENING TO THE TEACHER'S EXPLANATION RATHER THAN BY READING THE TEXTBOOK.
- ☐ I WOULD RATHER LISTEN TO THE NEWS ON THE RADIO THAN READ THE NEWSPAPER.
- ☐ I WOULD RATHER SOMEONE TELL ME ABOUT UPCOMING MEETINGS AT WORK THAN HAVE TO READ ABOUT THEM IN MEMOS.

TOTAL NUMBER OF CHECK MARKS: _____

VIEWING

- ☐ I GET PICTURES IN MY HEAD WHEN I READ.
- ☐ I REMEMBER FACES BETTER THAN I REMEMBER NAMES.
- ☐ WHEN I HAVE TO CONCENTRATE ON SPELLING A WORD, I SEE THAT WORD IN MY MIND.
- ☐ WHEN I TAKE A TEST, I CAN SEE IN MY MIND WHAT THE NOTES I TOOK IN CLASS LOOK LIKE AND THAT HELPS ME GET THE ANSWER.
- ☐ I REMEMBER WHAT PAGES IN A BOOK LOOK LIKE.
- ☐ I REMEMBER EVENTS IN THE PAST BY SEEING THEM IN MY MIND.

TOTAL NUMBER OF CHECK MARKS: _____

DOING

- ☐ WHEN I'M THINKING THROUGH A PROBLEM, I PACE AROUND OR MOVE AROUND A LOT.
- ☐ IT'S HARD FOR ME TO SIT STILL AND STUDY.
- ☐ I WOULD RATHER LEARN BY DOING SOMETHING WITH MY HANDS THAN READ ABOUT THAT SAME THING IN A BOOK.
- ☐ I LIKE TO MAKE MODELS OF THINGS.
- ☐ WHEN I SEE SOMETHING NEW AND INTERESTING I USUALLY WANT TO TOUCH IT IN ORDER TO FIND OUT MORE ABOUT IT.
- ☐ I WOULD RATHER GO OUT DANCING OR BOWLING THAN STAY HOME AND READ A BOOK.

TOTAL NUMBER OF CHECK MARKS: _____

WRITING

- ☐ I WRITE DOWN THINGS THAT I NEED TO REMEMBER.
- ☐ I MAKE FEWER MISTAKES WHEN I WRITE THAN WHEN I SPEAK.
- ☐ I LIKE IT WHEN SOMEONE WHO IS EXPLAINING SOMETHING TO ME USES A BLACKBOARD OR A PIECE OF PAPER TO WRITE DOWN THE MAIN POINTS, SO THAT I CAN COPY WHAT S/HE WRITES.
- ☐ I KEEP MY SCHEDULE BY WRITING DOWN THE THINGS I NEED TO DO. I WOULD BE LOST WITHOUT MY DAILY PLANNER.
- ☐ AFTER I TAKE NOTES, I REWRITE MY NOTES IN ORDER TO BETTER UNDERSTAND SOMETHING.
- ☐ WHEN I READ I OFTEN TAKE NOTES IN ORDER TO BETTER UNDERSTAND THE IDEAS I'VE READ.

TOTAL NUMBER OF CHECK MARKS: _____

READING

- ☐ I WOULD RATHER READ A REPORT MYSELF THAN BE TOLD WHAT IS IN IT.
- ☐ I LIKE TO READ IN MY FREE TIME.
- ☐ I USUALLY REMEMBER INFORMATION THAT I READ BETTER THAN INFORMATION THAT I HEAR.
- ☐ I WOULD RATHER READ THE NEWSPAPER THAN WATCH THE NEWS ON TV.
- ☐ I CAN LEARN HOW TO PUT SOMETHING TOGETHER BY READING THE INSTRUCTIONS.
- ☐ I LIKE IT WHEN TEACHERS WRITE ON THE BOARD, SO THAT I CAN READ WHAT THEY WRITE.

TOTAL NUMBER OF CHECK MARKS: _____

SPEAKING

- ☐ WHEN I HAVE A PROBLEM TO FIGURE OUT I OFTEN TALK TO MYSELF.
- ☐ PEOPLE HAVE WONDERED WHY I TALK TO MYSELF.
- ☐ I REMEMBER THINGS BETTER WHEN I SAY THEM OUTLOUD. FOR EXAMPLE, IF I HAVE TO LEARN A NEW PHONE NUMBER I REPEAT IT AGAIN AND AGAIN TO MYSELF.
- ☐ I COMMUNICATE BETTER BY SPEAKING THAN BY WRITING.
- ☐ I ENJOY TALKING ON THE PHONE.
- ☐ I LEARN BEST WHEN I STUDY WITH OTHER PEOPLE, AND WE DISCUSS NEW IDEAS OR CONCEPTS.

TOTAL NUMBER OF CHECK MARKS: _____

Worksheet 5 Card with tips**TIPS FOR WHO LEARN BEST BY LISTENING**

Read aloud the information you are studying.
Use a videotape or an audio tape to record classes or trainings, and listen to the tapes to review the information.
Ask people to explain things to you that you don't understand.
Study with other people.
Ask to have oral examinations instead of written tests.
Call people on the phone instead of writing to them.
Ask people about upcoming events instead of relying on memos.
Choose a job where listening plays an important role.

TIPS FOR WHO LEARN BEST BY VIEWING

Watch other people do the things that you are going to need to know how to do. You will be able to visualize their actions later on.

Calm yourself by imagining you are in a comfortable environment and that nothing can interfere with your peace.

As you read something imagine what it would look like if it were happening in real life, or on TV.

Watch videos on a subject so that you will have an easier time "seeing" the information again.

Take note of the shape and colour of the things that you will want to remember.

Use charts, graphs, pictures.

Visualize the things that you are going to need to do in a day.

TIPS FOR WHO LEARN BEST BY DOING

If given a choice, show others that you know how to do something by showing them how you do it rather than taking a test or describing to them how you do it.

Go on field trips to see how things are actually done.

When you have to learn how to do something new, watch someone who is actually doing it and ask them to coach you while you do it.

Choose a job that lets you work with your hands and move around.

Be sure that your work area has room for you to move around.

Try moving/walking around when problem solving or when you need to recall information.

Act out instructions someone gives you.

TIPS FOR WHO LEARN BEST BY WRITING

When you read, have a pencil with you so that you can underline and take notes as you read along.

Take notes when listening to instructions. Recopy your notes later on.

Write down the things that you need to do. Make lists. Keep a written schedule.

Get a job that involves writing.

Write people memos in order to convey information.

When providing instruction, be sure to have use of a chalkboard so that you can write on it.

TIPS FOR WHO LEARN BEST BY READING

Read a book that describes what you need to learn before attending a demonstration or lecture.

Take good notes and then read them later on.

Make plans for the future by reading about your options. Read travel guides for example.

Read instructions instead of having someone tell you or show you how to do something.

Have people write down directions for you to read.

Read newspapers, job newsletters and memos to get the information you need.

Choose a job that requires reading.

TIPS FOR WHO LEARN BEST BY SPEAKING

Ask questions when you don't understand something or need clarification.

Talk to yourself when you are problem solving or learning something new.

Study with other people so that you can talk to them about the new information.

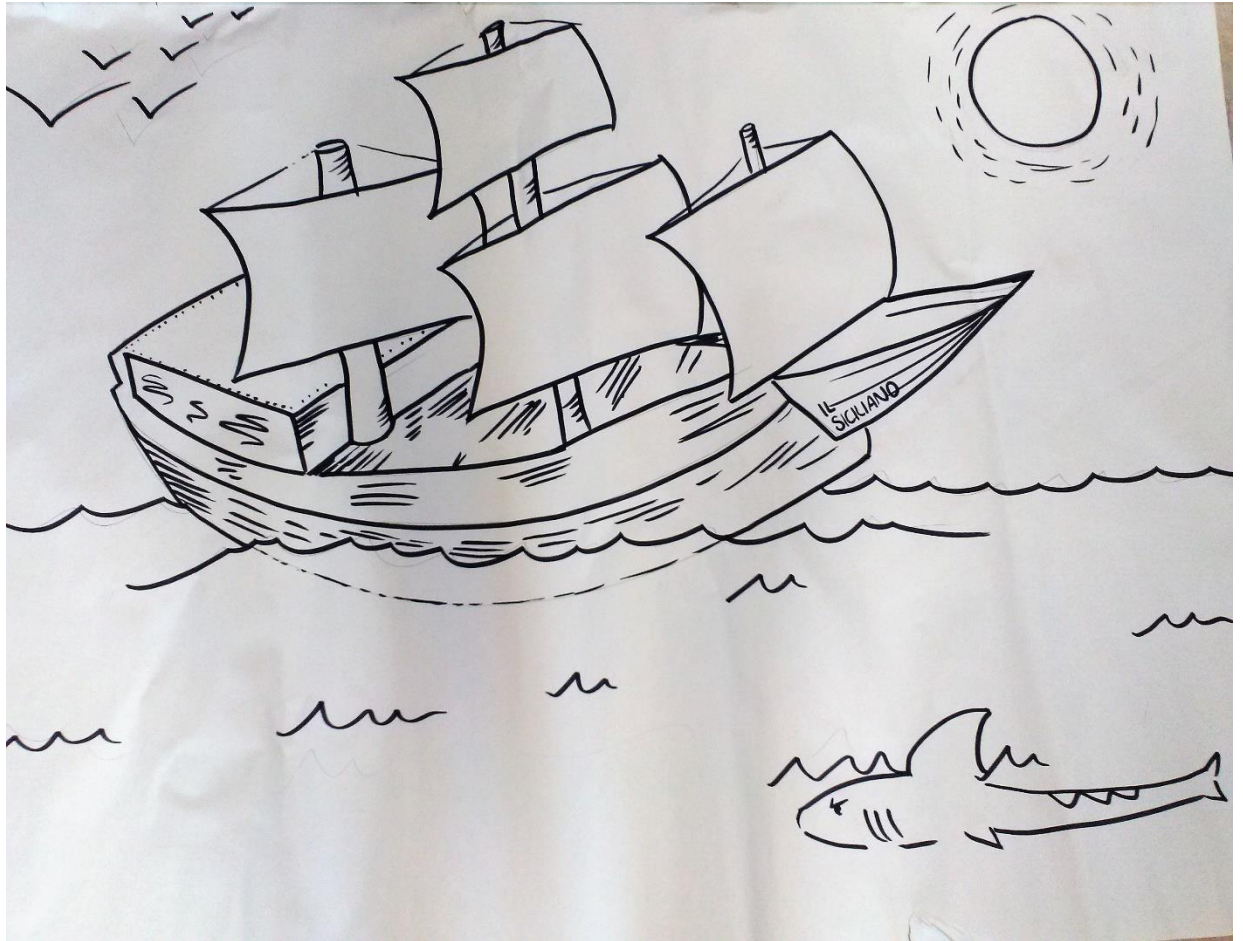
Dictate into a tape recorder the things that you need to remember and play back the tape to remind yourself.

Repeat things right after you hear them in order to better remember them.

Repeat phone numbers and names out loud

Choose a job that requires a lot of talking.

Worksheet 6 Evaluation Boat



Appendix – Psychosocial Games

“Bingo Learning Game”

The main objective of the activity is to increase knowledge related to the learning styles: kinesthetic, visual and auditive. The participants will be invited to play «Bingo learning game» - each of them will receive a paper with questions they have to address to their colleagues, as to find who is attracted to one learning style or another (you can find these questions in Module 2). They complete as well an individual questionnaire to identify their preferred style. On teams, they brainstorm on the best ways to benefit from each type of learning and they share creatively this new knowledge to the others

Fill your bingo board with as many people’s names from the group as possible. You have three minutes to fill as many boxes as possible. If you get a full house, shout **“BINGO”**!

Someone who likes to read more the info	Someone who loves to learn by moving	Someone who likes mostly to hear	Someone who likes to draw
Someone who likes to makes schemes	Someone who likes to write while learning	Someone who is good at visualizing	Someone who likes to learn through interactions and talking
Someone who...	Someone who...	Someone who...	Someone who...

MODULE 3 - EMOTIONAL AND PHYSICAL HEALTH

The main objective of this module is building emotional and physical health, increasing the awareness on the rights of children and young people, and supporting young people to find the right path in life.

Discovering how to develop resilience, empathy and self-esteem will support the teachers in guiding youth to overcome life difficulties and access personal and professional resources, to lead a healthy lifestyle and to stay safe.

This module will increase understanding among teachers, related to the different backgrounds and cultures of the students, to offer even more support as tutors.

Learning outcomes

- To recognize, manage, and express own emotions in a productive way, to communicate proactively and to build empathy.
- To increase knowledge on group dynamics; increased ability to use feedback as an efficient method to provide support to youth development and self-development.
- To raise awareness on cultural differences. Increase knowledge about children's and migrant's rights and raising the awareness of the students on recognizing risky situations and protecting themselves from dangerous environments.
- To understand resilience and how to guide students to better face difficulties and to build self-esteem, to increase their ability to discover internal and external resources when managing difficulties.
- Increased ability to develop healthy / efficient relations with people around.
- Increased knowledge on child protection in different environments (school / family/ on the street/ with friends and groups / during and after natural disasters)
- To raise awareness about the benefits of a healthy lifestyle: - positive thinking and stress relief methods, healthy living (eating, sleeping, exercising). Improved abilities to influence youth in keeping and promoting a healthy life style.
- To be able to guide students to build life plans (career, personal goals, role model etc.).

Key elements

- To express and to put in words your emotions.
- Resilience.
- Health and safety.

Methods used

- Games
- Work in small groups
- Discussions/Debates

Short theoretical presentation of the learning concepts

Emotions

An emotion is an internal physiological reaction which displays itself spontaneously and not always consciously in response to an external event. It is energy which needs to be released or else risks being transformed or displaced. Emotions are also at the core of our actions and of our decision-making processes: they are of the same etymological family as motivation, movement, and motor. This is why it is important for us to learn to recognize and understand our emotional reactions, their origins and their functions. We need to find an adequate means to respond to them, according to our own culture.

Managing our emotions in a healthy way includes several steps: take the time to recognize them, do not push them back when they appear; understand the unfulfilled needs, hide and express them authentically in order to satisfy this need.

It can be illustrated in the following way:

1. **Red light:** stop and check the emotional traffic.
2. **Yellow light:** take the time to understand the need.
3. **Green light:** make the request to free the need

To help children and young people face overwhelming emotions, take the time to welcome the children's emotions, and give them the opportunity to express them in a structured way. Show them that '**emotional hygiene**' on a daily basis is as important as physical hygiene. Expressing emotions as soon as they are present is like regularly washing your hands!

Role of emotions and appropriate responses

In his book *Emotional Intelligence*, Daniel Goleman, a world-recognized reference in this field, lists seven major emotions (fear, anger, sadness, joy, love, disgust and surprise).

We have chosen to explain here only the following four: fear, anger, sadness and joy.

Fear is directed towards the immediate future in order to prevent an imminent danger. Running away is a normal response in order to avoid a threat. Trembling, searching for support, and asking for help are all other possible reactions.

Anger is often linked to the need to be respected. It is a very useful way of mobilizing energy in order to change things, or to resolve problems. It is directed towards the present in order to make things change as soon as possible. There are at least three sources of anger: intrusion on my territory, frustration, and control of my liberty.

Being aware of it can help to better defuse anger.

Anger that works can resolve problems. A dysfunctional anger turned towards the past piles up and is characterized by guilt, anguish and depression. It is very important to express anger as soon as it is located or felt. But it is one of the most difficult emotions to express, because it is seen as a danger to relationships and also often culturally rejected. Therefore, it is all the more important to understand its usefulness.

Encourage children to express their anger in a healthy and freeway. There are many ways to do it if the activity is consciously linked to the anger that is felt, physically, by playing sport, by externalizing through wall painting with large gestures, or by speaking to a trusted person, etc. Creative activities, discussions or roleplaying games are also very useful ways to release blocked energy or frustrations. The only rule is not to injure oneself, not to injure others, and not to break anything.

Sadness is often linked to a need to be comforted. People are sad when they lose a loved one, a thing, or a place that was special to them. Sadness allows us to accept what we cannot change. It is one of the fundamental stages in the grieving process. Sadness is directed towards a past event, and it is important to experience it in order to go on to the next steps of acceptance and the creation of new bonds. The duration of this process depends on the individual and their perception of the gravity of the loss. Sadness felt thinking about the future is not helpful.

On the contrary, it keeps the person from moving ahead, and brings about a withdrawal into oneself and depression.

As the emotion of sadness is the most widely accepted socially, it can easily mask anger. We often find a healthy anger hidden behind a recurrent sadness. It is important to try to decode this among children.

Joy is often linked to a need for the recognition of others.

It is important to recognize and share our own successes in order to anchor them in our own reality and to use them for the next challenge, the next project. It is not very healthy to think immediately of what comes next without being content with what has been accomplished and without feeling pride and joy. Accept your success and take the time to share it with others, it gives you the energy to move ahead. Never downplay the achievement of a child, even if it does not seem all that important to you. Encourage all children to share when they are happy. Organize parties and opportunities to get together and have fun, with parents too.

Emotion	For what purpose? How does it show?	How to manage it? For oneself, with children...
<ul style="list-style-type: none"> Fear <i>Need to be reassured</i>	<ul style="list-style-type: none"> - Warning of a danger - Avoid a threat - Protection 	<ul style="list-style-type: none"> - Find someone to be with, do not remain alone, ask for help. - Confront the fear while taking precautions, or with the support of someone. - Have confidence in a children's resources, ask them what they need.
<ul style="list-style-type: none"> Anger <i>Need to be respected</i>	<ul style="list-style-type: none"> - Mobilization of energy when faced with a threat, a difficulty, a frustration. - Necessity to change things, to act. 	<ul style="list-style-type: none"> - Express physically, verbally, creatively, alone or with others (without injuring oneself, injuring others, causing fear or breaking something).
<ul style="list-style-type: none"> Sadness <i>Need to be comforted</i>	<ul style="list-style-type: none"> - Reaction when facing a loss - Retreat, solitude - Camouflage of a hidden anger 	<ul style="list-style-type: none"> - Dare to cry, dare to say that you are sad, without being ashamed. - Accept the things which cannot be changed. - Look for physical comfort (hug) and psychological comfort (an attentive and <i>comforted</i> empathetic ear).
<ul style="list-style-type: none"> Joy <i>Need to be recognized</i>	<ul style="list-style-type: none"> - Sharing, creating links - Radiating happiness and happiness - Energy and trust in other projects and people 	<ul style="list-style-type: none"> - Dare to share without fear of envy. - Tell the people who count that you love them. - Accept and celebrate your achievements, be satisfied with your success. - Reflect on the steps which brought joy.

In order to know yourself on a deeper level, it is necessary to allow all emotions to reach surface awareness, to understand these emotions and to enable them to mature. For the greatest part of the time, there is a big resistance in letting this happen and there are a lot of difficulties in order to overcome the resistance. Some of us recognize the signs of our own resistance and consciously battle against it, we recognize the escape-mechanism at work. Though, some of us are still so involved in the resistance itself that we are unaware of the obstructions we put in the way of our own growth.

Human beings who function harmoniously have developed the physical, mental, and emotional sides of their nature. These three spheres are supposed to function harmoniously with one another, each helping the other, rather than one subduing the other. If one function is underdeveloped, it causes a disharmony in the human structure, and also cripples the entire personality.

Most human beings look mainly after the physical self. A part of us cultivates the mental side as well, but human beings particularly neglect, repress, and cripple the growth of their emotional nature.

Why the emotional nature is generally neglected? In the world of feeling you experience the good and the bad, the happy and the unhappy, pleasure and pain. Contrary to just registering such impressions mentally, emotional experience really touches you. Since your struggle is primarily for happiness, and since immature emotions lead to unhappiness, your secondary aim becomes the avoidance of unhappiness. This creates the early, mostly unconscious conclusion: "If I do not feel, then I will not be unhappy." In other words, instead of taking the courageous and appropriate step to live through negative, immature emotions in order to afford them the opportunity to grow and thus become mature and constructive, the childish emotions are suppressed, put out of awareness and buried, so that they remain inadequate and destructive, even though the person is unaware of their existence.

Unhappy circumstances exist in every child's life; pain and disappointment are common. If such pains and disappointments are not experienced consciously, they are allowed to stagnate in a vague, dull climate you cannot even name but take for granted. Then the danger is that an unconscious resolution will be formed saying, "I must not allow myself to feel if I wish to prevent the pain and the experience of unhappiness."

Although we can suppress our emotions by anesthetize ourselves, in the long run we cannot avoid the unhappiness that will get to us in a different and much more painful, but indirect way.

Feeling and emotional expression can be mature and constructive or immature and destructive. As a child, we possessed an immature body and mind and therefore, quite naturally, an immature emotional structure. Most of us gave our body and mind a chance to grow out of the immaturity and to reach a certain physical and mental maturity. Yet this is not done with our emotional self.

This module deals with expressing our emotions and practise them in a controlled environment, and this will prepare us for facing them better.

The Resilience

Yet, either mature or immature from emotional point of view, all of us go through life and do our best in order to overcome difficult times and situations: the death of a loved one, loss of a job,

serious illness, terrorist attacks and other traumatic events that can change in an instant our lives. Many people react to such circumstances with a flood of strong emotions and a sense of uncertainty.

Yet people generally adapt well over time to life-changing situations and stressful conditions. What enables them to do so? It involves resilience, an ongoing process that requires time and effort and engages people in taking a number of steps.

Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress such as family and relationship problems, serious health problems or school/workplace and financial stressors. It means "bouncing back" from difficult experiences.

Renowned French neuropsychiatrist and psychoanalyst Boris Cyrulnik's parents were deported to a concentration camp during the Second World War. They never returned. This early personal trauma at the age of five led Cyrulnik to his life's work helping individuals and countries come to terms with their pasts and forge ahead to create positive futures. It is his firm belief that trauma does not equal destiny-that, rather, we can find strength in the face of pain.

Drawing on years of experience working around the globe with children who have been abused, orphaned, fought in wars and escaped genocide, Cyrulnik tells many amazing and moving stories of individuals whose experiences prove that suffering, however appalling, can be the making of somebody rather than their destruction. His inspiring books teach us that we can not only survive in the shadow of adversity-we can thrive.

Research has shown that resilience is an ordinary, not an extraordinary trait. People commonly demonstrate resilience. In fact, you can't say there are people who lack totally resilience.

Being resilient does not mean that a person doesn't experience difficulty or distress. Emotional pain and sadness are common in people who have suffered major adversity or trauma in their lives. In fact, the road to resilience is likely to involve considerable emotional distress.

Resilience is not a trait that people either have or do not have. It involves behaviours, thoughts and actions that can be learned and developed in anyone.

Factors in Resilience

A combination of factors contributes to resilience. Many studies show that the primary factor in resilience is having caring and supportive relationships within and outside the family. Relationships that create love and trust, provide role models and offer encouragement and reassurance help bolster a person's resilience.

Several additional factors are associated with resilience, including:

- The capacity to make realistic plans and take steps to carry them out.
- A positive view of yourself and confidence in your strengths and abilities.
- Skills in communication and problem solving.
- The capacity to manage strong feelings and impulses.
- All of these are factors that people can develop in themselves.

Strategies For Building Resilience

Developing resilience is a personal journey. Not all the people react the same to traumatic and stressful life events. An approach to building resilience that works for one person might not work for another. People use varying strategies.

Some variation may reflect cultural differences. A person's culture might have an impact on how he or she communicates feelings and deals with adversity — for example, whether and how a person connects with significant others, including extended family members and community resources. With growing cultural diversity, the public has greater access to a number of different approaches to building resilience.

Stefan Vanistendael, a Belgian sociologist and a specialist in demography, tried to illustrate the elements that build our resilience using the metaphor of a house:

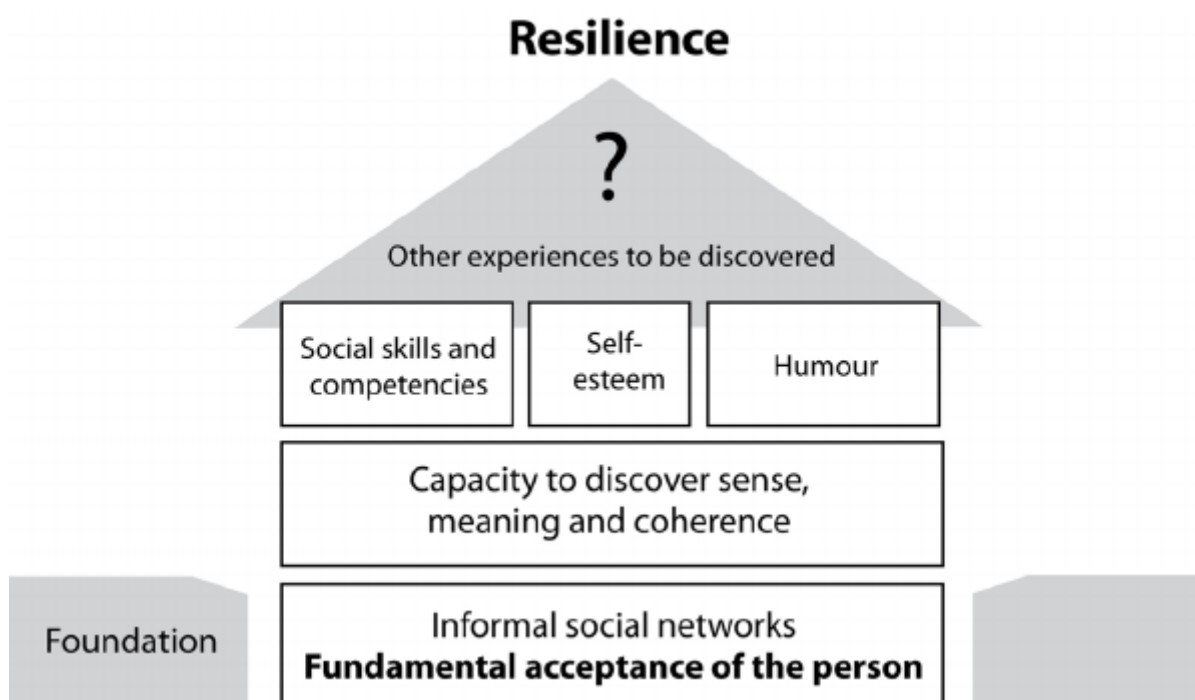


FIGURE 1-THE HOUSE OF RESILIENCE (ACCORDING TO VANISTENDAEL & LECOMTE, 2000)

If you take the time to fill in the blanks each "room" of this house with elements from your life helps you better understand your resources to surpass difficult times in your life.

Focusing on past experiences and sources of personal strength can help you learn about what strategies for building resilience might work for you. By exploring answers to the following questions about yourself and your reactions to challenging life events, you may discover how you can respond effectively to difficult situations in your life.

Consider the following:

- What kinds of events have been most stressful for me?
- How have those events typically affected me?
- Have I found it helpful to think of important people in my life when I am distressed?

- To whom have I reached out for support in working through a traumatic or stressful experience?
- What have I learned about myself and my interactions with others during difficult times?
- Has it been helpful for me to assist someone else going through a similar experience?
- Have I been able to overcome obstacles, and if so, how?
- What has helped make me feel more hopeful about the future?

Resilience involves maintaining flexibility and balance in your life as you deal with stressful circumstances and traumatic events. This happens in several ways, including:

- Letting yourself experience strong emotions, and also realizing when you may need to avoid experiencing them at times in order to continue functioning.
- Stepping forward and taking action to deal with your problems and meet the demands of daily living, and also stepping back to rest and reenergize yourself.
- Spending time with loved ones to gain support and encouragement, and also nurturing yourself.
- Relying on others, and also relying on yourself.

Getting help when you need it is crucial in building your resilience. Beyond caring family members and friends, people often find it helpful to turn to:

- **Self-help and support groups.** Such community groups can aid people struggling with hardships such as the death of a loved one. By sharing information, ideas and emotions, group participants can assist one another and find comfort in knowing that they are not alone in experiencing difficulty.
- **Books and other publications** by people who have successfully managed adverse situations such as surviving cancer. These stories can motivate readers to find a strategy that might work for them personally.
- **Online resources.** Information on the web can be a helpful source of ideas, though the quality of information varies among sources.

For many people, using their own resources and the kinds of help listed above may be sufficient for building resilience. At times, however, an individual might get stuck or have difficulty making progress on the road to resilience, and here comes the moment to turn to specialists in order to get professional help.

However, in developing your personal strategy, you can consider some of the following ways to build resilience:

Make connections. Good relationships with close family members, friends or others are important. Accepting help and support from those who care about you and will listen to you strengthens resilience. Some people find that being active in civic groups, faith-based organizations, or other local groups provides social support and can help with reclaiming hope. Assisting others in their time of need also can benefit the helper.

Avoid seeing crises as insurmountable problems. You can't change the fact that highly stressful events happen, but you can change how you interpret and respond to these events. Try looking beyond the present to how future circumstances may be a little better. Note any subtle ways in which you might already feel somewhat better as you deal with difficult situations.

Accept that change is a part of living. Certain goals may no longer be attainable as a result of adverse situations. Accepting circumstances that cannot be changed can help you focus on circumstances that you can alter.

Move toward your goals. Develop some realistic goals. Do something regularly - even if it seems like a small accomplishment - that enables you to move toward your goals. Instead of focusing on tasks that seem unachievable, ask yourself, "What's one thing I know I can accomplish today that helps me move in the direction I want to go?"

Take decisive actions. Act on adverse situations as much as you can. Take decisive actions, rather than detaching completely from problems and stresses and wishing they would just go away.

Look for opportunities for self-discovery. People often learn something about themselves and may find that they have grown in some respect as a result of their struggle with loss. Many people who have experienced tragedies and hardship have reported better relationships, greater sense of strength even while feeling vulnerable, increased sense of self-worth, a more developed spirituality and heightened appreciation for life.

Nurture a positive view of yourself. Developing confidence in your ability to solve problems and trusting your instincts helps build resilience.

Keep things in perspective. Even when facing very painful events, try to consider the stressful situation in a broader context and keep a long-term perspective. Avoid blowing the event out of proportion.

Maintain a hopeful outlook. An optimistic outlook enables you to expect that good things will happen in your life. Try visualizing what you want, rather than worrying about what you fear.

Take care of yourself. Pay attention to your own needs and feelings. Engage in activities that you enjoy and find relaxing. Exercise regularly. Taking care of yourself helps to keep your mind and body primed to deal with situations that require resilience.

Additional ways of strengthening resilience may be helpful. For example, some people write about their deepest thoughts and feelings related to trauma or other stressful events in their life. Meditation and spiritual practices help some people build connections and restore hope. Drawing, playing an instrument, composing, and, in general, all creative activities are therapeutic in themselves, because they let you express your emotions in the purest way possible.

