Cycle 1
Introduction to Professionals

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ERASMUS+ N° 580247-EPP-1-2016-1-FR-EPPKA3-IP1-SOC-IN
The Philosophy of SERA

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

SERA as desistance programme tackles risks and needs by developing the social and human capital of young and adult offenders estimated as already radicalized or at risk of radicalization whatever is the polarization topic of their radicalization.

Cut in cycles then in sequences (from 10’ to more than 10 hours), SERA -born from a prior study of existing and inspiring resources and the needs- organizes the programme around 5 fields which are education, psychology, interculturality, beliefs and social. In SERA, with reference to Maslow and Pinto pyramids, the various sequences work on a regulation of needs by the appropriation of values and rules, an individual psychological follow-up with a help to maintain (even the reinitialization) of contacts with the family or near, access to basic education and preparation for access to vocational training, a dogmatic approach to the main religions and the daily individual/collective practice of sports coupled with well-being physical activities.

Echoing the Paris Declaration adopted by all EU ministers on March 17, 2015, the challenges of SERA project (2016/2019) are to:
- develop a European production offering content to the concept of citizenship education, in terms of prevention and/or repression;
- convince professionals to engage in a holistic system of reactive care supported by the acquisition of thematic knowledge;
- bring the results to a supranational level.
How do learning acquired in confined spaces become meaningful in an open environment? How to develop a culture of commitment based on autonomy and criticism? How professionals working with public involved in causes that may lead to violent extremism, can they engage in an action of desistance and citizen inclusion of people with whom so many others have failed before (early school abandonment, rejection of parenthood, ...).

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

The purpose of SERA is to provide methodology and supports to professionals, volunteers, ... acting, initially, in penal systems and then, to social actors working in identified “at risk” territories/environments, areas for priority education, ... The pedagogical ready-to-use pack could be used also by professionals of training or/and mediation for the prevention of risks and sectarian/extremist excesses in any domains such as health, school, social action, prevention services, ....

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

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

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

Before going in class and starting any activity or deliver any lecture, the professionals shall read the following points as it will help in the design of the coming four weeks (Cycle 1). The teacher/trainer should prepare the lessons outlines to ensure that all the necessary material is provided and that films, sources and exercises will be well accepted and understood by the learners that are to be involved in the SERA programme. This programme provides guiding points and exercises, as well as the approximate indication of duration of every exercise. Nonetheless, as coordinator of the lectures, every of them can vary the provided guidelines according to the respective idiosyncratic context. In case of any variation from the original lesson plans the professional is recommended to indicate what had to be adapted, how the adaptations were undertaken and what were the final outcomes. Any recommendations should be provided to SERA team for eventual improvement on the initial programme / Cycle 1 only through the SERA reporting template that is provided a bit later.

The SERA programme aims at working on various needs of the individual learner. Taken from Maslow’s and Pinto’s pyramids, SERA grouped the various needs in 7 colours. Every colour targets specific needs as indicated in Table 1. In the outline of the pedagogic sequences it is possible to notice that every activity has from 1 to 3 colours in the column called ‘Types of need’. The colours indicate that each activity includes aspects of the indicated needs. The colours were randomly chosen are there only to act as a legend, which should help the teacher to identify which activity could be adopted to the given teaching programme.
Table 1: Addressed needs

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

Based on the research report of the Bounce Tool (13 march 2018) the respondents named some working elements of the BOUNCE training.  

The working elements named by the participants of the trainers’ profile & attitude are:

- respectful, accommodating, authentic, friendly
- flexible, listening
- competent, clear
- equality, no hierarchy

From the point of view of the trainers:

- openness, no judgment, positive attitude, friendly, safe
- listening, attentive
- equality
- competence, expertise
- understand target group
- experience with policy-making
- awareness of own role toward the learners

BOUNCE research report recommends different trainer profiles, like age, sex, nationality and expertise.
**Teachers/Trainers**

The SERA programme does not study the profile of any professional but we want to draw the attention to the fact that he/she is an important link in the learning process of every learner. All the competences listed above seems obvious and the relationship between learners and professionals is key to success of this programme that reaches wider than one is aware of.

**Learners**

Considering the environment of the implementation other names such as student, inmate, participant, beneficiary, user, ... can be used in your institution, but as from this moment, the SERA consortium decided to use the generic word of “Learner”.

The learner can be defined as a person who is learning a subject or skill so let we say that he/she is a person who receives education, in the sense of instruction through teaching activities, on behalf of a teacher/trainer/facilitator/pedagogue as professional, at any place where he/she is studying and/or qualifying.
SERA Free Adaptations

To National Culture and Language

Teacher/trainer or any professional actor (volunteers also should be here considered as professional if the action/activity they lead is regular, organized and formally planned) has to take into consideration that all the material is provided in English language and some of the references to films or other sources reflect an English oriented culture.

For an optimal use of SERA teaching sequences/units, it is recommended to professionals to previously analyze the content of the resources provided in certain activities (such as short videos, traditional games and dishes, etc.) and adapt and/or replace, if applicable, the mentioned resource according to the linguistic and/or cultural context of each country. The resources provided have been selected for their validity and adequacy to what is intended to achieve in each sequence. However, if a subtitled version of the resource is not available for each target language, or the same given traditional/cultural element cannot be found in the target country, it is recommended that the professional search for a resource in the required language as close as possible to the original in content and aim.
To EU Key Competences Reference System

Eight key competences have been defined at EU level, which represent a combination of knowledge, skills and attitudes that are considered necessary for personal fulfilment and development, active citizenship, social inclusion and employment:

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

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

Due to profile of learners, SERA consortium decided to refer to 7 key competences by joining two of them that are

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

so to come to a new one that is

- Communication in the national language of the hosting country. In fact, in here, we don’t care if the learner speaks or not in his/her mother tongue or if he/she develops competences in foreign languages. To follow SERA cycles, professionals have to focus on the fact that the learner is able to communicate in the national language of the country he/she is presently hosted, even if migrants, inmates, refugees, ... 

**To Cross-Curricular Competences**

To complement the key competences that are concerned in this programme, SERA consortium also approaches transversal competences as Cross-Curricular Competences (CCC). Already listed through several European projects, SERA will soon create one more for what concerns “Empathy”.

Each sequence identifies from 1 to 3 key competences and from 1 to 5 transversal ones (CCC), the goal of this future part of the programme will be, soon, to be able to develop a SERA process to assess these Key and CCC competences.

Already, however, and because they are identified, the implementors are kindly asked to give us feedback/comment on their observations on skills such as identified in each sequence while, on the last page of each sequence, some room has been voluntarily left to be completed with proposition of evaluation methods that implementors should know and would like to let the SERA consortium know.

Next chapter will show how SERA consortium starts to introduce assessment with no much work and exchange on this point yet.
About Assessment and Recognition Methods

At this step of the SERA project, implementing organizations that will use SERA programme through its Cycles 1 – 2 - 3 are able to decide the way they want to give an added value to SERA learning process and outcomes.

Lot of tools exist but we, as partners involved in SERA consortium, make a prior choice on three of them, even if as wrote on the previous page, we did not much work and exchange on this dimension yet.

Through Interpersonal Reactivity Index (IRI) -Davies 1983-

In order to measure the effectiveness of the SERA programme, we think as a start that the learners can be assessed by using IRI process. Going through 28-items, the Davies questionnaire aims measuring empathy of the learners. The 28 items are measured using a 5-point Likert scale which ranges from 'Does not describe me well' to 'Describes me very well'. The sub-scales taken in consideration by Davies included the perspective taking, fantasy, empathic concern and personal distress.

The IRI test (or any else) should be delivered before starting the SERA programme and also upon conclusion of each cycle. The pre- and post-testing should indicate the difference in the levels of empathy of the learners before and after SERA programme. If and when possible the test should be compare also with a control group that was not involved in the SERA programme and analyse the differences.

https://greatergood.berkeley.edu/quizzes/take_quiz/empathy
From VALMOPRIS EU project -ERASMUS+ 2015/2017-

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

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

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

http://valmopris.org/
www.reveal-eu.org

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

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

As a Europe-wide recognition instrument for non-formal learning in the youth field, Youthpass strengthens the social recognition of youth work.
Youthpass supports active European citizenship of young people and of youth workers by describing the added value of their project.

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

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


In any case, due to the situation that a very wide range of learners that will be involved in SERA are early school leavers without any assessment or recognition supports, it is highly recommended to future institutions that will use SERA Cycles to do not forget, at this implementation step of the project, to:

- organize at very least one assessing test at the beginning of the course, and one at its end (better if 1 interim one per cycle too) through IRI process for example;

- develop an internal certificate for recognition of prior learning (if their institution is able to deliver such document) that will be delivered during the party that ends each SERA cycle. In future, and because formally organized, Youthpass (for learners till 30 years old) could be a good practice.
How to periodically report on SERA implementation?

In order to evaluate the relevance of the proposed sequences and to improve them, the SERA project team needs your comments/criticisms on the different work sequences that you will develop.

You will find by following the model of evaluation sheet that we kindly ask you to complete by indicating for each sequence and each one of the activities:

• real duration of each activity/action,
• number and age of participants, gender,
• implementing conditions (group work, in pairs, individual, personalized),
• general atmosphere, interest of the learners, professional preparatory work,
• strengths and difficulties that you encountered,
• general appreciation, recommendations.

All your proposals/reviews/comments will help us to improve the sequence and/or the activity. Do not hesitate to let us know, it’s so important for SERA.

SERA periodic reports have to be sent back by mail to sera-implementation-cycle1@euro-cides.eu Is it possible that we expect feedback from professionals each time one sequence is finish to be tested?

We are counting on your contributions to improve SERA.
IMPLEMENTATION of 1st training cycle in SERA programme

REPORT on ................................................................. (Sequence Title)

Sequence Code ............... 

Country / Institution ....................................................

Overall thoughts on the sequence
......................................................................................
......................................................................................
......................................................................................

General and specific Recommendations
......................................................................................
......................................................................................
......................................................................................
......................................................................................
Sequence Code ........ Activity n° ........

Short description of the activity:
..........................................................................................................................................
..........................................................................................................................................

Date ..................
Location ..................................................................................
Starting time ..................
Ending time ..................
Duration .................. minutes (Time originally planned ........... *)
Participants .................. in group (...... years of age)
Professionals ..................................................................................................................
(number, if more than 1, and profiles/specialities)

Room organisation ..........................................................

Setting:

☐ pair work
☐ group work
☐ individual work

Atmosphere:

☐ comfortable  ☐ uncomfortable  ☐ tense

Learners’ interest in the activity:

1  2  3  4  5  6
Professional’s feelings:

☐ comfortable  ☐ uncomfortable  ☐ tense

Difficulties:

............................................................................................................................

............................................................................................................................

Strengths:

............................................................................................................................

............................................................................................................................

Overall: ☺ ☺ ☹ ☹

Why? / Further remarks:

............................................................................................................................

............................................................................................................................

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How to develop SERA?

The period to implement SERA will be between June 01 and December 31, 2018.

Here is Cycle 1 of SERA; Cycles 2 and 3 will have to start no later than mid-September 2018 for the same ending date.

Cycle 1 is a 120-hour programme organized as wrote before in 5 domains and 6 scales of needs with a variety of topics that are adapted to learners hosted in close environments. The 120 hours are divided in 4 weeks, each week having 30 intensive hours of individual and/or collective courses added to personalized interventions for clinical therapy and sports.

Interventions in clinical therapy as described in Sequence P36 / Cycle 1 are based on twice-per-week appointments per learner with a clinical psychologist, while sport (that is different from physical activities) is free of organization but learner should have (individually or collectively) access to sport offers (inside or outside the institution, if possible) several times a week during time out of courses.

Originally, each SERA Cycle is organized on a four weeks basis of 6 hours a day course and 5 days per week. Choice also can be done, with consideration to institutions rules organization and learners, of 5 hours a day and 6 days per week. In any case, alternatives will be adapted to countries, national organization of penal environments, ... respecting a total of 30 intensive hours plus extra interventions (clinical therapy and sport) per week.
### SERA Cycle 1 Week 1

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THANK YOU to LEARNERS and PROFESSIONALS that will implement SERA Cycle 1

We hope you will enjoy to participate to this programme and visit

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

If any problem, please do not hesitate to come back to SERA contacts that are mentioned on the back last page of the e-book
<table>
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<th>CODE</th>
<th>AREA</th>
<th>CYCLE</th>
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Sequence B1 / Cycle 1

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

Sequence Title Learning about other beliefs

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

KEY WORDS Religions, Communication

Learning outcomes
1. Be able to differentiate between religions
2. Be able to argue about beliefs with respect
3. Be able to listen to other ideas on belief
4. Know his/her emotions and express them appropriately.
5. Use the effective communication skills while expressing feeling
6. Learn the expressions of “I language” and “you language”.
7. Know how to express his/her feelings and thoughts.
Room Organization: no table, seats in circle, trainer among Learners,

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

**SEQUENCING**

**TRAINERS MATERIALS**
Charts, markers and papers, articles, board game

**LEARNERS MATERIALS**
Charts, markers and papers, articles, board game

**KEY COMPETENCES**
1 - Social and Civic competences
2 - Cultural Awareness

**Transversal COMPETENCES**
1 - Intercultural communication
2 - Conflict management
3 - Teamwork
4 - Managing diversity
5 - Critical thinking
<table>
<thead>
<tr>
<th>Course Structure</th>
<th>Learners' activities and tasks to realize</th>
<th>Learning Aims</th>
<th>Competences</th>
<th>Learning context</th>
<th>Sub-timing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action 1</strong></td>
<td><strong>What is a religion?</strong></td>
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<td></td>
<td><strong>Activity 1</strong></td>
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<td>Begin by asking the Learners to define the term &quot;religion.&quot; Record the responses on a chart. Note for trainer: Through discussion, ensure that you arrive at a definition that's inclusive enough to cover monotheistic, polytheistic and nontheistic religions.</td>
<td>To make Learners aware that religion is more than blind belief</td>
<td>Cultural Awareness</td>
<td><img src="image1.png" alt="Image" /></td>
<td>15min</td>
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<td><strong>Activity 2</strong></td>
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<td></td>
<td>The trainer shows photos that show different families from different religions. He/she asks them if they can name the religion. Ask them to work in pairs and make a list of the religions they know. Then the trainer makes a definition of religion.</td>
<td>Learners will be able to show tolerance to different religions.</td>
<td>Cultural Awareness</td>
<td><img src="image2.png" alt="Image" /></td>
<td>30min</td>
</tr>
<tr>
<td>Action 2</td>
<td>Activity 3</td>
<td>Activity 4</td>
<td>Knowledge about religions</td>
<td>Civic and Social Competences</td>
<td>Cultural Awareness</td>
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<tr>
<td>What do we know about world religions?</td>
<td>Introduce the names of nine world religions: Christianity, Islam, Judaism, Hinduism, Buddhism, Taoism, Shintoism and Baha'i. Ask Learners: Are any of these familiar? Use the chart to indicate what they know about these religions.</td>
<td>The Learners are asked to share some stories from their religion</td>
<td>30min</td>
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<tr>
<td>Action 3</td>
<td>Activity 5</td>
<td>Create a board game *: Play the game by creating different group of Learners, preferable not from the same religion. The first group to begin chooses a religion and an amount of points related to the question. The board chosen is flipped over and the question read. The group had 10 seconds to decide on the answer.</td>
<td>Knowledge about religions</td>
<td>Cultural Awareness</td>
<td>75 min</td>
</tr>
</tbody>
</table>
The group can choose to answer or pass on the question to the group on their left. If the group answers correctly they will earn the points, if they answer wrong they will lose the points and if they pass it on, they give the chance to the other group to earn the points. Should the new group fail to answer they will lose the points. The group with most points wins the game.

After the game discuss similarities in religions

Next, present the information on each religion using the nine mini articles (links to these articles also appear in the "Religious Observances"):• Christianity• Islam• Judaism• Hinduism• Sikhism• Buddhism• Taoism• Shintoism
For each religion, cover the following:
- Origins of the faith (When was it founded? Was there an identifiable founder?) Find detailed information about the founding of various religions underneath.
- Religious articles attached
- Whether it is monotheistic, polytheistic or nontheistic
- Where in the world most of the faith's adherents are located (the mini-articles have limited information on this; in addition, CIA.gov provides a breakdown by country, and Encyclopaedia Britannica provides a breakdown by continent)
- Major beliefs or emphases
- Variations among followers of each religion (information on subgroups of each religion can be found here). You'll want to make the point that we need to be careful not to stereotype members of faith groups; religion is a public as well as a private
<table>
<thead>
<tr>
<th>Knowledge about religion</th>
<th>Cultural Awareness</th>
<th>Activity 6</th>
<th>60 min</th>
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<tbody>
<tr>
<td>As you are discussing, ask the Learners to create a Venn diagram on the facts to help the process the information.</td>
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<td>Invite a class speaker/s who is a member of a faith/s. Have Learners prepare questions for the speaker ahead of time.</td>
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<td>Discuss matching concepts with the corresponding religion.</td>
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ASSESSMENT of PRIOR LEARNING  Possible □  Not possible yet □

Assessment Method (if possible)

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Resources
World Religions
* LET US PLAY

<table>
<thead>
<tr>
<th>Christianity</th>
<th>Judaism</th>
<th>Hinduism</th>
<th>Islam</th>
<th>Buddhism</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
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</tbody>
</table>

Christianity for 100
This group of people became the foundation of Christianity - Hebrews

Christianity for 200
A Jewish boy who disagreed with some of the Jewish principles of his day began to profess a new way of thinking was named ________. (JESUS)

Christianity for 300
When did Christianity begin? (about 2000 years ago

Christianity for 400
The Holy Book that records God's revelation is called the _______. BIBLE

Christianity for 500
How many apostles did Jesus have? 12

Judaism for 100

Project n° 580247-EPP-1-2016-1-FR-EPPKA3-IPI-SOC-IN
JUDAISM is a religion of just one people: the _________. (JEWS)

Judaism for 200
What two other important religions developed from Judaism? (Christianity and Islam)

Judaism for 300
What are the first five books of the Hebrew Bible called? Torah

Judaism for 400
What book serves as a guide to the civil and religious laws of Judaism? (Talmud)

Judaism for 500
The Jewish house of worship is called ____________. Synagogue

Hinduism for 100
Where do two thirds of the world’s Hindus live? India

Hinduism for 200
For Hindus, the reward after death is based on the previous life. This is called what? Karma

Hinduism for 300
Hinduism is a belief in one god or many gods? Many Gods

Hinduism for 400
Hindu society is based on what type of system? Caste

Hinduism for 500
The oldest sacred Hindu book is called _______. (VEDAS)

Islam for 100
Islam began with what prophet? Mohammed
Islam for 200
Most Islamic followers live near what sea? Mediterranean Sea

Islam for 300
What is the name of the Islamic holy book? Quran

Islam for 400
What do the Islamic believers call their god? Allah

Islam for 500
What are people who follow the Islamic religion called? Muslims

Buddhism for 100
Who is the Buddhist monk who remains the leader of the Tibetans? Dalai Lama

Buddhism for 200
Buddhism is a major religion in all of the following except: China, Japan, India, Korea, and Tibet - Korea

Buddhism for 300
Buddhists believe that existence is a continuing cycle of death and rebirth called___________. (reincarnation)

Buddhism for 400
Both Buddhist and Hindus believe in a reward system called ________. (Karma)

Buddhism for 500
What is the Buddhism philosophy that one must share a feeling of other’s suffering? (compassion)

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

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

Some religious observances:

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

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

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

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

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

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

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

Some religious observances:

Ramadan

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

Hajj

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

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

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

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

Some religious observances:

Rosh HaShanah

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

Yom Kippur

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

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

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

Some religious observances:

Diwali

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

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

Ganesh Chaturthi

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

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

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

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

Some religious observances:

Vaisakhi Day

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

Hola Mohalla

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

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

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

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

Some religious observances:

Vesak (Buddha Day)

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

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

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

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

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

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

Some religious observances:

Oshogatsu (New Year)

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

Rissun (or Setsubun)

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

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

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

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

Some religious observances:

**Tomb Sweeping Day**

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

**Dragon Boat Festival (Duanwu Jie)**

Time of Year: May. This festival, also called “Poet’s Day,” honours Qu Yuan, a poet and minister to the Zhou emperor who died in despair, having failed to prevent war between feudal states in ancient China. People mark the anniversary of his death with activities that include dragon boat races and the eating of zong zi (rice balls filled with egg, beans, fruits, walnuts, sweet potato, mushrooms and/or meat).
Dragon boats are long canoes made to look like dragons and which can be powered by up to 80 rowers. A popular festival activity—along with others believed to bring health and good luck—is creating pouches filled with herbs or spices believed to ward off disease.
BAHA’I

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

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

Some religious observances:

Naw-Ruz (Baha’i New Year)

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

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

Rivdan

Time of Year: April through May. This 12-day festival celebrates the 1863 revelation of Baha'u'llah (a key Baha’i religious leader) that he was the next Manifestation of God. Ridvan also marks the beginning of Baha'u'llah's exile from Baghdad, which he compared with the exile of Islam's Mohammad from Mecca. Baha’is typically observe by suspending work and holding community prayer gatherings on the first, ninth and twelfth days of the festival.
Sequence E1.1 / Cycle 1

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

Sequence Title: My own spot / rules and boundaries

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

KEY WORDS: Security, boundaries, rules

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

Room Organization: Seats in circle
LEARNING CONTEXT  

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

SEQUENCING  

TRAINERS MATERIALS  
Scheme, overview of 4 weeks program

LEARNERS MATERIALS  
Personal notebook, pen

KEY COMPETENCES  
1 – Social and civic competences

Transversal COMPETENCES  
1 – Evaluating / Reflecting  
2 – Taking responsibility  
3 - Communication  
4 – Conflict management  
5 – Autonomy
NOTES
<table>
<thead>
<tr>
<th>Course Structure</th>
<th>Learners’ activities and tasks to realize</th>
<th>Learning Outcomes</th>
<th>Competences</th>
<th>Learning context</th>
<th>Sub-timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action 1</td>
<td>Activity 1</td>
<td>Feeling safe in a group</td>
<td>Reflecting</td>
<td>Feeling safe in a group</td>
<td>30’</td>
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<td></td>
<td>Trainer and group can present themselves express their expectations.</td>
<td>give expression to your own boundaries</td>
<td>Taking responsibility</td>
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<td></td>
<td>Trainer delivers personal notebook.</td>
<td>give your feelings, thoughts a voice.</td>
<td>Communication</td>
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<td></td>
<td>Activity 2</td>
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<td>Conflict management</td>
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<td></td>
<td>Trainer explains the program (content &amp; process)</td>
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<td>Activity 3</td>
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<td>Trainers presents firm rules and group discusses the other rules</td>
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<td>30’</td>
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<td>Activity 4</td>
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<td>Learners learn how to ask for a « stop » if they are in troubles, what sign they can give and mark a place in the course room to hide. This can be a big box, tent, curtain, corner…</td>
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<td>30’</td>
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ASSESSMENT of PRIOR LEARNING  Possible ☐  Not possible yet ☐

Assessment Method (if possible)

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Sequence E2 / Cycle 1

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

Sequence Title  Enlightened communication – Movie “Billy Elliot”

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

KEY WORDS          Exchange, Communication

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

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

Type of Activities
- Viewing films then debate
- Let’s play a game (and exchange point of view)
**LEARNING CONTEXT**

- Individual **X**
- Pair work **X**
- Group work **X**

Less than 5 **X**

5-10 □ 11-15 □ 16-20 □ 21+ □

Distance learning □ Frontal □ Interactive **X**

**SEQUENCING**


**TRAINERS MATERIALS**

Films, Games, thematic documents, articles

**LEARNERS MATERIALS**

Pens, Pencils, Rubbers, papers

**KEY COMPETENCES**

1 - Communication
2 - Social and civic competences

**Transversal COMPETENCES**

1 - Critical thinking
2 - Empathy
3 - Evaluating / Reflecting
4 - Intercultural communication
<table>
<thead>
<tr>
<th>Course Structure</th>
<th>Learners' activities and tasks to realize</th>
<th>Learning Outcomes</th>
<th>Competences</th>
<th>Learning context</th>
<th>Sub-timing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action 1</strong></td>
<td><strong>My place in the group</strong></td>
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<tr>
<td><strong>Introduction</strong></td>
<td><strong>Self-assessment</strong></td>
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<td></td>
<td><strong>Definitions</strong></td>
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<tr>
<td></td>
<td>Activity 1</td>
<td></td>
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<tr>
<td></td>
<td>My place in the group</td>
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<tr>
<td></td>
<td>Presentation of the activities (objectives, content, support, ...)</td>
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<tr>
<td></td>
<td>At the beginning, please ask learners to try to self-assess their level (Annex 1)</td>
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<td></td>
<td><a href="http://s329727547.onlinehome.fr/dossier/Annex%201-Prior%20assessment.docx">http://s329727547.onlinehome.fr/dossier/Annex%201-Prior%20assessment.docx</a></td>
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<td></td>
<td>(Trainer, using the same tool, will make it too on his/her side for each learner; then both will compare and comment)</td>
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<tr>
<td></td>
<td>Activity 2: Brainstorming</td>
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<tr>
<td></td>
<td>What is communication? What is its definition?</td>
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<tr>
<td></td>
<td>What is its role?</td>
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<td></td>
<td>When do we use it?</td>
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<td>Can we communicate about everything?</td>
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<td></td>
<td>Are there one or several types of communication?</td>
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<td></td>
<td>What are the different supports for communication?</td>
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<td></td>
<td>What are the fake news?</td>
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<td></td>
<td>How do we know if it’s a fake news?</td>
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<td></td>
<td>What is critical thinking?</td>
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<tr>
<td></td>
<td>How can we develop critical thinking?</td>
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<td></td>
<td>Is critical thinking easy to get?</td>
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<tr>
<td></td>
<td>To finish the sequence, Trainer will remind quickly all definitions agreed within the group</td>
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<tr>
<td><strong>Action 2</strong></td>
<td><strong>To understand differences</strong></td>
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<tr>
<td></td>
<td>Activity 3</td>
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<tr>
<td></td>
<td>The group will work on communication and critical thinking by using games and films.</td>
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<td></td>
<td>To be able to:</td>
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<td></td>
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<tr>
<td></td>
<td>- present oneself</td>
<td></td>
<td>Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- speak in front of the group</td>
<td></td>
<td>Critical thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- accept to stay in the group</td>
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</tr>
<tr>
<td></td>
<td><strong>Communication</strong></td>
<td></td>
<td></td>
<td></td>
<td>30’</td>
</tr>
<tr>
<td></td>
<td><strong>Critical thinking</strong></td>
<td></td>
<td></td>
<td></td>
<td>45’</td>
</tr>
<tr>
<td></td>
<td><strong>Communication</strong></td>
<td></td>
<td></td>
<td></td>
<td>15’</td>
</tr>
<tr>
<td></td>
<td><strong>Communication</strong></td>
<td></td>
<td></td>
<td></td>
<td>110’</td>
</tr>
</tbody>
</table>
Trainer will introduce the film “Billy Elliot”. For example: One day the life of the son of a miner in the North of England changes completely, when he "falls" out of curiosity in a ballet academy going towards his boxing training. Hum? So he finds it really fantastic and he registers secretly (of his macho father and his very bearded big brother) because obviously he is 11 years old and he is not independent to do his will. As soon as he starts dancing he shows an extraordinary quality and it is his instructor Mrs. Wilkinson who discovers his talent and encourages him to continue in the dance and try to present himself at the "Royal Ballet". But when his father and his brother discover that the young son is at ballet, they forbid him to continue! It's not for MEN! It's for the GIRLS! So Bill finds himself in the middle of a conflict between the will of his family and his passion and will. But he must choose what to do: obey his father or continue at the Ballet. What will he do then?