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Skills you need. Recognising and managing emotions:

<http://www.skillsyouneed.com/ps/managing-emotions.html#ixzz4Wm9MKTyH>

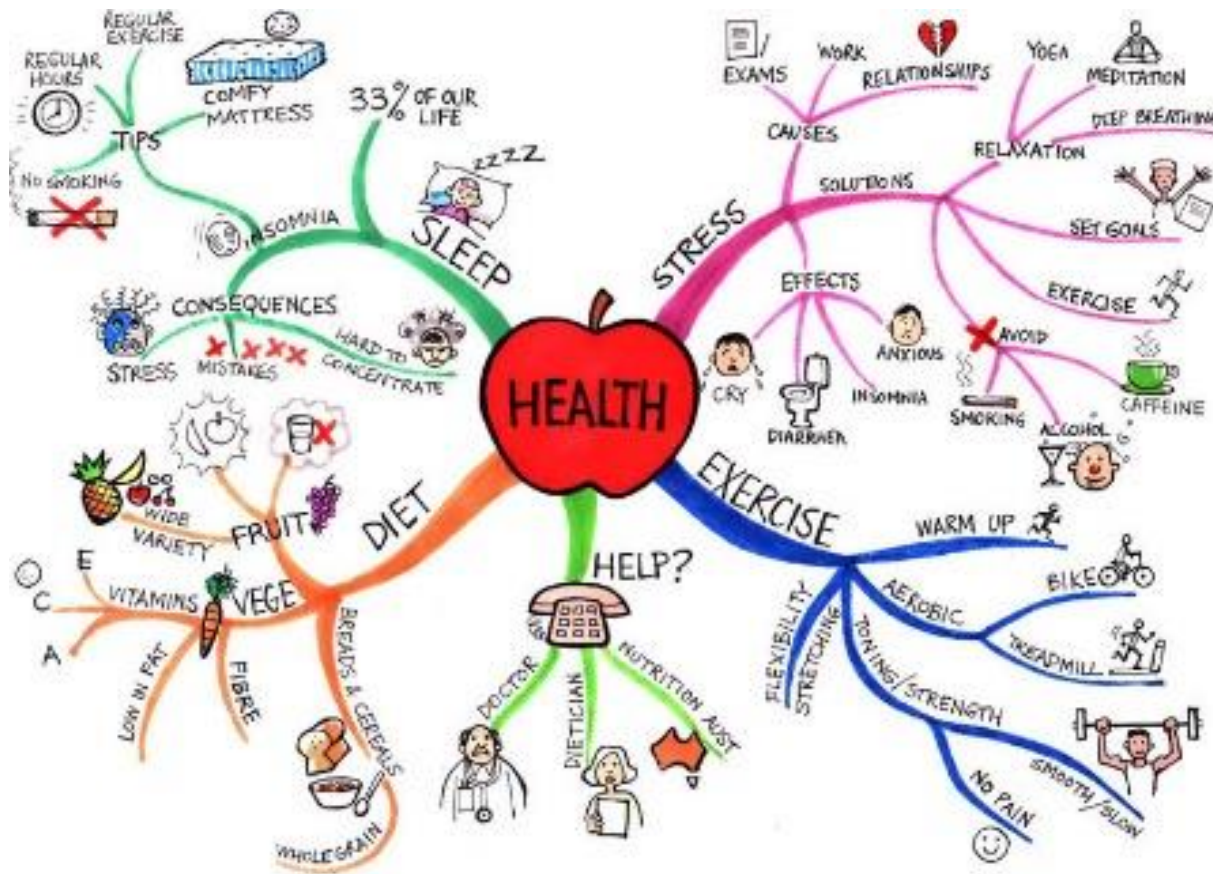
Description of the module

Total duration: 1 hour 30 min – 1 hour 50 min			
Setting:	Classrooms		
Contents	<ol style="list-style-type: none"> 1. What do you feel 2. My life path 3. The house of the resilience 4. A new beginning 5. The counsellors 	Duration activity:	<ol style="list-style-type: none"> 1.~15 min 2.~20 min 3.~10 min 4.~45 min 5.~20 min
Activities description	<p>1. What do you feel?</p> <p>Give each participant a blank sheet of paper and ask them to write on it everything they feel in that very moment. Tell them not to think too much, just make a list with everything they feel. Let them do this for 90 seconds.</p> <p>Ask 2-3 persons to read what they have written. Note that they tend to write general things, not particular ones. Also, they generally forget or censor themselves and do not say particular things like "I'm hungry", "I am cold/hot", "I feel the pen in my hand", "I feel my muscles are too tensed for this activity", "I am empty headed", "I am sad because of something that happened this morning on my way here", etc. This is an activity for "training the emotional muscle", in which people re-learn to express what they feel, not to censor their feelings because "it is not appropriate in this setting".</p> <p>2. My life path</p> <p>Continue the activity giving the participants the opportunity to express more deep feelings.</p> <p>Individually, each participant draws a blank lifeline on an A4 sheet. From birth up to today, note or draw the ups and downs of experiences you have lived through. Then choose a difficult event, a low point on the timeline. Ask participants to think about what helped them to face this situation. Once the individual work is completed, go in pairs and share this unpleasant event with one another, as well as the resources which helped you to overcome it. The internal and external resources are afterwards discussed in group and it is related to the resilience topic.</p> <p>Give to each participant a post-it and ask them to write on it something nice for one significant person in their life</p>	Type of activity:	Reflection

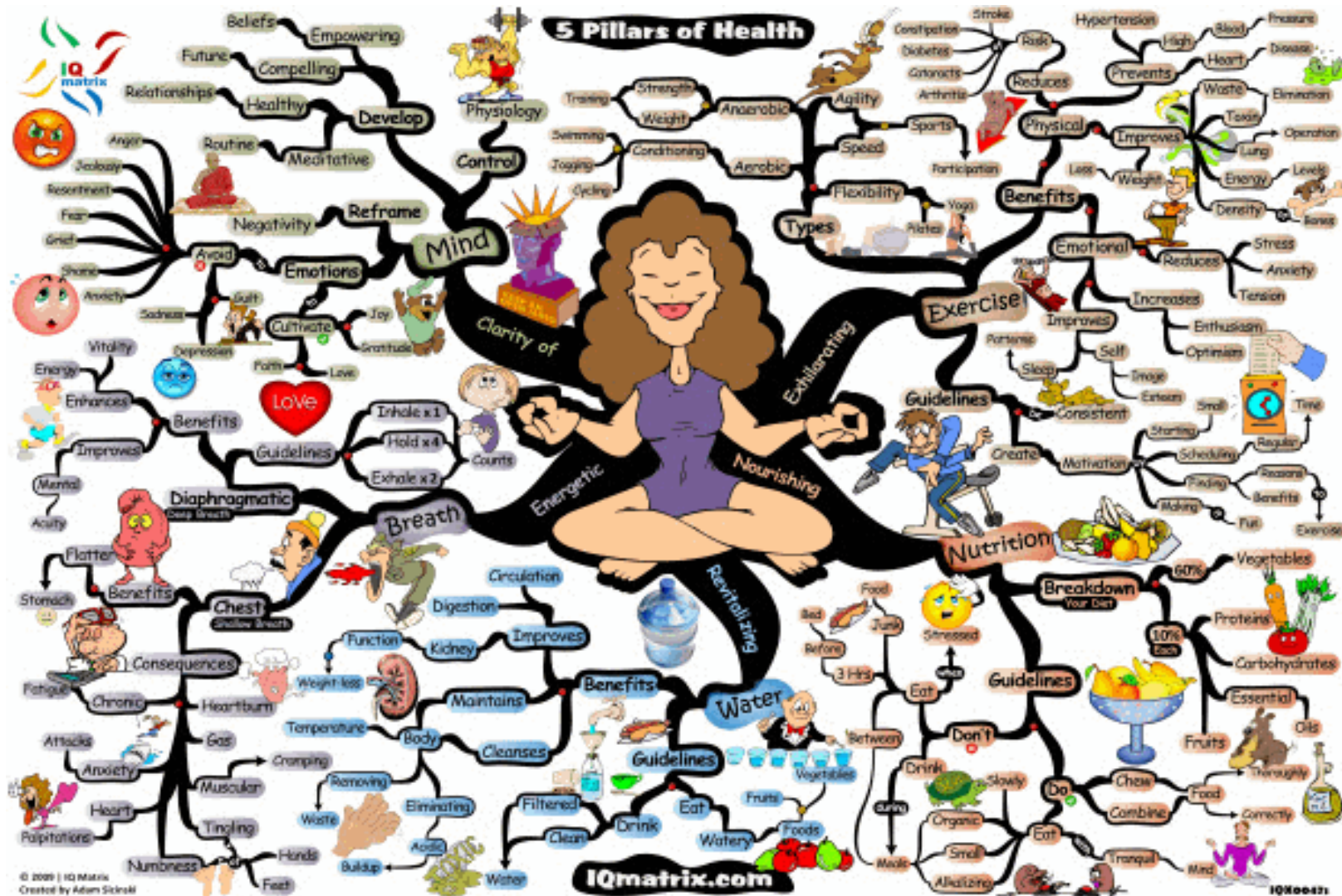
	<p>that really helped them to overcome difficult times in life. Gather all those notes in a bowl.</p> <p>This exercise, as well as the other previous two, offers a safe environment in which the participants can learn to express and/or to put into words what they feel.</p> <p>3. The House of the resilience</p> <p>Input: Draw the house of the resilience as it is in the theoretical part of the module and explain a little bit to the participants what each room represents (which are the elements that build one's resilience). Then give to the participants' worksheets with a drawing of the house and let them fill in the elements: who are the people that love them unconditionally, where do they find a meaning, what do they know how to do, and which are their resources and potential. Help the participants fill in the worksheet and talk/reflect together on different aspects of their products.</p> <p>4. A new beginning</p> <p>Give to the participants the bowl with notes you have gathered in the third exercise, My life path. Let them draw randomly a post-it and read it. Tell them this is the answer they have received to their good words.</p> <p>With this exercise, the workshop is finished in an atmosphere of emotional wellbeing and reflectiveness.</p> <p>Tip for the trainer: carefully check the notes in the bowl. In case that one of the participants had written something not-so-nice, replace that note with another one, written by you, with a positive message.</p> <p>5. The Counsellors</p> <p>This is an exercise than really deepens the work on emotions, but, in order to do so, you need to allocate enough time and debrief it thoroughly.</p> <p>The name of the exercise is "The Counsellors"</p> <p>Divide the participants in two groups. One group will be "teachers having to discuss and solve a problem" and the other group will be "the counsellors".</p>	<p>Discussion</p> <p>Reflection (individual)</p> <p>Work in pairs</p>	
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	The group of counsellors remain in the classroom; the other group goes outside. (Detailed instructions are detailed in Worksheet 1)		
Supplies:	Course support and other teaching materials: Sheets of paper, flip-chart, markers, pencils, labels of different colours, worksheet with the house of the resilience.		
Tips for trainers (optional)	This is a module of learning by practice – theory should be taught through the practical experience of the activities / games proposed.		
Evaluation-feedback:	“3 lessons learned” Trainees are requested to share / write on a piece of paper 3 main aspects that they have assimilated after participating at this module.		

If you decide to talk about both physical and emotional health, you can start with a mind mapping of the elements that ensure the health of a child. It is advisable to complete the mind-map together with the participants but, as a hint, you can use this diagram, to be sure to touch every aspect of health.



* Mindmap Artists – Jane Genovese and Sharon Genovese



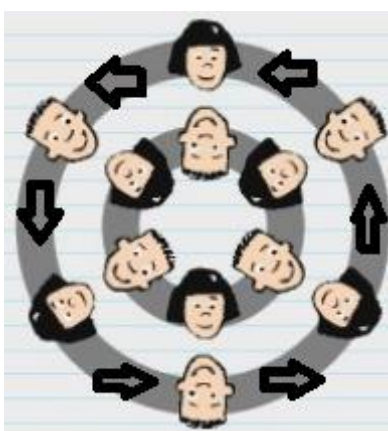
* Mindmap Artists – Adam Sicinski

You can find more tools on health with a search "mind map health" – images.

Worksheet 1

“The Counsellors” exercise

Group 1 – The teachers need to solve the problem of a child. The group goes outside and the trainer tells them to think of a real problem they would like to receive help from a counsellor. When coming back in the classroom, they will find an equal number of counsellors, and they have to seat in front of one of them, to tell him/her the problem. Ask participants to think thoroughly and to create a speech to be well understood by the counsellor. After some minutes or so, you will give them a signal and they have to change the counsellor. They will stand up and sit in front of another counsellor and tell him/her the same story. After some minutes, you will give them another signal, they will stand up and move to the third counsellor to explain the same problem, so that in the end they receive advice from three different counsellors. In order not to create chaos, the second and the third time, they will sit with the counsellor on their right.



Group 2 – It is the group that remained in the classroom, the counsellors. Each counsellor will sit on a chair, having in front of him an empty chair. The trainer tells the "counsellors" that they will receive three visits from three different persons that want to discuss a topic with them. Their role is to receive the three persons in three different manners. The first person to stay in front of them will be ignored. The second time, they will listen actively the person, they can use the non-verbal language to make the person feel listened, but they cannot talk or give any advice or ask questions at all. The third time, they will listen, ask questions and try to give advice to the person that sits in front of them.

For the ease of the exercise, the trainer can arrange the chairs as in the image above. The inner circle is the circle of the counsellors, they just sit on their chairs (they don't change places) and the external circle is the one of the teachers looking for advice, and they change the place in each phase of the exercise.

Group 1 is introduced in the classroom and, after sitting in front of the counsellors, the trainer gives a signal and let the participants talk. After one minute, the trainer gives the second signal, and group 1 changes places. After another minute, the trainer gives the third signal and they change again places.

After the three minutes of the exercise, the trainer stops the exercise, let participants relax a little bit, but not too much, and starts the debriefing. First, the trainer asks each participant in the Group 1 how did he/she felt discussing with the first counsellor, with the second and with the third one. **It is**

important to remind each participant to express the emotions they felt, and not tell what happened during the three minutes of the exercise (who did what or how), as the participants tend to tell the events, not the feelings. Give time to each participant to think and give a name to his/her emotion and to what he or she felt. After naming the emotion, ask them what behavior this emotion generated (in general, in the first phase of the exercise they feel frustration, and some of them want to “kill” the counsellor, some of them doesn’t want to hear him/her anymore and just wait the end of the exercise - they give up -, some of them develop strategies to be heard and understood – trying to “bribe” the counselor, to threaten them, or to help them concentrate).

Then ask the counsellors how they felt during the three moments of the exercise.

It is important that each participant identify and name his/her emotions.

The trainer emphasizes how many and how intense feelings were felt during only three minutes, and asks the participants to further reflect to the effects of being rejected, not listened and deprived of a good advice when you have a problem and want to discuss it with a reliable adult.

On the Health topic

We generally start the module with the mind map proposed in the Worksheet, and we focus on the emotional health, but it can be further deepened any of the subjects.

For example, in the IT module, we propose as well this site with little exercises on hygiene, safety and healthy eating:

http://www.sensoryworld.org/kitchen_entry.html

http://www.sensoryworld.org/bathroom_safety.html

Appendix- Psychosocial games

Visualization: Imagine yourself being an acorn. Plant your acorn somewhere deep in the woods. Visit your acorn in a year. What does it look like? Describe. Visit it in 10 years. What does it look like? And after 25 years? Your children come in 50 years to see it. What happens then?

The idea of this exercise is to protect yourself in the future, to realize that you can leave a mark on this earth. Debriefing should be focused on the beliefs of the trainees.

Relaxation techniques: Take a moment and think about your muscles. Are they relaxed? Are they tensed? Can you relax some of your muscles that you realize is not necessary to be tensed? Try to do that. Try to have as little contracted muscles as possible for the current activity.

Repeat this exercise when you are really angry. Be aware of how many of your muscles are contracted with no reason and try to relax them. Does your state of mind change as well?

Short positive and inspirational movies

Poster: You can invite the participants to create an advertising on the importance of healthy life.

"My daily schedule" - Trainees are invited to write down and reflect individually on their daily schedule. They may do so for a whole week or for one "average" day – which reflect general behaviour and how the time is usually spent. The schedule should detail all different activities and the time allocated for each.

Once this exercise is completed, concepts related to a healthy life style are presented which the group discuss– "healthy" emotional life and positive thinking; "healthy" nutritive food, that includes the proper quantities of vitamins/ proteins and vegetables; a good balance of work and relaxation; time enough for sleeping; time for sport and good breathing that prevent high level of stress / a work-life balance and so on.

MODULE 4 – COMMUNICATION WITH THE RECIPROCAL MAIEUTICAL APPROACH

Communication is a bidirectional process which is close to creativity and human development. Conversely, the concept of transmission in learning is based on a channel connecting a sender and a receiver of a message, thus there is no active participation of the receiver in this case.

It is fundamental in education – especially with disadvantaged groups – to foster reciprocal communication as a method to educate oneself and others, as well as a tool to decide all together and to value people as individuals. Planting questions enables answers to germinate.

Teachers and trainers usually only tend to transmit *a priori* defined disciplinary contents and learners just have to passively assimilate them. Education is consequently reduced to a faithful execution of homework assigned by teachers and trainers.

There is a difference between “teaching” and “educating” although often they are both used as synonyms.

This module consists in two activities: the first one, the maieutic workshop, is meant for teachers/educators to reflect about the difference between communication and transmission and to experiment the methodology and its basic principles, and the second one for the learners, to understand these same aspects through a game.

The Reciprocal Maieutic Approach (RMA) – a methodology developed by Danilo Dolci, an Italian social activist, sociologist, popular educator and a poet, founder of «Centro per lo Sviluppo Creativo» is a useful way to discover, experiment and analyse these differences.

Learning outcomes

- To improve quality of communication competence.
- To analyse the meaning of the words “transmission” and “communication”, the differences existing between them and the potential effects of both concepts on the learning process.
- To improve transversal skills, such as:
 - Self-reflection.
 - Listening.
 - Empathy.
 - Open-Mindedness.
 - Respect.

Key elements

- Maieutic circle
- Activity “Keep in mind”

Methods used

- group work
- discussion
- game

Short theoretical presentation of the learning concepts

DANILO DOLCI

Danilo Dolci (Trieste, June 28th, 1924 – Trappeto, December 30th, 1997) was an Italian social activist, a sociologist, a popular educator and a poet. Danilo Dolci came to Sicily from North Italy in the beginning of the 1950s. Committed to Gandhi's principle of nonviolence, he is considered to be one of the main protagonists of the nonviolence movement in Italy and he became known as the "Gandhi of Sicily".

Throughout his life, he worked with poverty stricken people and Mafia-ridden communities of Sicily in order to study living conditions and tried to help them in finding possible elements of change. He believed that resources for changes in Sicily - as in other parts of the world - exist and must be evoked in the people themselves, so they can be open to their own inner ideas, integrities and potentials.

In his work, Danilo considered educational commitment as a necessary and natural outcome for a personal inner journey, in order to create a much more active and responsible civil society.

Danilo Dolci received many international awards all around the world for his efforts. He wrote over 50 books, some of them translated in different languages. He won the Lenin Peace Prize in 1957, and the Gandhi Prize in 1989; he has been nominated 9 times for the Nobel Peace Prize.

THE RECIPROCAL MAIEUTIC APPROACH

The Reciprocal Maieutic Approach (RMA) is a dialectic method of inquiry and "popular self-analysis" for the empowerment of communities and individuals and it can be defined as a "process of collective exploration that takes, as a departure point, the experience and the intuition of individuals" (Dolci, 1996).

The methodology was developed by Danilo Dolci from the Socratic concept of Maieutic: Socrates' Maieutics is unidirectional, while for Danilo Dolci the concept of knowledge comes from experience and a reciprocal relationship is necessary.

As the name says, RMA is a "reciprocal" process between at least two persons and it is normally done inside a group, with one person that asking questions and others giving answers.

It is the reciprocal maieutic communication that brings out people's knowledge, with all participants learning from each other.

RMA is a group communication strategy (Habermas, 1986) that enables all the elements in the group to give their ideas and opinions, contributing through this to the development of a final common idea in order to make a change in the individual and collective social/political/economic/ educational spheres (Mangano, 1992). It has a wider applicability as educational approach so it can be adapted to different topics and situations, fostering participatory learning in a non-violent, stimulating and cooperative environment for adult learners.

Go through the RMA process and therefore learn how to employ it, it is an important achievement in the field of communication with sensitive targets.

RMA ASSUMPTIONS

- Dialogue as a tool for reciprocal research and active participation.
- Each person has an inner knowledge that comes from experience.
Knowledge is dynamic and in constant evolution and it should be built within a group.
Everybody being in connection inside a group can be an element of change.

CHARACTERISTICS OF THE APPROACH

- Emphasis on the individual and group experience.
- Deep grassroots analysis/participation of everybody in the process whereby we understand our real needs and our responsibility to make a change.
- Connection with reality in order to identify concrete problems, develop reciprocal awareness and find positive solutions.
- Building complex images of reality through the plurality of points of view and everyone's contribution.
- The horizontality of the process: sharing of power instead of domination/concentration of power.
- Active participation. Active listening. Communication. Confrontation. Cooperation. Nonviolence. Creativity. Self-reflection. Openness.

THE RMA LEARNING PROCESS

The RMA learning process starts with a long-term process of analysis and discussion about meaningful themes for the group, getting deep into feelings, inner perspectives and needs that people have. In a continuous dialogue that embodies a new way of educating, we begin by emphasizing individual learners' capacity to discover their own vital interests and to express their feelings freely on the discoveries they have made.

Word analysis is a practice used in RMA which aims to boost people's capacity to analyse deeper the reality and develop their capacity of self-reflection. The ultimate goal is not to understand some "true meaning", but rather to verify how meanings "resonate" in many ways to different people and, more importantly, to reconstruct them through a shared experiential process of reciprocal discovery and respect.

It is essential that we integrate theory and praxis in this process, by generalizing experience and developing perspectives on where we want to go. We must observe, experience, experiment together, in a mutually supportive atmosphere in order to understand one another.

Gradually through dialogue, a sense of group emerges as a process in which the participant learns that the group is an organism in which one can be valued as a person and participate in forming a democratic society.

In the RMA process, to educate is intended in the classical meaning of the word, that is "*e-ducere*", to take out. It aims to discover, resolve, decide, learn, design, think, build together as well as to know themselves more deeply by fully valorising everyone's contribution.

The educational process happens in two senses: the real discussions that happen and that might have concrete results and the development of competences through the discussions and group

meetings. The experience of reaching decisions this way, of learning to modify and coordinate one's own demands to those of others, and of learning to plan ahead, both personally and in a group, is important for everyone.

Conversation encourages learners to express themselves. The disposition to listen allows the educator to get closer to the learner's way of thinking and seeing. In this sense, the RMA fosters the development of everybody's potential to discover, it creates and pushes for essential confrontations and encounters in order to analyse, imagine and experiment the capacity to change the reality and act non-violently.

Description of the module, step by step

Total duration: ~150 minutes	
Setting:	<p><u>THE RMA WORKSHOP</u></p> <p><u>THE CONTEXT</u></p> <ul style="list-style-type: none"> • Maximum number of participants suggested is 20, minimum 10. • There is only one RMA coordinator for each session. • Maximum duration suggested is 3 hours. • The space is organized in order to create a democratic, non-hierarchical environment. • Participants sit in a circle (sharing of power, equality), so everyone has the same distance from the centre and can look each other in the eyes. The space is the metaphor of relations, communication, expression and creativity. • There isn't any leader, boss, desk or pulpit. • It's useful to have a flipchart or a notebook to write down the diverse interventions and to record the outcomes of the session. • Warm, bright and comfortable environment. A close connection with nature is very helpful. • If possible, it is important to enable a coexistence between simple people, experts and professionals within the group. <p><u>PREPARATION TO THE RMA WORKSHOP</u></p> <p>If a specific topic to be discussed is set before the workshop, it is advisable for everyone to make a priori preparation (by reading documents, researching, bringing articles, lyrics, pictures etc.). In this case, the subject matter that participants discuss is decided before the session, as it is necessary that everybody agree on the theme.</p> <p><u>THE RMA WORKSHOP</u></p>

	<p>In the first meeting, it's important that participants introduce themselves in a personal way or by presenting their personal dream.</p> <p>The RMA coordinator introduces the issue or a "good question". Ex. What is peace according to your personal experience? What is war?</p> <p>The workshop should begin as a process of dialectical inquiry that should be easy and based on a democratic open structure, without any constraint, imposition, mystical deviations or dogmatic closure.</p> <p>It's not necessary to previously present the RMA theoretical framework.</p> <p>The RMA coordinator harmonizes the group discussion in order to allow each participant to have the proper amount of time during each session, so that each one can express her/himself on the issue and according to her/his own style and personality.</p> <p>It is important to always put emphasis on real needs, interests, desires and dreams first, in order to understand new, yet sometimes obscure relations, and learn how to consider other options.</p> <p>The coordinator should educate the group how to listen to its own inner breath, just like a midwife does with women during childbirth and he/she also should give the group the right rhythm in order to give space to reciprocal confrontation and to shape a new action idea.</p> <p>Breath and rhythm are inspired by natural processes.</p> <p>During the session, participants ask when they want to speak, creating an order that should be respected. It is good practice for all participants to express their opinion on the subject matter as it then calls for the individual responsibility that each of us should have in our own lives.</p> <p>It is important that everybody listens actively to each other's voice.</p> <p>The coordinator might also invite to speak those participants who are silent, giving them the possibility to accept or refuse the invitation.</p> <p>However, it is up to the RMA coordinator to allow and even inspire moments of silence where people are not pressed to give necessarily some kind of answer, but rather to silently reflect on what they have just heard from other people and then talk.</p> <p>It is important to put into practice the mosaic metaphor, to find nexuses, to connect by association of ideas and analogies. The fragments of knowledge, experience, the hypothesis made by everyone, are gradually related to one another, thanks to each contribution.</p> <p>The RMA coordinator might intervene and give his own contribution in order to enable true reciprocity. However, he should not influence the group discussion by expressing his/her personal opinion on the topic being discussed; but rather, on a more methodological level, he/she should favour reciprocal</p>
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	<p>communication, re-launch the discussion, ask for further explanations and/or examples taken from personal experiences of participants etc.</p> <p>It is important during the discussion that the RMA coordinator records what the participants say.</p> <p>Once the process of research is triggered, the RMA coordinator aims to improve the group's autonomy and its self-organisational skills.</p> <p><u>HOW TO FINISH THE RMA WORKSHOP?</u></p> <p>At the end of the workshop, the RMA coordinator closes by asking a short evaluation to all participants about their personal experience and about what they have learnt within the group. This final evaluation will allow the participants to have reciprocal feedbacks.</p> <p>The RMA coordinator closes the workshop by making a short summary of what has been said during the session and drawing conclusions on what emerged from it.</p> <p>The RMA coordinator should also talk about the next encounter and propose: when, at which time, about what.</p> <p>Such intense activity needs to be documented regularly and the RMA coordinator must keep the records after each workshop and make a synthesis of the main outcomes. After a certain number of meetings where participants will deeply experience RMA, the RMA coordinator could change during the workshop. Little by little, everybody should become a real mid-wife to everybody else.</p> <p>During the workshop all the participants discuss about how the learning experience is going and the discoveries made by the group.</p> <p><u>THE RMA COORDINATOR</u></p> <p>Within a workshop, an RMA coordinator does not transfer content from one mind to another, but he/she creates conditions in which each person can learn how to express him/herself and research individually and in groups.</p> <p>He is an expert in the art of questioning. He is able to wait during the natural gestational timing, valorising what RMA produces in the form of hypotheses, thesis, new questions, proposals etc.</p> <p>He knows how to listen in order to reformulate more targeted questions, he tries with other people to connect observations, to emphasize convergence points and help to interpret what starts to emerge.</p>
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	<p>He is not a leader, but “midwife”, expert in the theory and practice of group work, involved in clarifying the essence of everybody’s intuitions and experiences.</p> <p><u>CHARACTERISTICS OF THE RMA COORDINATOR</u></p> <ul style="list-style-type: none"> • Capacity to coordinate the group process and at the same time to be at participant’s level (capacity to share power), to assure attention to feelings, individual/group plans and goals, to manage time. • Capacity to ask questions and analyse problems instead of imposing solutions. • Capacity to “read” and get through the group; empathy; capacity to valorise each individual experience and the expression of all participants. • Communication skills: active listening and capacity for clear expression, presentation, cross-cultural communication. • Capacity of summarizing and using key words; ability to reflect personal and group intuitions and ideas, rephrasing, initiate others to speak, clarify interventions. • Capacity to manage conflicts inside the group and to transcend them in a positive way. • Open to diversity, capacity to avoid and/or change prejudices, sensitiveness, patience. • Creativity. <p>For the activity “Keep in mind”:</p> <ul style="list-style-type: none"> - Papers and pens; - List with the objects (see Worksheet). 		
Contents	1. Maieutic circle 2. Activity “Keep in mind”	Duration for each activity:	1. max ~120 min 2. ~30 min
Activities description (summary)	1. Maieutic circle <ul style="list-style-type: none"> • The RMA coordinator introduces him/herself and invites each participant to introduce him/herself by asking: What is your personal dream? • Each participant starts to tell something about him/herself in a personal way. In this way, everyone can open up, by expressing themselves and listening to other people’s point of view. 	Type of activity: group work, discussion game	

	<ul style="list-style-type: none"> • The maieutic process starts: RMA coordinator introduces the issue or a “good question” such as: What is the meaning of “transmission” according to your personal experience? And then: What is the meaning of “communication” according to your personal experience? • Each one can express her/himself on the issue and according to her/his own personal experience, style and personality. The starting point of an RMA workshop can be simply just a word or two. Gradually each of these initial words are associated to an adjective, an idea, a point of view and so this is how the actual workshop activity begins. The workshop activates a process of interchange as well as a reciprocal enrichment and only when communication between the workshop participants is effectively established it will be eventually possible to see a continuous germination of ideas. • Coordinator closes the workshop by making a short summary of what has been said during the session and drawing conclusions on what emerged from it. • RMA coordinator closes the session by asking a short evaluation to all participants. <p>2. Keep in mind</p> <p>Participants are divided in two groups: the first group will represent “Transmission”, the second one “Communication”.</p> <p>In each group, participants create couples and within each couple, they decide who will be the “narrator” and who will be the “listener”.</p> <p>In both groups, the narrator starts to read a list of objects that a couple going camping would need (see Worksheet 1– List of objects) and the listener has to try to remember as many items as possible. To do this, the two groups will experiment two different communication strategies.</p> <p>The narrators within the Group 1 (transmission) share the list <u>only</u> mentioning to their partner the 30 things the couple might need on the camping.</p>		
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	<p>The task for the Group 1 is only to pass the information: the partner cannot ask any questions; he/she can only listen. Once the narrator has finished to list all the items, the second partner has to take note of all the things mentioned by his/her partner he/she can possibly remember.</p> <p>Within the couples belonging to the Group 2 (communication), one partner tells the list, mentioning 30 things the couple might need one by one. After mentioning every single thing, the person telling the story should ask his/her partner: ‘What do you think?’, ‘why do they need it?’, allowing the partner to think and discuss ideas. The task is to encourage the partner to think about the topic and discuss his/her ideas with other people. When the person finishes the list, his/her partner has to take note of all the mentioned things he/she can possibly remember.</p> <p>In the end, the partners of group 1 and 2 who were listening to the stories show their list of things and the results are compared.</p> <p>The trainer will close the session making participants reflect about the two different approaches used and their results/consequences.</p>		
Supplies:	<p>For the maieutic circle:</p> <p>It’s useful to have a flipchart or a notebook to write down the diverse interventions and to record the outcomes of the maieutic session.</p> <p>For “Keep in mind” : Worksheet – List of Objects</p>		
Tips for trainers (optional)	See Setting		
Evaluation-feedback:	Short evaluation asked to all participants, one word to express the own feeling.		
<p>Observations:</p> <p>Because of its wide applicability, RMA can be easily applied to a variety of other themes and fields. The maieutic circle should also be adapted to specific goals and to specific target groups.</p> <p>It is important to get to know the group first, how well they know each other, what are the priorities or main needs, what the group expects and desires to learn.</p> <p>Other suggested issues to be discussed: Teaching vs. Educating – Peace – and so on.</p>			

Worksheets

Worksheet 1. List of objects

Next summer, Ana and Mark will go camping and they will take with them.

1. Tent
2. Sleeping bag
3. Air mattresses
4. Folding chairs
5. Hammer
6. Flashlights
7. Hats
8. Swimsuits
9. Rainwear (jacket and pants)
10. Toilet paper
11. Pump for air mattresses
12. Lip balm
13. Insect repellent
14. Hand sanitizer
15. Tent footprint
16. Alcohol or antiseptic wipes
17. Mirror
18. First-aid kit
19. Toothbrush
20. Cosmetics
21. Brush/comb
22. Medications
23. Eyeshades
24. Earplugs
25. Toothpaste
26. Batteries
27. Umbrella
28. Binoculars
29. Maps
30. Energy food

Appendix – Psychosocial games

"The Postman" – develop communication skills.

The players sit on their chairs in a circle (or stands in their hoops, chalk circles, etc.). One player, the postman, stands in the center. He says clearly: "The mail is here." The other players ask: "For who?" The postman answers: "For everybody who..." and he invents something: "... has a brother / everybody who has been to Paris / everybody who wears glasses / everybody who likes playing soccer, etc.". Everybody who "receives a letter" has to get up and switch places as quickly as possible. At the same time, the postman has to try to find a place for himself. Whoever is left without a seat is the new postman and brings the next letter, for "everybody who..."

"The blind man and the guide dog" – builds trust and confidence in others.

The game takes place in silence. The players choose a partner and make pairs, A and B. The aim is to move around confidently and responsibly. A closes his/her eyes and plays the "blind person", while B, with eyes open plays the "guide-dog". It is up to the guide dog to find the best way of leading their blind master in the determined space, without talking and avoiding the other pairs of players or any obstacles. Swap roles. Progression: once a pair trusts each other, the animator has different possibilities, like adding obstacles to be avoided, reducing the space available, changing the pairs round, etc.

MODULE 5 - SENSITIVITY

The globalisation is fast evolving process due to which the world is getting smaller and smaller every day. In order to find our place in it and to live peacefully and comfortable we should learn to accept and understand the incredible diversity amongst human population.

People see, interpret and evaluate everything in very different ways. What is considered an appropriate behaviour in one culture is frequently inappropriate in another one. When we don't know each other we experience doubt, fear and mistrust of others regardless of colour, religion, gender or any other stereotypical excuse given as to why we fear others. Due to this reason, it is essential to be aware of the differences between the different nations, ethnicities, cultures and religions. In this way we increase our community awareness and strengthen the feeling of mutual trust, tolerance, understanding and friendship.

When we break the barriers we've built around us and start to learn more about the others and to accept the similarities and differences we evolve and improve ourselves. The community awareness helps the people to grow and opens doors to unlimited possibilities in terms of travel, new friendships, new opportunities and wider perspective of the world we live in.

Learning outcomes

- a. Becoming aware of the differences and similarities between people and ethnicities.
- b. Building tolerance and patience.
- c. Breaking stereotypes.
- d. Promoting empathy.
- e. Creating social and cultural adaptation skills.

Expected outcomes

By the end of this module the learners are expected to have:

- a. Raised awareness of the differences and similarities between people.
- b. Better understanding of the concepts of peace and tolerance.
- c. Lower level of stereotyping.
- d. Improved sense of tolerance, empathy and mutual understanding.
- e. Improved social and cultural adaptation skills.

Key elements

1. Warm-up activity
2. Thematic concept
3. Presentation of the thematic concept
4. Social adaptation
5. Work presentation
6. Case studies preparation
7. Feedback

Methods used

- a. Individual work
- b. Presentation; group work; discussion
- c. Group work and/or discussion
- d. Group work; discussion
- e. Presentation
- f. Discussion; group work
- g. Presentation

Short theoretical presentation of the learning concepts

The cultural/community awareness is the ability to recognize and accept the different beliefs, values, perceptions, state of mind, traditions and customs that someone has based on that person's origin, religion, ethnicity, etc. It is considered as a stepping stone for building successful personal and professional relationships in diverse environments. The cultural awareness and the ability to accept the differences between people strengthen the feeling of mutual trust, tolerance, understanding and friendship.

In order to develop these skills there are some questions that we should ask ourselves:

- Why do we do things in a particular way?
- How do we see the world?
- Why do we react in that particular way?
- How the others see us?

There are certain levels of cultural/community awareness:

My way is the only way - At the first level, people are aware of their way of doing things, and their way is the only way. At this stage, they ignore the impact of cultural differences (Parochial stage).

I know their way, but my way is better - At the second level, people are aware of other ways of doing things, but still consider their way as the best one. In this stage, cultural differences are perceived as source of problems and people tend to ignore them or reduce their significance (Ethnocentric stage).

My Way and Their Way - At this level people are aware of their own way of doing things and others' ways of doing things, and they chose the best way according to the situation. At this stage people realize that cultural differences can lead both to problems and benefits and are willing to use cultural diversity to create new solutions and alternatives (Synergistic stage).

Our Way - This fourth and final stage brings people from different cultural background together for the creation of a culture of shared meanings. People dialogue repeatedly with others, create new meanings, new rules to meet the needs of a particular situation (Participatory Third culture stage).

EU dimension

Accepting differences and cultural awareness are crucial values in the European Union. For more than 20 years the EU motto is "United in diversity". It signifies how Europeans have come together, in the form of the EU, to work for peace and prosperity, while at the same time being enriched by the continent's many different cultures, traditions and languages. The founding principles

of the EU are respect of the cultural diversity and fostering cultural awareness and mutual understanding.

The Preamble of the Charter of Fundamental Rights of the Union says: “the Union is founded on the indivisible, universal values of human dignity, freedom, equality and solidarity; it is based on the principles of democracy and the rule of law. It places the individual at the heart of its activities, by establishing the citizenship of the Union [...]. The Union contributes to the preservation and to the development of these common values while respecting the diversity of the cultures and traditions of the peoples of Europe as well as the national identities of the Member States”.

Description of the module,

Total duration: ~240			
Setting:	<p>The training room should be arranged in a way that each learner to feel comfortable and safe.</p> <p>In order to create an atmosphere of equality and comfort the seating arrangement in the room should be organised in the form of circle.</p> <p>The number of learners to participate in the practical activities can vary: min. 10 people / max. 30 people.</p> <p>Music as a background – in order to create positive and friendly atmosphere where the learners to feel relaxed</p>		
Contents	<ol style="list-style-type: none"> 1. Warm-up activity. 2. Practical exercise – Accepting differences situational game – “Life in a perfect world”. 3. Discussions on the meaning of peace and tolerance. 4. The exercise with the labels. 5. Case studies presentation. 6. Human rights history. 7. Accepting differences. 8. Understanding the differences. 	Duration for each activity:	<ol style="list-style-type: none"> 1.~20 min 2.~60 min 3.~30 min 4.~30 min 5.~30 min 6.~10 min 7.~30 min 8.~60min
Activities description (summary)	<ol style="list-style-type: none"> 1. Warm-up activity Every trainee writes his/her name (better short or nick names, especially for long names) and next to each letter of the name writes something typical for him/her beginning with the corresponding letter. It could be a characteristic, hobby, favourites, a person, etc. Then every participant presents his/her writing to the rest of the group. 2. Practical exercise – Accepting differences situational game - “Life in a perfect world” 	Type of activity:	

	<p>The trainer gives instructions and presents the rules and activities of the situational game “Life in a perfect world” – (detailed instructions and handouts are presented in Worksheet 1)</p> <p>This activity starts with a quiz on proverbs and wise sayings that reflect different aspects of being at peace, and goes on to let participants reflect on:</p> <ul style="list-style-type: none"> ✓ The meaning of peace and accepting the differences. ✓ Inner peace, peace with others and peace with the environment. ✓ Developing peaceful behaviour and tolerance towards others. <p>Specific objectives:</p> <ul style="list-style-type: none"> ✓ To sense the interdependency between the different dimensions of peace. ✓ To discuss the different meanings of peace and tolerance and how it applies to our daily lives. ✓ To promote respect, solidarity, tolerance, acceptance and responsibility. <p>Instructions, tips, general conclusions, assessment and feedback – described in details in Worksheet 1</p> <p>3. Discussions on the meaning of peace and tolerance</p> <p>This activity is a follow-up of the previous one. The aim is to encourage the participants to discuss and express their opinions about peace, tolerance and acceptance of each other.</p> <p>Instructions, tips, general conclusions, assessment and feedback – described in details in Worksheet 1</p> <p>4. The exercise with the labels</p> <p>Participants stand in a circle with their eyes closed while the facilitator sticks small self-adhesive labels of different colours on their forehead. The number of labels of each colour is not equal and varies according to the size of the group, but there is always one person alone with one colour (for example one red sticker, three blue stickers, three green stickers, four orange stickers, four black stickers).</p> <p>Instructions:</p>	<p>Group work, discussion</p>	
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	<p>a. Ask the participants to open their eyes and to group themselves by colour in silence.</p> <p>Debriefing: Ask everyone how they felt (<i>the large group felt good, secure together, took pleasure in rejecting the single different colour, had pity for them, etc.</i>). Then ask the person labelled different (red in this case) how he/she felt (<i>discriminated against, rejected, proud of being different, etc.</i>).</p> <p>b. Ask the participants to silently gather in groups having as many colours as possible. Again, invite the persons to feel what is happening internally and to express it in a loud voice.</p> <p>Ask them what was different in the second part of the activity. Encourage participants to speak about their emotions and to not remain only on the factual side of the game. Insist on authenticity. The goal of the second stage is to pass from unbalanced exclusion to balanced inclusion. In this case, the group that joins the red label has the greatest number of members, valorising the difference instead of rejecting it.</p> <p>5. Case studies presentation</p> <p>The trainer divides the group into several smaller groups (preferably 5-6 members each) and each group is given the task to invent a short story where any kind of intolerance has been presented. The aim is the participants to recognise the different aspects of intolerance are and what are the reasons for provoking it. The most important thing is to present efficient way for combatting the presented intolerance.</p> <p>After, each group presents the work they just did – they could use role play, simulation or any other method they consider the most appropriate.</p> <p>6. Human rights history</p> <p>Bit of quiz, bit of group decision making, bit of knowledge. Human rights history can be a good starting activity in workshops, trainings, etc., to introduce human rights to participants and to become familiar with the most important theoretical basis.</p> <p>Aims of the activity</p> <p>The main aim of Human rights history is to introduce the topic, the thinking and important moments in the</p>	<p>Presentation</p> <p>Discussion, group work</p>	
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	<p>evolution of human rights. It tries to show that in different parts of the world, in different religions, in different times we can find core values, like human dignity, freedom, equality, helping others, etc.</p> <p>Description</p> <p>Human rights history is a good introductory game in human rights educational activities. It contains the most important (in my point of view) events/thoughts/processes in the history of mankind in the aspect of human rights. From Hammurabi to Kyoto Protocol. From Moses to Muhammad. From Greek democracy to labour rights. This activity can be followed by a presentation of human rights (theoretical input), or creating a living statue in small groups about a concrete human right or some cooperative group work to work up the Universal Declaration of Human Rights.</p> <p><i>Note:</i> there is not only one good solution for the timeline. There are some cards which are about a longer period, not for an exact date and these cards can be mixed. The main purpose is not to develop the “perfect” timeline, but the thinking “behind” its elaboration (and, of course, it is important that participants don't mix up historic facts/figures i.e. Martin Luther King with Martin Luther)</p> <p>Steps:</p> <ol style="list-style-type: none"> 1. Place the human rights history cards in the middle (Worksheet 5) 2. Introduce the task to the group: Read all of the cards and try to create a human rights timeline (give maximum 10 minutes for that). 3. If the group is ready read out loudly the cards in the group's order. If it is the case, correct the wrong parts, but remember that the aim is not to prove the participant's knowledge, but to wake their interest about human rights. 4. Debriefing - How do you feel about the result of the game? How did the group make decisions? Was there any new information for you on the cards? What does this activity mean to you? <p>Tips:</p> <p>Make your own cards with more topics, funnier pictures, etc. You can make small groups and compare the different solutions at the end. There is another version if</p>		
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	<p>you give one card to one person, you put the starting point to the middle and if somebody thinks that it is her/his turn, she/he read out the card and say an explanation why it's the next.</p> <p>7. Accepting differences</p> <p>BARNGA Game is so easy to use that its procedure is a joy for both the experienced and the inexperienced game facilitator. The game almost immediately involves all its players and supplies are easily procurable. Careful planning of the follow-up debriefing period helps assure that all participants will become aware of and reflect on the learning's of the exercise.</p> <p>Materials:</p> <ul style="list-style-type: none"> • Card deck for every group of 4 to 6 students • Paper and pencil for each group • Print-outs of rule sheets below (Worksheet 6). There are 8 possible combinations of rules sheets. You can pick the ones you need once you know the number of groups you will have. <p>Preparation:</p> <p>In each card deck remove all cards EXCEPT Ace, 2, 3, 4, 5, 6, 7 of each suit. This leaves 28 cards.</p> <p>Real Goal</p> <p>The goal is to raise awareness of cultural differences, especially when people move from one culture to another. Everyone will be playing the same game except that each group has just slightly different rules. When a player moves to a new group, unable to communicate, he/she will run into obstacles in winning a trick. When someone joins a new group, or moves to a new home, the rules in that new place are similar to what he/she is used to but with some important differences which he/she must figure out. When someone joins our group, club, circle of friends, neighborhood, we should be flexible and supportive when the person doesn't quite "get it" how we do things here.</p> <p>Starting the Game</p> <ul style="list-style-type: none"> • Groups of 4 to 6 are seated in a circle on the floor or at a table, each group well away from others. Define an 		
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	<p>order to the groups by arranging them as a larger circle or putting a numbered sign at each group.</p> <ul style="list-style-type: none"> • Each group is given a deck of cards and rules to the new game. • Each group should read the rules and practice a few games until everyone understands how to play the game. At that point, they should inform the teacher. <p>Once everyone knows how to play, the teacher picks up all the rule sheets and announces that the real game is played as a tournament with no verbal or written conversation. Players can communicate with gestures and drawing pictures if needed.</p> <p>In this tournament, players rotate between groups this way:</p> <ul style="list-style-type: none"> • When a game is completed, the player with the most tricks moves to the next higher table. • The player with the fewest tricks moves to the next lower numbered table. • The other players remain at the same table. • If there is a tie, the person whose first name is alphabetically first wins and moves. <p>8.</p> <p>Understanding the differences</p> <p>a) What do we know about...</p> <p>Ask the participants to split up into teams of 2-4 persons. Provide each team with one poster and ask them to write down what do they know about.... Here you can choose different cultures, some of them more known to the participants, others less known, maybe – for example: Germans, Japanese, Icelandic, Romanians, English, Spanish, Turkish, etc, or you can choose different cultures from the same country.</p> <p>After the participants write on posters and present what they know about that culture, the trainer asks them which were their sources of information. In general, the participants know about different cultures: from mass media, from what their friends told them, from literature, in general from indirect sources. The trainer</p>		
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	<p>emphasizes the fact that all the things that we know have, in general, an indirect source, and that people form general opinions on things without much research.</p> <p>b) The second exercise is about stereotypes. The participants are still in their working groups. The trainer tells the participants the story of <i>The Young Girl in Love</i> and asks them to decide which of the five characters behaved in the most moral way and which in the least moral way. The participants have to give a score from 1 to 5, from the most moral behavior to the least moral behavior to the five characters of the story. Then, the trainer tells them the second part of the story and asks them if this changes the score. The debriefing is on how we fill in information about people based on our truncated inputs using our stereotypes.</p> <p>Materials: posters, markers, the <i>Young Girl in Love</i> Story for the trainer (Worksheet 2).</p> <p>c) The trainer presents the model of the iceberg when coming to cultures:</p> <p>Culture is often compared to an iceberg which has both visible (on the surface) and invisible (below the surface) parts. Elements of culture which we can plainly see, such as food or clothes, are represented by the upper portion of the iceberg. Those elements which are not as obvious such as why someone eats or dresses the way they do are represented by the much larger portion of the iceberg underwater.</p> <p>Failure to understand and recognise these parts of culture and the layers that compose them, as well as how they influence each other is the main reason misunderstandings occur when doing business internationally.</p> <p>Materials: Worksheet 3</p> <p>There are six stages from ethnocentrism to ethnorelativity:</p> <ol style="list-style-type: none"> 1. Negation 		
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	<div>2. Resistance</div> <div>3. Minimisation</div> <div>4. Acceptance</div> <div>5. Adaptation</div> <div>6. Integration.</div> <div>Tolerance is just a stage between Minimisation and Acceptance, so the goal is to go all the way through and to aim the Integration stage which each and every culture you encounter.</div> <div>Resources: https://quizlet.com/8817828/flashcards</div>		
Supplies	<div>Posters; photos; music; colour paper, colour pens and pencils; scissors; tape; multimedia; computer.</div> <div>The supplies for the situational game are described in the Worksheet.</div> <div>Depending on the number of participants provide one copy of each worksheet per participant.</div>		
Tips for trainers (optional)	Described in the Worksheet		
Evaluation-feedback:	<div>The trainer should encourage the participants to assess the module honestly and express their opinion freely. Here are some questions that could be included in the evaluation discussions: <i>How have I felt? What did I learn today? What can I practice or share at home, school, street, with friends?</i></div> <div><i>Why accepting the others and being tolerant is so important nowadays?</i></div> <div>Encourage the learners to feel free to share if they found a negative aspect in the activities. Ask them to give suggestions for improvement.</div>		
<div>Observations:</div> <div>This module should be carefully used and always taking into account the group specifics. Sometimes topics such as religion or sexual orientation could be very sensitive. The trainer has to carefully consider the group specifics and always be vigilant about arising conflicts and problems between the participants and be ready to solve them in the best possible way. The participants should be made feeling safe and comfortable in order to share their honest opinion and thoughts on the topics.</div>			

Worksheets

Worksheet 1 Life in a Perfect World

Si vis pacem, para pacem (If you want peace, prepare the peace)

Materials:

- One large sheet of paper (A3) or flipchart paper
- Markers of different colors
- Blank sheets of paper and pens
- Copies of Worksheet 1 one per small group
- Copies of Worksheet 2 and 3 one per participant
- Discussion guides (Worksheet 4), one per small group

Preparation: Copy the peace wheel (Worksheet 1) onto a large sheet of paper (Preferably A3). Make it as big as possible.

PART 1 – COMPLETING THE MANDALA/PEACE WHEEL (60 minutes)

Instructions:

1. In plenary, show participants the large A3 copy of the empty peace circle, or mandala (Worksheet 1). Point out the three sections: peace with yourself, peace with others and peace with nature. Tell them that the completed mandala will represent the attainment of an ideal state of peace. To complete it, participants have to find the twenty-one "words of universal truth" that relate to each of the twenty-one areas of a life in peace. These missing 21 words of universal sayings can be found all over the world in statements or proverbs.
2. Ask participants to get into three groups and hand out a pen, a copy of the empty mandala (Worksheet 1 – one per small group) and a copy of the quiz sheet (Worksheet 2 – one per each participant in the group). Remind them that they have to find the missing words in each of the proverbs. These are the clues to the values that fit in the different areas of the peace circle. The number of each missing word (or area) in the quiz corresponds with the numbers on the mandala wheel.
3. When they have finished, call everyone together. Ask participants to volunteer to read out the completed proverbs one at a time. Check they are correct and ask the reader to take a pen and write the word on your large copy of the peace circle.
4. Repeat for all the proverbs until the mandala is complete and a state of peace is attained.
5. Distribute copies of Worksheet 3 to the participants. They will need the filled in peace wheel for the next part of the activity.

General Conclusion and Assessment

Start by talking about the mandala and the universality of the values represented. Here are some suggestions for questions you can discuss with the group:

- How hard was it to find the missing words? How many of the proverbs or sayings did people already know? Are they in fact "words of wisdom" that are relevant to our lives today?

- Do the words in the innermost circle represent universal values? Are they equally important in all cultures? Which are the most important in yours?
- Are there other core values which are not represented?

Tips for facilitators

There is further information about the issues raised in this activity in the background information on peace and violence. This will help you to guide the discussion in plenary. Try to bring out the interrelation between the three dimensions of peace. Do not be afraid of controversy; this is by nature a controversial topic. Rather, reflect on the arguments in favor and against the issues and emphasize that these are not black and white issues; there are no clear answers.

If there are more than eighteen people in the group, it is best to double up on the numbers of small groups and work with six small groups rather than three large ones. Remember to make extra copies of the materials!

Variations

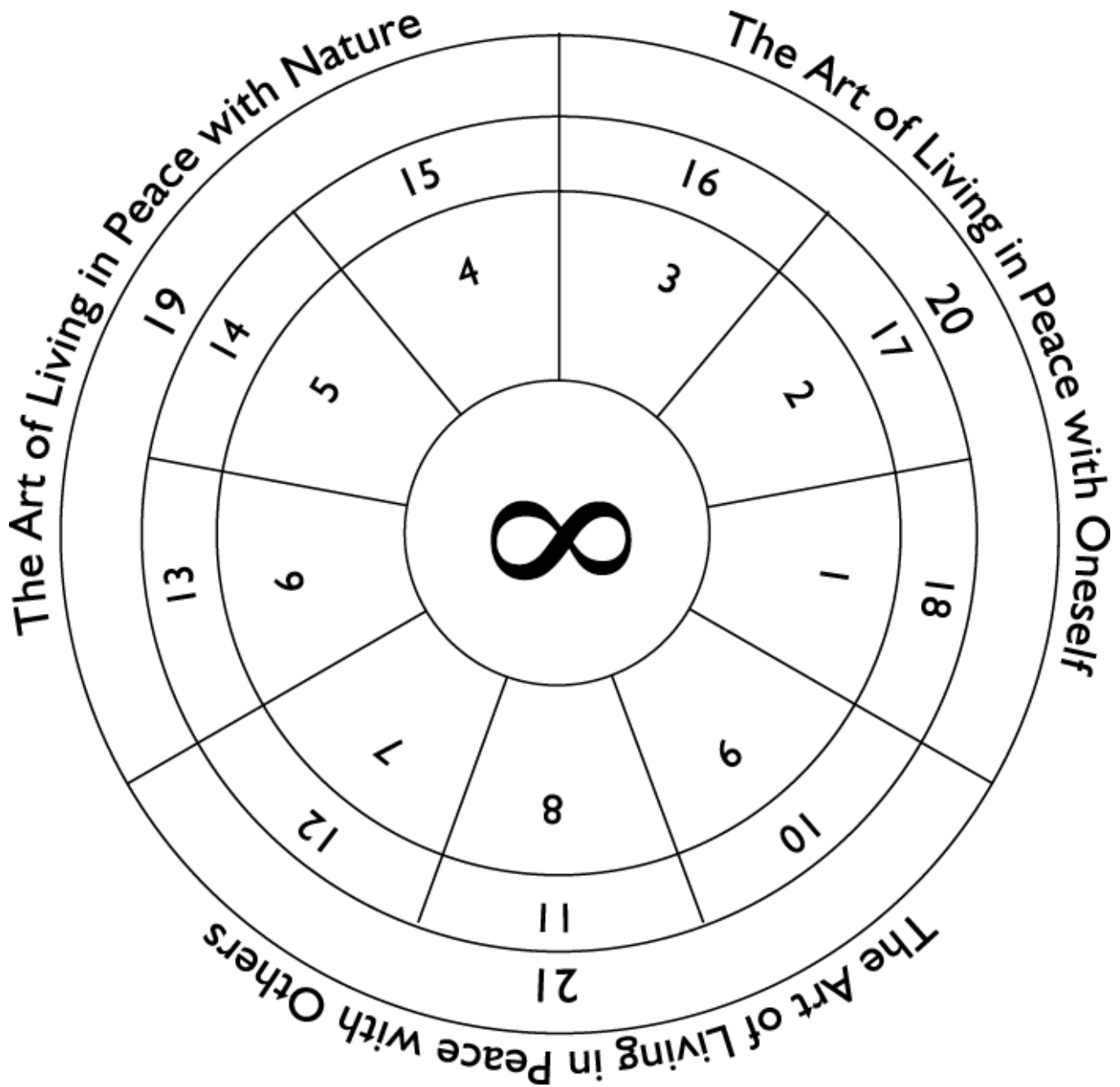
You could organize part one, completing the mandala, as a whole group activity. Read out the proverbs one at a time and ask for suggestions for the missing words. In this case, you will mark the words straight onto the large chart and you will need to make copies of the completed wheel for people to refer to in part 2.

Further information

There are many ways to interpret the peace circle. The following notes may help guide you in discussions about it:

- In the center of the mandala is the sign of infinity, there is no beginning and no end.
- All the words in the innermost circle represent the values and behavior or a state of being that should be in each of the corresponding areas of our lives. For example, in relation to our ability to be at peace with others and at peace with society, we need to be at peace in the areas of economy, our social life and culture.
- Mind, body and emotions are the areas of focus in our relationship with "oneself" and our inner peace. To have individual inner peace, we need wisdom, to feel love, patience, compassion, and joy and to have a healthy body.
- The third dimension of peace is environment, which coincides with peace with nature. Here we have three areas: we need to have knowledge to be informed, to have respect for life and to be in harmony with substance (nature, trees, flowers, animals, etc.).

Worksheet 1. The peace wheel



Worksheet 2. The quiz

Can you find the words which are missing from the following proverbs and quotations? Identify the words and you have the clues to fit into the peace circle! Then place the words in the circle on the corresponding number.

The words you should match are: Beauty, Body, Compassion, Co-operation, Culture, Economy, Emotions, Environment, Patience, Harmony, Health, Individual, Information, Joy, Justice, Knowledge, Life, Love, Mind, Respect, Social life, Society, Solidarity, Substance, Truth, Welfare and Wisdom.

Area 1. Experience is the mother of _____.

Area 2.

a) Where there is _____ there is no darkness. (Burundi Proverb)

b) _____ and perseverance have a magical effect before which difficulties disappear and obstacles vanish. (John Quincy Adams)

c) Man may dismiss _____ from his heart, but God never will. (William Cowper)

d) Don't promise something when you are full of _____; don't answer letters when you are full of anger. (Chinese Proverb)

Area 3. _____ is better than wealth.

Area 4. Doubt is the key to _____. (Iranian Proverb)

Area 5. If you want to be respected, you must _____ yourself. (Spanish Proverb)

Area 6. To touch the earth is to have _____ with nature. (Oglala Sioux. Native American)

Area 7. For the sake of others' _____, however great, let not one neglect one's own _____; clearly perceiving one's own _____, let one be intent on one's own goal. (Buddhist proverb)

Area 8. Government and _____ are in all things the law of life; anarchy and competition the laws of death. (John Ruskin)

Area 9.

a) _____ without wisdom is like a flower in the mud. (Romanian Proverb)

b) Sooner or later the _____ comes to light. (Dutch Proverb)

c) _____ forever, _____ forever, _____ forever. For the union makes us strong. (Ralph Chaplin)

d) When violence comes into the house, law and _____ leave through the chimney. (Turkish Proverb)

Area 10. _____ of the mind must be subservient to the heart. (Mahatma Gandhi)

Area 11. See _____ and glee sit down, / All joyous and unthinking, / Till, quite transmogrified, they're grown / Debauchery and drinking. (Robert Burns, 1759-1796).