Activity 4
Quick return on the movie: Do you like the movie? If NO, please explain your thoughts and ideas (could be a start of exchanges with other learners). Do you agree about main themes of this film? What do you think about it?

<table>
<thead>
<tr>
<th>Action 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Return on the movie</td>
</tr>
<tr>
<td>Activity 5</td>
</tr>
<tr>
<td>Team working (with a paper support)</td>
</tr>
<tr>
<td>Trainer will introduce Annex 2 and explain words, questions, ... if necessary.</td>
</tr>
<tr>
<td>To be able to:</td>
</tr>
<tr>
<td>- teamwork</td>
</tr>
<tr>
<td>- exchange point of view</td>
</tr>
<tr>
<td>- debate on ideas</td>
</tr>
</tbody>
</table>

| 30’ |

- find the main ideas
- understand some concepts

| 45’ |

Communication
Critical thinking
Teamwork
Trainer will organize sub-groups of 2-3 learners so to go through the exercise.
Each learner gets a copy of Annex 2 with a pen/pencil

*The interest of this work is to exchange point of view, ideas, ... to be able to accept that all people do not think the same way, to try to understand why some people may not think like me*

Activity 6
Feedback in plenary group from sub-groups to share the work they did in Activity 5. Trainer will moderate exchanges if necessary, if not, he can let some volunteers as leaders of the group to do it.

Activity 7
The exercise consists of answering a number of questions related to the film. The Trainer can change the questions; he may choose to remove some if he feels that there is a risky nature in launching this type of debate. He can choose to put all or some of them only according to the level of his group.
- Annex 3-
  - http://s329727547.onlinehome.fr/dossier/Annex%203%20-%20Game.docx

**Activity 8**
To be able to:
- speak in front of a group
- respect another point of view
- defender his/her ideas
- change his/her point of view

**Communication**
**Critical thinking**
**Empathy**
**Manage with emotions**
### Second self-assessment

Self-assessment about communication and critical thinking. Trainer will use again the same Annex 1 and use it the same way as activity 1 so to show to learners how they increase their competences by debating between them on ideas, point of view, definitions, ...

http://s329727547.onlinehome.fr/dossier/Annex%201-%20Prior%20Assessment.docx

### Conclusion

This last part can help the Trainer to identify other films, for other SERA cycles, that learners would like to work on. Be aware that you also can choose movies in the national language of the group (if the same for all of them). You also can watch a silent film focusing on some targeted topic that will open to discussions.

### Activity 9

What do you think about this type of exercise? Do you think it was interesting? Was the subject of the film interesting for you? Do you know any other films on the same type that could be interesting for this group to look at then share opinion.

Do you know now what means communication? Critical thinking? Empathy? Respect? ... Do you identify some other skills/abilities that were new for any of you?

<table>
<thead>
<tr>
<th>Empathy</th>
<th>Manage with emotions</th>
</tr>
</thead>
<tbody>
<tr>
<td>- speak within a group</td>
<td></td>
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<tr>
<td>- respect another point of view</td>
<td></td>
</tr>
<tr>
<td>- defender his ideas</td>
<td></td>
</tr>
<tr>
<td>- change point of view</td>
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</tbody>
</table>

40’
ASSESSMENT of PRIOR LEARNING  Possible ☒ Not possible yet ☐

Assessment Method (if possible)
There will be a double assessment in the beginning and at the end of the session with the same tool, one done by the learner and one by the Trainer. After there will be a comparison between the learner perception and the Trainer observation to see the evolution that could open on a debate and exchange of points of view.
Sequence E6 / Cycle 1

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

Sequence Title      Let’s learn about Social Networks

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

KEY WORDS          Social networks, followers, passwords, fake news, Media regulation, click economy, toxic ideas

Learning outcomes
1 - be able to protect themselves within Internet
2 - be able to reflect on one's own experiences
3 - be able to respect individual opinions
4 – be able to organize/share ideas

Room Organization  Seats in circle, Trainer among learners, tables for computers

Type of ACTIVITIES   Debates, Videos, Training, Quiz, Researches

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

<table>
<thead>
<tr>
<th>Context</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Personal</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Individual</td>
<td></td>
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</tr>
<tr>
<td>Pair work</td>
<td>X</td>
<td></td>
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<tr>
<td>Group work</td>
<td>X</td>
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<tr>
<td>Less than 5</td>
<td>X</td>
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<td>5-10</td>
<td>X</td>
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<td>10+</td>
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<tr>
<td>Distance learning</td>
<td></td>
<td>Frontal</td>
<td></td>
<td>Interactive</td>
<td>X</td>
</tr>
</tbody>
</table>

SEQUENCING


TRAINERS MATERIALS

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

LEARNERS MATERIALS

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

KEY COMPETENCES

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

Transversal COMPETENCES

1 – Communication  
2 – Critical thinking  
3 – Anti-hate communication  
4 – Self-reflection  
5 – Organizing one’s learning
NOTES
<table>
<thead>
<tr>
<th>Course Structure</th>
<th>Learners’ activities and tasks to realize</th>
<th>Learning Outcomes</th>
<th>Competences</th>
<th>Learning context</th>
<th>Sub-timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action 1</td>
<td></td>
<td>To protect themselves within Internet</td>
<td>Social and civic competences</td>
<td></td>
<td>10’ + 20’</td>
</tr>
<tr>
<td>1.1 What is a social network?</td>
<td>Activity 1</td>
<td></td>
<td>Self-reflection</td>
<td></td>
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<tr>
<td></td>
<td>The Trainer will organize a free debate on the definition of &quot;social network&quot; then debate by pairs then plenary to reach consensus on a common definition.</td>
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<tr>
<td></td>
<td><em>To prepare his course, the Trainer can have a look to <a href="http://whatis.techtarget.com/definition/social-networking">http://whatis.techtarget.com/definition/social-networking</a></em></td>
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<tr>
<td></td>
<td>It is important here to insist on swarming and speed of multiplication of information, true or false, compared to normal communication paths.</td>
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<td></td>
<td>Activity 2</td>
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<td></td>
<td>Brainstorming without research: Learners will be asked to give examples of well-known and less known social networks.</td>
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<td></td>
<td>The Trainer will prepare a set of cards with the main social networks and ask learners to identify them.</td>
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<td></td>
<td><a href="http://whatis.techtarget.com/definition/social-networking">Social networks’ Icons</a></td>
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<tr>
<td>1.2 Researches about Social Networks</td>
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<td></td>
<td>Brainstorming without research: Learners will be asked to give examples of well-known and less known social networks.</td>
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<tr>
<td>Complementary exercise: The Trainer will help learners to find some common points and differences between these identified social networks by the mean of a brainstorming.</td>
<td>Self-reflection</td>
<td>(+30’)</td>
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<tr>
<td><strong>Action 2</strong></td>
<td><strong>2.1 Who is my best “friend”?</strong></td>
<td><strong>2.2 Who are the so called “friends/followers” on social networks?</strong></td>
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<tr>
<td>Activity 3</td>
<td>Trainer will ask one voluntary learner to lead this activity within the group while Trainer acts as moderator. The group of learners will be invited to explain what, in their opinion, a friend can be in everyday life (school, neighbor, interests, clubs, sports, workshops, offices, ...). Learners will be invited to talk about their best friends by explaining the foundation of their friendship.</td>
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<tr>
<td>Activity 4</td>
<td>Trainer will ask a second voluntary learner to lead Activity 4 with Trainer still as moderator. Learners will be asked to explain differences between “to have a friend in his/her daily environment” with “friending/following in a virtual community such as Facebook for example”. To prepare the course, the Trainer can find contents on <a href="https://en.wikipedia.org/wiki/Friending_and_following">https://en.wikipedia.org/wiki/Friending_and_following</a> The term &quot;friend/follower&quot; used to describe people who agree to enter in contact through social networks does not refer to friendships in the traditional sense of the term and the existence of links between these different people by the intermediary of social networks is not enough to characterize an exclusive relationship. Other interesting link to prepare lessons: <a href="https://www.psychologytoday.com/blog/the-meaningful-life/201707/the-meaning-friendship-in-social-networked-world">https://www.psychologytoday.com/blog/the-meaningful-life/201707/the-meaning-friendship-in-social-networked-world</a></td>
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</tr>
<tr>
<td>To reflect on one’ own experiences</td>
<td>Communication</td>
<td>5’</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical thinking</td>
<td>20’</td>
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<tr>
<td>To protect themselves within Internet</td>
<td>Self-reflection</td>
<td>5’</td>
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<tr>
<td>To reflect on one’ own experiences</td>
<td>20’</td>
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<tr>
<td>Activity 5</td>
<td>Activity 6</td>
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<tr>
<td>2.3 Is it possible to de-friend on social networks?</td>
<td>3.1 What is the Internet?</td>
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<tr>
<td>To “de-friend” is the act of removing someone from your friends/followers list on any social network. Doing this is often seen as a passive-aggressive move, by ignoring the person without telling them that you no longer want to be friends and why. Defriending someone often causes more drama with counter-affected reactions. The Trainer will ask learners if they can give personal examples of de-friending someone from their list. To help to start the exercise, examples can be found on <a href="https://www.urbandictionary.com/define.php?term=De-friend">https://www.urbandictionary.com/define.php?term=De-friend</a>.</td>
<td>The Internet is the biggest world-wide communication network of computers. It has millions of smaller domestic, academic, business and government networks, which together carry many different kinds of information. The term is sometimes abbreviated as &quot;the net&quot;. The World Wide Web is one of its biggest services. It is used by a few billion people all over the world. The Internet is a global network of computers that works much like the postal system, only at sub-second speeds. Just as the postal service enables people to send one another envelopes containing messages, the internet enables computers to send one another small packets of digital data. <a href="https://www.youtube.com/watch?v=VBKa9Ay8ebs">https://www.youtube.com/watch?v=VBKa9Ay8ebs</a> <a href="https://www.youtube.com/watch?v=Dxcc6ycZ73M">https://www.youtube.com/watch?v=Dxcc6ycZ73M</a> <a href="https://www.youtube.com/watch?v=yp3Vj54e46w">https://www.youtube.com/watch?v=yp3Vj54e46w</a> <a href="https://www.youtube.com/watch?v=BtgfljIak7Y">https://www.youtube.com/watch?v=BtgfljIak7Y</a></td>
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<tr>
<td>To protect themselves within Internet</td>
<td>Anti-hate communication</td>
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<tr>
<td>Self-reflection</td>
<td>10’</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Learning to learn</td>
<td>Digital competence</td>
<td>30’</td>
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</tbody>
</table>
### 3.2 What is personal information?

As exercise on "what is the Internet" a free debate between learners (with Trainer as moderator) will be directed after watching videos to see which ideas learners keep in mind.

**Activity 7**

The Trainer can start the course by watching with learners the following video [https://youtu.be/bi3DoRWngOs](https://youtu.be/bi3DoRWngOs)

*If no access to internet, Trainer will have to take information from the video and report to learners or download it from the Internet and save it in a USB device in case there are computers in the classroom without internet connection.*

After watching/listening, learners in pairs will try to date a brief chronological history of Internet on a timescale from the end of Sixties till now.

**Activity 8**

[https://www.youtube.com/watch?v=e4SxCVNjcM](https://www.youtube.com/watch?v=e4SxCVNjcM)

Personal and financial information is currency for criminals online. With your stolen identity, a criminal may be able to access your bank account, obtain credit cards or loans in your name and potentially ruin your credit rating.

The Trainer will show the learners how to be careful with how much personal information they reveal online. Sharing address, telephone number, birthday, and other personal information can mean you are at a greater risk of identity theft, stalking and harassment. This includes information posted on social media. People also need to think about what information you may have online that is spread across multiple sites. Identity thieves can piece together your identity from public information that is available about you online.

<table>
<thead>
<tr>
<th>To respect individual opinions</th>
<th>To organize ideas / dates in chronological order</th>
<th>To protect themselves within Internet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizing one’s learning</td>
<td>Self-reflection</td>
<td>Digital competence</td>
</tr>
<tr>
<td>Self-reflection</td>
<td>Critical thinking</td>
<td>Learning to learn</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Self-reflection</td>
</tr>
</tbody>
</table>

**Time:**

- **30’**
- **5’**
- **25’**
- **20’**
### 3.3 Passwords and Logins

The Trainer will organize debate with learners to let them say which type of information they do give online to friends/followers, providers, online shops, ...