Area 12. There can be _____ where there is no efficiency. (Beaconsfield)

Area 13. Be not deceived with the first appearance of things, for show is not _____. (English Proverb)

Area 14. A moment of patience can prevent a great disaster and a moment of impatience can ruin a whole _____. (Chinese Proverb)

Area 15. Where is the wisdom we have lost in knowledge? Where is the knowledge we have lost in _____? (T.S. Eliot)

Area 16. Easier to bend the _____ than the will. (Chinese Proverb)

Area 17. By starving _____ we become humourless, rigid and stereotyped; by repressing them we become literal, reformatory and holier-than-thou; encouraged, they perfume life; discouraged, they poison it. (Joseph Collins)

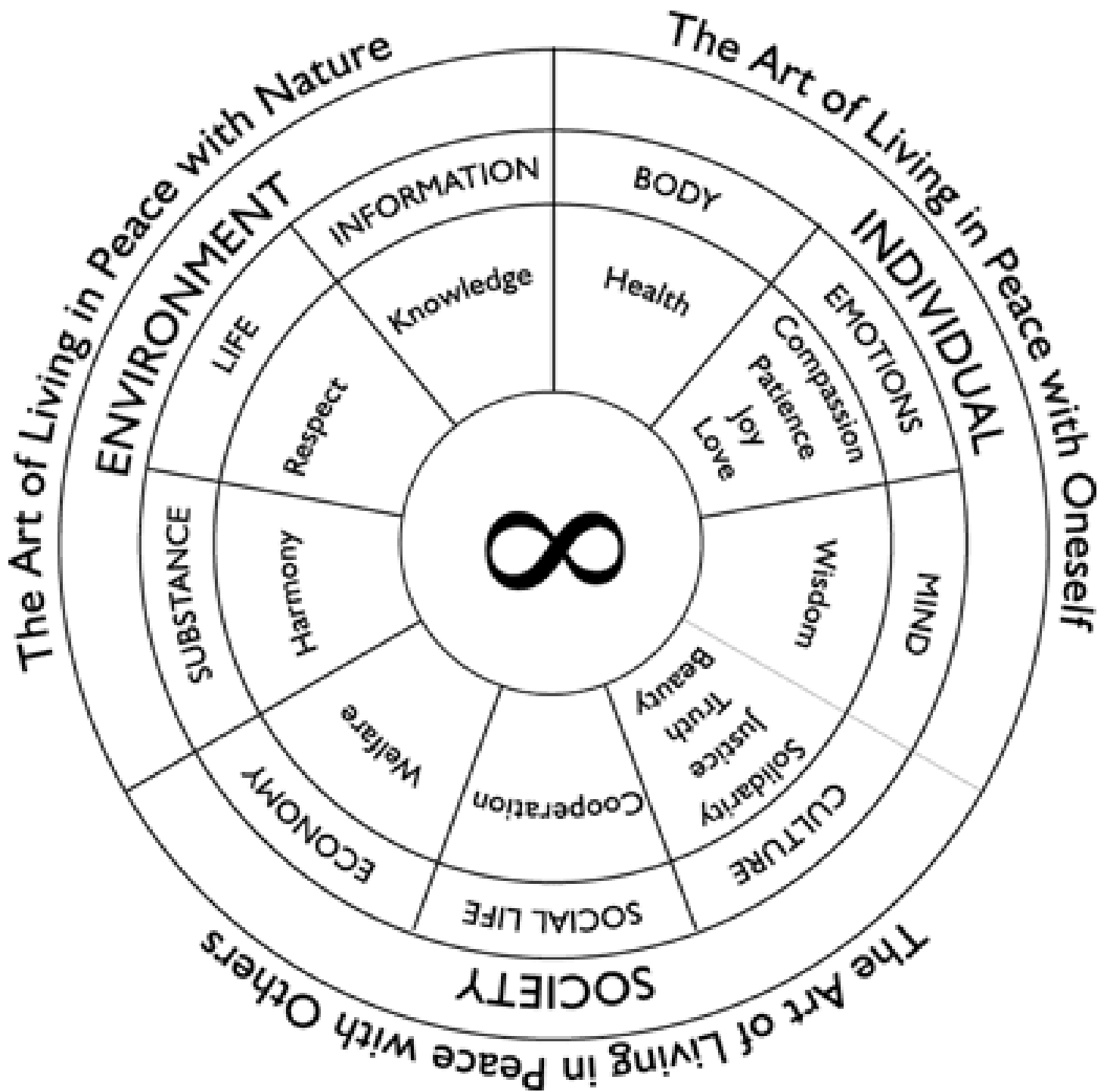
Area 18. See with your _____, hear with your heart. (Kurdish Proverb)

Area 19. Man shapes himself through decision that shapes his _____. (Rene Dubos)

Area 20. Every heart is the other heart. Every soul is the other soul. Every face is the other face. The _____ is the one illusion. (Margaurite Young)

Area 21. You can tell how high a _____ is by how much of its garbage is recycled. (Tahanie)

Worksheet 3. The completed wheel of peace



Material for the trainer

Answers to the peace wheel quiz.

Area 1. Wisdom.	Area 7. Welfare	Area 13. Substance
Area 2.	Area 8. Co-operation	Area 14. Life
a) Love,	Area 9.	Area 15. Information
b) Patience,	a) Beauty,	Area 16. Body
c) Compassion,	b) Truth,	Area 17. Emotions
d) Joy	c) Solidarity,	Area 18. Mind
Area 3. Health	d) Justice	Area 19. Environment
Area 4. Knowledge	Area 10. Culture	Area 20. Individual
Area 5. Respect	Area 11. Social life	Area 21. Society
Area 6. Harmony	Area 12. Economy	

PART 2 – DISCUSSIONS - Talking about peace (30 minutes)

Instructions

1. Ask people to return to their three sub-groups formed during the part 1 of the activity. Give out the discussion guides, one to each group. Ask them to discuss the questions in their discussion guide, while at the same time keeping an eye on the values associated with the relevant area of the peace wheel. They should see if they can come to a consensus about the questions, and they should be prepared to report back on their discussions.
2. At the end, call everyone into plenary, and ask each group to report back
3. In order the discussions to run smoothly and effectively very strict rules should be followed during the whole time. The most important rule you should stress is the theme of the discussion to always be followed. No side-issues could be discussed and no digressions could be made. Tell the learners that it is very important to carefully listen to each other and don't interrupt their peers. Opposite opinions should be expressed in attentive and respectful way. No offences and loud voice will be tolerated.

General Conclusion and Assessment

Ask someone from each group to make a very short summary of the questions on their discussion guide. Then take the following questions in rounds:

- Was it easy to reach a consensus on all the issues discussed?
- Which question was the most controversial? Why?
- What is their opinion on the controversy?
- Why do people have different views on these issues relating to peace?
- People often link discussions about inner peace with religion. Why is this?
- Do people have to be religious to have values necessary for inner peace?
- What relationships are there between what they have been discussing and human rights?
- Is peace a necessary prior condition for a culture of human rights to exist, or it is necessary to have human rights respected before people can reach a state of peace?

Worksheet 4. Discussion Guides

Discussion guide: Peace with oneself (group 1)

- What does it mean to be at peace with oneself?
- What sorts of things that we say and do every day, show that we are at war with ourselves and do not have a quality of inner peace?
- Is there a relationship between the body, mind and emotions? What kind of relationship?
- How can we develop the qualities that help us to be at peace with ourselves?
- Is it possible to have a positive relationship with others if we do not have inner peace ourselves?

Discussion guide: Peace with others (group 2)

- Do we - as human beings - have the capacity to live at peace with others?
- Does absence of war mean that we are at peace with others?
- Can we learn to be more peaceful with others in our daily lives? How?
- What grounds are there to be hopeful for a peaceful world in the future?
- Can the scars left by wars be overcome so that people can live in peace again?

Discussion guide: Peace with nature (group 3)

- Does society value the environment?
- What does it mean to live in harmony with nature?
- Whose duty is it to care for the environment?
- In the future, how many wars will be fought over basic natural resources (for example, water), compared to wars fought for other reasons (for example, ethnic, cultural or religious clashes)?
- Do you think that the art of living in peace with nature is relevant to the achievement of a total state of peace?

Worksheet 5.

Human rights history



The famous Babylonian king Hammurabi, was the first ruler who had **written code of laws**. The laws of Hammurabi were written on a giant stone pillar, called *stèle*. His rules were based on the ancient principle of 'eye for an eye'. Besides that, this code was the first appearance of 'presumption of innocence', the protection of the weaker and the idea of '**common good**'.



The Bible says that Moses wrote down Ten Commandments, the will of God on the Mount Sinai. Basic principles are: don't kill, don't steal, respect your family and don't bear false witness. Siddhartha Gautama, founder of another great religion – Buddhism - taught respect of life, nonviolence and purity to his followers.



The political career of Pericles was linked with the *golden age* of democracy in Athens. The classical democracy is the rule of the people (demos), where everybody is equal before the law, freedom is the basic principle and always the majority decides.



The nobles of England and the Hungarian Kingdom fought for their rights almost the same time. The 2 written documents (*Magna Charta Libertatum*, *Bulla Aurea*) had many commonalities, like the ban of imprisonment without legal judgment or the right of resistance if the king violates the law.



The American 'Declaration of Independence' and the French 'Declaration of Human and Civil Rights' were based on the thoughts of the masterminds of age of Enlightenment, like John Locke, Thomas Jefferson or Montesquieu. These documents declared the principles of freedom, fraternity and equality.



As the effect of Industrialization the working class evolved. Many new philosophies dealt with the rights and living conditions of labors: anarchists, Christian socialists, socialists. Karl Marx and Johannes Engels tried to unify these ideas at the Second International (organization of socialist and labour parties).



The first step to end slavery was the pact between England and France about the prohibition of slave trade. In the US, president Lincoln freed the slaves during the civil war. By the end of 19th century several international agreements against slavery were signed.



Mother Teresa established orphanages and schools for poor children in India. Ten years after she got the Nobel peace prize, the Assembly of the United Nations accepted the Convention on the Rights of the Child. This document bans child labor, arranged marriages and makes elementary education mandatory.



Mahatma (means High Soul) Gandhi is the father of nonviolent movements. He experienced oppression in South Africa and India too. He taught civil disobedience to people: among the practices he started, not to pay taxes and to ignore British economic system. He was committed advocate of religious reconciliation. He never got Nobel peace prize because of political reasons.



Due to technical development the wars became more and more destructive. This issue brought International Red Cross to life. The organization operates in peace and in war as well, their principles are impartiality, humanity, universality and volunteering. The Red Cross initiated the Geneva Conventions that protects the rights of prisoners of war, the wounded and civilians in wartime.



The word *suffragette* means the right to vote. The suffragette movement broke out in the UK where the authorities scorned the women activists with that name. The activists chained themselves in public, burned mailboxes, accepted imprisonment and made hunger strikes. New-Zealand was the first country which gave voting right to women.



Prophet Muhammad wrote about what a faithful Muslim should do. The Quran says that a Muslim should donate to the poor, wishes the same for him/herself as to others and believes that an act should be judged by the purpose.



World War II ruined half of the world, especially Europe and South-East-Asia. World leaders created United Nations and Council of Europe due to this shock. These organizations aimed to solve conflicts peacefully, with international agreements. The UN General Assembly adopted the Universal Declaration of Human Rights on 10th of December 1948. The CE adopted the European Convention on Human Rights on 4th November 1950.

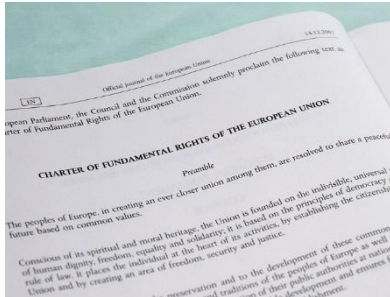


of African-American people.

The status of black people was not being resolved with the ban of slavery. In South Africa the government enforced the apartheid system, which divided the society into 4 groups. Nelson Mandela and his companions fought for equal rights for almost 50 years. Meanwhile in the USA reverend Martin Luther King Jr. struggled nonviolently for the civil rights



The ideas of global responsibility, environmentalism and sustainable development gain more and more attention worldwide. The Kyoto Protocol regulates the emission of greenhouse gases. Fair Trade is an operating alternative worldwide commercial network. Wangari Maathai got Nobel peace prize for combating desertification.



The Charter of Fundamental Rights of the European Union proclaims certain political, social, and economic rights for EU citizens and residents into EU law. It was drafted by the European Convention and proclaimed on 7 December 2000. However, its then legal status was uncertain and it did not have full legal effect until the entry into force of the Treaty of Lisbon.



What comes next?

Possible solution:

1. Hammurabi - 18th century BC
2. Moses - 13th century BC
3. Pericles - 5th century BC
4. Muhammad - 7th century AD
5. Magna Charta - 13th century AD
6. Declaration of Independence – 1776; Declaration of Human and Civil Rights - 1789
7. British and French pact against slave trade - 1807, Lincoln's Emancipation Proclamation - 1863
8. Founding of Red Cross - 1863 (Geneva Conventions 1864, 1906, 1929, 1949)
9. Industrialization (Watt's steam engine) - 1765; Second International - 1889
10. Suffragette movement in UK (beginning of 20th century); New-Zealand gives voting right to women - 1893
11. Gandhi's struggle for the independence of India - 1915-47
12. Founding of United Nations – 1945; Council of Europe - 1949
13. Apartheid system in South Africa - 1948-1994; Martin Luther King's March on Washington - 1963
14. Mother Teresa's Nobel prize – 1979; Convention on the Rights of the Child - 1989
15. Kyoto Protocol - 1997
16. The Charter of Fundamental Rights of the European Union - 1st December 2009.

Worksheet 6. Accepting differences

GROUP 1 RULES	
<u>Deal</u>	Dealer is oldest person in group. Shuffle cards and deal face-down, one at a time around the group. Some will get fewer cards than others. The Scorer is the person to the dealer's right - he marks down each trick won.
<u>Start</u>	Player to dealer's left starts by playing any card. Each person around the group plays a card in turn. This is one trick.
<u>Playing Suit</u>	The first card played in a trick can be any suit. Each player must play a card of the same suit if one is in his hand. If he has no card of that suit, only then can he play a card of a different suit.
<u>Ace</u>	The Ace is the highest card in each suit.
<u>Trump</u>	The club suit is trump. If you have no cards of the original suit played, you can play a trump card and win the trick. Even a 2 of trump will beat a 7 of the original suit. However, some other player may also play a trump (because s/he does not have a card of the first suit). In this case, the highest trump wins the trick.
<u>Winning Tricks</u>	The highest card played wins the trick. The winner of the trick gathers all the cards and places them face down in front of himself.
<u>A Round</u>	The winner of a trick plays the first card of the next trick. As soon as one player is out of cards, the <i>Round</i> is finished.
<u>A Game</u>	The dealer collects all cards, shuffles, and deals for another round. THREE rounds make one game. At the end of the game, the winner is the person that collected the most tricks in total from the rounds.

GROUP 2 RULES	
<u>Deal</u>	Dealer is oldest person in group. Shuffle cards and deal face-down, one at a time around the group. Some will get fewer cards than others. The Scorer is the person to the dealer's right - he marks down each trick won.
<u>Start</u>	Player to dealer's left starts by playing any card. Each person around the group plays a card in turn. This is one trick.
<u>Playing Suit</u>	The first card played in a trick can be any suit. Each player must play a card of the same suit if one is in his hand. If he has no card of that suit, only then can he play a card of a different suit.
<u>Ace</u>	The Ace is the lowest card in each suit.
<u>Trump</u>	The diamond suit is trump. If you have no cards of the original suit played, you can play a trump card and win the trick. Even a 2 of trump will beat a 7 of the original suit. However, some other player may also play a trump (because s/he does not have a card of the first suit). In this case, the highest trump wins the trick.
<u>Winning Tricks</u>	The highest card played wins the trick. The winner of the trick gathers all the cards and places them face down in front of himself.
<u>A Round</u>	The winner of a trick plays the first card of the next trick. As soon as one player is out of cards, the <i>Round</i> is finished.
<u>A Game</u>	The dealer collects all cards, shuffles, and deals for another round. THREE rounds make one game. At the end of the game, the winner is the person that collected the most tricks in total from the rounds.

GROUP 3 RULES	
<u>Deal</u>	Dealer is oldest person in group. Shuffle cards and deal face-down, one at a time around the group. Some will get fewer cards than others. The Scorer is the person to the dealer's right - he marks down each trick won.
<u>Start</u>	Player to dealer's left starts by playing any card. Each person around the group plays a card in turn. This is one trick.
<u>Playing Suit</u>	The first card played in a trick can be any suit. Each player must play a card of the same suit if one is in his hand. If he has no card of that suit, only then can he play a card of a different suit.
<u>Ace</u>	The Ace is the highest card in each suit.
<u>Trump</u>	The heart suit is trump. If you have no cards of the original suit played, you can play a trump card and win the trick. Even a 2 of trump will beat a 7 of the original suit. However, some other player may also play a trump (because s/he does not have a card of the first suit). In this case, the highest trump wins the trick.
<u>Winning Tricks</u>	The highest card played wins the trick. The winner of the trick gathers all the cards and places them face down in front of himself.
<u>A Round</u>	The winner of a trick plays the first card of the next trick. As soon as one player is out of cards, the <i>Round</i> is finished.
<u>A Game</u>	The dealer collects all cards, shuffles, and deals for another round. THREE rounds make one game. At the end of the game, the winner is the person that collected the most tricks in total from the rounds.

GROUP 4 RULES	
<u>Deal</u>	Dealer is oldest person in group. Shuffle cards and deal face-down, one at a time around the group. Some will get fewer cards than others. The Scorer is the person to the dealer's right - he marks down each trick won.
<u>Start</u>	Player to dealer's left starts by playing any card. Each person around the group plays a card in turn. This is one trick.
<u>Playing Suit</u>	The first card played in a trick can be any suit. Each player must play a card of the same suit if one is in his hand. If he has no card of that suit, only then can he play a card of a different suit.
<u>Ace</u>	The Ace is the lowest card in each suit.
<u>Trump</u>	The spade suit is trump. If you have no cards of the original suit played, you can play a trump card and win the trick. Even a 2 of trump will beat a 7 of the original suit. However, some other player may also play a trump (because s/he does not have a card of the first suit). In this case, the highest trump wins the trick.
<u>Winning Tricks</u>	The highest card played wins the trick. The winner of the trick gathers all the cards and places them face down in front of himself.
<u>A Round</u>	The winner of a trick plays the first card of the next trick. As soon as one player is out of cards, the <i>Round</i> is finished.
<u>A Game</u>	The dealer collects all cards, shuffles, and deals for another round. THREE rounds make one game. At the end of the game, the winner is the person that collected the most tricks in total from the rounds.

GROUP 5 RULES	
<u>Deal</u>	Dealer is oldest person in group. Shuffle cards and deal face-down, one at a time around the group. Some will get fewer cards than others. The Scorer is the person to the dealer's right - he marks down each trick won.
<u>Start</u>	Player to dealer's left starts by playing any card. Each person around the group plays a card in turn. This is one trick.
<u>Playing Suit</u>	The first card played in a trick can be any suit. Each player must play a card of the same suit if one is in his hand. If he has no card of that suit, only then can he play a card of a different suit.
<u>Ace</u>	The Ace is the lowest card in each suit.
<u>Trump</u>	The club suit is trump. If you have no cards of the original suit played, you can play a trump card and win the trick. Even a 2 of trump will beat a 7 of the original suit. However, some other player may also play a trump (because s/he does not have a card of the first suit). In this case, the highest trump wins the trick.
<u>Winning Tricks</u>	The highest card played wins the trick. The winner of the trick gathers all the cards and places them face down in front of himself.
<u>A Round</u>	The winner of a trick plays the first card of the next trick. As soon as one player is out of cards, the <i>Round</i> is finished.
<u>A Game</u>	The dealer collects all cards, shuffles, and deals for another round. THREE rounds make one game. At the end of the game, the winner is the person that collected the most tricks in total from the rounds.

GROUP 6 RULES	
<u>Deal</u>	Dealer is oldest person in group. Shuffle cards and deal face-down, one at a time around the group. Some will get fewer cards than others. The Scorer is the person to the dealer's right - he marks down each trick won.
<u>Start</u>	Player to dealer's left starts by playing any card. Each person around the group plays a card in turn. This is one trick.
<u>Playing Suit</u>	The first card played in a trick can be any suit. Each player must play a card of the same suit if one is in his hand. If he has no card of that suit, only then can he play a card of a different suit.
<u>Ace</u>	The Ace is the highest card in each suit.
<u>Trump</u>	The diamond suit is trump. If you have no cards of the original suit played, you can play a trump card and win the trick. Even a 2 of trump will beat a 7 of the original suit. However, some other player may also play a trump (because s/he does not have a card of the first suit). In this case, the highest trump wins the trick.
<u>Winning Tricks</u>	The highest card played wins the trick. The winner of the trick gathers all the cards and places them face down in front of himself.
<u>A Round</u>	The winner of a trick plays the first card of the next trick. As soon as one player is out of cards, the <i>Round</i> is finished.
<u>A Game</u>	The dealer collects all cards, shuffles, and deals for another round. THREE rounds make one game. At the end of the game, the winner is the person that collected the most tricks in total from the rounds.

GROUP 7 RULES	
<u>Deal</u>	Dealer is oldest person in group. Shuffle cards and deal face-down, one at a time around the group. Some will get fewer cards than others. The Scorer is the person to the dealer's right - he marks down each trick won.
<u>Start</u>	Player to dealer's left starts by playing any card. Each person around the group plays a card in turn. This is one trick.
<u>Playing Suit</u>	The first card played in a trick can be any suit. Each player must play a card of the same suit if one is in his hand. If he has no card of that suit, only then can he play a card of a different suit.
<u>Ace</u>	The Ace is the lowest card in each suit.
<u>Trump</u>	The heart suit is trump. If you have no cards of the original suit played, you can play a trump card and win the trick. Even a 2 of trump will beat a 7 of the original suit. However, some other player may also play a trump (because s/he does not have a card of the first suit). In this case, the highest trump wins the trick.
<u>Winning Tricks</u>	The highest card played wins the trick. The winner of the trick gathers all the cards and places them face down in front of himself.
<u>A Round</u>	The winner of a trick plays the first card of the next trick. As soon as one player is out of cards, the <i>Round</i> is finished.
<u>A Game</u>	The dealer collects all cards, shuffles, and deals for another round. THREE rounds make one game. At the end of the game, the winner is the person that collected the most tricks in total from the rounds.

GROUP 8 RULES	
<u>Deal</u>	Dealer is oldest person in group. Shuffle cards and deal face-down, one at a time around the group. Some will get fewer cards than others. The Scorer is the person to the dealer's right - he marks down each trick won.
<u>Start</u>	Player to dealer's left starts by playing any card. Each person around the group plays a card in turn. This is one trick.
<u>Playing Suit</u>	The first card played in a trick can be any suit. Each player must play a card of the same suit if one is in his hand. If he has no card of that suit, only then can he play a card of a different suit.
<u>Ace</u>	The Ace is the highest card in each suit.
<u>Trump</u>	The spade suit is trump. If you have no cards of the original suit played, you can play a trump card and win the trick. Even a 2 of trump will beat a 7 of the original suit. However, some other player may also play a trump (because s/he does not have a card of the first suit). In this case, the highest trump wins the trick.
<u>Winning Tricks</u>	The highest card played wins the trick. The winner of the trick gathers all the cards and places them face down in front of himself.
<u>A Round</u>	The winner of a trick plays the first card of the next trick. As soon as one player is out of cards, the <i>Round</i> is finished.
<u>A Game</u>	The dealer collects all cards, shuffles, and deals for another round. THREE rounds make one game. At the end of the game, the winner is the person that collected the most tricks in total from the rounds.

Notes and observations

Players form small groups of, for example, four-six players each. Each group sits separated from the others. They receive a modified deck of cards (each deck containing only the same few cards) and a sheet of rules for playing a new card game. They have a few minutes to study the rules and practice playing the game. Once everyone has the hang of it, the facilitator collects the rule sheets and at the same time imposes a strict command of "no verbal communication." This means that players may gesture or draw pictures if they wish, but may neither speak (orally or by signing) nor write words. Clearly, communication, should it be needed, is going to be more difficult henceforth. Since the game is so simple and so short, this artificial barrier to communication forces the players, within the simulated setting, to be as creative and alert as possible. Frequently at this point there is a little nervous laughter, some stifled last words, and finally a settling in to playing without the written rules and in silence. The facilitator then announces a tournament. As in any tournament, some players leave their home table and move to another, some from that other table have moved to yet another, and so on. They sit down at their new table, look around, and begin at once playing. Shortly thereafter an almost imperceptible change is felt in the room, then expressions of uncertainty. . . murmurs of frustration... chuckles... fists banging on tables. The tournament, with more movement to other tables, continues for another ten minutes or so amidst growing uncertainty, frustration, laughter, banging on tables. Sometimes someone is all ready to claim a "trick" when someone else reaches out and takes it. Sometimes someone makes an effort to draw a picture clarifying an uncertainty. Sometimes whoever was at the table first prevails, sometimes the more aggressive.

When, during the debriefing, the facilitator probes for what might have been going on, someone takes another player to task for not learning the rules correctly. Someone else confesses that she never was very good at cards. Someone else speaks about others trying to cheat. And several suggest that each table originally had been given a different set of rules. Some are sure of this; others think it might be true; others hadn't considered it.

In fact, at the beginning of the game each group had received a slightly different version of a basic set of rules. In one set, for example, Ace is high; in another, Ace low. In one set diamonds are trump, in another spades, in another there is no trump at all. Variations on these few differences are the only differences, no matter how many groups are playing. This means that virtually everything except one or two aspects is the same for everyone.

Here is the beauty of BARNGA: everything appears to be the same, and in fact almost everything is the same, yet great confusion, uncertainty, misunderstanding and misjudgments fill the room because of just a few differences. Even those who understand that the rules are different (and many do) are not

necessarily clear about how they are different. Even those who understand how they are different have difficulty bridging the communication barriers to work out a solution. These concepts spark the energy generated by the game and provide the starting point for a group follow-up discussion rich in observations of how what happened can be seen as metaphors for what happens in real life.

Reflection:

- ◆ What happened during the game/tournament? How do you felt?
- ◆ What does the game suggest about what to do when you are in a similar situation in the real world?
- ◆ How does this game focus our attention on the hidden aspects of culture?

Worksheet 2

The Young Girl in Love

Stage 1

Once upon a time, in an old village situated on a river, lived a young girl named Ondine. She was 17 years old and she was in love with Yan, a young man from the same community. Unfortunately, Yan was living on the other bank of the river. The river was filled with crocodiles, and it was no bridge. Thus, Ondine had to ask Roth, the boatman, to help her cross the river to be together with her beloved Yan. Roth refused her, he said that he wouldn't bring her to the other side of the river by any means. Sad, Ondine had to rely on the other person in the village who had a small fishing boat, Tarik. She went to his house and asked him to bring her on the other side. Tarik refused in the beginning and asked her to spend the night with him, and the next day he will bring her across the river. So they did. The next day, Tarik brought her on the other side of the river. Ondine ran happily in her beloved arms and told him the sacrifices she had to do to be with him. Yan rejected her. Very sad, Ondine left him and sat on the river bank, crying. Young Ken came to her and asked her why she was crying. She told him the whole story. Ken was very furious and decided to help her. He went to confront Yan and punched him in the face.

Tip for the trainer: After receiving and discussing the scores the groups had given, the trainer tells to the participants that he/she now received some more information about the characters of the story and he/she wants to share with them this new information.

Stage 2

Ondine was an adolescent of the high school, very in love with her Math teacher, Yan, who was happily married with children. She said that this didn't matter and wanted to tell him about her love. Roth, the boatman, was also a teacher at the same high school, good friend with Yan. This is why he refused her from the very beginning. Tarik was Ondine's grandfather. She didn't tell him why she wanted to go on the other side of the river, but being late, he told her he won't let her alone by night on the other side of the river and asked her to spend the night with him and his grandma, promising he would cross her the river the next morning. Ken was a young psychopath that was wandering on the river banks. Yan was lucky to get away with only one punch in the face...

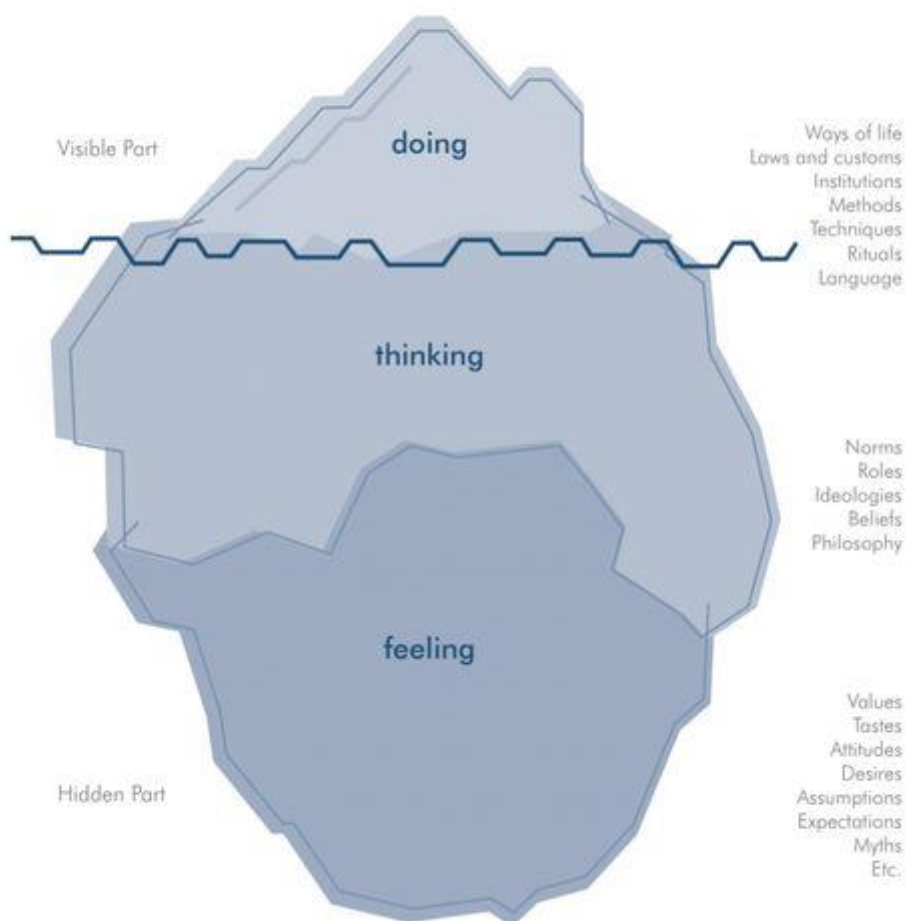
Tip for the trainer: Now you ask the groups if the new information makes them change their mind regarding the scores, and the start a discussion about the ways in which we judge people with not much information, and deepening our understanding changes perspective.