*In case some learners do not want to participate in the debate, or just don’t have any previous experience with online shopping, social networks... Trainer can suggest to create a QUIZ.*

Optional activity: A QUIZ could be interesting to create based on good and bad personal information to give on the internet, so that learners should decide which ones are true or false.

**Activity 9**

Passwords and PINs are used to identify who you are. They are the first line of defense to protect your information from cyber criminals. They should be a secret that only you know.

Trainer will realize an exercise about PASSWORDS. He/she will ask each learner to think about new potential passwords. He/she will ask for several levels of protection by using only letters, then figures and letters, then letters, figures and signs. Lower-case and upper-case could be added here as well as some webs already ask to use both of them for your password selection.

**Activity 10**

The Internet is an ideal place to build social communities around your brand, but it’s easy for any online community to become mired in negativity.

First exercise can be a free debate between learners (in plenary or in sub-groups) to make them identify some positive/negative communities' examples.

### 3.4 Positive and negative communities

To protect themselves within Internet

To respect individual opinions

Social and civic competences

Organizing one’s learning

Digital competence

Learning to learn

Organizing one’s learning
What kind of research can I do on the internet?

**POSITIVE:**
- Citizen participation,
- Democratic debate,
- Collective mobilization,
- Solidarities, ...

**NEGATIVE:**
- Fascism,
- Conspiracy,
- Revisionism,
- Racial hatred,
- Supremacist, ...

**Positive and Negative effects of the Internet**
- It is easier to do research
- Communication with family, friends and relatives is faster
- Children, young adults and even adults get addicted to games online
- Pornography is rampant
- Dating sites
- There is a great possibility to earn while working from home
- Loss of the human touch
- Criminal elements use information to advance their malicious intents
- Faster business transactions and cheaper products
- Savings on travel cost
- Abandonment of family
- Sex as virtual prostitution
- Meet people of bad influence
- ...

Considering that the effects of the internet to people can be both positive and negative, there is a need to manage this technology for man’s overall benefit. Of foremost concern is the need to make sure that internet security is well in place to prevent the negative effects of the internet to innocent people.

The Trainer will ask the learners, as second exercise, to identify from the hereabove list which ones are positive or negative effects; it can also be asked to explain the reasons why there are positive or negative.

<table>
<thead>
<tr>
<th>Critical thinking</th>
<th>Self-reflection</th>
<th>Digital competence</th>
<th>Communication</th>
<th>Social and civic competences</th>
</tr>
</thead>
<tbody>
<tr>
<td>To protect themselves within Internet</td>
<td>Communication</td>
<td>Learning to learn</td>
<td>10’</td>
<td></td>
</tr>
</tbody>
</table>
And as last exercise, Trainer will ask learners as individual work to identify from their own experiences some other positive and negative effects to add to the list.

**Activity 11**
Trainer will explain main good/bad points of online communities

Videos that can be shown to learners, if connection:
*(if no access to the Internet, Trainer can register the videos too)*
- 5 crazy ways social media is changing your brain right now
  [https://www.youtube.com/watch?v=HffWfd_6bJ0](https://www.youtube.com/watch?v=HffWfd_6bJ0)
- How social networks destroy your life ... without you realizing it
  [https://www.youtube.com/watch?v=xppAodxtVbY](https://www.youtube.com/watch?v=xppAodxtVbY)
- Why I left social media and What it did to me
  [https://www.youtube.com/watch?v=8VwnzdNqqR8](https://www.youtube.com/watch?v=8VwnzdNqqR8)
- Quit social networks
  [https://www.youtube.com/watch?v=3E7hkPZ-HTk](https://www.youtube.com/watch?v=3E7hkPZ-HTk)

<table>
<thead>
<tr>
<th>Action 4 / Some principles not to forget</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To reflect on one’ own experiences</strong></td>
<td><strong>To protect themselves within Internet</strong></td>
<td><strong>Digital competence</strong></td>
<td><strong>Social and civic competences</strong></td>
</tr>
<tr>
<td><strong>10’</strong></td>
<td><strong>15’</strong></td>
<td><strong>(+30’)</strong></td>
<td></td>
</tr>
</tbody>
</table>
### 4.1 Risks induced staying among oneself

**Activity 12**
The Trainer will organize a debate between learners to help them to identify the risks of being trapped when lonely on internet, with comparison to isolation situations in prison.

*“when alone into my cell, I think that ...”*

*“addicted to my computer, I think that ...”*

Digital technologies increase the risks of among oneself (radicalization of opinions, brutal debates, non-existent exchanges, ...); it’s important for the Trainer to show ways to confront him/herself to others’ opinions, to speak out and to defend ideas in a respectful way, listening to each other.

**Activity 13 If with access to Internet**
As the popularity of cloud services increases, personalized algorithms (filter bubbles, echo chamber, tunnel vision) have emerged that can determine the particular content seen by users, often without their direct consent.

A “filter bubble” is a state of intellectual isolation that can result from custom searches when a Web site algorithm selectively guesses what information a user wants to see based on user information, such as location, click behavior and search history. As a result, users are discarded information that is not in accord with their views, effectively isolating them in their own cultural or ideological bubbles.

The term “echo chamber” is analogous to an acoustic echo chamber where sounds reverberate in a hollow enclosure. An echo chamber is a metaphorical description of a situation in which beliefs are amplified or reinforced by communication and repetition inside a closed system. By visiting an echo chamber, people are able to seek out information which reinforces their existing views. This may increase political and social polarization and extremism.

<table>
<thead>
<tr>
<th>To respect individual opinions</th>
<th>Communication</th>
<th>10’</th>
</tr>
</thead>
<tbody>
<tr>
<td>To protect themselves within Internet</td>
<td>Anti-hate communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social and civic competences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Digital competence</td>
<td>15’</td>
</tr>
<tr>
<td></td>
<td>Learning to learn</td>
<td></td>
</tr>
<tr>
<td>Learning to learn</td>
<td>15’</td>
<td></td>
</tr>
</tbody>
</table>
4.2 How to confront other opinions? Why is it necessary to speak to defend one’s own opinions? What is debate?

“Tunnel vision” metaphorically denotes the reluctance to consider alternatives to one’s preferred line of thought; instances include physicians treating afflictions, detectives considering crime suspects, or anyone predisposed to a favored outcome. The common way to solve this problem is a second opinion, that is, getting somebody unrelated to the original investigation to look at it from the beginning, without the same biases and preconceptions.

*With access to Internet*, it would be interesting and important that the Trainer starting from websites like Booking – Trivago - ... will show to learners how, after making a particular research (hotel, travel, article, ...), they still receive day after day information/proposition focusing on these topics, and none else ones, while probably they already found answers in meantime.

Activity 14
Like in a debriefing, Trainer can re-use different debates that were hold previously within the group to help learners to understand the positive/negative effects of such discussions. The power of conformism over the decisions of an individual within a group

https://www.youtube.com/watch?v=7AyM2PH3_Qk

Other examples of discussions that can be debate:
There Are Only 2 Genders | Change My Mind
https://www.youtube.com/watch?v=WtftZPL-k7Y

I’m Pro-Gun | Change My Mind
https://www.youtube.com/watch?v=APC2jnOSfhQ

Hate speech isn’t real | Change My Mind
https://www.youtube.com/watch?v=Q0hPd2gMlGw

| To protect themselves within Internet | Learning to learn |
| To respect individual opinions | Critical thinking |
| Learning one’s learning | Organizing one’s learning |
| Communication | Critical thinking |

10’

15’
### Activity 15

A cognitive bias is a systematic error in thinking that affects the decisions and judgments that people make. Some of these biases are related to memory while other cognitive biases might be related to problems with attention. Since attention is a limited resource, people have to be selective about what they pay attention to in the world around them. Because of this, subtle biases can creep in and influence the way you see and think about the world.

Some cognitive biases that screw up your decisions:

- **Confirmation bias** / we tend to listen only to information that confirms our preconceptions
- **Ostrich effect** / the decision to ignore dangerous or negative information by “burying” one’s head in the sand
- **Overconfidence** / some of us are too confident about our abilities and this causes us to take greater risks in daily lives
- **Placebo effect** / when simply believing that something will have a certain effect on you causes it to have that effect
- **Selective perception** / allowing our expectations to influence how we perceive the world
- **Clichés** / expecting a group or person to have certain qualities without having real information.

As first exercise, Trainer will ask learners, by brainstorming, to tell about “Clichés” they know; he will then open debate between learners.

- As drunk as a sailor
- As big as a house
- As busy as a bee
- ...

<table>
<thead>
<tr>
<th>To protect themselves within Internet</th>
<th>Digital competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning to learn</td>
<td>Learning to learn</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>To reflect on one’s own experiences</th>
<th>Self-reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning to learn</td>
<td></td>
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</tbody>
</table>

15’
| 4.4 Media deregulation | Second exercise, on the same principle, learners will have to start information by giving words to their colleagues that will have to imagine the end  
- dance like an .....  
- sweet as .....  
- drive like a .....  
- ...  

Media deregulation  
https://www.youtube.com/watch?v=4_f7s2p1dS0  

Who owns the media?  
https://www.youtube.com/watch?v=awRRPPE3V5Q  

How mass media manipulates human consciousness. The truth about media  
https://www.youtube.com/watch?v=rQDbT1gLhSk  

What kind of influence does media have on us? What lies in the bottom of mass media manipulation and who implements it? Have you ever heard someone say "they said it on TV so it's true"?  
Based on recent news (at the moment of the exercise), the Trainer will open a debate by telling a lie who could appear like being the truth. Then he will offer the opportunity to learners to discuss about it for bringing him to change his mind.  

Second exercise: Taking care of learners' origins, the Trainer will provide some examples of well-known newspapers from different countries where media are not free to report on facts, to open another debate. Depending on the group, the Trainer can also ask if the learners are aware of countries where the press is "restrained".  

| | To respect individual opinions | To protect themselves within Internet | To respect individual opinions | Organizing one's learning | Communication | Critical thinking | 15’ | 15’ | 20’ |
| 4.5 What means “The click economy”? | Can you trust the Press?  
https://www.youtube.com/watch?v=4B0HV_GQut4  
Why did you click?  
The attractiveness of an image, a title, ... can make you click from pages to pages to finally drive you very far from your initial goal  
Example: One click shopping started with Amazon, moved on to Apple who demonstrated that you can value add a one click shopping experience, but the sharing companies have introduced one click transactions to a broader range of activities, car rental (Zip), taxi and limo service (Uber, Lyft), accommodations (AirBnB) ... and now you are far from your initial click isn’t it?  
New businesses built to meet consumer needs on demand  
https://www.youtube.com/watch?v=KKopJz2_z_Q  
On Demand Services on your Smartphone  
https://www.youtube.com/watch?v=dBCzrRvWKMs  
Which society for nowadays click economy: The Trainer will work with the group of learners on advantages/disadvantages of the click economy trying to make them express orally how they feel (positive/negative) when clicking and clicking and clicking. | To protect themselves within Internet | Anti-hate communication  
Digital competence  
Learning to learn  
Organizing one’s learning | 15’ |
| Action 5 / When and how to report insulting words, hate messages, ... | Activity 16  
What is freedom of speech? Where does it stop? Where does personal protection begin? What are our rights and duties?  
Ignore or delete: Could you be a Facebook moderator?  
https://www.theguardian.com/news/2017/may/21/ignore-or-delete-could-you-be-a-facebook-moderator-quiz  
To protect themselves within Internet  
To reflect on one’s own experiences  
Learning to learn  
Social and civic competences | 10’ |
If the previous online exercise seems too difficult (for any reasons) to work with the group of learners, the Trainer will print good/bad pictures that express ideas to help learners to make choices.

Other exercise will be to ask learners to give their opinions on **Hate speech and anti-migrant posts** and to defend their ideas as well as listening to else’ opinions and ideas.

Are some cultures better than others?  
[https://www.youtube.com/watch?v=m9vBJCMD69w](https://www.youtube.com/watch?v=m9vBJCMD69w)

---

**Action 6 / Internet traps**

**6.1 Fake news / Fact-checking**

**Activity 17**  
Trainer will perform exercises collected from the Internet from the host / home country (function of the group) with real / false information to be identified correctly by learners by trying to help them to always answer the 5 following questions (Who? What? When? Where? Why?) to identify if information is true or not.

- How do our brains love fake news?  