Worksheet 3

The Iceberg Model of the Culture

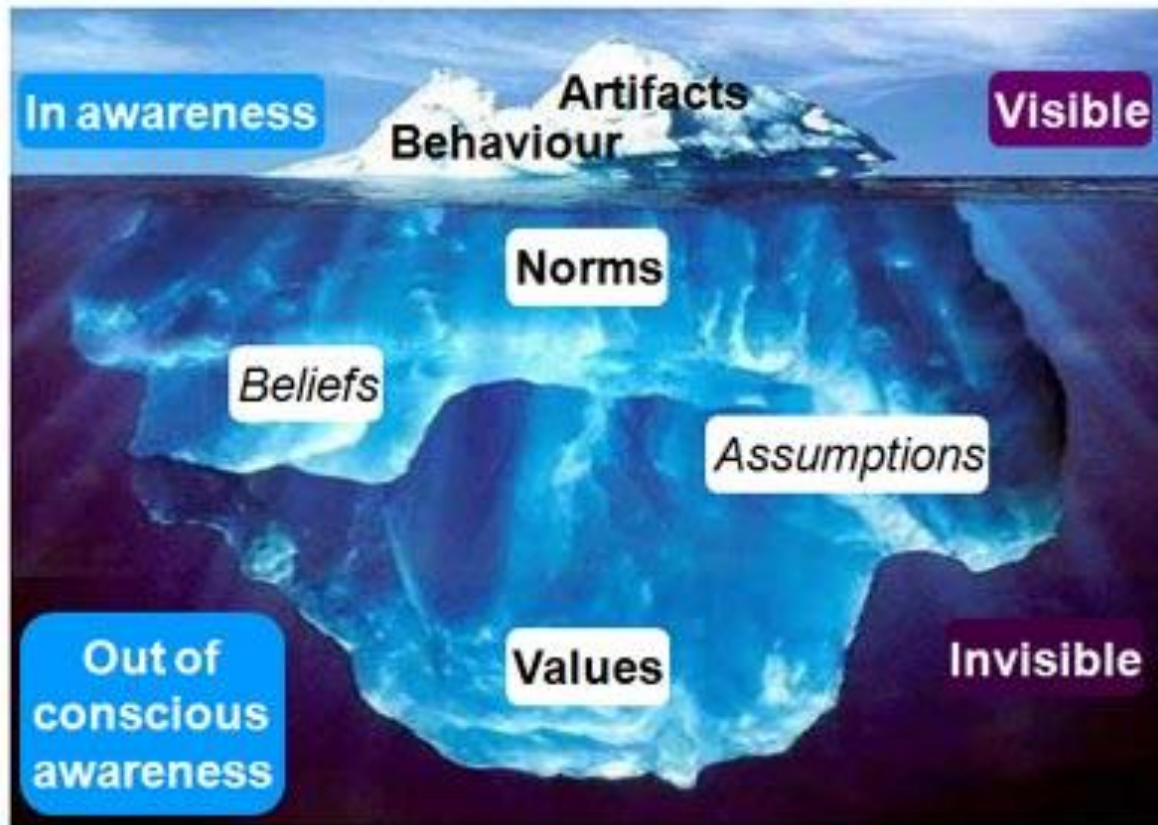
Iceberg Model of Culture

To help you better understand culture and decode certain behaviours, we give you a good Canadian model: the Iceberg. When seen on the water, only approximately 10% of the iceberg can be seen—most of it is below the surface. This model is useful in helping us understand behaviours of members of other cultures. Have a look at the iceberg and its 3 sections.



Adapted from: Guy Rocher, *Introduction à la sociologie générale*, Tome I, 1969

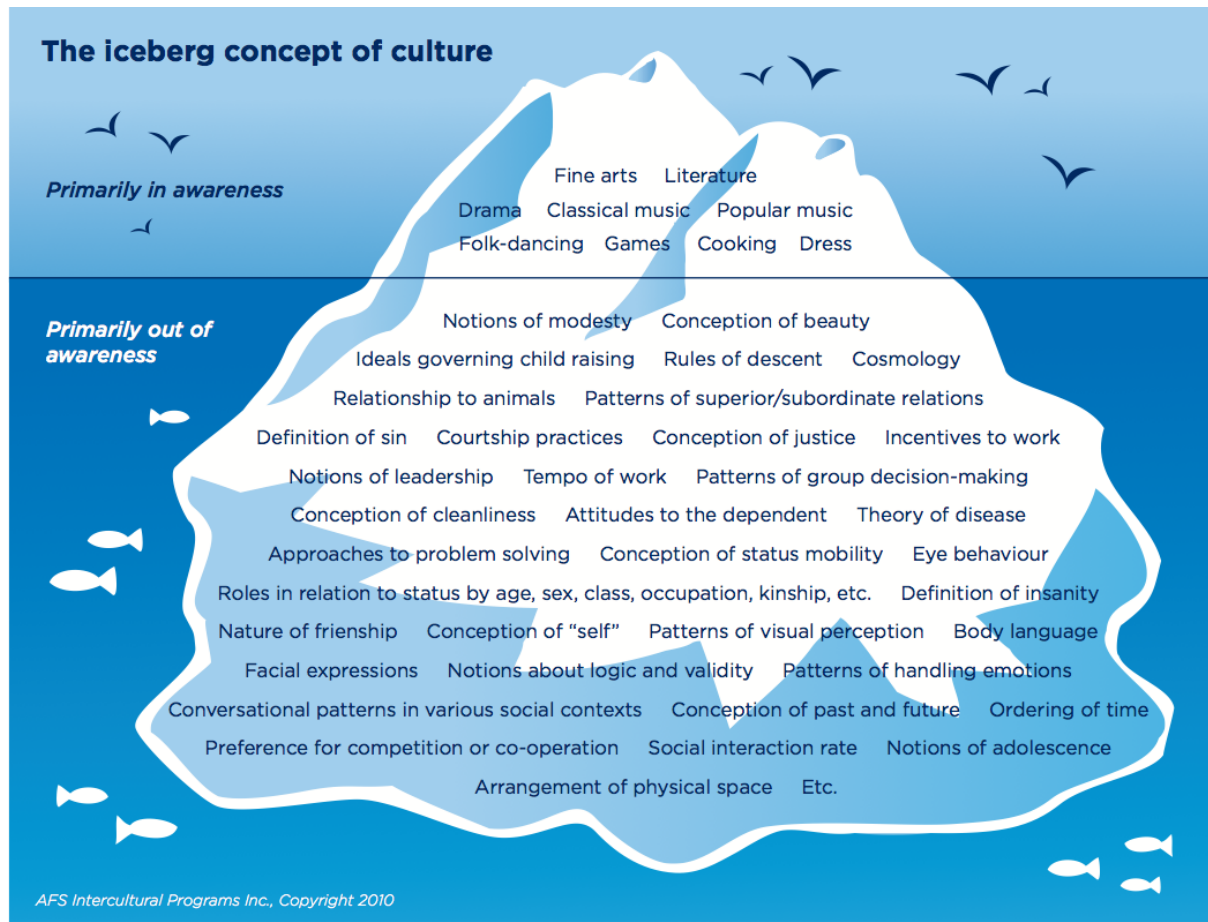
Iceberg Model: Surface and Deep Culture



Hall, E.T. and Mildred Reed Hall. Understanding Cultural Differences. Intercultural Press, Yarmouth. 1990

The Cultural Iceberg





Appendix – Psychosocial Games

Psychosocial games are very important also in this module as they support the feeling of belonging to a community and be aware of the values and traditions of different ethnicities. That may have an important role for building resilience and support the youth whom are on the move.

You can find samples of traditional psychosocial games from Albania, Moldova, Romania and other international games on:

[http://childhub.org/sites/default/files/2012_Traditional%20Games_EN.pdf?listlang\[\]=***CURRENT_LANGUAGE***&language=en](http://childhub.org/sites/default/files/2012_Traditional%20Games_EN.pdf?listlang[]=***CURRENT_LANGUAGE***&language=en)

MODULE 6 - BUILDING IT AWARENESS

Introduction: The internet and digital devices are well known by the young people nowadays. Nevertheless, many children and youth - especially those with less opportunities - don't have the chance to exploit the possibilities of technologies applied to the education process and are using it exclusively for leisure. Digital awareness module pretends to show to the students the usefulness of digital technologies in the learning process and the fun it supposes.

Learning outcomes

- Integrate information technology and digital devices into the learning process.
- Use digital means to communicate with a larger public.
- Develop the creativity of the students using digital tools.

Key elements

- Introduction to the module
- Digital comic strip
- Interactive topic page
- Find it...
- Community reporting project - an article

Methods used

- Project based learning
- Team work
- Online forum
- Digital based learning
- Research
- Game
- Community reporting

Short theoretical presentation of the learning concepts

CONTEXT

The Information and communication technologies in a short time have become omnipresent in the modern societies. Consequently, the role of ICT in education is becoming more and more important and its importance will continue to grow over the course of the 21st century. The use of ICT will not only enhance learning environments but also prepare next generation for future lives and careers. That is why the teachers and educators have to be prepared to adopt the components of information technology in the teaching and learning process. This involves that the process of forming of teachers to be shall include learning new technologies and its use in the classroom. And not only that. Given the quick pace at which the new technologies evolve, the teachers should be subjected to permanent training in this area to be up to date in the developments and possibilities that new technologies offer in the field of education.

BENEFITS OF ICT IN EDUCATION

Nowadays the approach to the use of ICTs in education has become highly practical. In many countries ICT lessons have gone from acquiring technological literacy to practical applications of ICT into different contexts. Every day more schools integrate technological tools into basic subject classes. No doubt that, in order to make the most of ICTs, portable technology shall be placed in classrooms and not in separate labs so that the application of ICTs in learning stops being a sporadic activity and becomes commonplace.

The currently prevailing education approaches are based on the constructivist theories that conceive teaching process as an active process of supporting the construction of knowledge which goes beyond the traditional model of mere knowledge transmission. The use of ICT's for educational context offers multiple opportunities for the implementation of this open-ended, knowledge construction based learning providing a variety of resources and facilities for student centred learning and bringing the students closer to the real context and the practice.

The application of ICT's can help the teachers to stimulate their students to take an active part in the active knowledge construction. In fact, ICT's when applied correctly open a wide door of possibilities to the learners (and the education professionals). It facilitates seeking for information and contrasting its veracity. It provides alternative systems of communication, connecting individuals and institutions situated at large distances, making possible worldwide collaborations. Its use can help enhance critical thinking, problem solving, as well as self-learning skills. Moreover, it makes asynchronous learning easily attainable which is significant especially when considering education of disadvantaged persons.

ICT can prove very useful in the context of an unequal educational performance among the students. It provides opportunities to easily adapt the learning contents and tasks to the needs and capabilities of each student individually, creating a learner centered environment.

ICT applied with challenging students may result very fruitful in terms of influencing their motivation to learn. Providing learning contents through multimedia computer software combining text, sound, and attractive images is more likely to engage the student in the learning process.

IMPORTANCE OF ICT ON THE LABOUR MARKET

Nowadays the technological skills are important regardless of the field of activity. There is an increasing demand in the labor market for any potential employee to have a working knowledge of basic computer skills, even when the computer is not a central tool needed to perform a certain position. ICTs have impacted all activity areas - industry, provision of services, even agriculture. The mechanization of productive tasks is supported by numerous software and involves the use of technological devices.

The internet has become an essential channel for job seekers to get in contact with potential employers. There is a number of specialized websites, linking job offers with job seekers. The companies publish job offers on their corporate websites. Many companies have gone so far as to limit the means to apply for a post to online means.

Moreover, the involvement with specialized social media sites should be considered integral for any job search strategy as it is excellent for being able to network and get in touch with managers and directors or just to seek advice from someone already employed in a company in question.

INTERNET CHALLENGES

There is no doubt that the technologies and the connected society are a reality that can bring many benefits. Notwithstanding there are also threats that it is important to be aware of especially when we consider the children and young people.

The threats of the online world are often parallel to those that already exist in the offline world. The difference is that they might be difficult to detect in the intimacy of the online world. The parent control is often not enough to prevent the children from getting in dangerous situations. The best way to help the children to stay out of harm's way is to empower and educate them on how to avoid or manage risks related to Internet use. The teachers have to learn educational methods and tools to apply with the young people for this purpose. The youngsters shall be instructed in the tools and the attitudes that will ensure their safety in the digital world, regarding to the safeguard of their personal information, protection of their devices and contents from viruses and spyware and - last but not least - the safeguard of their psychological integrity.

Other challenges of the online communication include the ethical conduct of the users. It occurrence of online bullying is frequent among teenagers nowadays. And here we are not dealing with external dangers but with situations that take place within our school communities where some of our pupils are victims and some are perpetrators. It is the parents' but also the teachers' mission to sensitize the youth and induct ethical attitude in them in order to eradicate the bullying from both offline and online realities.

The webpage <https://staysafeonline.org> contains specifically designed material to be used with students of different age group to teach them online safety tools and attitudes. It offers very interesting exercises in form of scenarios to be commented/solved by the students. The answer sheets elaborated by experts in online safety are also available.

APPLICATIONS OF ICT AND TECHNOLOGICAL DEVICES IN THE CLASSROOM. SUGGESTION OF TOOLS.

Site-specific mobile applications and websites can now facilitate learning in varied disciplines. Here we propose some websites and apps that might be used for skills building purposes:

1. Educreations Interactive Whiteboard is a **whiteboard and screen casting tool** (available for free for iPad) that permits the teachers annotate, animate, and narrate the content when explaining concepts. Lessons can be shared via link, email, Messages, Facebook, Twitter, or by embedding them on a blog or a website.
Another app of similar characteristics is ShowMe: it also allows to record voice-over whiteboard tutorials and share them online.
2. The website www.epals.com offers teachers and students from all around the world a possibility to **connect** between them to exchange experiences and **conduct joint projects** in different learning fields. The members are the teachers in case of young kids and the students themselves in case of teens old enough to manage their own social media profiles. The search for most suitable connections is easy thanks to profile filters (children ages, subject, language(s), and interests).
3. The website www.physicsgames.net contains a range of **games** that help to sharpen problem solving and logical thinking skills.

4. **Magic pen** (<http://jayisgames.com/games/magic-pen/>) is a physics-based puzzle playground game. It consists of drawing functional shapes and dropping them from the sky to set a ball in motion and lead it to the flag.
5. Here are two web pages where **online comics** can be created <http://www.comicshead.com/comicscreator.php>, <https://www.pixton.com>. It can prove a good tool to support learning in variety of subjects, making the classes more fun to the students and helping develop their creativity.
6. **My365-photo calendar/diary app** is an application that can be used in a number of ways in order to support classroom activities and learning processes:
 - a) The teacher can give the students a different theme for a photo, related to a specific knowledge area/subject.
 - b) Students can set learning goals and take images to reflect and track their goals or when working on a determined project the students might document the projects development process.
 - c) The students could they take photographs of themselves every day/few days/week during the school year in order to create a personal year calendar which would include a reflection on their change during the year.
 - d) The migrant students that still have to develop their language skills could use the app to make a photo of a new word every day and type in the definitions of the word.
7. **Professor word** (available on <http://www.professorword.com/>) is an application which offers instant definitions of English words just by clicking on the word on any English language website. With its help, English language learners don't have to go refer to external dictionaries to find the meaning of a word they don't understand. It will make it easier for the students to surf the websites in English which will enhance their language learning and, of course, offer access to broader spectrum of information.
8. **Easystereogrambuilder.com** is a website that can support you to understand perception, by putting a pattern and a mask one above the other thus developing a stereogram.
9. The website www.world-geography-games.com supports geography teachers to make learning about the world more interactive.
10. Make students learn hygiene and nutrition using sensory rooms provided by this website: http://www.sensoryworld.org/kitchen_entry.html
11. For teachers of physics, <http://physicsgames.net/> can be a good repository of games that enhance physics learning by students by using interactive games.
12. For learning sciences in a friendlier way, <http://playsciencesgames.com> offers a diverse set of games for students.
13. **Getkahoot.com** is a social learning platform supports learning and evaluation in classes by students by using own tablets and smart phones. Teachers can create a fun learning game in minutes (these are called 'kahoots'), made from a series of multiple choice questions. Teachers can add videos, images and diagrams to the questions to amplify engagement. Students answer instantly and teachers can check the answers, making a ranking, share the results on social media etc.
14. The website <https://www.canva.com/> helps to design different materials. For teaching materials, the following website <https://about.canva.com/education/> helps with making them more appealing. Students can create designs to be shared in the classroom or they can work in collaboration on the same design (They can use <https://kahoot.com/>).
15. The website <https://www.quizlet.com> helps teachers and students alike to create simple learning tools (flashcards, games, etc). Here you can find also a database of study sets and quizzes that help students to memorise better.

Description of the module, step by step

Total duration: ~2.4h					
Setting:	Classroom; outdoors				
Table of contents:	Introduction to the module 1. Digital comic strip 2. Interactive topic page 3. Find it... 4. Community reporting project- an article	Duration for each activity:	Int.10 min 1.~60 min 2.~50 min 3.~30 min 4.~10 min		
Activities description:	1. Digital comic strip Divide the participants into teams of 2 to 4. Tell the students to make a digital comic strip using one of the following websites: http://www.comicshead.com/comicscreator.php , https://www.pixton.com (the websites are free of charge but they require registration which can be done in few minutes). The proposed subject is “Feature a happening that took place during the last year on national or world stage which had a great impact on you”. Give the participants 10 min to discuss and decide on the subject for the comic in groups. Ask each team about their selected subject (you might do that privately with each team so that the participants don’t get to know the subjects of the other teams). If some teams find it difficult to find a subject, you might make some suggestions from which they could choose. When implementing the activity with students, if the teacher fears that the students won’t be able to find a subject themselves, he/she can prepare a list of possible topics beforehand and let the students choose. Otherwise the teacher could give the students few minutes to search for a happening to feature on the internet.		Type of activity:		
			Team work		

	<p>Once all the teams have selected a subject ask the students to start working on their comics. Limit the extension of the comic to approx. 6 vignettes. When ready ask the students to download their comics (and optionally print them). Invite the groups to narrate their stories one by one. During the presentation ask the teams: Why did they choose to feature this happening? Why do they consider it relevant? After all presentations have been made, everybody in the class votes for the best comic.</p> <p>Materials: one computer per team, internet connection, blank sheets, pens.</p> <p>Suggestions for the teachers: When implementing this activity with the students, the time needed to carry out the activity will depend on the student's technological literacy, creativity and ability to work in team. They will need at least 2 hours to finalize the task. If you don't have that much time, tell the students to finalize the task as homework or extend the activity over 2 classes.</p> <p>2. Interactive topic page</p> <p>This activity permits to use social media websites, such as Facebook for educational purpose. It can be used by a teacher/educator of any school subject to work on any topic, from traditional school subjects such as math or history to topics such as national/world's news, cuisine, cinema, sports, or healthy nutrition.</p> <p>Tell the participants that their task will be to create an interactive topic page to be used with a group of students over a period of several weeks/months. The page will be a space to discuss topics related to the subject, to give assignments to the students to be</p>		
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	<p>carried out with the help of digital means and to be delivered online.</p> <p>Ask the participants to split into groups of 2-3 persons. Tell the participants to enter a Facebook account (might be a personal one or they could create one for the purpose of the activity). Ask them to select a subject for their page and to create the page itself.</p> <p>Once the page is created give the teams the following tasks:</p> <ul style="list-style-type: none"> - Create a written assignment for the students to be delivered through the https://padlet.com - Choose an online article related to the page's topic. Share it on Facebook, asking the students to read it. Create a set of questions that the students will have to answer based on the article contents. <p>When the tasks are uploaded to the page ask for a volunteer team to present their page and their assignments.</p> <p>When implementing the activity with students the teacher has two possibilities: create the page him/herself or create it together with the students during the class so that they can feel that they play a highly important role in the activity. Also it is advisable that the choice of the topic itself is discussed with the students. If they are engaged in the subject setting it is more likely they will commit to executing the tasks assigned.</p> <p>Once the page is created, the teacher shall upload tasks for the students to accomplish. The instructions have to be uploaded directly onto the page. The tasks can be of different nature: A question that requires searching for information, a project, a disputed topic to be discussed in an online class "forum", etc. Here are several links to sample topic pages used with students:</p>	<p>Online forum; digital based learning</p>	
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[illegible]

	<p>descriptive text to help the students find the object(s). See <i>Find it</i> worksheet.</p> <p>4. Community reporting project- an article</p> <p>This activity is an example of how to introduce the community reporting to the students and let them experience it carrying out a project on their own. It's an activity that will help to introduce the students into the world of press research and stimulate their interest in their local communities.</p> <p>The project will consist of writing- in small groups- a journal article about a relevant topic related to their town/neighborhood/school community which will be published online. The topic could be culture, sports, politics, employment, education, art, religion, traditions, health or social work. You may leave the choice to the students or select just one topic for all the students.</p> <p>First of all, the class should be divided into small groups of 2 to 4 students to carry out the activity. Explain to the students that they need to: a) decide on the news/ story they want to work on; b) make a research on the subject (to respond the questions what? when? who? why? how?); c) interview a person relevant to the topic in question; d) make photos to accompany the article; e) write an article using all the information gathered; f) edit the article; g) present the results of the project to the class; h) publish the article on social networks or specific online facilities for articles publishing.</p> <p>This is an activity to be executed over 2-3 weeks.</p> <p>Materials: one computer per team for writing and editing the article, camera and voice recorder (smartphone may be used).</p>		
a) Supplies :	<p>Personal computers (1 per team), blank sheets, pens.</p> <p>Worksheets 1: <i>Find it</i></p>		

Worksheet 1

FIND IT...

There is a church in Palermo, where you can find a graphic representation of an imaginary religious coronation of one of the Kings of Sicily. This King's ancestors were original from a region in Europe that nowadays is part of France.

At a distance of about one hundred meters from the church there is a square that was considered the representation of the corruption of the city of Palermo in the 18th and 19th century. A carved image of an eagle, which gives name to the building it is part of, can be found in the square. In the center of the square there is a fountain dating mid sixteenth century with a peculiar nickname.

Questions:

1. What is the name of the King the text refers to?
2. What church the mosaic is located in? What is curious about this church?
3. Find an image of the Sicilian King's coronation. What does the scene represent exactly?
4. What plaza the text refers to?
5. What building the text alludes to? Find an image of the Eagle. ¿What is the current function of the building?
6. What is the nickname of the fountain? Why is it called that? Find a photo of the fountain.

FIND IT..

Answers:

1. Roger II of Sicily.
2. Santa Maria dell'Ammiraglio church. It is a catholic church where the liturgy is officiated. according to the [Byzantine Rite](#) in the ancient Greek language.
3. It is a mosaic representing the coronation of the King Roger II by Jesus Christ.
4. Piazza Pretoria or Piazza della Vergogna (Square of Shame).
5. Palazzo Pretorio or Palazzo delle Aquile (Palace of the Eagles). Nowadays the palace houses the mayor and the offices of the municipality of Palermo.

The inhabitants nicknamed the fountain as the "fountain of shame" because of the nude figures with their unabashed sexuality.

MODULE 7 - TEAMBUILDING

Introduction:

Vince Lombardi, the legendary football coach, defined teamwork as "Individual commitment to a group effort - that is what makes a team work, a company work, a society work, a civilization work."

Teamwork increases the efficiency of the group work and relieves stress on an individual, which promotes a higher-quality output. Each team member offers a unique perspective and set of talents to the project, making each an invaluable member of the team.

The most important key to good teamwork is communication. Whenever more than one person is working on a specific task, good communication is needed to ensure everything runs smoothly. There are several examples of teamwork throughout society. Families use teamwork in their daily lives, students use teamwork when working on large class projects, and of course businesses use teamwork for several different reasons.

Other very important aspects of the successful teamwork are the tolerance and mutual understanding between the group members.

In the following Module two teambuilding activities will be introduced. They are considered to be very efficient and are used by many teambuilding experts.

Learning outcomes

- Becoming aware of the concept of teambuilding.
- Learn to recognize and value everyone's abilities.
- Learn how to appreciate the differences.
- Become aware that you are a part of one group where everyone can express freely his/her opinion.
- Improve interpersonal skills.
- Learn how to come up with a group solution of a problem.

Expected outcomes

By the end of this module the learners are expected to have:

1. Clear theoretical vision about the concept of teambuilding.
2. Practical skills connected with effective team building.
3. Increased ability to recognize and value everyone's abilities.
4. Increased ability to appreciate the differences.
5. Increased awareness that a person is part of one group where everyone can express freely their opinion.
6. Improved interpersonal skills.
7. Theoretical knowledge about coming up with group solutions of a problems.
8. Practical skills about coming up with group solutions of problems.

Key elements

- Warm-up activity
- Thematic concept – “Life in a perfect world”.
- Team building situational game – “Lost in the sea”
- Feedback.

Methods used

- Presentation
- Group work
- Discussion, debates

Short theoretical presentation of the learning concepts

What is a team?

The business dictionary gives the following definition of a team: “A team is a group of people with a full set of complementary skills required to complete a task, job, or project. Team members operate with a high degree of interdependence, share authority and responsibility for self-management, are accountable for the collective performance, and work toward a common goal and shared rewards(s). A team becomes more than just a collection of people when a strong sense of mutual commitment creates synergy, thus generating performance greater than the sum of the performance of its individual members.”

The team is a dynamic community of individuals with complementary competences, who are mutually connected to one common goal. They shared tasks approaches and responsibility. In every successful team the members depend on each other and combine skills and knowledge to achieve something together as a group even if they aren’t always in the same physical location.

Characteristics of a successful team:

- Good Communication & Social Skills: the effective team member has perfect communication skills.
- Positive Interdependence (we not me): Although composed by different individuals with different roles, the team is one indivisible whole.
- Personal Responsibility: the members are able to take full responsibility for the results from their actions or lack of actions. Although the team should work as one person.
- Shared goals: each team member is committed and dedicated to the achievement of one common goal.
- Conflict Resolution: it is taken openly and as an important condition for decision making and personal development.
- Purpose: members share the purpose for the team creation.
- Priorities: members know what the task is, by whom and till when the expected result should be achieved.

- Roles: members know their tasks and when they can give the commitment to another member.
- Decisions: the procedure for decision making is clear.

Key actions in team building:

- Setting and maintaining the teams' objectives and standards.
- Involving each member of the team in the achievement of the objectives.
- Maintaining the unity of the team.
- Communicating efficiently with the team.
- Consulting the team – members before taking any decisions.
- Get acquainted and feel comfortable with the fellow members.
- Develop rules and norms for the team members to follow.
- Communicate and work cooperatively.
- Facilitate the sharing of information and expectations between members.
- Begin trusting each other.

Stages of team building

Stage I: Forming - Provide clear directions to establish team's purposes, setting goals, etc.

Stage II: Storming – Provide strong leadership to keep people talking and task-focused.

Stage III: Norming – Codes of behaviour becomes established. People begin to enjoy each other's company and appreciate each other's contributions.

Stage IV: Performing – Teams achieve results easily and enjoyably. People work together well and can improve systems, solve problems and provide excellent results.

Stage V: Celebrating – Temporary project team celebrate their team's achievements.

Key factors to successful performance of a team – S.C.O.R.E

- Strategy
- Shared purpose
- Clearly articulated values and rules
- Understanding of risks and opportunities facing the team
- Clear categorization of the overall responsibilities
- Clear Roles and Responsibility
- Clear definition of roles and responsibilities
- Responsibility shared by all members
- Specific objectives to measure individual results
- Open Communication
- Respect for individual differences
- Open communication environment among team members

- **Rapid Response**
- Rapid response to the team's problems
- Effective management to change in internal and external environment
- **Effective Leadership**
 - Team leader who is able to help members achieve the objectives and build the team
 - Team leader who can draw out and free up the skills of all team members, develop individuals

Helpful team behaviour

There are several crucial behavioural tactics and qualities each team member has to follow:

- Keeping the peace
- Being a friend
- Being enthusiastic
- Giving opinions
- Generating ideas
- Initiating
- Solving problems logically
- Relieving tension with humour
- Seeking approval
- Encouraging others

Description of the module, step by step

Total duration: ~180minutes			
Setting	<p>The training room should be arranged in a way that each learner to feel comfortable and safe.</p> <p>In order to create atmosphere of equality and comfort the seating arrangement in the room should be organised in the form of circle.</p> <p>For the game "Lost in the sea" the participants should be divided in small groups with maximum 6 participants and should be seated again in the form of circle. Depending on the total number of people you can form several groups.</p> <p>The number of learners to participate in the practical activities can vary: min. 10 people / max. 30 people.</p>		
Table of contents (numbering every step):	<ol style="list-style-type: none"> 1. Warm-up activity and Breaking the ice 2. Generate group energy 3. Thematic concept – what is a team? 4. Situational game – "Lost at sea" 	Duration for each activity:	<ol style="list-style-type: none"> 1. ~15 min. 2. ~15 min.