- How Fake news works?  
  [https://www.youtube.com/watch?v=frjITitjisY](https://www.youtube.com/watch?v=frjITitjisY)

- Five ways to spot fake news  
  [https://www.youtube.com/watch?v=y7eCB2F89K8](https://www.youtube.com/watch?v=y7eCB2F89K8)

- What is fake news?  
  [https://www.youtube.com/watch?v=FOZ0irgLwxU](https://www.youtube.com/watch?v=FOZ0irgLwxU)

- The rise of fake news – Exercises  
  [The rise of fake news](https://www.youtube.com/watch?v=FOZ0irgLwxU) - Answers

---

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
<th>Objectives</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>To respect individual opinions</td>
<td>10’</td>
<td>Self-reflection</td>
<td>Anti-hate communication</td>
</tr>
<tr>
<td>Critical thinking</td>
<td>10’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To protect themselves within Internet</td>
<td>10’</td>
<td>Organizing one’s learning</td>
<td>Learning to learn</td>
</tr>
<tr>
<td>Digital competence</td>
<td>30’</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 6.2 Toxic ideas

<table>
<thead>
<tr>
<th>Activity 18</th>
<th>This exercise will focus on definitions as racial insult, call to murder, apology for terrorism, clichés, speeches of intolerance, conspiracy, ...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The Trainer will prepare a collection of photos that can be used by learners to identify toxic ideas OR Trainer will ask to learners to collect from magazines pictures that are reflecting some toxic ideas.</td>
</tr>
<tr>
<td></td>
<td>The Trainer can also ask to learners to realize posters by topic (one toxic idea = one poster) and so, working pair by pair, they will make collage with their collection of pictures.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action 7 / Benefits and Misdeeds of the Internet</th>
<th>Activity 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop a charter</td>
<td>With all the information learners received during the whole sequence focusing on Social Networks, Trainer will ask them, in sub-groups or individually, to create posters with main benefit/misdeeds points on which it sounds very important to draw attention facing this risky parallel world of virtual information.</td>
</tr>
<tr>
<td></td>
<td>As result of their work, learners will be asked to create a 10 points charter.</td>
</tr>
<tr>
<td></td>
<td>Next step, if learners agree, the Trainer could help them to realize an exhibition with all posters.</td>
</tr>
</tbody>
</table>
ASSESSMENT of PRIOR LEARNING  Possible □  Not possible yet □

Assessment Method (if possible)
Sequence E8 / Cycle 1

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

Sequence Title        We get informed

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

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

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

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

Type of ACTIVITIES  videos viewing, audio listening, newspaper analysis, debate
LEARNING CONTEXT

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

SEQUENCING

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

TRAINERS MATERIALS

Newspapers, videos, audios, board

LEARNERS MATERIALS

Expendable material (white sheets, pens)

KEY COMPETENCES

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

Transversal COMPETENCES

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

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<table>
<thead>
<tr>
<th>Action 2</th>
<th>Activity 4</th>
<th>To maintain a critical attitude when receiving information</th>
</tr>
</thead>
<tbody>
<tr>
<td>News items analysis</td>
<td>The trainer gives the learners another newspaper, from the same date, but different political belief. They must compare how the same news item is treated in the two newspapers. In groups, they draw conclusions and later present them to the rest.</td>
<td>Learning to learn Communication Teamwork Critical thinking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>+ 60 minutes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action 3</th>
<th>Activity 5</th>
<th>To be able to get information from different media.</th>
</tr>
</thead>
<tbody>
<tr>
<td>News in different media</td>
<td>The trainer brings examples of audios from different radio stations where they spread the same news. The students can later debate about it. Activity 6 Learners watch different short videos from different tv news programmes where they tell the same news items. Also, they can later debate and compare the differences. Activity 7 Trainer leads the learners towards a discussion about these two media and encourages them to give their opinions and say which media they prefer to get informed.</td>
<td>Learning to learn Communication Critical thinking Evaluating/Reflecting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>+ 15 minutes + 15 minutes + 15 minutes</td>
</tr>
</tbody>
</table>
| Action 4  | Activity 8 | To present ideas and opinions and respect others’ ideas. | Communication Social and civic competences  
Critical thinking  
Evaluating/Reflecting | + 15 minutes |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Debate: Pros and cons of Media</td>
<td>The trainer starts a debate about positive and negative aspects students can think of about media. Trainer will encourage them to respect speaking times and others’ ideas.</td>
<td></td>
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</tbody>
</table>

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**ASSESSMENT of PRIOR LEARNING**  Possible [ ]  Not possible yet [ ]

Assessment Method (if possible)

................................................................................................................................................................................
................................................................................................................................................................................
................................................................................................................................................................................
................................................................................................................................................................................
Sequence E9.1 / Cycle 1

AREA          Education
SUBJECT       Skill and professional improvement
Type of Activity  Test - Search of information – Debates - Watching videos – Curriculum - Role playing with job interviews
With crossed disciplines  Oral expression and interaction, reading comprehension and written expression, entrepreneurship

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

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

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

Learning outcomes
1. Be able to recognize one’s abilities, ideas and desires.
2. Be able to discover where to look for one’s job.
3. Be able to differentiate the different regulations, rights and duties related to work.
4. Be able to differentiate what we know and what we need to find employment
5. Be able to discuss with the rest of the group the necessary pathways to achieve the necessary competencies for the job.
6. Be able to fill out one’s curriculum vitae and make the cover letter.
7. Be able to acquire the skills to overcome job interviews
Room Organization
Individual work, seats in circle, Trainer among Learners, role playing

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

SEQUENCING

TRAINERS MATERIALS
Articles, dossiers, ICT, books, videos …

LEARNERS MATERIALS
White sheets, pens, articles, dossiers, ICT, books …

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

Transversal COMPETENCES
1 - Assessing competence and competence development
2 - Teamwork
3 - Critical thinking
4 - Creativity
5 - Planning and resource management
<table>
<thead>
<tr>
<th>Course Structure</th>
<th>Learners' activities and tasks to realize</th>
<th>Learning Aims</th>
<th>Competences</th>
<th>Learning context</th>
<th>Sub-timing</th>
</tr>
</thead>
</table>
| Action 1         | **Activity 1**  
Who I am?  
The Learners, with the Trainer, try to find what the starting situations of each one are.  
**Activity 2**  
What kind of life do I want?  
The Learners in group talk about life features they feel attracted for, and later they choose what kind of lifestyle they wish to follow.  
**Activity 3**  
What are my capabilities?  
Through different questionnaires, Learners learn about their personal and professional abilities:  
Personal skills, manual skills, data / information skills, creative skills, communication skills, leadership skills, ...  
To match interests and aspirations with professional opportunities  
To be able to recognize one’s abilities, ideas and desires. | Sense of Initiative and Entrepreneurship  
Communication  
Social and Civic competences  
Self-reflection | 120’ |

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

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

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

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

http://www.uu.nl/careerservices

https://students.uu.nl/sites/default/…
ASSESSMENT of PRIOR LEARNING  

Initially, all activities

**Assessment Method (if possible)**

Participation of Learners in activities.
Presentation of group works.
Realization of wallcharts/posters and other presentations.
Understanding and expression in the making of document
Sequence E11 / Cycle 1

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

Sequence Title   Letter to my own

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

KEY WORDS          reflection - writing

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

Room Organization     table, chair for everybody

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


TRAINERS MATERIALS

Paper, pencils

LEARNERS MATERIALS

Paper, pencils

KEY COMPETENCES

1 - Learning to learn
2 - Cultural awareness and expression

Transversal COMPETENCES

1 - Communication
2 - Taking responsibility
3 - Self-reflection
<table>
<thead>
<tr>
<th>Course Structure</th>
<th>Learners' activities and tasks to realize</th>
<th>Learning Aims</th>
<th>Competences</th>
<th>Learning context</th>
<th>Sub-timing</th>
</tr>
</thead>
</table>
| **Action 1**     | Explain activity                         | Activity 1    | - Get in metaposition  
- Reflection about your own life past and future  
- Writing down your feelings and thoughts | - Learn to learn  
- Communication | 55’         |
|                  | Writing a letter to your future self is a fun exercise that lets you reflect on your current life as well as set goals for an ideal future. Even though it’s a simple exercise, you should take it seriously in order to get the most out of it. Spend some time brainstorming ideas before sitting down to write the letter itself, then put the letter in a place that will allow your future self to find it later.  
|                  | Talking About Who You Are Now?           |               |             |                 |            |
|                  | Be casual: You’re writing this letter to yourself, so don’t feel you have to take a formal tone. Write as though you are talking to your best friend. |               |             |                 |            |
|                  | Summarize your current self. Your letter should start with a quick reminder of who you currently are. Think about mentioning your recent |               |             |                 |            |
accomplishments and current interests, including extracurricular activities. This will allow you to see how much your life has changed since you wrote the letter.

Note your fears. Think about fears you may have, such as speaking in front of a group, moving out after high school, or not getting accepted at the college you want to go to. You’ll be able to see if you’ve overcome these issues in the future. Also, thinking about them now may help you realize that they may not be so bad after all, or even help you come up with strategies to cope or a backup plan.

Identify your key values and beliefs. Ask yourself what guides the current you. Your belief system (whether religious or secular) and your personal code of ethics play a large role in your actions. Making yourself conscious of your values can help shape your ideas of who you want to be in the future.

Note your skills and abilities. Pick out a few skills or abilities you can clearly identify in your current life, like winning a tennis tournament, leading
the marching band, or organizing school functions. You may be a great writer or excel at math. Thinking about what you are good at now can help you decide what you want to accomplish later in life.

Define your goals and hopes. Write about things that are important to you now, such as playing varsity soccer or getting into a good college. You should also think about what you hope to accomplish in the future, such as travel to Europe, publish an article in a magazine, or get your band a gig.

Add things you want to stop, continue, and start doing. Perhaps you want to quit arguing with your siblings or stop biting your nails. Maybe you want to continue going to church every week or keep your grades up. You may want to start volunteering in your community or join a sport or club. Put these goals in your letter to see if you have achieved them in the future.

Give yourself advice. Think about what advice you want to give your future self. Your advice can be simple or complex. Examples include “be nice to
Mom,” “invest money in the stock market,” “attend church every week,” “don’t worry so much, everything will be OK,” “take college seriously,” or “save up money for a nice car.” Consider what issues you struggle with currently to help you think of advice for your future self.

Ask yourself questions. These questions should make the current you reflect on what you’ll need to do to become who you want to be, while making the future you reflect on what you’ve done to reach the point you’ll be at. You can ask yourself:

- Do you enjoy your job?
- What do you do in order to relax?
- Who is the most important person in your life?
- What is your relationship with your parents like? How do they treat you and how do you treat them?
- If you could change one thing about your life, what would it be?

<table>
<thead>
<tr>
<th>Action 2</th>
<th>Seal the letter</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Don’t be tempted to read the letter before it is time. Seal it in an envelope or tape it closed. This will also help preserve the letter, especially if you don’t plan to read it for 10-20 years. If</td>
</tr>
<tr>
<td></td>
<td>The strength to finish an exercise to the end</td>
</tr>
<tr>
<td></td>
<td>Communication</td>
</tr>
<tr>
<td></td>
<td>Proud of yourself</td>
</tr>
<tr>
<td></td>
<td>5’</td>
</tr>
<tr>
<td>Action 3</td>
<td>Store the letter in a safe place</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Action 4</td>
<td>After the 4 weeks: the Trainer gives everybody his letter back</td>
</tr>
<tr>
<td></td>
<td>Activity 2</td>
</tr>
<tr>
<td></td>
<td>Learners open their letter in silence</td>
</tr>
<tr>
<td></td>
<td>What will be the same if you have to write the letter again? What changed? Why?</td>
</tr>
</tbody>
</table>
ASSESSMENT of PRIOR LEARNING

Possible □  Not possible yet □

Assessment Method (if possible)

........................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................
Sequence E12 / Cycle 1

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

Sequence Title: My first steps with digital equipment

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

KEY WORDS: Computer, Digital, Technology

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

Room Organization: Classroom organization with Trainer among learners

Type of ACTIVITIES: Practical exercises under Trainer guidance

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

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

SEQUENCING


TRAINERS MATERIALS

digital table, if room is equipped

LEARNERS MATERIALS

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

KEY COMPETENCES

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

Transversal COMPETENCES

1 - Autonomy
2 - Self-reflection
3 - Planning and organizing one’s learning
4 - Communication
5 - Networking
## Course Structure

<table>
<thead>
<tr>
<th>Action 1</th>
<th>Learners' activities and tasks to realize</th>
<th>Learning Outcomes</th>
<th>Competences</th>
<th>Learning context</th>
<th>Sub-timing</th>
</tr>
</thead>
</table>
| **What is a computer?** | Activity 1  
**Computer basics**  
Lesson  
Video  
Activity 2 / Feedback  
What do you learn from Action 1?  
Any other questions? | Be able to cope with a computer  
Be able to know a few of numerical vocabulary and techniques | Learning to learn  
Digital competence  
Planning and organizing one’s learning |  
| | | | | | 3’30” |

*In each weblink that show videos, Trainer will find written explanations to help him to teach and answer questions from learners.*

<table>
<thead>
<tr>
<th>Action 2</th>
<th>Learners' activities and tasks to realize</th>
<th>Learning Outcomes</th>
<th>Competences</th>
<th>Learning context</th>
<th>Sub-timing</th>
</tr>
</thead>
</table>
| **Hardware basics** | Activity 3  
**Basic parts of a computer**  
Lesson  
Video  
Activity 4  
**Buttons and ports on a computer**  
Lesson  
Video  
Activity 5  
**Inside a computer**  
Lesson  
Video  
Activity 6  
**Getting to know laptop computers**  
Lesson  
Video | Be able to cope with a computer  
Be able to understand how it works | Digital competence  
Autonomy  
Communication |  
| | | | | | 2’ |

| | | | | | 3’ |

| | | | | | 2’ |

| | | | | | 2’ |

Project n° 580247-EPP-1-2016-1-FR-EPPKA3-IPI-SOC-IN
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Duration</th>
</tr>
</thead>
</table>
| 7        | **Mobile devices**  
*lesson without video* | 5’ |
| 8        | Feedback  
What do you learn from Action 2?  
Any other questions? | 3’ |
| 9        | **Understanding operating systems**  
*Lesson*  
*Video* | 2’ |
| 10       | **Understanding application**  
*Lesson*  
*Video* | 2’ |
| 11       | Feedback  
What do you learn from Action 3?  
Any other questions? | 2’ |
| 12       | **Setting up a desktop computer**  
*Lesson*  
*Video* | 3’30” |
| 13       | **Getting started with your first computer**  
*lesson without video* | 5’ |

**Action 3**  
**Software basics**

**Digital competence**  
**Autonomy**  
**Communication**  
**Self-reflection**
| Activity 14 | Get started with the desktop  
| Lesson  
| Videos  
| Windows  
| Mac  
| Activity 15 / Feedback  
| What do you learn from Action 4?  
| Any other questions?  |

| Activity 16 | Connecting to the Internet  
| Lesson  
| Video  
| Activity 17 | Getting started with the Internet  
| (lesson without video)  
| Activity 18 | What is the cloud?  
| Lesson  
| Video  
| Activity 19 / Feedback  
| What do you learn from Action 5?  
| Any other questions?  |

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

- Digital competence  
- Autonomy  
- Networking  
- Communication  
- Self-reflection

Other lessons as SAFETY & MAINTENANCE and/or EXTRA Lessons, see [https://www.gcflearnfree.org/computerbasics/](https://www.gcflearnfree.org/computerbasics/)
ASSESSMENT of PRIOR LEARNING

Possible

Not possible yet

Assessment Method (if possible)
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Project n° 580247-EPP-1-2016-1-FR-EPPKA3-IPI-SOC-IN


Sequence E13 / Cycle 1

AREA Education
SUBJECT Skill and professional improvement
Type of Activity Preparing interview
With crossed disciplines Regular personal care, illness prevention

Sequence Title Look good, feel good!