	5. The Road Map 6. The Bridge over the big river 7. Discussions and feedback		3. ~60 min. 4. ~45 min. 5. ~60 min. 6. ~45 min. 7. ~20min.
Activities description (summary)	<p>1. Warm-up activity</p> <ul style="list-style-type: none"> The trainer opens the session by presenting himself/herself – some personal info; educational background and reasons why he/she has been chosen to conduct the training and what could give the learners in terms of knowledge and skills. The trainer invites all participants to introduce themselves and to feel free to share as much details as they like and are comfortable with. If the trainer and the participants already know each other well the abovementioned activities are not appropriate. In this case it is good to make 1-2 energizers. <p>Here is a suggestion for funny energizer which is perfect for training the concentration of the group members – “Follow the instructions”. The game is funny and easy to perform. The trainer gives the participants blank paper and a pen/pencil and reads slowly and carefully the instructions provided in Worksheet 1. The aim of the game is to improve the concentration of the learners. If they listen carefully the trainer at the end they should have a drawing. At the end of the game everyone will show what they have done and what are the main differences in the ways the participants have completed the task.</p> <p>2. Generate group energy</p> <ul style="list-style-type: none"> Prior the start of the session the trainer puts three big posters on the wall on which there will be written: I can / I can contribute / I would like to learn. The trainer asks each learner to continue individually these sentences and write them on the sheet. 	<p>Type of activity:</p> <p>Personal Presentation</p> <p>Group work</p>	

	<ul style="list-style-type: none"> On the other wall there will be two posters on which there will be written: We can / We know. At the end of the session each group formed during the second practical exercise will write on the posters continuing the sentences as a group. <p>3. Thematic concept – what is a team?</p> <p>The trainer presents a presentation “The geese” explaining the basic principles of the importance of the team work (see Worksheet 2)</p> <p>The aim of this activity is to demonstrate the importance and the essence of the teamwork to the learners.</p> <p>The presentation is appropriate for groups from all ages. The information is presented in clear and interesting way.</p> <p>4. Practical exercise - Team building situational game – “Lost in the sea”</p> <p>“Lost in the sea” is funny and yet very useful team building activity to encourage interaction and teamwork among young people. The chances of ‘survival’ depend on their ability to rank the salvaged items in relative order of importance. The most important aspect of the game is that they have to take unanimous decision in limited time.</p> <p>The trainer gives instructions and presents the rules and activities of the situational game “Lost at sea” (Detailed instructions and handouts are provided in Worksheet 3)</p> <p>After the end of the game the trainer should make a discussion with all groups formed during the activities about the performance of the activity. The main topic of the discussion should be the team work – was it difficult to take unanimous decision? what are the characteristics of a successful team?</p> <p>5. The road map</p> <p>The aim of this game is to show how the Intercultural dimension is related to the capacity of dealing with a complex and interactive situation and emotions. To develop negotiation skills, decision-making skills, team work, to become aware of cultural/personal perception of reality.</p>		
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	<p>Group: 15-35 participants</p> <p>Materials needed: Paper, photocopy machine.</p> <p>Duration: 1.5 - 2 Hours</p> <p>In four groups distribute the description of the communities to each group (Worksheet 4).</p> <p>RULES: This game is about building roads. You can only build roads in the territory of others with their permission. For this reason, each group will appoint a builder and a representative. The builder is the only person allowed on the land, and the representative is the only one allowed to negotiate with the other groups. None of these people can do anything without the agreement of their own population. You are allowed to change these people every 10 minutes.</p> <p>For the roads to be counted, they have to satisfy 3 criteria:</p> <ul style="list-style-type: none"> • They have to start from your own periphery and end in the periphery of another community. • They cannot cross other roads. • They have to be constructed between the indicated start and finishing time (30 minutes). <p>After the game, the debriefing should be done around the following:</p> <ol style="list-style-type: none"> 1. How did you feel? 2. How did you feel while having the role of your population? 3. Are you satisfied with the outcome of the exercise? 4. How would you describe the outcome of the exercise? 5. How would you describe the process involving the representatives? 6. Were your initial opinions about building the roads confirmed or unconfirmed when your representative turned back from meeting with another representative? 7. How did you choose the representative for your population? 		
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	<p>8. Could you recognize any link between what happened in this game and the “real world”?</p> <p>9. Which are the strong and weak points of the exercise for you?</p> <p>10. If you were the person proposing this method, what would you change in it?</p> <p>6. The Bridge over the Big River</p> <p>The simulation involves two groups of 6 people each. The facilitator explains that each of the “villages” has to build one half of a bridge over the big river separating the two communities, and they have 20 minutes for that. The two villages will find further instructions in their own working rooms. (handouts are provided in Worksheet 5).</p> <p>Materials:</p> <ul style="list-style-type: none"> • All sorts of waste material • Paper • Cardboard • Glue • Scissors • Rulers • 2 separate rooms for the groups / 2 corners of one room where the groups could discuss in private. <p>Group: 10-20 persons</p> <p>Duration: 2-3 hours</p> <p>Description of the activity</p> <p>The simulation involves two groups of 6 people each. The facilitator explains that each of the “villages” has to build one half of a bridge over the big river separating the two communities, and they have 20 minutes for that. The two villages will find further instructions in their own working rooms.</p> <p>At this point the two groups are brought in their working rooms/corners and they basically discover which material they have at their disposal and one</p>		
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	<p>document giving them some more information on the rules they have.</p> <p>Each 5 minutes, and for 3 times, the facilitators will switch two people between the two groups. These people are the migrants and they have to follow special rules in order to simulate the linguistic difficulties in the interaction between different cultures.</p> <p>The activity finishes with the assembly and test of the bridge (it has to be wide enough to cover the river and strong enough to support a glass of water).</p> <p>Rules</p> <ul style="list-style-type: none"> - Rules to be told to the migrants by the facilitators when they pick them out: <p>Once in the new village, the migrants can't say anything or reacting to other people's sentences up to when a new migrant has joined the community. They can however express themselves by gestures and/or react to other people's gestures (not to their sentences!!).</p> <p>When another migrant has come into the village, the previous one is supposed to have got enough language skill to begin to verbally communicate with the hosting community.</p> <p>7. Discussions and feedback</p>		
Supplies:	Posters; colour paper, colour pens and pencils; tape; multimedia; computer; paper; colour post-its; flipchart.		
Evaluation feedback:	<p>- The trainer should encourage the participants to assess the module honestly and express their opinion freely. Here are some questions that could be included in the evaluation discussions: <i>How have I felt? What did I learn today? What can I practice or share at home, school, street, with friends? Why is teamwork so important?</i></p> <p>Encourage the learners to feel free to share their opinion if they have found a negative aspect in the activities. Ask them to give suggestions for improvement.</p>		

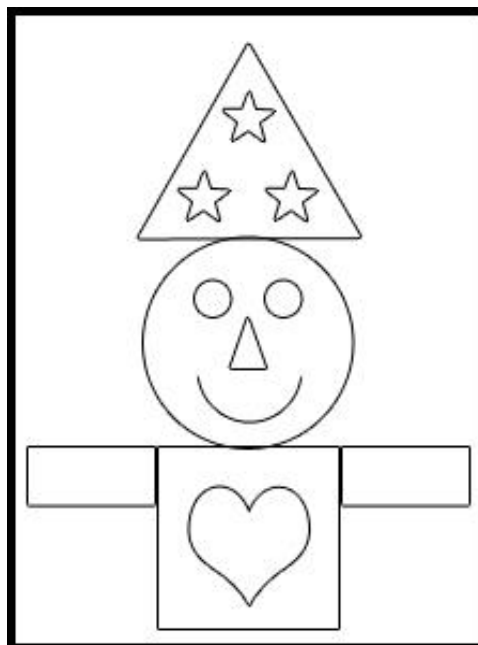
Worksheets

Worksheet 1

First, your paper should be situated vertically on your desk.

1. Draw a medium-sized circle in the middle of your paper.
2. Draw a medium-sized square below the circle but have the top of it touch the bottom of the circle.
3. Draw a medium-sized heart in the square.
4. Draw two smaller rectangles, one on each side of the square. They should go the wide way not the tall way and they should touch the sides of the square. Also, the top of each rectangle should line up with the top of the square.
5. Draw a medium-sized triangle above the circle. The bottom of the triangle should touch the top of the circle.
6. Draw three small stars anywhere inside the triangle.
7. Draw a small triangle in the center of the medium-sized circle.
8. Draw an arc which curves up below the small triangle.
9. Draw two small circles above the small triangle, one slightly to the right and one slightly to the left.

At the end of the game similar drawing should appear on the papers of the learners.



Worksheet 2- The Geese Group (PPT)

Worksheet 3 – Lost at the sea

Instructions for trainers

1. Provide a 'lost at sea ranking chart' for every member of the group.
2. Ask each person to take 15 minutes to decide their own rankings, and record the choices in the left-hand **Step 1** column.
3. Invite everyone to get into teams of maximum 6 persons. Encourage the group to discuss their individual choices and work together to agree on a collaborative list. Allow 30 minutes for this section. Record the group rankings in the second column (team rankings). Explain the groups that they have limited time to take an **unanimous decision!**
4. The correct answers were suggested by the US Coastguard. Display the 'expert' rankings on a PowerPoint presentation, whiteboard or photocopy. Ask the learners to compare their individual and group answers with the correct answers and determine a score.
5. For each item, the group should mark the number of points that their score differs from the Coastguard ranking and then add up all the points. Disregard plus or minus differences. The **lower** the total, the better the score.
6. As the groups work together, sharing thoughts and ideas, this *should* produce an improved score over the individual results. Discuss with the group why the scores were different? What changed their minds? And was this enough to survive?

Handout for learners

Lost at Sea

You have chartered a yacht with three friends, for the holiday trip of a lifetime across the Atlantic Ocean. Since none of you have any previous sailing experience, you have hired an experienced skipper and two-person crew.

Unfortunately, in mid Atlantic a fierce fire breaks out in the ships galley and the skipper and crew have been lost whilst trying to fight the blaze. Much of the yacht is destroyed and is slowly sinking.

Your location is unclear because vital navigational and radio equipment have been damaged in the fire. Your best estimate is that you are many hundreds of miles from the nearest landfall.

You and your friends have managed to save 15 items, undamaged and intact after the fire. In addition, you have salvaged a four-man rubber life craft and a box of matches.

Your task is to rank the 15 items in terms of their importance for you, as you wait to be rescued. Place the number 1 by the most important item, the number 2 by the second most important and so forth until you have ranked all 15 items.

Lost at Sea Ranking Chart

Items	Step 1	Step 2	Step 3	Step 4	Step 5
	Your individual ranking	Your team ranking	Coast Guard ranking	Difference between Step 1 & 3	Difference between Step 2 & 3
A sextant					
A shaving mirror					
A quantity of mosquito netting					
A 25 liter container of water					
A case of army rations					
Maps of the Atlantic Ocean					
A floating seat cushion					
A 10 liter can of oil/petrol mixture					
A small transistor radio					
20 square feet of opaque plastic sheeting					
A can of shark repellent					
One bottle of 160 proof rum					
15 feet of nylon rope					
2 boxes of chocolate bars					
An ocean fishing kit & pole					
			Totals	Your score	Team score

Material for the trainer

Coastguard expert analysis

According to the experts, in this case the US Coastguard, the basic supplies needed when a person is stranded mid-ocean are articles to attract attention and aid survival until rescue arrives. A transatlantic trip takes roughly 20 days; significantly less with good winds and significantly more without them.

Articles for navigation are of little importance since even if a small life raft were capable of reaching land, it would be impossible to store enough food and water to survive for that amount of time. Without signaling devices, there is almost no chance of being spotted and rescued.

So, the list below is the ranking order of the items according to their importance to your survival:

Item	Coast Guard Ranking	Coastguard Reasoning
A sextant	15	Useless without the relevant tables and a chronometer.
A shaving mirror	1	Of all the items, the mirror is absolutely critical. It is the most powerful tool you have for communicating your presence. In sunlight, a simple mirror can generate five to seven million candlepower of light. The reflected sunbeam can even be seen beyond the horizon.
A quantity of mosquito netting	14	There are NO mosquitoes in the middle of the Atlantic Ocean and the netting is useless for anything else.
A 25 liter container of water	3	Vital to restore fluids lost through perspiration. 25 liters will supply water rations for your group for several days.
A case of army rations	4	This is your basic food intake
Maps of the Atlantic Ocean	13	Worthless without navigation equipment.
A floating seat cushion	9	Useful as a life preserver if someone fell overboard.

Item	Coast Guard Ranking	Coastguard Reasoning
A 10 liter can of oil/gasoline mixture	2	The second most critical item for signaling. The mixture will float on water and can be ignited using the matches.
A small transistor radio	12	You would be out of range of any radio station.
20 square feet of Opaque plastic sheeting	5	Can be used to collect rain water and shelter from the wind and waves.
A can of shark repellent	10	To repel sharks, of course!
One bottle of 160% proof rum	11	Contains 80% alcohol, which means it can be used as an antiseptic for any injuries, otherwise of little value. Very dangerous if drunk, as it would cause the body to dehydrate, the opposite of what you need to survive.
15ft nylon rope	8	Could be used to lash people or equipment together to prevent being washed overboard. There are a variety of other uses, but none high on the list for survival.
2 boxes of chocolate bars	6	Your reserve food supply.
An ocean fishing kit with pole.	7	Ranked lower than the chocolate as there is no guarantee you will catch any fish. The pole might be used as a tent pole.

Scores

00 - 25	Excellent.	You demonstrated great survival skills. Rescued!
26 - 32	Good.	Above average results. Good survival skills. Rescued!
33 - 45	Average.	Seasick, hungry and tired. Rescued!
46 - 55	Fair.	Dehydrated and barely alive. It was tough, but rescued!
56 - 70	Poor.	Rescued, but only just in time!
71 +	Very poor	Oh dear, your empty raft is washed up on a beach, weeks after the search was called off.

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Worksheet 4. The Road Map

DESCRIPTION OF THE COMMUNITIES

We are a population of farmers. Our economy depends on fields. We need land for production. We need roads to reach our fields and to be able to export our products.

We are a population of traders. Our economy depends on import and export of goods. We need land for our factories, and to cultivate our goods. We need roads to be able to reach suppliers and consumers.

We are a population of oil drillers. Our economy depends on extracting oil. We need land to dig for wells, and we need roads to reach them and export the oil.

We are a population of fisherman. Our economy is based on fish exports. We need land for big family homes and to build boats. We need roads to carry our fish.

1. Worksheet 5. The Bridge over the Big River



Example of a bridge

The Bridge Over The Big River

Activity Sheet 'A'

You're a village of 6 people living on one bank of the "big river" (50 cm wide).

Your society is based on the trust towards the wisdom of your head. All and each of the decisions have to be finalised by your head.

You agreed with the people of the village on the opposite side of the river to build a bridge. Each of the villages is in charge to build one half of the structure (thus covering a 25 cm gap!).

Communication between the two villages is very difficult, but you hope to be able to profit from any contact you could eventually have with the people from the other village.

For the moment you can't do anything else than begin to build your half of the bridge...

In 20 minutes you are supposed to have your half of the bridge ready, and connect it with the other village one. When the bridge will be completed, an engineering commission will test the structure: the bridge has to be strong enough to support a glass of water placed in the centre of it.

The Bridge Over The Big River

Activity Sheet 'B'

You're a village of 6 people living on one bank of the "big river" (50 cm wide).

Your society is based on the agreement among the people. All of your choices have to be taken by unanimous decision by the inhabitants of your village.

You agreed with the people of the village on the opposite side of the river to build a bridge. Each of the villages is in charge to build one half of the structure (thus covering a 25 cm gap!).

Communication between the two villages is very difficult, but you hope to be able to profit from any contact you could eventually have with the people from the other village.

For the moment you can't do anything else than begin to build your half of the bridge...

In 20 minutes you are supposed to have your half of the bridge ready, and connect it with the other village one. When the bridge will be completed, an engineering commission will test the structure: the bridge has to be strong enough to support a glass of water placed in the centre of it.

The Bridge Over The Big River

Rules For The Migrants

You have now become a migrant. You have moved from your mother village to the one on the opposite side of the river. The new village is now your new permanent community; however nothing is easy on this small planet...

Once in the new village – indeed – you won't be able to understand their language and thus you're not allowed to talk or to react to other people's sentences.

As anybody, you can however express yourself by gestures and/or react to other people's gestures (but remember: only their gestures, not to their sentences!!).

Your linguistic isolation will be over when one of the facilitators will tell you. At that point you'll be supposed to have learnt the hosting village language and you'll be allowed again to verbally communicate.

The Bridge Over The Big River

Evaluation Questions

Question One

Do you think you reacted according to your personal background or not?

Why?

How is difficult to step out from your own “personal culture”?

Question Two

How did you react when you first met the migrants?

Why?

Do you think there were alternatives?

Which is the best option according to you?

Question Three

Did this situation recall to you any situation you really lived in your life?

Question Four

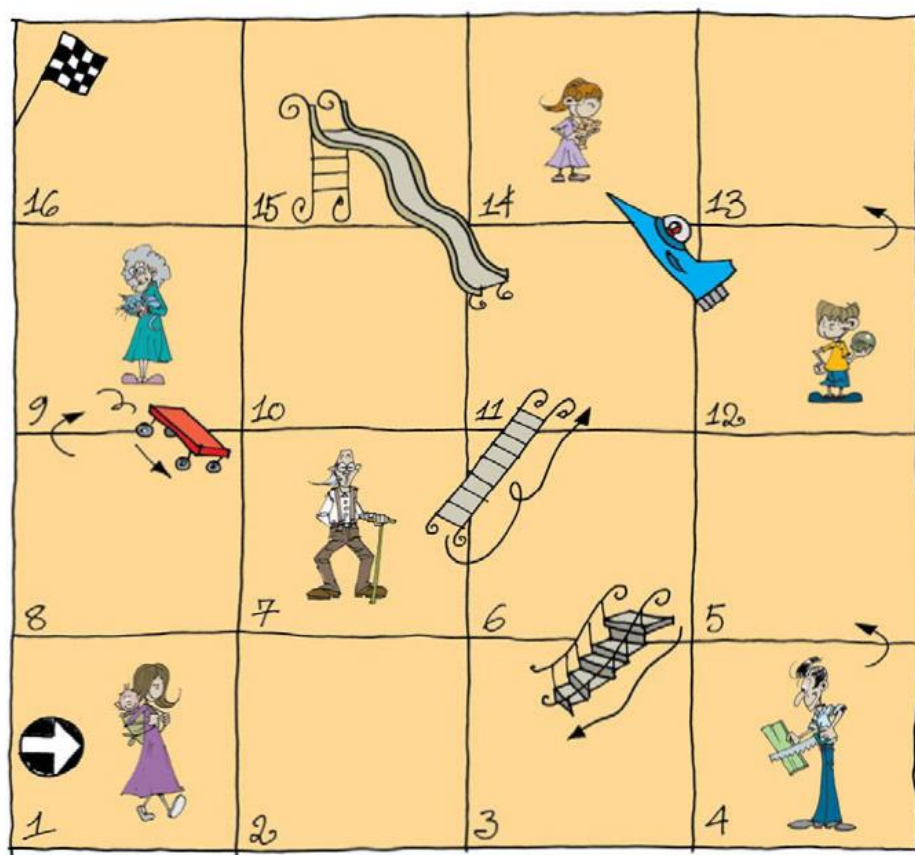
How do you think is possible to prepare yourself (or the youngsters you work with) in order to facilitate the contact with groups from other countries?

Appendix- Psychosocial games

The ball in five passes

The psychosocial game **"The ball in five passes"** is aimed to develop cooperation strategies, respect and the trust in the others. In this game, it is important not to be selfish, but think of the others. The participants are split in teams of five, whom play one against the other. They have to pass the ball to each other, as each of the team to be able to catch it once and not remain excluded. The game works on building solving strategies as well.

Parlour game "Share your memories"



This illustration is an example of a well-known board game, *Snakes and ladders* that you can adapt according to your needs, and to the time at hand. You can make more squares, more (or less) boys and girls, mothers and fathers or grandfathers and grandmothers, or more possibilities and other ideas on how to move forward faster or go back, skip a turn, etc. If you have a lot of time for this activity, we would suggest for each group to create their own game board by using the technique of their choice (collage, drawing, painting) on cardboards of the appropriate size. This could be an excellent and creative collective activity to reinforce group cohesion before sharing their memories together.

According to your wish and identified needs, you can suggest a collective creative activity for parents and children.

Four groups of four people around four tables with a game board, coloured counters, one dice, and a pile of 15 cards with the three themes written on them:

- a. **happy event** (describe the memory);
- b. **funny event** (describe the memory);
- c. **learning or values** (tell what you have learned that is very important).

Throw the dice and on the board, move your counter by the indicated number. When it falls on a character (boy child or girl child, mother or father, grandmother or grandfather) follow their action (going up, going down or staying there) and remove a card from the pile. Tell the group your story as an anecdote (approx. 3 min). Then the next person throws the dice until everybody has been able to tell at least one story per character (your story as a small boy or small girl, the story of your mother, father, grandmother, grandfather). The time of the game can vary (at least 30 to 40 min.).

Caution: you can change the theme to match the objective and the kind of group that is playing, and add, for example, difficult or sad events, story of the name of the character, etc.

From the Terre des hommes manual “Working with Children and their Environment – Manual of psychosocial Skills “

MODULE 8 - PSYCHOSOCIAL GAMES

MOVE, LAUGH AND PLAY!

Plead for **Reinventing teaching, based on MGS (MOVEMENT, GAMES AND SPORT) methodology**

The psychosocial game and the creative activities bring a fruitful added value in the process of learning, making learning attractive and easier reachable by them. In this module, a collection of games ready to be applied will be provided, in order to be included in their curricula.

Learning outcomes

- Understand the characteristics of the psychosocial games, based on the aptitudes developed.
- Know how to organize psychosocial activities and how to fix measurable objectives.
- Know new practical exercises to implement and raise awareness of other available teaching methods.
- Be familiar with different creative activities that enable students' personal development and learning.

Key elements

- The characteristics and the principles of the psychosocial games.
- Planning of a psychosocial session.
- The pedagogical approach based on learning by experience.
- Creativity in the work with youth.

Methods used

- Games
- Work in groups
- Discussion
- Storytelling
- Creative activities

Short theoretical presentation of the learning concepts

« On the neverending lands. the kids are playing » Tagore

What does it mean a "psychosocial game?"

A game is a ludic activity which consists in four main elements: **rules, roles, frame and scope**.

Psychosocial term means the connection of the people with the outside social world and refers to their wellbeing in their environment.

Games becomes to be psychosocial weather they facilitate the development of the global aptitudes (mental, emotional, social and physical ones) and they are based on cooperation and inclusion.

To aim this, they must have **measurable objectives** that could be expressed in terms of behaviours / attitudes that could be observed at the individual and group level.

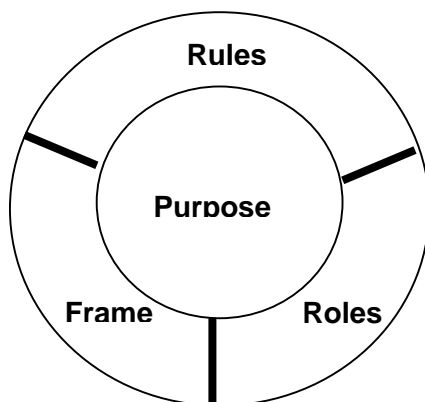
These games are based on a non-formal learning methodology, named « Movement, Games and Sport », developed since 2005 by Terre des hommes Foundation.

The psychosocial game that presents also „friendly” knowledge and information helps the child not to become overwhelmed by information, exhausted or stressed by evaluations. It keeps the child focused, curious and eager to find out and experience more along the school time. Not the last, it makes accessible the process of learning. The chance that child explore learning through all the senses/ types of learning (sensorial, motric, intellectual) is very good for his learning acquisition process.

Definitions of the concept, explanations of the terms

Any game is composed by four important elements: **purpose, rules, roles and frame**. Games might be changed and varying a lot, by modifying one of these elements, in order to make it more difficult, more creative, more individual or more cooperative etc.

It is very important to know that there is always a difference between **the scope** of the game or of the activity (what the youth should accomplish) and **the objective** (what the teacher would like to teach youth when they play that game or activity).



Global aptitudes developed during the activities and the games

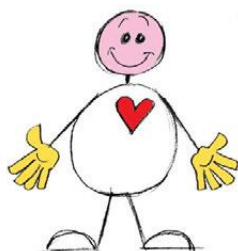
Games, sports and creative activities help develop abilities (skills) in a global way - mental, psychosocial and physical abilities. The aim is to modify attitudes and behaviors, reach long-term objectives such as better self-confidence and self-esteem, a feeling of security, and unity in a group. While preparing your session of activities, choose a psychosocial skill, you would like to develop in children and a second skill (mental or physical). You will focus on these two abilities during the activities and feedback in order to get an improvement. Other skills are likely to be worked on as well, but you will not focus on them directly. Keep in mind the three categories in order to observe and emphasize one or the other according to the situation and the group's needs.

A tip to remember: 3H (developed through psychosocial games- MGS methodology)

Head = mental

Heart = psychosocial

Hands = physical



I DO

Physical abilities

1. **Coordination, agility:** having well-coordinated body movements, alone or with someone else, etc.
2. **Speed:** moving fast, running fast, etc.
3. **Strength:** moving, carrying heavy loads, etc.
4. **Resistance, endurance:** keeping a steady intense effort during a relatively short time; keeping a steady effort of low or medium intensity for a long time, etc.
5. **Flexibility:** having a flexible body, etc.
6. **Reaction:** responding immediately to a stimulus/situation, etc.
7. **Rhythm:** following a tempo that is given by an external rhythm with one's body, etc.
8. **Balance:** keeping a stable position while staying still or moving, etc.
9. **Precision:** being precise in one's gestures, developing fine motor skills, etc.
10. **Body awareness:** knowing one's body, its possibilities and weaknesses, knowing how to have a tense or relaxed body when needed.

I THINK

Mental abilities

1. **Self-knowledge:** knowing oneself, what is liked or not, one's values, strong points, and resources, etc.
2. **Concentration, observation:** paying attention, not dividing one's attention, seeing what's going on around oneself, etc.
3. **Learning, memory:** integrating new knowledge, understanding instructions, applying what has been learned, etc.

4. **Analysis, strategic thinking:** reasoning in a logical way, questioning things, thinking before acting, finding solutions and strategic ways to act, etc.
5. **Creative thinking, imagination:** being inventive, having ideas, going into an imaginary world, etc.
6. **Relaxation, letting go:** not being stressed, releasing one's mind and body, etc.

I FEEL ABOUT MYSELF AND TOWARDS OTHERS

Psychosocial abilities

1. **Adaptation, flexibility:** being receptive, showing curiosity, not remaining stuck with an idea or an action, adapting to what is new.
2. **Expression of emotions:** managing one's sadness or anger when difficult situations arise, sharing the joy of others, being a 'good loser', expressing one's feelings, etc.
3. **Responsibility:** being disciplined, committing oneself, being accountable, doing things alone, etc.
4. **Trust:** daring to do things with others, counting on them, etc.
5. **Respect:** making sure my own and the other people's security, and physical and psychological wellbeing are protected; not being brutal or violent verbally or physically towards oneself and the others, etc.
6. **Fair play:** respecting the rules, no cheating, being honest, etc.
7. **Communication:** saying things in a constructive way, expressing oneself in front of the others, etc.

Principles of a psycho-social activity

A plan that is thought out and written down, as well as the final assessment, increase the quality of the intervention with children, for better psychosocial learning and an improved wellbeing.

Each session of activity should be divided into three parts:

1. A warm-up or introduction with a welcome ritual, the sharing of goals, a little game or activity to introduce the coming topic.
2. A main part with exercises, games or creative activities leading to learning or to personal reflection.
3. After games and sports, a cool-down with stretching exercises, breathing and a feedback session.

In the context of creative activities, a sharing of the important elements of the things created and a feedback session. It is important to keep to the intensity curve during these three steps, starting quietly and working up to something more intense, then returning to a calm state suggesting logical links and/or themes between each part is also useful.

The participants' feedback and a self-assessment can help to adapt some exercises for the next time. A planning sheet is a roadmap containing the essential elements, the objectives of the session, the exact activities which will lead the children to achieve the goals, the equipment needed and the time set for each activity. It is recommended to perform an assessment at the end of the session, in order to be able to incorporate these elements in the planning of the next session.

The preparation time is invaluable for guaranteeing the quality of the work done with the children. A written paper enables one to have a useful tracking tool during the activities in order to not forget anything, and during the assessment, to be able to correct and improve any points if the session is to be repeated with another group.

Written planning can also serve to pass the information on to other animators, and ensure a specific follow-up of the children. It is clear that a plan may have to undergo adjustments during a session. The animators' ability to adapt, adjust and modify according to what they see and feel is as important as anticipating and planning. These are two fundamental abilities the animators must have: to know how to pursue their objectives according to a plan, and to adapt on the spot the content according to the

real-life experience of the group. Knowing how to improvise can also be very useful in case of unforeseen weather conditions or missing equipment, or when the size of the group varies unexpectedly.

The teachers' experience is the guarantee of good activities.

Tip

Do not underestimate the usefulness of planning one or more sessions, but know how to pay attention to what is happening so as to adjust, without having to agree to every single wish of the children. The quality of the time spent with them also depends on respecting the three stages.

Session planning sheet

- **Date and duration**
- **Number and ages of the children**
- **Theme of the session**
- **Equipment needed**

Skills (to be developed in the session - underline two, including at least one from the first category)

- Psychosocial skills: trust / respect / responsibility / expression of emotions / adaptation, flexibility / management of problems and conflicts / fair play / cooperation / communication / empathy.
- Mental abilities: observation, concentration / analysis, strategic thinking / creative thinking, imagination / learning, memory / relaxation, letting go / self-awareness.
- Physical skills: speed / strength / resistance, endurance / flexibility / coordination, agility / reaction / rhythm / balance / precision / body awareness.



ACTIVITIES (exercises, games, sports, creativity)		ORGANIZATION (equipment, set-up)
WARM-UP (welcome, objectives, short games exercises)		
MAIN PART (activities, games)		
COOL-DOWN (stretching, relaxation, feedback)		
Feedback from the children		Self-assessment by the animator and improvements to be made

There are six methodological principles when putting together activities, whether physical, playful or creative:

1. Set objectives which aim for the development of abilities on at least two of the three levels (mental, psychosocial and physical).
2. Use the three steps of learning – that is, play the game, feedback with emotional and cognitive approaches, and play the game again.
3. Put together games based on cooperation and integration rather than on competition and exclusion.
4. Favour progression during the session, from the easiest to the most difficult.
5. Favour the active and constant participation of the children in the games and during feedbacks.
6. Introduce variety and imagination into the games, with a way to present the activities which works on imagination.

Things to take into account when organizing a session of psychosocial games:

The age of the young people – The activities planned have to take into account the age of the participants and be adapted to their age and their level of understanding.

The number of participants – to know the number is important in order to be able to organize well the activities. To apply learning through participation for adults and youth, the number of participants may be between 12-18 years old if we would like to have a real participation.

The timing of the session – it's important to know in order to plan the activities and have enough time to reach the objectives. The correct evaluation of the time needed for each activity provides the possibility to control the activity and not to propose too many activities

The objectives – they should be adapted to the level of the participants; not too easy nor too difficult, as to keep ongoing their motivation. The objectives reflect what the participants learned at the end of a session. Ideally, there should be no more than 2-3 objectives settled for one single session. They are described as some observable and measurable behaviours – that means that they can be checked at the end of the session. The objectives are concrete and they describe something that can be observed and something that can be reached during the time allocated.

For instance, the young people are able to present themselves during the activity, or the participants listen to each other when their colleagues speak or other examples.

The activities – important to mention is that first you choose the objectives and then the activities for them. The activities are done in order to reach directly these objectives. They have to be progressive in terms of difficulty and should allow participants to be active, cooperate, be creative, express themselves and learn in the same time. Use different methods and working tools in order to vary the activities. For instance, individual activities, in pairs, in small and big groups.

The materials – They depend on the planned activity. The planning contributes to assuring the needed material. It is important to have the material prepared before the activity and to have it accessible.

Evaluation / feedback comes from the feedback collected at the end of the session. It is important to make a difference between self-evaluation of the trainer / teacher related to his/her own activity and the evaluation of the trainees related to their experience and the lessons learnt.

Managing the session implies that you plan it first, then you deliver it and evaluate it (this is a very important step). There are some modalities to evaluate the quality of the activity: self-evaluation, feedback provided by the youth and feedback provided from a colleague who assisted to the activity.

Possible questions for a self-evaluation - Have I reached all activities as I thought while planning? If not, why? Have I respected the timing of the parts of the session? If not, why? Was all material prepared and at the disposal of the participants? Was it enough? If not, what else I could have done? What changes appeared? How did I manage them? Have I reached my objectives established for the activity? If not, why? Did the participants enjoyed the experience provided by the activity? if not, why? Have they learnt something new? If not, why? Should I proceed in the future in a different way? If yes, how?

Creativity in the work with the youth

Creative activities and play are the most accessible languages for youth to free their emotions and tensions, as they bring the body into action.

There is a difference between artistic activities and creative activities. Artistic activities are focused more on a performance and a result 'achieved' or not.

Creative activities focus on the creative process, on fun and self-expression.

In order to allow children to open-up during their creative activities, the framework should be non-judgmental and should respect everyone. Comments on a creation, whether they are positive or negative, should be avoided.

Collective creativity encourages relationships between one another, and allows exploration of psychosocial skills such as self-assertiveness, respect for other's thought, negotiation, compromise, listening and letting go.

Principles for framing creative activities with a psychosocial aim

Having pleasure in the process

- Be kind to yourself, not having expectations regarding the result, just having fun.
- Let yourself go, without judging or comparing your creation with the others.
- Move away from 'pretty' or 'not pretty' and go towards 'that's what came out today'.

Managing freedom

- Give a minimal framework, provide rules and instructions to allow people to feel freer and more confident in the act of creation (*you have 20 to 30 min. to draw a self-portrait, illustrate your greatest fear, your happiest memory, or your biggest dream. You can choose from magazines and papers to cut or tear out and stick in, paints (gouache), oil pastels, and any materials you want*).
- Do not try to direct the process of creation, let each person's process emerge by itself, but be available if needed.
- Always give a precise time frame because it will determine the participants' choices (size of materials, run time, etc.).

Showing respect and being non-judgmental

- Observe the creations with a neutral outlook, remembering that aesthetic judgements are totally subjective, and so worthless in themselves (one person will like a drawing that someone else will dislike).
- Offer a secure context that helps the person feel respected and express themselves as they are.
- Refrain from commenting, even if someone is fishing for approval; turn the question around (*Well, what do you think, what do you like, what inspired your drawing? how do you feel when you look at it, is there anything bothering you about it?*).
- Do not interfere directly in someone's creation to help them or to show them (if need be, demonstrate with different materials) so you do not undermine their confidence in their resources.
- Make no comments, either positive or negative, on the work done, and little by little encourage the persons to avoid making comparisons and remarks on the work of the others (*hey, that's nice; why did you use so much black, that's sad*).
- Encourage, and support positively any fears or blockages.

Asking open questions

- Avoid questions arising from curiosity (*why did you put that in?*) or misplaced comments (*that reminds me of when I was terribly frightened, too*).
- Give priority to open, respectful questions, which stimulate the person to express themselves (*what do this or those colors say to you? Which element is the most important for you, where would you like to be if you were a really tiny person, how did you feel while you were making this drawing, how did the time pass - fast or slowly, what's the next thing for you?*).
- Ask questions only on what you really see, and not what you think you see (*what's that shape in the top left corner? And not, what's that funny bird up there?*).

Sharing and giving feedback

- Discuss the difference between 'sharing' and 'feedback'. The time of sharing is a discussion on the work that was created, and the feedback is taking a 'meta' perspective, that means taking a distance from the work to concentrate on the experience of doing the activity.
- Sharing (or presenting the work to the others) is part of the activity, but it does not necessarily have to take place each time. It depends on the objectives and on the available time. It is a moment when each person can introduce or tell the story of their creation, if they wish. For adults, parents for example, it is a good opportunity to share on real-life experiences, discoveries, and questions arising from the creative work. There are usually no questions asked by the facilitator/trainer or the group. That moment of listening is mostly spent with the works visible (hanging-up or lying on the tables). If there is only a little time available, the sharing time can be shortened by discussing only the two most important elements of each creation, so that everyone has the same opportunity, and no one is frustrated from not being heard.
- Feedback, as in any activity, is the time when the whole group meets in a circle and talks about the activity as it was experienced. To facilitate this the animator asks a set of questions, more or less the same every time to make a joint decision on the future of the work, as the emotions invested can make this choice harder. In particular, decide whether the creations will be shown to parents (in a small end-of-term exhibition, or a New Year celebration) or whether they will be kept private.

Success Strategies:

- My first aim is for the children to have fun in the activity, but I have other aims to develop at a skills and reflections level.
- I suggest to the children creative themes that are linked to my objectives.
- I emphasize the experience of creating (the process) and not its result ('it's nice').

- I create a secure context with trust and respect between the children, and I set out a clear framework in which the children are free to create and express themselves.
- I encourage the group to avoid commenting on the others' creations; the only person with the right to say anything is the child who made it.
- I use various techniques and materials according to the age of the group and the children's preferences (clay, modelling, collage, fabrics, painting, music, etc.).
- When they have finished their creations, I ask each child if they want to say something, tell the group about what it is and what they feel. If they don't want to, the group and I respect their choice.

Description of the module, step by step

Duration	1h 45 min		
Setting:	Classroom or / and outdoor/ sport hall		
Contents:	<ol style="list-style-type: none"> 1. <i>Where were you?</i> 2. <i>The countries</i> 3. Group discussion on global aptitudes and characteristics of the game and on traditional elements, MGS principles and planning a session, creative activities with psychosocial aim. 4. Group activity: modifying a known activity (a traditional game from the partners countries in order to include a psychosocial approach). 	Duration for each activity:	<ol style="list-style-type: none"> 1. ~45 min 2. ~45 min 3. ~40 min
Activities description (summary)	<p>1. "Where were you?"</p> <p>It can be an introduction for working on a particular theme. The concept of emotions (anger, fear) or situations that need to be felt, listened to, or recognized may be experienced as well by playing this game. In terms of teaching, this traditional Moldavian game is a very dynamic one, and it could be introduced in teaching history, foreign languages or drama.</p> <ul style="list-style-type: none"> • On a mental level, the children work on observation skills, as well as creative thinking and imagination. • On an emotional level, the children develop their self-confidence when trying to imitate the gestures. They work on negotiation and decision-making skills when choosing what they will impersonate, as well as cooperation when working together. 	Type of activity:	

	<ul style="list-style-type: none"> On a physical level, responsiveness and speed are important, as well as ease of individual or group body language. <p>Materials: ropes or something similar to mark out the one-meter central zone; cones or stones to mark the outside boundary of the play area</p> <p>Organization</p> <p>In the warm-up, the trainees will work on peers and change roles on miming different symbols/ objects.</p> <p>The whole group is split in 2 teams of six to ten players, whom will stand on either side of the fairly large, delineated play area, separated by a one-meter-wide zone in the middle.</p> <p>The teams gather at opposite ends of the area. On terms, each team decides altogether about what to mime to the other team, which has to guess what they act out. When the other team manage to guess the mime, they say it out loud. If they are right, the team that mimed, take refuge behind their home base at the end of the area, before the others catch them.</p> <p>The players caught become members of the other team. Then, the teams change roles, and the game continues as long as the players wish.</p> <p>Rules:</p> <p>Each team must line up along the central zone to do the mimes.</p> <p>Those who are guessing are not allowed to cross the central zone line before finding the right answer.</p> <p>The players touched within the boundaries of the play area join the other team. The line at the far end of the area indicates the 'home base' for those being chased.</p> <p>The players should be encouraged to work together to develop cooperation, as well as self-confidence and trust.</p> <p>Advice</p> <p>It is important to point out the safety measures and need for respect during the chase and when touching the other</p>		
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	<p>youth. The teacher / trainer should ensure that everyone has a chance to decide what activity to imitate. He must make sure the leadership role passes around and should facilitate communication within the group.</p> <p>The size of the play area can be adapted to make the game more or less difficult from a physical point of view (length of the race). The teacher / trainer can let the participants at the game to mime individually initially, but thereafter, the players should be encouraged to work together to develop cooperation, as well as self-confidence and trust. A specific theme can be dealt with during this game (the environment, short piece of history, specific event etc.) to focus the group and reach a specific objective. At the end, the group may decide to create a mini-play for example.</p> <p>For the last part of the activity, meaning the relaxation time, the participants will be invited altogether in a circle and relax through a symbolic lunch of a “pizza” that correspond to a great massage offered and received from the colleagues. The activity is followed by a feedback of the experience.</p> <p>In order to develop the team spirit in a creative way, the participants will be invited to create a collective painting, based on their personal signatures that could become all connected. /or the topic of the painting will address a “place” where they like to be, created by the friendship among them.</p> <p>Debriefing</p> <ul style="list-style-type: none"> • How did you feel at this activity? Was it easy, difficult, fun...? Did you feel at ease, uneasy? For what reason? • How were the topics chosen? Was it easy or difficult to find ideas? • Was there a leader in the group or was everyone able to forward their ideas? • What was participation like within the group? 		
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	<ul style="list-style-type: none"> • How did it feel having to change teams once you were caught? Can you explain? • What other variations of the game can you think of? • Did you learn anything new? If so, what? • Can you find links between this game and your daily life? Which ones? And so on... <p>The theme of impersonation is central. The discussion can be directed towards which behaviour can be imitated or on the contrary, should be avoided. When is it good or when is it bad to imitate somebody?</p> <p>2. “The Countries” a Romanian Traditional game</p> <p>The theme of countries and their characteristics, the intercultural aspects, the concept of non - discrimination and integration, collaboration, the race and the throws, all this makes this game very complete. The game could be applied for civil education curriculum, geography, history, foreign languages and so on.</p> <p>The concepts of country, of home can be dealt with in relation to child protection.</p> <ul style="list-style-type: none"> • On a mental level, the game develop concentration, strategic thinking and observation skills. • On an emotional level, the children develop cooperation, communication skills and respect for others. • On a physical level, responsiveness and speed are important, as well as coordination and agility (races in twos). <p>Materials: a ball; a hoop per child (or chalk, ropes or sticky tape).</p> <p>Organization: The play area must be large, ideally outside, with a circle - metaphorically the ‘world’ - composed of several ‘countries’ represented by a section</p>		
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	<p>of the large circle (if it is drawn with chalk) or by several hoops side by side (one per player). In the center, of the circle there is another hoop (or a chalk circle). The number of players can vary but there need to be at least ten children. At the beginning of the game, each child inside their own hoop, takes turns at naming the country they have chosen, while thinking of two typical characteristics of that country. The aim of the game is to discover the countries of the world by building alliances between them.</p> <p>The game starts when the animator throws the ball high into the air by calling the name of a country. The representative of that country catches the ball as quickly as possible, runs into the central hoop and shouts 'stop'. Simultaneously and as soon as the ball has been thrown, the other 'countries' run out of the large circle as fast and as far as possible. When they hear the 'stop', they must stop immediately where they are. The child with the ball in the center then looks around, names a country with which he would like to make an alliance and throws the ball to that person.</p> <p>From this moment on, the two countries form an alliance and function as only one country (they occupy only one hoop, run hand in hand, etc.). Everyone returns to their own hoop, and the two representatives of the 'new country' share their two characteristics, then come to an agreement on one common point and invent a new country name.</p> <p>The game continues with the 'new country' throwing the ball in the air and choosing another country, and so on, until the number of countries has diminished by at least half, or even until all the countries became one!</p> <p>As a creative activity connected with this game, the participants may be invited on making a collective creative map – collage type, that also corresponds to reality in terms of the position of the countries and continents altogether, but still in which they may insert colors, strings to separate the countries. Alternatively, they can create it as a puzzle.</p> <p>That also may be added and developed in terms of self-discovery as in the theme of "the country of my dreams"</p>		
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	<p>/ “the country where I came from “in case of children on the move. This activity may also be related to drawing class, to geography or self-knowledge course.</p> <p>Debriefing:</p> <ul style="list-style-type: none"> • How did you feel this game went? Easy, difficult, fun, annoying? For what reason? • How did you feel about choosing a country name and its characteristics? For what reason? • How did you feel about making an alliance and „giving up” the name of your country to find a new one? • Did certain rules simplify or on the contrary, complicate the game? Which and for what reason? • What other variations of the game can you think of? • Did you learn anything new? If yes, what? • Can you find links between this game and the real life? Which ones? <p>The notions of country, „home” identity are central in this game. This allows the youth to explore the concepts of nationality, immigration, cultural belonging. For the ones of them whom are on the move, the game may facilitate the process of exploring other cultures and trusting the bonds that may be created with other people from different ethnic while keeping their identity.</p> <p>Other samples of traditional psychosocial games: http://childhub.org/sites/default/files/2012_Traditional%20Games_EN.pdf?listlang[]=***CURRENT_LANGUAGE***&language=en</p> <p>3.Group discussion that follow the game experience and gradually introducing in the theory part.</p> <p>Extract from the trainees the main elements related to all concepts introduced in the module and develop the subjects based on the theory mentioned.</p>		
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	4. Group activity: modifying a known activity. In order to learn how to apply the new information, the group will be divided in teams and ask to agree on a traditional game that would become psychosocial by introducing the key elements presented during the module. Every team should work on building a psychosocial game starting from the traditional game agreed, taking into account the characteristics of the game and the learning objectives (3H).		
Supplies:	List of exercises for all modules + healthy lifestyle, career, learning to learn + for subjects. Chalks, circles, balls, string, scarves, creative materials (coloured pencils, paper, natural elements (flowers, seeds etc.)).		
Tips for trainers (optional)	Respect the principles of learning by doing – first practice, afterwards the theory. Demonstration is always very important! <ul style="list-style-type: none"> ➤ Use your creativity and knowledge in order to reshape the games or the creative activities which you know, changing one or more of their characteristics. Thus, you will be able to provide new learning experiences to the youth and not at last, reach the objectives you planned for the session. ➤ Respect the principles of learning by doing – first practice, afterwards the theory. ➤ Demonstration is always very important! 		
Evaluation-feedback:	Requesting the feedback after experiencing the games.		

You can find samples of psychosocial games that develop communication, social skills, self-knowledge, trust, cooperation, healthy life style, career planning here:

http://assets.sportanddev.org/downloads/1_laugh_run_and_move_to_develop_together_games_with_a_psychosocial_aim.pdf

Handout Keeping children safe during activities

Before Starting an Activity:

Teachers should:

- Check location of activities has been assessed for safety / dangers and any necessary action taken to reduce any risks.
- Ensure there is a sufficient supervision – ideally at least two teachers (so that if there is an incident one supervisor can deal a situation, while the other supervises children).
- Ensure that there is access to first aid / medical attention.
- Ensure access to car / taxi in the case of emergency.
- Liaise with parents/ reference persons (where these can be contacted) to seek any information necessary to ensure wellbeing and safety (for example, if medicine needed).

During Activities:

- At start of each day, negotiate / remind youth of the 'rules' of the group and give out any special safety notices that may apply to the day (for example if going on outing).
- Particularly if going on a trip, make sure that youth are given address of camp / telephone number to contact and know what to do if they get separated / lost / any concerns.
- Remember to make a register– if expected youth are missing, ask other youth if they know where there are.
- Check quality of food and refreshments before distributing. (if it is the case).
- Remember weather for outdoor activities – young people can quickly over heat if playing in sun.
- Various issues can be explored during the activity itself or during the feedback / end of game debrief and during breaks in sessions, depending on the issues raised. This includes very practical information to help youth take better care of themselves (around topics such as health, hygiene and nutrition).

Remember:

- It is not necessary (or possible) to 'know the right answer' to everything! Instead exploring issues with the youth should be the focus. Ask them what they think, and why! However, it is useful, when the opportunity arises, for some clear messages to be given – for example, the youth have a right to say no and to be protected.
- What children and young people say can give good insight into their lives and the risks they may be exposed to.
- Watch out for any 'warning signs' that might indicate something to be of concern. These include children who are overly aggressive, withdrawn or use physical sexual touch on others. Also watch out for signs of physical abuse such as bruises and injuries.
- 'Appropriate Touching' generally avoids areas covered by swimsuits / underwear and does not make anyone feel uncomfortable. 'Inappropriate touching' is normally something that makes us feel uncomfortable or something people want us to keep secret.
- 'Secrets' are things that everyone keeps but they should not make us feel bad or unhappy. Secrecy is not the same as privacy.
- Children learn from experience and observation, so make sure 'lessons' are carried throughout in daily life and not just in sessions.

After Finishing:

The teacher should:

- Report any concerns to the supervisor and for this to be 'nothing to worry about' than not to say anything. This could place a child in danger.
- Seek further training or support on issues which are not known to your or make you feel less confident about handling any situation that may have arisen as a result.
- Debrief with a colleague / supervisor regarding the activity day, especially if it raised any professional concern or there is a need for guidance.



MODULE 9 - PEER SUPPORT FOR EDUCATORS

Module aims and objectives

ROBIN context: Addresses professionals (teachers/trainers) working in second chance education and with children and young people with a migrant background

Explanation of the table contents:

R Learning Objective: Defines what the module is trying to achieve i.e. tells participants what the module is about.

R Indicative Content: The subjects/topics covered by the module.

R Learning Outcome: A *specific* statement that describes exactly what the learner will be able to do or know (in some measurable way) as a result of the course. There may be more than one measurable outcome defined for a given competency.

Competence: A *general* statement that describes the desired knowledge, skills, and attitude/behaviour of the 'certificated' person (or person completing a course). A competence is commonly defined as the knowledge, applied skills and aptitudes/behaviours that enable people to successfully perform in professional life contexts

Learning Objectives	Indicative Content	Learning Outcomes	Competences
<i>The purpose of this module is to...:</i>	<i>It will include the following topics:</i>	<i>By the end of the module participants will have:</i>	<i>The knowledge, skills and attitudes. Knowing how to:</i>
<ul style="list-style-type: none">To raise awareness about the benefits of peer support in the <i>ROBIN</i> context.	<ul style="list-style-type: none">Ideas and beliefs about peer supportThe importance of self-reflection and exchange as a professional in the <i>ROBIN</i>-context.The benefits and barriers of peer support.	<ul style="list-style-type: none">A clear and practical understanding of the impact of peer support on the quality of the educational work in the <i>ROBIN</i> context.An ability to recognise peer-support needs and options.	<ol style="list-style-type: none">Appreciate the value of peer support.Recognise support needs of involved professionals.Develop peer supporting strategies for the professionals involved.



	<ul style="list-style-type: none"> Barriers to peer-support participation (economic, attitudinal, institutional). Policy implications. 		4. Enhance professional's engagement in peer supporting measures. 5. Apply peer support techniques.
<ul style="list-style-type: none"> Get familiar with effective techniques and approaches for conducting peer supporting interventions. 	<ul style="list-style-type: none"> Peer support techniques and approaches. 	<ul style="list-style-type: none"> Understanding of and ability to apply a range of peer support mechanisms 	

Learning outcomes

By the end of the module participants will have:

- a clear and practical understanding of the impact of peer support on the quality of the educational work in the *ROBIN* context.
- an ability to recognise peer-support needs and options.
- understanding of and ability to apply a range of peer support mechanisms.

Key elements

- Ideas and beliefs about peer support
- The importance of self-reflection and exchange as a professional in the *ROBIN*-context
- The benefits and barriers of peer support
- Barriers to peer-support participation (economic, attitudinal, institutional)
- Policy implications
- Peer support techniques and approaches

Methods used

- Work in groups
- Discussions.

Elaboration of theoretical background

Short presentation: Changes in Second Chance Education – new group of participants – children and young people with a migrant background.

Task:

Research and record the changes in your own country

(In a table under headings such as: ESL rate, migrants among ESL, participation rates in SC education etc.)

Consider the likely impact of these changes to the work of the professionals in Second Chance Education:

.....

.....

.....

The benefits of Peer Support in Second Chance Education

Short presentation/introduction to peer support in the context:

- **What is peer support about?**

Peer support is much about reflection and evaluation respectively asking for feedback on the practical work of individual teachers/trainers, where feedback is understood not only as a tool but also as a decision for a respectful form of relationships. By giving and receiving feedback based on concrete observations related to their performance trainers and teachers have the possibility to reveal "blind spots", to find common definitions of reality and to work on constructive improvement suggestions. Meaningful feedback supports clarifying and encouraging changes in perspectives as well as new impulses for action.

- **Whom is peer support for?**

The word peer reflects the fact, that peer support is first and foremost a process between persons of equal rank that share common characteristics. In our case we are focussing on trainers and teachers that facilitate second chance education of children and young people with a migrant background, colleagues, partners that meet at eye level (peers). In a wider sense, peer support activities and build the ground for organisational development, educational and policy development as well.

- **Which professional aspects of second chance educators might be supported?**

Many aspect of the work in the context of second chance education with young people affected by migration are conceivable: teaching methodology, role of the educator (be empathic – set emotional boundaries, curriculum/programme, expand relevant knowledge (e.g. on migration, different cultural backgrounds); organisation and management).

- **What are the functions peer support can have?**

Peer support has various functions: learning (individually and on/or organisational level); trouble shooting, reducing emotional pressure.

- **How can peer-support be organised?**

It is possible to organise peer support in any unit involved in the second chance offer, that means on individual level/among peer colleagues/within an organisation/within a broader network (local, regional, national, international).

Ideally peer support is organised as an interactive process of dialogue that facilitates learning (here the learners are the teaching and training practitioners). In order to maximise the success chances of peer support it is of vital importance that all persons involved have agreed on explicitly chosen goal (e.g. find an explanation for an arising problem; sharing findings to improve a current teaching/training programme; individual professional growth etc.) form (procedure, roles), techniques and tools applied and duration of the peer support measure – and act accordingly.

Group task:

Outline possible pros, cons/barriers to peer support:

.....

.....

.....

Presentation and discussion of group results

(Peer-support serves quality assurance – and offering high quality education can be assumed as one of the main aims of the training/teaching professionals, reduces inequalities, promotes exchange, self-reassurance, motivating – provides a new stimulus)

Description of the module, step by step

Total duration: 160 min			
Objectives:	<ul style="list-style-type: none"> To raise awareness about the benefits of peer support in the <i>ROBIN</i> context Get familiar with effective techniques and approaches for conducting peer supporting interventions 		
Setting:	Classroom		
Table of contents (numbering every step):	<ol style="list-style-type: none"> Context – A rising number of children and young people with a migrant background in Second Chance Education. The benefits of Peer Support in Second Chance Education. Peer support techniques and approaches. 	Duration for each activity:	<ol style="list-style-type: none"> 20min 20min 120min
Activities description (summary)	<p>1. Short presentation and research exercise:</p> <p>Context – A rising number of children and young people with a migrant background in Second Chance Education</p> <ul style="list-style-type: none"> Short presentation: Changes in Second Chance Education – new group of participants – children and young people with a migrant background. 	Type of activity:	

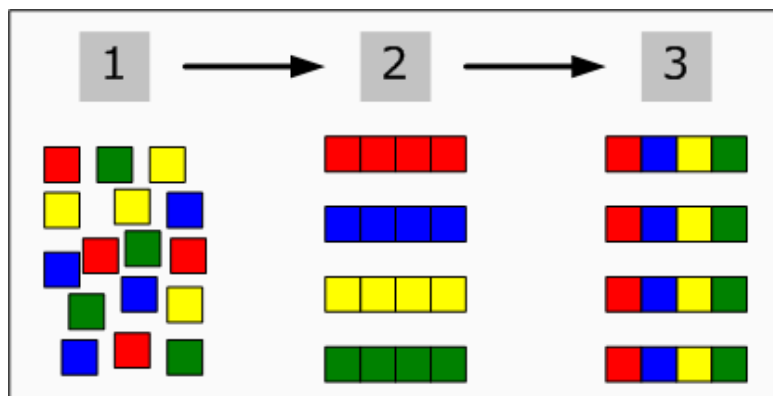
	<p>Task:</p> <p>Research and record the changes in your own country(in a table under headings such as: Early School Leavers rate, migrants among ESL, participation rates in SC education etc.)</p> <p>Consider the likely impact of these changes to the work of the professionals in Second Chance Education:</p> <p>-.....</p> <p>-.....</p> <p>-.....</p> <p>2. Group exercise on pros and cons/barriers to peer support:</p> <p>Short presentation/introduction to peer support in the context:</p> <ul style="list-style-type: none"> - ... much about reflection and evaluation/looking behind the curtains... - How can it be organised: on individual level/among peer colleagues/within an organisation/within a broader network (local, regional, national, international) <p>Group task:</p> <p>Outline possible pros, cons/barriers to peer support</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Presentation and discussion of group results</p> <p>(Peer-support serves quality assurance – and offering high quality education can be assumed as one of the main aims of the training/teaching professionals, reduces inequalities, promotes exchange, self-reassurance, motivating – provides a new stimulus).</p>		Group exercise
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	<p>3. Group exercise on peer support techniques and approaches (incl. intro 60 min) – see worksheet, prepare handouts with description of techniques (chapters 3.2. – 3.9.) presentation and discussion of results in plenum (30 min)</p> <p>Presentation and hands-on Childhub – see worksheet(30 min).</p>		Group exercise
Supplies:	Workbook; flipchart and moderation aids (beamer), computers.		

Worksheets

Peer support techniques and approaches

Group task: "Group puzzle"



Step 1: individual work (5 minutes)

Read the description of peer support technique(s) provided. Make notes on your thoughts or questions.

Step 2: Thematic groups (15 minutes)

Discuss the technique(s) in your group, discuss open questions, etc.

Discuss implications of the technique for your professional practice. Do you already use such a technique? How can it be put into practice?

Please prepare notes.

Step 3: expert groups (30 minutes)




Meet the expert group and exchange information from the thematic groups, both about the technique(s) in theory as well as on the previously found implications / applicability in practice.

Draw a common scenario on an effective peer-support system in one of your organisation. Prepare visualisation on a flipchart. And vote a representative from your group to present your results to the plenum (presentation time: 5 min).

Networking using Childhub

The Child Protection Hub (www.childhub.org) was initiated by a group of individuals and organisations from 10 different countries, from South East Europe and the wider European region. This ambitious project was developed in order to provide child protection professionals with tools for working and developing, space for constant learning and communication and with an opportunity to become a part of a strong regional community of practice.

On the Child Protection Hub you can:

-  **LEARN AND EXPLORE:** this website brings together resources for quick learning, such as podcasts, videos, and other, as well as webinars, resources for trainers and different materials for independent learning.
-  **CONNECT AND EXCHANGE:** benefit from our rewarding membership, search for colleagues, discuss with them or join case discussions.
-  **FIND OUT MORE:** browse through vacancies, ask us any question or find out about the partners and people behind the website.

Trainers and teachers are invited to a specific group of discussions on Childhub in order to share ideas, practices on specific topics concerning second chance education and other related. The group of discussions represents a good tool for offering peer support.

The Childhub platform also offers the possibility for the professionals to upload / to access materials and other resources concerning students affected by migration and their access to education.

You are invited to make an account on Childhub, by following the next steps:

- Access the website www.childhub.org using your browser.
- Click on the Register link in the upper page.
- You may register with your e-mail address or Facebook, Linkedin or Google account. If you use your own mail address, you will need to have a password.
- After registering, a confirmation email will be sent to your email address.

To access the group of discussions, once you are logged in, you go to Connect & Exchange > Forum > LEARNING/TEACHING METHODOLOGIES RE. WORKING WITH CHILDREN ON THE MOVE> *Find your language group.*

Please click here: <https://childhub.org/en/child-protection-discussion-forum>

List of peer support techniques

1. Quick Check Teaching Structure

Type of activity and persons involved: self-reflection, individual work by trainers

Rationale: This method is suggested for a systematic individual self-reflection of the teaching professional on design, course and conditions of teaching, recommended to be carried out directly after a teaching unit so that conclusions can inform the preparation of the next teaching unit.

Time: possible after each teaching unit, ca. 15 minutes.

Description of the method: Read the quick check questions (see material). If you are applying the method for the first time, please choose the 5 – 7 questions that seem most important to you. Take these as a reminder to your next teaching unit.

Take some time (10 minutes) after the teaching unit. Go through the questions and write down your impressions and memories. What did you notice? What do you want to make different in the next teaching unit? What do you want to look at in more detail?

Source: adapted from: Helmke, Andreas (2012): Unterrichtsqualität und Lehrerprofessionalität. Diagnose, Evaluation und Verbesserung des Unterrichts. Seelze-Velber, Klett / Kallmeyer

Material: Quick Check Questions – Quality of the last teaching unit

- How did I enhance the learning process?
- Was interest in the learning content maintained?
- Did I guide participants towards central questions or problems?
- Were the questions / problems logically related to one another?
- Was the course/lesson presented in a way that participants could recognize a focus?
- How many questions did I ask?
- What questions did I ask?
- How many questions did participants ask?
- What questions did participants ask?
- Which discussions were triggered by the questions?
- Did I listen to the participants?
- Were the negotiated discussion rules respected?
- Did I reply to the input of participants?
- Did I paraphrase the contributions or repeatedly interpret them literally?
- Am I using stereotypical reinforcement forms?
- Have I also encouraged interactions between participants?
- What was the proportion of my speaking time in relation to that of the participants?
- Were there individual participants who were contributing very often / very little?
- What was the extent to which women / girls participated compared to men / boys?
- Did I particularly focus on certain participants?
- Did participants understand the assignments and tasks?
- What learning aids did I give?
- How were the work results presented?



- How were the results and findings recorded?
In case of conflicts:
 - How did the conflict situation arise?
 - What course did the argument take?
 - How was the conflict dealt with?

2. Our Education Reality – Identify critical areas within the organisation

Type of activity and persons involved: group reflection including trainers and managers, all persons/representatives involved in the educational measure.

Rationale: This activity is reflecting on quality measures and looks at the whole picture of second chance measure(s) in a specific the educational organisation. For that reason, the views of all parties and persons involved should be considered. A colour scale is used so that different impressions can be visualized very quickly and intuitive. The activity is very effective for the identification of critical areas.

Time: At least once a year, 30 min – 0,5 day

Description of the method: Pin the prepared “Educational Reality” tables (see Material) in poster size on the wall. The statements can be contributed by all of the participants or prepared in advance by the organiser of the event. Ask the attendees to mark where they see the status on the scale. When this is done, it is possible to see in which areas the work is perceived as good (green areas), and where there is room or need for improvement (red areas, yellow areas).

Afterwards critical areas can be prioritized and differentiated in those that can be changed in the short-run and those that only can be changed in the long-run. The results can be taken as a base for the order in which the areas can be discussed.

In order to elaborate action alternatives, participants should then discuss what “green alternatives” to the red areas could look like (in the plenary or in small groups).

Finally, suggestions and ideas for improvement can be discussed.

Source: adapted from: Monira Kerler, adaptiert from the pilot “Q:LAB”

Material: To be prepared: Table “Education Reality” printed in poster size, example:

	Room for improvement	Should reevaluate current practice	OK	Unsure
We have the same understanding of good second chance education offer.				<input type="checkbox"/>
Besides expertise and social competence it is important to focus on aspects of modern professionalism, as the promotion of social integration and the enhancement of the ability for participation.				<input type="checkbox"/>
Our educational practice considers both the actual needs of the labour market and the needs in the future.				<input type="checkbox"/>
The equipment available in the organisation is state of the art.				<input type="checkbox"/>
The participants/pupils/trainees are adequately involved in the development of the educational programme.				<input type="checkbox"/>
Trainers and teachers are offered appropriate CPD ³ measures – and take part in those measures.				<input type="checkbox"/>
International competences are becoming more and more important. We have agreed on a related concept.				<input type="checkbox"/>

³ Continuous professional development

Networking among our trainers/trainers and coaches/psychologists is very efficient.