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

KEY WORDS Hygiene, health, disease, clothing

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

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

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

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

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

SEQUENCING


TRAINERS MATERIALS

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

LEARNERS MATERIALS

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

KEY COMPETENCES

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

Transversal COMPETENCES

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

Project n° 580247-EPP-1-2016-1-FR-EPPKA3-IP1-SOC-IN
NOTES
<table>
<thead>
<tr>
<th>Course Structure</th>
<th>Learners’ activities and tasks to realize</th>
<th>Learning Aims</th>
<th>Competences</th>
<th>Learning context</th>
<th>Sub-timing</th>
</tr>
</thead>
</table>
| **Action 1**     | **Distinguishing objects that can be shared or not.** | Activity 1  
Trainer displays different daily objects (see Annex 1). Learners must place them in two tables, according to those that can be shared and those that cannot.  
Activity 2  
Each learner picks up an object, explains what to use it for and how to use it, and says whether it can be shared or not, and why. Trainer explains possible incidents that may occur if the objects are shared, or possible diseases that can be transmitted. | + To learn about the use of different everyday objects and personal hygiene objects.  
+ To differentiate which objects can be shared and which ones cannot.  
+ To learn about possible diseases that can be transmitted when certain objects are shared. | + Social and civic  
+ Communication in the hosting country language  
+ Critical thinking  
+ Reflection  
+ Personal autonomy | ![Image](image1.png)  
+ 25 minutes |
| **Action 2**     | **Hygiene objects wallchart** | Activity 3  
Learners design a wallchart according to model in Annex 2. They can use cut-outs from magazines or draw themselves, or both.  
Activity 4  
Learners watch a video related to personal hygiene and later discuss about it.  
https://www.youtube.com/watch?v=xOJc3OyorAA  
[This is a sample video; similar ones could be used] | + To become aware of the importance of personal hygiene. | ![Image](image2.png)  
+ 40 minutes |
|                  |                                          |               |             | ![Image](image3.png)  
+ 20 minutes |
<table>
<thead>
<tr>
<th>Action 3</th>
<th>Activity 5</th>
<th>Activity 6</th>
<th>+ To know the appropriate clothing for different everyday contexts.</th>
<th>+ Social and civic communication in the hosting country language</th>
<th>+ Critical thinking + Reflection + Personal autonomy</th>
<th>+ 30 minutes</th>
<th>+ 30 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate clothing for different daily contexts</td>
<td>Learners watch some pictures showing people dressed up in different ways, and they must analyze what they are wearing and say in which contexts it would be appropriate to wear them (Annex 3).</td>
<td>Learners discuss about the relationship between appropriate clothing and given contexts, and decide what would be appropriate to wear for a job interview. Trainer provides some examples with different jobs.</td>
<td>+ To value the importance of personal image in certain situations.</td>
<td>+ + + + +</td>
<td>+ + + + + + + + + + + +</td>
<td>+ + + + + + + + + + + +</td>
<td>+ + + + + + + + + + + +</td>
</tr>
</tbody>
</table>

+ To know the appropriate clothing for different everyday contexts.
+ To value the importance of personal image in certain situations.
+ Social and civic communication in the hosting country language
+ Critical thinking
+ Reflection
+ Personal autonomy
ANNEX 1

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Exchange permitted/not permitted</th>
<th>Why? What infectious can/cannot be transmitted?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cup</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toothbrush</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comb</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soap</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Towel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nail-scissors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toothpaste</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Razor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Antiperspirant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Needle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Syringe</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ANNEX 3
ASSESSMENT of PRIOR LEARNING  Possible [ ]  Not possible yet [ ]

Assessment Method (if possible)
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........................................................................................................................................................................................
........................................................................................................................................................................................
........................................................................................................................................................................................
Sequence I3 / Cycle 1

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

Sequence Title     Cooking for charity

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

KEY WORDS          Cooking, Communication, Teamwork, Community involvement

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

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

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

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

LEARNERS MATERIALS
Papers and pens, ingredients needed

KEY COMPETENCES
1 – Social and civic competences
2 – Cultural awareness and expression

Transversal COMPETENCES
1 – Teamwork
2 – Flexibility
3 – Creativity
4 – Planning and resource management
NOTES
<table>
<thead>
<tr>
<th>Course Structure</th>
<th>Learners' activities and tasks to realize</th>
<th>Learning Aims</th>
<th>Competences</th>
<th>Learning context</th>
<th>Sub-timing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Creating the menu</em></td>
<td><strong>Activity 1</strong></td>
<td>Introduce the subject – raising money for charity. Invite the learners to discuss typical dishes in their countries. Together, learners should decide what to serve as an appetizer, a starter, a main dish, and dessert. Recipes of the dish should either be given by the learners or found by facilitator.</td>
<td>To encourage learners to respect each other and cooperate together to create a pleasing dining experience for others.</td>
<td>Listening skills Communication Team building</td>
<td>60 min</td>
</tr>
<tr>
<td></td>
<td><strong>Activity 2</strong></td>
<td>Learners should decide whom to invite to the meal, they should create an invitation letter.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Action 2</strong></td>
<td><strong>Activity 3</strong></td>
<td>Invite a chef to discuss and help the learners to create their meal. – Discuss cleanliness and how a kitchen functions.</td>
<td>To learn basic hygiene in the kitchen and how to cook</td>
<td>Listening skills Communication Coordination Cooperation Teamwork Cooking</td>
<td>45 min</td>
</tr>
<tr>
<td>Activity 4</td>
<td>Activity 5</td>
<td>Activity 6</td>
<td>Activity 7</td>
<td>Activity 8</td>
<td></td>
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<tr>
<td>---</td>
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<td></td>
</tr>
<tr>
<td>In the kitchen learners with the help of the chef will start experimenting with their cooking. After cooking they will eat the meal together.</td>
<td>Learning how to lay out a table</td>
<td>Preparation of the dinner Serving the dinner</td>
<td>Discuss how things went, what they learned and which charity/charities should benefit from the activity.</td>
<td>Invite the charity over and in a short activity give the money to the charity.</td>
<td></td>
</tr>
<tr>
<td><strong>Action 3</strong></td>
<td><strong>Activity 5</strong></td>
<td><strong>Activity 6</strong></td>
<td><strong>Activity 7</strong></td>
<td><strong>Activity 8</strong></td>
<td></td>
</tr>
<tr>
<td>Laying out a table</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learners are thought how to lay out a table for dinner.</td>
<td>Same as above Laying out a table</td>
<td>Teamwork</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Action 4</strong></td>
<td><strong>Activity 6</strong></td>
<td><strong>Activity 7</strong></td>
<td><strong>Activity 8</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dinner on the day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparation of the dinner Serving the dinner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Action 5</strong></td>
<td><strong>Activity 7</strong></td>
<td><strong>Activity 8</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debriefing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss how things went, what they learned and which charity/charities should benefit from the activity.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Action 5</strong></td>
<td><strong>Activity 8</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debriefing</td>
<td>Invite the charity over and in a short activity give the money to the charity.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

120 min
15 mins
360 min
30 min
30 min
ASSESSMENT of PRIOR LEARNING  Possible □  Not possible yet □

Assessment Method (if possible)

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Sequence I6 / Cycle 1

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

Sequence Title           Cooking is not an art

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

KEY WORDS                Food, culture, traditions

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

Room Organization        Free atmosphere
LEARNING CONTEXT

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

SEQUENCING

TRAINERS MATERIALS
Board, board marker

LEARNERS MATERIALS
Food for an afternoon snack between friends

KEY COMPETENCES
1 – Cultural awareness and expression

Transversal COMPETENCES
1 – Communication
2 – Self-reflection
3 – Managing diversity
NOTES
<table>
<thead>
<tr>
<th>Course Structure</th>
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<th>Learning Aims</th>
<th>Competences</th>
<th>Learning context</th>
<th>Sub-timing</th>
</tr>
</thead>
</table>
| Action 1         | Activity 1  
Ask the learners if they are into cooking or not and their favorite dishes.  
Ask some of them to tell about their traditional meals.  
Ask if any of the learners is eager to cook something for his/her friends. If possible arrange something to help the learner to prepare an easy meal for the friends. | Be able to realize different eating habits.  
Be able to show tolerance to different cultures and traditions | Self-reflection  
Communication  
Cultural awareness and expression | | 30 min |
|                  | Activity 2  
With the whole class, enjoy the meal that is prepared by the learners. | Be able to realize different eating habits.  
Be able to show tolerance to different cultures and traditions | Managing diversity | | 30 min |
ASSESSMENT of PRIOR LEARNING  Possible ☐  Not possible yet ☐

Assessment Method (if possible)

………………………………………………………………………………………………………………………………………………………………………………………………
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………………………………………………………………………………………………………………………………………………………………………………………………
Sequence P1 / Cycle 1

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

Sequence Title Mind and body

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

KEY WORDS Sports, Communication, Teamwork, Reflexes

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

Room Organization Open outdoor or indoor area
LEARNING CONTEXT
- Individual [ ]
- Pair work [x]
- Group work [x]
- Less than 5 [ ]
- 5-10 [x]
- 11-15 [x]
- 16-20 [x]
- Distance learning [ ]
- Frontal [ ]
- Interactive [x]

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

TRAINERS MATERIALS
- Whiteboard and marker (if indoors)

LEARNERS MATERIALS
- nil.

KEY COMPETENCES
1 – Social and civic competences
2 – Learning to learn

Transversal COMPETENCES
1 – Teamwork
2 – Communication
3 – Conflict management
4 – Taking responsibility
<table>
<thead>
<tr>
<th>Course Structure</th>
<th>Learners’ activities and tasks to realize</th>
<th>Learning Aims</th>
<th>Competences</th>
<th>Learning context</th>
<th>Sub-timing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action 1</strong></td>
<td><strong>Activity 1</strong></td>
<td>To encourage learners to respect each other and participate in activities in an orderly manner</td>
<td>Listening skills</td>
<td></td>
<td>15 mins</td>
</tr>
<tr>
<td><strong>Setting ground rules</strong></td>
<td></td>
<td></td>
<td>Communication skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Self-reflection</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Team building</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Get learners in a circle and begin by discussing with them the key values and norms to be adhered to during the activity. Encourage them to agree on a minimum of 3 key values. Ask them to provide examples or explanations for the values proposed, and provide a brief summary of the points that are brought up. If the activity is being conducted indoors, you should write the values up on the whiteboard. If the activity is taking place outdoors, encourage them to repeat the values out loud a few times, to make sure that they memorise them.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Activity 2</strong></td>
<td></td>
<td>Listening skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Encourage learners to pick a pair; if you are familiar with the group dynamics, try to ensure that the game is an opportunity for learners to get to know each other (i.e. try to avoid exclusion and enable the creation of new bonds). Explain the basics of the game:</td>
<td></td>
<td>Communication skills</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note for Trainer:* Stress the importance of respecting the values and norms that have been agreed upon. Mention that failure to do so, will result in being excluded from the game.
1. each number is associated with a movement;
2. learners get into pairs and line up facing each other;
3. the activity leader will be calling out the numbers and each pair will have to react by performing the associated fitness move synchronically (i.e. they should strive to ensure their response is coordinated and synchronized)
4. the activity leader will challenge learners by speeding things up and calling out numbers faster
5. the team will reconvene and more moves will be added
6. back to point 3

<table>
<thead>
<tr>
<th>Action 2</th>
<th>Activity 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-up</td>
<td>Make sure that learners warm up before beginning the activity. The warm-up can be very basic and simply entail learners running around in a circle. For a slightly more complex warm-up, check out: <a href="https://www.youtube.com/watch?v=R0mMyV5OtcM">https://www.youtube.com/watch?v=R0mMyV5OtcM</a></td>
</tr>
<tr>
<td></td>
<td>If you are not a qualified fitness instructor, please keep the moves as straightforward as possible.</td>
</tr>
</tbody>
</table>

To ensure learners warm up before the activity; to enable them to memorise moves and numbers; to learn how to adequately perform the moves;

| Listening skills | Communication |
| Non-verbal skills | Coordination |
|                  | Cooperation |
|                  | Teamwork     |

10 mins
<table>
<thead>
<tr>
<th>Test run</th>
<th>Activity 4</th>
<th>understand what is expected of them; get ready to work in pairs</th>
<th>10 mins</th>
</tr>
</thead>
</table>
|          | Invite learners to get into their pairs and line up facing each other. Choose 3 movements for numbers 1-3 and demonstrate them one by one, encouraging learners to follow your lead and repeat the movements after you. Get learners to try out the moves a few times individually and in pairs, then test whether they have memorized them.  