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3. Key Questions for the Reflection of the Education – Identify useful Reflection Methods for Quality Assurance

Type of activity and persons involved: group reflection, also possible as individual work.

Rationale: By reflecting on teaching / learning processes, knowledge can be gained that can be used for continuous improvement. The guiding question is “what kind of reflection leads to the optimization of learning processes?” To answer this, first it should be seen what is already being done and where the introduction of a reflection method would be useful. The guiding principle is that reflection is a systematic tool to explore improvement options.

Time: 20 min or more.

Description of the method: Take the handout (see material). Go through the different rows of the table with descriptions of reflection instruments for training and education measures (column 1 and 2). Think about/discuss, if the current situation matches the description in column 3. If this is the case you find a description of the desirable target state in column 4; and in the last column a range of methods that support the quality assurance in the related area.

Think about/discuss which of the mentioned methods could be applicable within the given conditions.

Source: adapted from Monira Kerler et al (2014): Praxishandbuch “QualiTools – methoden zur Qualitätssicherung im Training von Gruppen“, page 93.

Material: Worksheet “Methods for the Reflection of Education”

Quality assurance instrument	Key questions “Do trainers/teachers...?”	Status quo (Example)	Goal state: reflection of the education	Methods
Supervision and Coaching	... use supervision and coaching opportunities?	Participate in further education measures occasionally.	<p>Trainers/teachers are involved in the analysis and reflection of their practice.</p> <p>Schools cooperate with each other and with experts from the labour market.</p> <p>Trainers/teachers collect, evaluation, discuss and exchange examples of “good practice”</p>	Use supervision and coaching
Exchange of experiences among colleagues	... regularly share their experiences?	Do not discuss their professional problems and difficulties with their colleagues.	The professional community has established a system of peer learning and further education.	Collegial counselling, round tables, discussions, personal contacts, peer observation, mailing lists amongst other instruments.
Validation of learning outcomes and self-evaluation	<p>... validate the learning outcomes?</p> <p>... reflect on the education?</p>	<p>Not in all learning training units' validation is practiced.</p> <p>Many of the collected data cannot be evaluated.</p>	<p>Trainers/teachers are interested in the knowledge, skills and attitudes of the learners and assess changes.</p> <p>All training units apply validation and self-evaluation measures that</p>	Trainers/teachers validate learning outcomes individually (verbally, percentage based, scaled ...). Validation includes group results and the individual development of the learners; validation can be proceeded by means of self-evaluation of learners,



	... use professional validation and self-evaluation instruments?		include recommendations for improvement. Optimisation measures are assessed regularly.	<p>evaluation of the group, evaluation of the trainer.</p> <p>The learners are informed about the process and the rules of the validation.</p> <p>Self-evaluation of the trainers/teachers.</p> <p>Self-evaluation of the management</p>
Feedback of learners, colleagues, management, companies etc.	<p>... strive to receive feedback from the different stakeholders?</p> <p>... use feedback techniques like the 360° Feedback?</p> <p>Is there an evaluation of the education by the learners?</p>	Feedback is an exceptional case	<p>Learners give the trainers/teachers feedback.</p> <p>Trainers/teachers develop an appropriate evaluation concept.</p>	<p>Examination of existing concepts, choice of an appropriate concept, adaptation and optimisation.</p> <p><u>Examples of items:</u></p> <p>Satisfaction of the learners with the educational conditions.</p> <p>Satisfaction of the teachers/trainers with the working/teaching/learning/management conditions</p>



				<p><u>Examples of forms:</u></p> <p>Personal feedback (not anonymous).</p> <p>Open discussion (for learners and management: e.g. via pupils representatives/room for open discussion in the internet).</p>
External Evaluation	Are the trainers/teachers interested to take part in external evaluations?	They are not interested.	Trainers/Teachers take part in external evaluations in order to complete their information related to the quality of learning processes.	<p>Support of the organisation by external evaluation (e.g. awareness raising of the management/administration/staff).</p> <p>Participation in external evaluations.</p>

4. Key Questions for reflecting the Role of Trainers/Teachers

Type of activity and persons involved: group reflection, also possible as individual work.

Rationale: It is assumed that the self-image and associated actions of trainers/teachers influence the training and teaching quality decisively. Therefore, the development of this self-image and related actions are also an important aspect of quality assurance. The main question is "Which kind of self-concept does the training quality promote in terms of the role of teachers?"

Time: 20 min or more

Description of the method: Take the handout (see material). Go through the different rows of the table with descriptions of reflection instruments for training and education measures (column 1 and 2). Think about/discuss, if the current situation is matching the description in column 3. In that case you find in column 4 the desirable target state and in the last column a range of methods that support the quality assurance in terms of the role of the trainers/teachers in the related area.

Think about/discuss which of the mentioned methods could be applicable within the given conditions.

Source: adapted from Monira Kerler et al (2014): Praxishandbuch "QualiTools – methoden zur Qualitätssicherung im Training von Gruppen", page 95.

Material: Handout “Methods for the Reflection on the Role of Trainers/Teachers”

Quality assurance instrument	Key questions “Do trainers/teachers...?”	Status quo (Example)	Goal state: desired role of trainers/teachers	Methods
Interdisciplinary, holistic approach	... assess the educational measure as an important phase in the education of the participants/pupils?	Deployment of subject specialists causes training/teaching focused on the subject rather than on the development of learners.	Trainers/teachers are not employed as subject specialists, but apply interdisciplinary, holistic educational measures.	<p>Learning project (with relation to practice).</p> <p>Choose relevant contents and true-to-life examples.</p> <p>Make interlinks to other subjects, topics, areas of life transparent.</p> <p>Coordination of the development process among professionals (trainers / teachers / coaches / psychologists) and potential future employers.</p>
Competence-based education	Put trainers/teachers the enhancement of learners' competences in the centre of their work?	Usually the learning, not the acting is in the centre.	Trainers/teachers know their educational task, thus carefully establish a relationship to the learners that is built on tolerance, mutual respect, equality and	Getting familiar with the personal and social situation of the learners as well as with their cultural background. Assessing the educational, social and personal challenges of the learners.

			<p>solidarity and other values of a democratic society.</p> <p>In the centre of the learning process stands the learning by action.</p> <p>Learners take responsibility for their learning.</p> <p>Trainers/teachers are aware about their responsibility for the quality of the learning process.</p>	<p>Coordination of contents and didactical methods according to the reality of life and to the requirements and needs of the learners.</p> <p>Implementation of methods that promote independent learning processes.</p> <p>Transparent declaration of educational aims/projects aims that are formulated in a way that enables learners to link up to other subject areas/practice etc.</p>
Didactic based teaching	Which didactic/pedagogic supports trainers/teachers implement?	<p>The existing diversity of methods is not used.</p> <p>Trainer/teacher-oriented methods are dominating.</p>	Trainers/teachers are competent to apply diverse methods to facilitate learning processes efficiently according to different learning aims, characteristics of learners etc.	<p>Identification of appropriate, state-of-the-art, relevant didactic-methodological approaches and its implementation.</p> <p>Diversity of methods, considering requirements of learners.</p>
Reflection of different	How the different performance levels of	Differentiated performance support	Learners with different performance levels are supported	Performance differentiated work with methodological pluralism (various forms



performance levels of learners	learners are considered/handled/supported?	causes difficulties, therefore is often neglected.	in a way that development is realised and educational aims are reached.	of learning spaces/practical work/individual learning/cooperative learning etc.). Didactically converting complex requirements into a participant/pupil-oriented level.
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5. Collegial consultation - Intervision

Type of activity and persons involved: feedback and reflection among trainers/trainers

Rationale: Intervision or collegial consultation is an opportunity to reflect on concrete practical problems of everyday working life and to develop solutions in a peer group.

In regular meetings, the group comes together and the individual members consult each other. That way colleagues benefit from the experience and creativity of others. Advice is provided on the base of concrete example cases in a procedure with defined phases.

Time: 60 - 90 min

Description of the method: The technique can be conducted in different versions. The description of two different versions below should serve as examples. All versions have in common, that a moderator is defined, watching for structure, time, appreciative treatment etc. The procedure is always fixed. The consultation is always related to a concrete example case, for which the case bringer receives feedback and advice by his/her colleagues which should be seen as suggestions/proposals that he/she can decide to implement or to reject. The group sits in a semicircle around the person presenting the case with the moderator opposite.

Version 1: Balint Groups

The Balint group work is based on the idea of Freudian free association and is suitable for groups of between 5 and 10 people.

1. The person presenting the case describes his/her practice, concerns, etc. All colleagues are listening.
2. The colleagues have a certain amount of time to ask questions for clarification and receiving additional information related to the case (e.g. 10 minutes).
3. The person presenting the case remains silent while all others make free associations in an open discussion: images, hypotheses, ideas, sensible or senseless, everything is allowed and is part of it.
4. The moderator summarizes the associations on possible interpretations and explanations.
5. The person presenting the case gives his/her opinion and comments on the associations.
6. The colleagues formulate hypotheses/possible explanations/theories on the case.
7. The person presenting the case comments on the hypotheses.
8. The colleagues formulate possible solutions for the described problem.
9. Final statement of the person presenting the case. Thanks.

Version 2: Intervision star

This model is suitable for groups of 8 to 20 persons. The procedure is similar to that of the Balint groups model, but when it is more structured for feedback from colleagues. Every person has only one question/intervention/comment per round. These remarks should be as concise and precise as possible. Additional questions or insistence is not allowed. The person who's turn it is, can also pass over to the next one. If needed another round of questions/associations/hypotheses/solutions can be added.

Source: adapted from Berlardi, Nando (2002): Supervision – Grundlagen, Techniken, Perspektiven. München, C. H. Beck; Rabenstein, Reinhold / Reichel, René, Thanhoffer, Michael (2001): Das Methoden-Set. 5 Bände für Referenten und Seminarleiterinnen. 4. Reflektieren. Münster, Ökotoxia

6. Collegial lesson observation

Type of activity and persons involved: feedback and reflection among trainers/trainers.

Rationale: Self-evaluation through peer observation or shadowing refers to the critical view on the own training/teaching behaviour with the help of colleagues. Because ingrained behaviours are often "blind spots" that can only be detected by a strange look from the outside.

Time: according to the length of the lesson, additionally as debriefing session.

Description of the method: Collegial observation entail visiting colleagues during a training/teaching session. Visits are preceded by thorough preparation, in which an appointment on the objectives and expectations of the observation and on aspects to be observed and analysed (e.g. dealing with contributions from participants/pupils, dealing with conflicts, implementation of participative didactical measures) is made (and recorded in written form).

After the observation, there is a joint meeting and evaluation on the basis of the priorly agreed aspects and aims.

It is recommended to design the observation instrument and appropriate observation sheets including rating criteria and schemes together and to visit each other.

Source: adapted from Schiersmann et al (2008): Qualität und

Professionalität in der Bildungs- und Berufsberatung. Bielefeld, Bertelsmann Verlag; Kempfert, Guy / Rolff, Hans-G-nter (2000): Pädagogische Qualitätsentwicklung. Ein Arbeitsbuch f-r Schule und Unterricht. Weinheim und Basel, Beltz

Example:

Observation focus on "dealing with questions asked by participants"

Teacher:	Subject:	Observation date:	
Criteria	Short description		Frequency
No reaction			
Non-verbal reaction			
Positive reaction			

Negative reaction		
Answer triggers discussion between participants and trainer/teacher		
Answer triggers discussion among participants		
Repeated answers		

7. Personal Quality Portfolio and Quality Development Discussion

Type of activity and persons involved: feedback and reflection among trainers/trainers

Rationale:

This method was developed for reviewing the quality portfolio and professional ethics standards as well as for own development.

The quality development discussion is a method developed by the Swiss Professional Association for Supervision, Coaching and Organizational Consulting for its members for quality assurance and quality development. It consists of a regular specialist discourse with at least two other colleagues about the personal quality portfolio and the orientation towards the professional ethics. The instrument is thus low-threshold and based on already existing structures.

Time: 1,5 hours

Description of the method: The discussion focuses on the personal development of professional and quality work. In a regular specialist discourse with two colleagues the personal quality portfolio and the orientation to/observance of professional ethics are evaluated, and subject of expert discussion. The five portfolio elements are defined as follows:

- Teaching concept → What is the basic attitude, which theory, etc. is the basis of the action?
- Contract procedures → Which objectives are agreed upon and how are agreements made?
- Evaluation and feedback of the participants/pupils → regarding satisfaction, achievement, effectiveness, etc.
- Reflection of action and ongoing teaching processes → Is intervention, supervision etc regularly used?
- Further education → engages the teacher/trainer regularly in CPD (continuing professional development)?

A quality portfolio includes all documents (basic concepts, concepts, proofs, forms, etc.) and, if necessary, further own elements, for example related to teaching activities, specialist publications, networks...

A result report is created and made available to all parties involved.

Source: adapted from „Reglement zur Qualitätssicherung und Qualitätsentwicklung bei BeraterInnen BSO.“ (www.bso.ch); Österreichischer Verband f-r Supervision und Coaching OEVC; SFV Schweizerischer Feldenkrais Verband.

Possible questions for the discussions:

Questions about the expertise (profound knowledge and skills):

- What is your specific expertise?
- What are you interested in?
- What are you not interested in?
- What would you like to accomplish with your work?

Questions about CPD:

- Current questions / needs?
- What and where to develop further? What resources do you have?
- What do you need?
- Where do you find corresponding CPD offers?
- In case of participation in CPD offers:
 - Why did you choose this CPD offer?
 - What did you learn, what was important to you?
 - Have any important questions / contents remained unanswered?
 - How do you integrate this learning into your everyday life?
 - Would you recommend this CPD offer? For whom?
 - What changes do you want?
 - What are your other CPD plans?

Questions about professional ethics:

- Are there working situations in which you reach your limits?
- How do you deal with it?
- How do you disassociate yourself from work related problems?
- If you are uncertain, do you know where you can talk about/clarify (e.g. supervisor, professional peer group)?

Methodological questions

- What teaching methods do you pursue?
- What are the key approaches for you?
- What questions do you have in mind?
- Which options do you know, how to pursue methodological questions?
- What networks / sources do you use for work?

Suggestion for template Quality Development Discussion:

Quality development discussion	
Place, date	
Name	

Name/colleague I	
Name/colleague II	
Quality Portfolio Portfolio elements: teaching concept, agreements, evaluation & feedback, individual reflection & CPD	
Teaching concept: One or more theoretical concepts (explaining one's own teaching) are available and can be presented. The teaching concept (or several) applied in practice can be presented theoretically, interventions in this context can be explained and the basic individual attitude can be mediated.	
Agreements: The agreement of objectives and the making of agreements follow the theoretical concept(s) and, in particular, a transparent clarification of the order/the target agreement and the ethical guidelines.	
Evaluation & Feedback: The teaching processes are continually evaluated related to satisfaction, achievement, effectiveness and sustainability and, if necessary, discussed with the management.	
Individual Reflection: The own teaching practice is reflected in the professional framework (interview, supervision).	

CPD – Continuing Professional Development: Evidence on work areas in further education in the professional context (courses, seminars, meetings, etc.).

8. 360°-Feedback

Type of activity and persons involved: reflection and feedback from different perspectives among trainers/trainers

Rationale:

The instrument of the 360 ° feedback works with the deliberate comparison of the observations and views of the person, and the observations and opinions of its superiors, colleagues or participants/learners. The focus is on the different perspectives of the different interviewees.

Time: -

Description of the method:

This method can be conducted on an individual basis. Specify the topics for which you want to receive feedback. Develop a form (see example below), and fill it out. Ask at least three people in your environment to give you the same feedback. Compare the results and identify your strengths and weaknesses.



It is also worth to ask the people involved in your 360° feedback about their opinion, what could be done differently.

Source: adapted from SEALLL – Self-evaluation in adult lifelong learning, www.sealll.eu

Example template for 360° Feedback:

Select 3 qualities that are very well developed and 3 qualities that should be further developed in your opinion. Write down the number in the related column.		
To be further developed	My Qualities as a teacher/trainer	Well developed
	1. I succeed in getting a relationship with the pupils/participants/learners.	
	2. I am able to motivate the pupils/participants/learners by doing both: I communicate	
	3. important information; and I take up their own enthusiasm to strengthen it.	
	4. I am myself an inquisitive learner and act as a model for other learners.	
	5. I am an experienced teacher/trainer and can demonstrate my skills.	
	6. I listen well and I am sensitive to the pupils/participants/learners.	
	7. I observe the behaviour of the pupils/participants/learners in practical situations and at support meetings carefully.	
	8. I assess the behaviour and character of the pupils/participants/learners without prejudice.	
	9. I give appropriate feedback.	
	10. I am clear and concise in my communications (I reveal things rather than to ignore them).	
	11. I am highly behind my pupils/participants/learners, but I do not get too involved related to their affairs.	
	12. I have a professional interest in caring tasks, I value my role as a teacher/trainer and behave accordingly.	
	13. I work strategically and systematically.	
	14. I can reflect my work and its theoretical foundation.	
	15. I can work with forms of diversity, such as gender, culture, style, age, social background.	
	16. I evaluate my own work in a self-critical manner.	

C. TRAINING TOOLS

List of materials

- Worksheets developed for determined activities
- Office materials: Flip-chart, markers, post-it, pens, blank sheets
- IT: one computer per each 3-4 participants, internet connection, projector

List of materials for the modules:

- Register of attendance
- Agenda of the training
- Brochure of the modules / practical hand-outs
- Flipchart and papers
- Evaluation documents (questionnaires etc)
- Balls
- Circles
- Landmarks
- Scarfs
- Rope
- Brushes
- Markers
- Glue / paper scotch
- Colored cardboard
- Gouache – different colors
- Plastic
- Cather
- Post-it
- Colored spots
- Balloons
- Chalk
- Photo camera
- Laptop

Tips for the trainer

Success strategies for the trainer

- I prepare the space of the training before it starts and I check that I have all materials needed.
- I include a welcoming ceremonial, as I know that “the beginning is more important than half of the whole”.
- I am present (here and now).
- I create a group atmosphere of confidence, sharing and confidentiality.
- I look for responses within the group.
- I recognize the participant’s points of view and experience.
- I promote their present skills.
- I show confidence in their resources, I let them take the initiative.
- I encourage the participation of each person.
- I give examples related to practice.
- I respect KISS – keep it short and simple.
- I link up with what has already been done, I revert to ideas already tackled.
- I ask them how they can use each new concept in their practice.
- I regularly ask if the rhythm is right, and I adjust it if necessary.
- I give them the chance to keep notes on what has been said.

I **always** have in mind the **principles of training adults**: the participants are actively engaged, they possess resources and experience, new lessons will be grafted onto their existing knowledge, the group shares it’s past and present experiences, and they will see how to transfer the newly acquired knowledge into their daily life.

From the “Manual of Psychosocial Skills and Competences: Children and their environment” – Tdh



Sample of agenda for the training

ROBIN- Reinforcing cOmpetences to Build Inclusion through a New learning methodology

Agenda of training

[date, month, year]

[city, country]

Venue: _____

When	What	Who
08.30	Enroll of participants	
9.00-10.00	Introduction into the methodology, the training course Warm up exercise for knowing each other Expectations, fears of the participants Setting up the rules <i>Let's know each other better</i> <i>Let's see what are the ground rules for the 2 days together</i>	
10.00	Module 1 Leadership & Motivation	

	Objectives, theoretical (list of concepts) and practical activities (names of activities)	
12.20	Module 2 Learning to learn Objectives, theoretical (list of concepts) and practical activities (names of activities)	
13.00	Lunch break	
14.00	Module 2 Learning to learn (continuation) Objectives, theoretical (list of concepts) and practical activities (names of activities)	
15.40	Module 3 Emotional and physical health Objectives, theoretical (list of concepts) and practical activities (names of activities)	
18.00	Cool down exercise Evaluation of the day (oral: how do you feel, what do you take from this day)	
DAY 2		
09.00	Warm up exercise <i>Let's reconnect ourselves</i> <i>Summary of the former day (3 lessons learnt using post-its ask them 3 things they learned from yesterday)</i>	

09.30	Module 4 Communication with the RMA approach Objectives, theoretical (list of concepts) and practical activities (names of activities)	
11.50	Module 5 Sensitivity Objectives, theoretical (list of concepts) and practical activities (names of activities)	
13.00	Lunch break	
14.00	Module 5 Sensitivity (continuation) Objectives, theoretical (list of concepts) and practical activities (names of activities)	
15.10	Module 6 Building IT awareness Objectives, theoretical (list of concepts) and practical activities (names of activities)	
17.30	Cool down exercise Evaluation of the day (oral: how do you feel, what do you take from this day)	
DAY 3		
09.00	Warm up exercise <i>Let's reconnect ourselves</i>	

	<i>Summary of the former day (3 lessons learnt using post-its ask them 3 things they learned from yesterday)</i>	
09.30	Module 7 Teambuilding Objectives, theoretical (list of concepts) and practical activities (names of activities)	
11.50	Module 8 The psychosocial games Objectives, theoretical (list of concepts) and practical activities (names of activities)	
13.00	Lunch break	
14.00	Module 8 The psychosocial games (continuation) Objectives, theoretical (list of concepts) and practical activities (names of activities)	
15.10	Module 9 Peer support Objectives, theoretical (list of concepts) and practical activities (names of activities)	
17.30	Evaluation of the day (oral: how do you feel, what do you take from this day) Evaluation of the entire training	

	Celebration of the training (a way in which people are being awarded- giving certificates, a game of presenting the qualities of their colleagues, a final word of goodbye for everybody, eating something sweet etc.)	
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**Coffee breaks were not included as these can be taken when needed, deciding together with the participants*

Grant Agreement number:
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Evaluation of the training

Each trainer will fill in a questionnaire after each day session. This tool will support the trainer on reflecting on the training day and what necessary improvements are needed for future trainings of this type.

At the end of the training, trainees are asked to fill in an evaluation questionnaire in order to measure the impact of the training and their level of satisfaction.

Follow up tools

Individual Coaching – follow up

Name and surname:

Date:

Number and age of the participants at the activity (lesson):

Summary of the activity

Psychosocial objectives:

Warm up:

Main part

Relaxation:

Strong Points:

-
-

Points to improve:

-
-

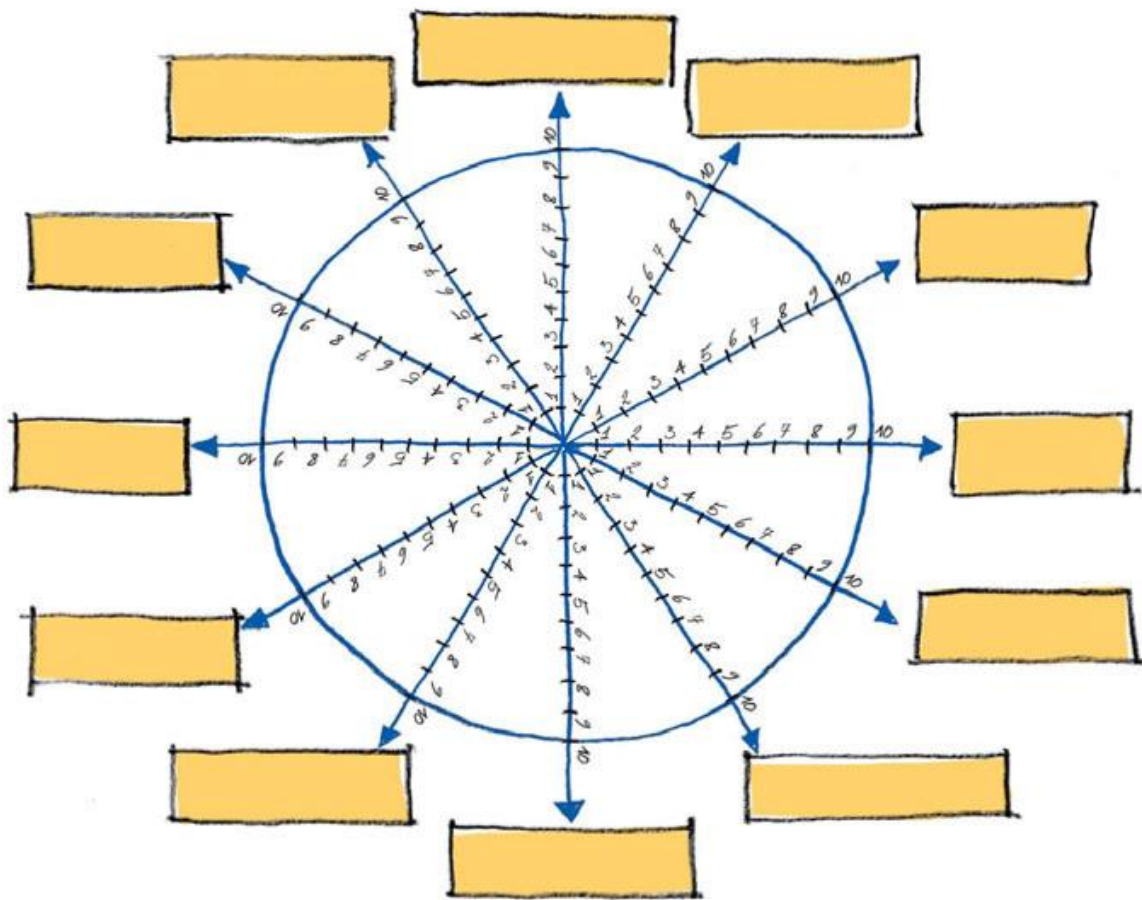
Coaching Wheel



- LEADERSHIP
- ORGANIZATION & PLANNING
- PARTICIPATION
- OBJECTIVES AND PROGRESSION
- 3 STEPS OF LEARNING
- COOPERATION
- VARIETY
- COMMUNICATION & RELATION WITH YOUTH

Training Evaluation Wheel

This evaluation wheel is fast and easy to fill in and gives a general idea of how the participants rate the course. All that is needed is to put **a cross on the given mark**, and then link up each cross to make a spider's web showing how each participant rated the course. This paper can remain anonymous or not, as desired. For each subject, reply to the question 'How high did I rate the various modules of the course?' on a scale from 1 to 10.



D. BIBLIOGRAPHY AND WEBLIOGRAPHY

MODULE 1

- ✓ .Dr. Moses Satralkar, *Child Leadership* (A Review Article), <http://www.itari.in/categories/childleadership/Article-ChildLeaders.pdf>
- ✓ Shelby K. Barthold, *The emergence of leadership in children: the role of play, athletics, and school*, Claremont Colleges Scholarship @ Claremont, http://scholarship.claremont.edu/cgi/viewcontent.cgi?article=1886&context=cmc_theses
- ✓ <http://feliciteca.com/liderazgo-juvenil-como-impulsarlo/>
- ✓ <https://apli.info/2007/09/12/tecnicas-de-motivacion/>
- ✓ Jesús Alonso Tapia, *Motivar en la adolescencia: teoria, evaluacion e intervención*, Facultad de Psicología Instituto de Ciencias de la Educación, UNIVERSIDAD AUTONOMA DE MADRID, 1992
- ✓ Lidia Perea Santiago, *La Motivación Escolar*, PublicacionesDidacticas.com, Nº 50 Septiembre 2014

MODULE 2

For the theoretical part:

- ✓ SALTO-YOUTH - Youthpass Unfolded - Practical tips and hands-on methods for making the most of the Youthpass process (<https://www.salto-youth.net/rc/inclusion/inclusionpublications/inclusionforall/youthpassunfolded/>)
- ✓ Learning to Learn: What is it and can it be measured? - European Commission - Joint Research Centre - Institute for the Protection and Security of the Citizen - Centre for Research on Lifelong Learning (CRELL) – 2008
- ✓ Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning, available at <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32006H0962>

For the MINDMAP : <http://www.tonybuzan.com/about/mind-mapping/>

- ✓ For the activity "ORIGAMI": EDDILI - To EDucate is to make possible the DIsccovery of Life – RECIPROCAL MAIEUTIC APPROACH in adult education - Edited by Amico Dolci and Fausto Amico - Lifelong Learning Programme - Sub-Programme Grundtvig. Available at <https://danilodolci.org/media/English.pdf>
- ✓ For the activity "Learning my way": "I CANS – Integrated Curriculum for Achieving Necessary Skills" - <http://www.literacynet.org/icans/chapter03/myway.html>

MODULE 4:

- ✓ EDDILI - To EDucate is to make possible the DIScovery of Life - RECIPROCAL
- ✓ MAIEUTIC APPROACH in adult education - Edited by Amico Dolci and Fausto Amico - Lifelong Learning Programme - Sub-Programme Grundtvig
- ✓ Available at <https://danilodolci.org/media/English.pdf>

MODULE 5:

- ✓ "El Arte de Vivir en Paz, Hacia una nueva conciencia de Paz", Errepar, Argentina, 1995
- ✓ A manual on human rights education for young people – produced within the framework of the Human Rights Education Youth Programme of the Directorate of Youth and Sport of the Council of Europe
- ✓ The Charter of Fundamental Rights of the European Union.

MODULE 6:

- ✓ <http://unesco.mil-for-teachers.unaoc.org/>
- ✓ Cynthia Luna Scott. The futures of learning 3: What kind of pedagogies for the 21st century? UNESCO Education Research and Foresight, Paris. [ERF Working Papers Series, No. 15].
- ✓ Syed Noor-Ul-Amin. An Effective use of ICT for Education and Learning by Drawing on Worldwide Knowledge, Research, and Experience: ICT as a Change Agent for Education. (available on <http://www.nyu.edu/classes/keefer/waoe/amins.pdf>)
- ✓ <http://digitaltoolsforteachers.blogspot.com.es/>

MODULE 7:

- ✓ www.insight.typepad.co.uk -A manual on human rights education for young people – realised within the framework of the Human Rights Education Youth Programme of the Directorate of Youth and Sport of the Council of Europe.

MODULE 8:

- ✓ "A practical handbook to organizing summer camps for children", by Terre des hommes Albania, 2012
- ✓ "Traditional games for Child protection"
[http://childhub.org/sites/default/files/2012_Traditional%20Games_EN.pdf?listlang\[\]=***CURRENT_LANGUAGE***&language=en](http://childhub.org/sites/default/files/2012_Traditional%20Games_EN.pdf?listlang[]=***CURRENT_LANGUAGE***&language=en)