*Note for Trainer:* You have the freedom to choose between a wide range of fitness moves, and can include more numbers/moves, at your discretion. It is recommended that you start off with 3 numbers/moves, adding on moves in a second phase. Make sure that the moves chosen allow learners to bolster their physical fitness. Include multiplanar exercises (more information about planes of motion is available here: [https://www.trxtraining.com/train/improve-performance-through-multi-planar-training](https://www.trxtraining.com/train/improve-performance-through-multi-planar-training)), combining squats, burpees, lunges, standing twists.  

If you are not a fitness trainer, get informed and talk to a specialist before conducting the activity. Alternatively, keep it simple to avoid injury. Be aware of the physical prowess of learners and before beginning, double-check whether anybody suffers from any injuries and provide suitable alternatives, where required. |
<table>
<thead>
<tr>
<th>Action 3</th>
<th>Activity 5</th>
<th>Activity 6</th>
<th>Activity 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Game time</td>
<td>Begin the activity. Start calling out numbers – start slowly and then speed things up. Ensure that learners synchronize their reactions and, insofar as it is possible, that the moves are executed correctly. If necessary, call a time-out, regroup and demonstrate the moves again.</td>
<td>Regroup and add new moves, demonstrating them one by one and encouraging learners to mirror you. Do another test run to check whether they have memorized the new moves and still remember the previous ones.</td>
<td>Get learners back into two lines facing their partners and kick the game off once again, by calling out numbers. Start slow and speed things up.</td>
</tr>
</tbody>
</table>

**Note for Trainer:** Depending on the time available and the enthusiasm of learners, activities 6 and 7 can be repeated more than once. Please ensure that game time (corresponding to activities 5-7 within action 3) lasts for a maximum of 45 minutes. Ensure that you provide adequate cool-down afterwards.

<table>
<thead>
<tr>
<th>To enable learners to be active; To engage them in a fun activity; To encourage them to work in pairs and engage in non-verbal communication; To improve their coordination and reflexes</th>
<th>Listening skills Communication Non-verbal communication Coordination Cooperation Teamwork Agility Reflexes Mnemonic skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 mins</td>
<td></td>
</tr>
<tr>
<td>10 mins</td>
<td></td>
</tr>
<tr>
<td>10 mins</td>
<td></td>
</tr>
</tbody>
</table>
If you notice that 1 or more learners are behaving disrespectfully and are breaking the rules, call for a brief recess to address the issue.

<table>
<thead>
<tr>
<th>Action 4</th>
<th>Activity 8</th>
<th>Activity 9</th>
</tr>
</thead>
</table>
| Cool down and de-brief | **Regroup learners and begin the cool-down.** The cool-down should be simple and straightforward and target the whole body. Here is an example: [https://www.youtube.com/watch?v=t9NlnqDhGv4](https://www.youtube.com/watch?v=t9NlnqDhGv4) | **Discussion Points and Activities**

Bring learners together and ask them to reflect on the activity.

What did they enjoy the most about it?
What was the hardest aspect?
Did they work well with their partners?
Were there any issues?
Were the ground rules respected?
What did they learn?
Is being physically active important?
If yes, why?
If no, why?
What do they think are the aims of the activity?
Encourage learners to share views and opinions. |

|  | To ensure learners cool down and stretch after the activity; To encourage self-reflection on teamwork; To promote the importance of an active lifestyle; To enable them to engage in group discussions respectfully. | Teamwork Critical thinking skills Self-reflection |
|  | 10 mins | 30 mins |
Resources

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

Ideas for warm-ups:
https://www.youtube.com/watch?v=R0mMyV5OtcM
https://www.youtube.com/watch?v=WNvxFjzSs58

Numbers and actions game:
https://www.youtube.com/watch?v=ncWlV9onwZs

Cool-down:
https://www.youtube.com/watch?v=t9NlmDhGv4
ASSESSMENT of PRIOR LEARNING  Possible □  Not possible yet □

Assessment Method (if possible)

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Sequence P6 / Cycle 1

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

Sequence Title Empathy map

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

KEY WORDS Reflection

Learning outcomes
1 - Be aware of the feelings of others
2 - Be able to connect to another person

Room Organization Chair for every participant
LEARNING CONTEXT

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

SEQUENCING


TRAINERS MATERIALS
Pen

LEARNERS MATERIALS
Empathy map

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

Transversal COMPETENCES
1 – self-reflection
NOTES
<table>
<thead>
<tr>
<th>Course Structure</th>
<th>Learners' activities and tasks to realize</th>
<th>Learning Aims</th>
<th>Competences</th>
<th>Learning context</th>
<th>Sub-timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action 1</td>
<td>Every participant gets an empathy map</td>
<td>Activity 1</td>
<td>Connection to another person / groups member</td>
<td></td>
<td>5 min</td>
</tr>
<tr>
<td></td>
<td>Every participant creates of person /type in his mind. He asks this person a question</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>For ex: a white man with a FT job: question why he doesn’t worry about his family</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ex 2: 12 years old girl dreams about a career as a ballerina</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Question: what will happen if this dream stays a dream</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Or you can do this exercise with a person of the group</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Action 2</td>
<td>Try to move as much as possible in the experience of your subject.</td>
<td>Activity 2</td>
<td>Describe the other</td>
<td>Empathy</td>
<td>25 min</td>
</tr>
<tr>
<td></td>
<td>In the different areas of your empathy map you introduce and write down what this person experiences (thinks and feels), hears, sees and how this person behaves in relation to your question. The aim is to empathize with your subject’s situation as well as possible so that you understand what your product / service / solution means for your subject. Discuss your answer!</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other version: The group members try to fill in the form, give their point of view.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Business Model - The Empathy Map

Customer Perspective:

What does she THINK and FEEL?

What does she HEAR and how does she feel?

What does she SAY and DO?

What does she DO and how does she feel?

PAIN
Issues, frustrations, obstacles

GAIN
Wants, needs, measures of success, obstacles

www.XPLANE.com

Project n° 580247-EPP-1-2016-1-FR-EPPKA3-IPI-SOC-IN
ASSESSMENT of PRIOR LEARNING  Possible ☐  Not possible yet ☐

Assessment Method (if possible)

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Sequence P8 / Cycle 1

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

sequence Title Ear talking

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

KEY WORDS Reflection – coping

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

Room Organization Chairs / cushions for every learner
playground/yard
LEARNING CONTEXT

- Individual
- Pair work
- Group work

Less than 5
- 5-10
- 11-15
- 16-20

Distance learning
- Frontal
- Interactive

SEQUENCING


TRAINERS MATERIALS

CD / USB with music, card with questions for reflection

LEARNERS MATERIALS

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

KEY COMPETENCES

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

Transversal COMPETENCES

1 - Self-reflection
<table>
<thead>
<tr>
<th>Course Structure</th>
<th>Learners’ activities and tasks to realize</th>
<th>Learning Aims</th>
<th>Competences</th>
<th>Learning context</th>
<th>Sub-timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action 1</td>
<td>Activity 1 Learners will look for a comfortable place to sit down and relax</td>
<td>Listening</td>
<td></td>
<td></td>
<td>15’</td>
</tr>
<tr>
<td>Learners sit and listen to the list of songs (Attachment 1)</td>
<td>Activity 2 Learners listen to the song</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Activity 3 Trainer give the learners questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- they answer the question (Attachment 2) by themselves, they can write it down if they want</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- learners discuss in group (5 members) what they answer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Action 2</td>
<td>Activity 4 Learners share with the group their favorite song and tell them way.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learners talk about what they see – feel and thought</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>45’</td>
</tr>
<tr>
<td>Action 3</td>
<td>Learners give their favorite song to the group</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Activity 4 Learners share with the group their favorite song and tell them way.</td>
<td></td>
<td></td>
<td></td>
<td>60’</td>
</tr>
</tbody>
</table>
Attachment 1: List of songs

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

Attachment 2: Questions for the reflection

- I have a feeling about ...
- What appealed to me in the song was ...
- What I had a hard time with in the song was ...
- I found the most beautiful part ...
- The song reminds me of my own life and I thought of ...
- Write down in a few words the feelings you have with this song
- Write down in a few words the thoughts you have with this song
ASSESSMENT of PRIOR LEARNING  Possible [ ]  Not possible yet [ ]

Assessment Method (if possible)

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Sequence P9 / Cycle 1

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

Sequence Title Singer

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

KEY WORDS Reflection – cooperation

Learning outcomes
1 - Be aware of your own feelings, thoughts
2 - Be able to express your own feelings
3 - Be able to cooperate with a group
4 - Be able to reflect on a situation afterwards

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

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

SEQUENCING


TRAINERS MATERIALS

Nothing specific

LEARNERS MATERIALS

Paper, pen

KEY COMPETENCES

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

Transversal COMPETENCES

1 – Self-reflection
NOTES
<table>
<thead>
<tr>
<th>Course Structure</th>
<th>Learners’ activities and tasks to realize</th>
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<th>Learning context</th>
<th>Sub-timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>60’</td>
</tr>
<tr>
<td>Learners listen to the exercise</td>
<td>Activity 1&lt;br&gt;Learners create their own song&lt;br&gt;Activity 2&lt;br&gt;Listen to each other song</td>
<td>Put your feelings and thoughts in a song&lt;br&gt;Express yourself</td>
<td>Cooperation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Action 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>60’</td>
</tr>
<tr>
<td>Learners listen to the exercise</td>
<td>Activity 3&lt;br&gt;Learners work together in groups of 5 people&lt;br&gt;Activity 4&lt;br&gt;Learners sings their song for the rest of the group</td>
<td>Listening to each other&lt;br&gt;Cooperation</td>
<td>Cooperation</td>
<td></td>
<td>60’</td>
</tr>
</tbody>
</table>
ASSESSMENT of PRIOR LEARNING  

Possible ☐  Not possible yet ☐

Assessment Method (if possible)

………………………………………………………………………………………………………………………………………………………………………………………………
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Sequence P10 / Cycle 1

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

Sequence Title                    My start position

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

KEY WORDS                        Reflection

Learning outcomes
1 - Be aware of your own feelings
2 - Be able to express your own feelings
3 - Be able to cooperate with a group
4 - Be able to reflect on a situation afterwards

Room Organization                Chair for every learner
LEARNING CONTEXT

<table>
<thead>
<tr>
<th>Individual</th>
<th>Pair work</th>
<th>Group work</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Less than 5</td>
<td>5-10</td>
<td>11-15</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td>16-20</td>
</tr>
<tr>
<td>Distance learning</td>
<td>Frontal</td>
<td>Interactive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

SEQUENCING


TRAINER MATERIALS

Photo camera, beamer

LEARNERS MATERIALS

Nothing specific

KEY COMPETENCES

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

Transversal COMPETENCES

1 - Self-reflection
NOTES
<table>
<thead>
<tr>
<th>Course Structure</th>
<th>Learners’ activities and tasks to realize</th>
<th>Learning Aims</th>
<th>Competences</th>
<th>Learning context</th>
<th>Sub-timing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action 1</strong></td>
<td>Learners listen to the exercise</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Activity 1</td>
<td>Feel yourself comfortable in a group</td>
<td>Sence of belonging</td>
<td></td>
<td>15 min</td>
</tr>
<tr>
<td></td>
<td>Learners has to make a group composition. When everybody is satisfied, the trainer takes a picture of group</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Action 2</strong></td>
<td>Reflection on the picture</td>
<td>Listening to each other Cooperation</td>
<td>Express your feelings</td>
<td></td>
<td>15 min</td>
</tr>
<tr>
<td></td>
<td>Activity 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The trainer shows the picture on a big screen. Learners discuss in group: 1/ how do I sit in this group on that picture 2/ how do the others sit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Action 3</strong></td>
<td>Take place on somebody else his place</td>
<td>crawl beneath the skin of another</td>
<td>Empathy</td>
<td></td>
<td>20 min</td>
</tr>
<tr>
<td></td>
<td>Activity 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Go and sit on the place from somebody else. Express how they sit. Try to feel what they describe is the previous action. Share these feelings in group</td>
<td></td>
<td></td>
<td></td>
<td>10 min</td>
</tr>
<tr>
<td><strong>Action 4</strong></td>
<td>In a following sequence The trainer can ask of the first picture still fits with this group and everybody single position</td>
<td>Listen to the feeling of others Adapting</td>
<td>Groups dynamic</td>
<td></td>
<td>30 min</td>
</tr>
<tr>
<td></td>
<td>Activity 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Show the picture of action 1 again to group. Learners can change this. Take a new picture. Discus the new composition in the group. Why does it change</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>ASSESSMENT of PRIOR LEARNING</td>
<td>Possible</td>
<td>Not possible yet</td>
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<tr>
<td>Assessment Method (if possible)</td>
<td><img src="#" alt="Structured text" /></td>
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</tbody>
</table>
Sequence P11 / Cycle 1

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

Sequence Title Mirror

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

KEYWORDS Social, emotional development

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

Room Organization Chair for every learner

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

- Individual ☐
- Pair work ☒
- Group work ☐

Less than 5 ☐
- 5-10 ☒
- 11-15 ☐
- 16-20 ☐

- Distance learning ☐
- Frontal ☐
- Interactive ☒

SEQUENCING


TRAINERS MATERIALS

PC – beamer

LEARNERS MATERIALS

Nothing specific

KEY COMPETENCES

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

Transversal COMPETENCES

1 - Self-reflection
<table>
<thead>
<tr>
<th>Course Structure</th>
<th>Learners’ activities and tasks to realize</th>
<th>Learning Aims</th>
<th>Competences</th>
<th>Learning context</th>
<th>Sub-timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action 1</td>
<td><strong>Activity 1</strong> &lt;br&gt;Learners sit on a chair/ floor and will watch for 4 minutes in each other’s eyes &lt;br&gt;After the 4 min watch this experiment on YouTube: &lt;br&gt;<a href="https://www.youtube.com/watch?v=UitQu82bTG0">https://www.youtube.com/watch?v=UitQu82bTG0</a> &lt;br&gt;<a href="https://www.youtube.com/watch?v=nf4-NAqQrn4">https://www.youtube.com/watch?v=nf4-NAqQrn4</a> &lt;br&gt;<a href="https://www.youtube.com/watch?v=3QdnCRWATZ8">https://www.youtube.com/watch?v=3QdnCRWATZ8</a> &lt;br&gt;Give a reflection in group</td>
<td>Empathy</td>
<td>Feel the other</td>
<td></td>
<td>5 min</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5 min</td>
<td>5 min</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>5 min</td>
<td></td>
</tr>
<tr>
<td>Action 2</td>
<td><strong>Activity 2</strong> &lt;br&gt;A person starts with movement (move arm, leg, …) &lt;br&gt;In the first ex you start with big movements, at the end of the following you can use face movements. &lt;br&gt;The pair person repeats the moves. &lt;br&gt;After a few minutes it isn’t clear anymore who had the lead.</td>
<td>Feel the rhythm of another. Share leading and following spontaneously</td>
<td>empathy</td>
<td></td>
<td>15 min</td>
</tr>
</tbody>
</table>
ASSESSMENT of PRIOR LEARNING  Possible □  Not possible yet □

Assessment Method (if possible)
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Sequence P12 / Cycle 1

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

**Sequence Title**  Circle of courage  

**ABSTRACT**  
Trainer tells the story of his own life, or a fictional story. He applies it to the circle of courage and meanwhile he explains the significance of the 4 areas of the circle. (cf. poster in attachment & https://www.edu.gov.mb.ca/k12/cur/cardev/gr9_found/courage_poster.pdf ao. )  
Learners apply elements of their own life story into the circle of courage.  

**KEY WORD**  Storytelling, identity development, circle of courage  

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

**Room Organization**  Tables in U  

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Project n° 580247-EPP-1-2016-1-FR-EPPKA3-IPI-SOC-IN
<table>
<thead>
<tr>
<th>LEARNING CONTEXT</th>
<th>Personal</th>
<th>Individual</th>
<th>Pair work</th>
<th>Group work</th>
<th>Less than 5</th>
<th>5-10</th>
<th>10+</th>
<th>Distance learning</th>
<th>Frontal</th>
<th>Interactive</th>
</tr>
</thead>
<tbody>
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<td>✔️</td>
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<td>✔️</td>
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<td></td>
<td></td>
<td>✔️</td>
</tr>
</tbody>
</table>

**SEQUENCING**


**TRAINERS MATERIALS**

Poster, flipchart

**LEARNERS MATERIALS**

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

**KEY COMPETENCES**

1 - Social and civic competences

**Transversal COMPETENCES**

1 - Self-reflection
2 - Creativity
3 - Intercultural communication
<table>
<thead>
<tr>
<th>Course Structure</th>
<th>Learners' activities and tasks to realize</th>
<th>Learning Aims</th>
<th>Competences</th>
<th>Learning context</th>
<th>Sub-timing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action 1</strong></td>
<td><strong>Introduction of model</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Activity 1</td>
<td>• listen to an exercise</td>
<td>• Self-reflection</td>
<td>person</td>
<td>45’</td>
</tr>
<tr>
<td></td>
<td>Trainer tells story of his life (a life) and inserts relevant items in the circle of courage</td>
<td>• reflect on your own life</td>
<td>• Intercultural communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Activity 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learners write / draw their own life / time line</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Action 2</strong></td>
<td><strong>Visualisation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Activity 3</td>
<td>• reflect on your own life</td>
<td>• Self-reflection</td>
<td>person</td>
<td>1h</td>
</tr>
<tr>
<td></td>
<td>Learners make with drawings or a collage items in their circle visual</td>
<td>• visualize your reflections</td>
<td>• Intercultural communication</td>
<td></td>
<td>30’</td>
</tr>
<tr>
<td></td>
<td>Activity 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learners look at each other circle and ask only informative questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Action 3</strong></td>
<td><strong>Activity 5</strong></td>
<td>• share your reflection to the group</td>
<td>• groupsdiscussion</td>
<td>people</td>
<td>1h30</td>
</tr>
<tr>
<td></td>
<td>Learner (volunteer) presents its circle to the group. The others compare with their own circle/situation.</td>
<td>• discuss about your reflections in group</td>
<td>• reflection</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussion: what feels good, what did I missed ... (SWOT model)</td>
<td></td>
<td>• intercultural communication</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ASSESSMENT of PRIOR LEARNING  Possible □  Not possible yet □

Assessment Method (if possible)
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Sequence P14 / Cycle 1

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

Sequence Title Strict and flexible

ABSTRACT
This is an interesting sequence for trainers who are trained in or familiar with oriental defense sports, meditation, the Rock and Water methodology... (see introduction movie https://www.youtube.com/watch?v=9dWH_Pz-blo)
Exercises can be used as energizers / alternation between other activities. (Trainers can only use it as a sequence if they are sufficient competent.)

KEY WORDS Resilience – social skills – physical and emotional wellbeing

Learning outcomes
1 - Be able to reflect about self-confidence and social functioning
2 – Enjoy physical activity
3 – Increase self-awareness

Room Organization Open space, tatami (if available)
LEARNING CONTEXT

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

SEQUENCING


TRAINERS MATERIALS
Nothing specific

LEARNERS MATERIALS
Nothing specific

KEY COMPETENCES
1 - Social and civic competences

Transversal COMPETENCES
1 - Self-reflection
2 - Conflict management
3 - Flexibility
<table>
<thead>
<tr>
<th>Course Structure</th>
<th>Learners’ activities and tasks to realize</th>
<th>Learning Aims</th>
<th>Competences</th>
<th>Learning context</th>
<th>Sub-timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action 1</td>
<td>Activity 1&lt;br&gt;Introduction in basic principles:&lt;br&gt;To stand strong, well centered;&lt;br&gt;Focus;&lt;br&gt;Ventral breathing.&lt;br&gt;Ex: rooster&lt;br&gt;lean on your neighbour,&lt;br&gt;slap hands (trainer starts and gives a number of claps in the left direction. Group tries to keep on going the clap)&lt;br&gt;&lt;br&gt;Activity 2&lt;br&gt;Ex: Chinese box,&lt;br&gt;chinese dance, (open closed eyes)&lt;br&gt;shoulder tick / food tick / both&lt;br&gt;Cry out the Kjaa (Mexican wave style)&lt;br&gt;&lt;br&gt;Activity 3&lt;br&gt;Ex: walk in square, strong &amp; easygoing;&lt;br&gt;say stop to an aggressor;&lt;br&gt;stay cool if the tease you;&lt;br&gt;How to pass a group of provocative youngsters&lt;br&gt;&lt;br&gt;Activity 4&lt;br&gt;Ex: walk as a group in a demarcated field; without letting open spaces; same as before + group ends in a</td>
<td>• resilience&lt;br&gt;• learning your own body&lt;br&gt;• stand up for yourself&lt;br&gt;• dealing with borders&lt;br&gt;• learning to deal with anger or fears</td>
<td>• Self-reflection&lt;br&gt;• Conflict management&lt;br&gt;• Flexibility&lt;br&gt;• social skills</td>
<td><img src="image1.png" alt="Image" /></td>
<td>30’</td>
</tr>
</tbody>
</table>

| Action 1         | Activity 1<br>Introduction in basic principles:<br>To stand strong, well centered;<br>Focus;<br>Ventral breathing.<br>Ex: rooster<br>lean on your neighbour,<br>slap hands (trainer starts and gives a number of claps in the left direction. Group tries to keep on going the clap)<br><br>Activity 2<br>Ex: Chinese box,<br>chinese dance, (open closed eyes)<br>shoulder tick / food tick / both<br>Cry out the Kjaa (Mexican wave style)<br><br>Activity 3<br>Ex: walk in square, strong & easygoing;<br>say stop to an aggressor;<br>stay cool if the tease you;<br>How to pass a group of provocative youngsters<br><br>Activity 4<br>Ex: walk as a group in a demarcated field; without letting open spaces; same as before + group ends in a | • resilience<br>• learning your own body<br>• stand up for yourself<br>• dealing with borders<br>• learning to deal with anger or fears | • Self-reflection<br>• Conflict management<br>• Flexibility<br>• social skills | ![Image](image2.png) | 30’ |
| circle without verbal communication; Same as before + group ends in a diagonal line | Same as before, one member defines the tempo, moves … |   |   |   |
ASSESSMENT of PRIOR LEARNING  Possible □  Not possible yet □

Assessment Method (if possible)

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Sequence P17 / Cycle 1

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

Sequence Title    Life in pieces

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

KEY WORDS
Puzzle, discussion, affirmation, personality

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

Room Organization
Tables, trainer instructs and reflects

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

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

SEQUENCING


TRAINERS MATERIALS

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

LEARNERS MATERIALS

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

KEY COMPETENCES

1 - Learning to learn
2 - Cultural awareness and expression

Transversal COMPETENCES

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

Assessment Method (if possible)
......Little questionnaire about what was valuable in this exercise for you?
Sequence P18 / Cycle 1

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

Sequence Title Collaboration

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

KEY WORDS Groups process

Learning outcomes
1 - Be aware of the dynamic in the group
2 - Be able to see your own position in the group

Room Organization Open space in a sports hall or an open field outside
LEARNING CONTEXT
Individual X Pair work X Group work X
Less than 5 □ 5-10 □ 11-15 □ 16-20 x
Distance learning □ Frontal X Interactive X

SEQUENCING

TRAINERS MATERIALS
Blindfold, chairs, rope ...

LEARNERS MATERIALS
Nothing specific

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

Transversal COMPETENCES
1 - Self-reflection
NOTES
<table>
<thead>
<tr>
<th>Course Structure</th>
<th>Learners’ activities and tasks to realize</th>
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<th>Competences</th>
<th>Learning context</th>
<th>Sub-timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action 1</td>
<td><strong>Activity 1</strong> Everybody has a blindfold on&lt;br&gt;On the floor are 2 ropes, a short and a long one.&lt;br&gt;The group has to make 2 squares without watching.&lt;br&gt;Easy: only one square</td>
<td>- Feeling</td>
<td>- Respect</td>
<td>![image of people]</td>
<td>10’</td>
</tr>
<tr>
<td>Forms</td>
<td><strong>Activity 2</strong>&lt;br&gt;Go stand in pairs&lt;br&gt;Tie your wrists together with the wrists of another group member.&lt;br&gt;<a href="http://www.101werkvormen.NL/touwtjes">www.101werkvormen.NL/touwtjes</a> to see how&lt;br&gt;Try to initiate without to take your hands out of the loops.&lt;br&gt;The trainer walks around and motivate the pairs to give small tips.</td>
<td>- Persistent&lt;br&gt;- Problem solving</td>
<td>- Open mind&lt;br&gt;- Growing mindset</td>
<td>![image of person]</td>
<td>10’</td>
</tr>
<tr>
<td>Action 2</td>
<td><strong>Activity 3</strong>&lt;br&gt;The rope is on the floor&lt;br&gt;Learners stands on one site of the rope.&lt;br&gt;The rope has some magic. the learners can give the rope more magic if the whole group succeed in every exercise.&lt;br&gt;The level of the exercises getting more and more difficult.</td>
<td>- Team building&lt;br&gt;- Create commitment&lt;br&gt;- Self-controlled&lt;br&gt;- Making deals&lt;br&gt;- Growing to the next level&lt;br&gt;- Share your border</td>
<td>- Empathy</td>
<td>![image of people]</td>
<td>30’</td>
</tr>
<tr>
<td>Action 4</td>
<td>Activity 4</td>
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<tr>
<td>Magic rope</td>
<td>The rope is on the floor. Learners stand on one side of the rope. The rope has some magic. The learners can give the rope more magic if the whole group succeed in every exercise. The level of exercises getting more and more difficult.</td>
<td></td>
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</tbody>
</table>
| | 1/ get on the other side with the whole group without touching the rope  
2/ go the other side in pairs  
3/ go under the rope with the whole group  
4/ ask learners for more difficult exercise to do in group. |
| | - Team building  
- Create commitment  
- Self-controlled  
- Making deals  
- Growing to the next level  
- Share your border  
- Empathy |
| | 10’ |
ASSESSMENT of PRIOR LEARNING  Possible □  Not possible yet □

Assessment Method (if possible)

Groups discussion / reflection
What was your experience? Make a transfer to the daily life.
Some people see that they quit very easy, others are more persistent, or more frustrated, ...
Who takes the lead? How does it feel to give it to someone else? Make the transfer to daily life.
Sequence P21 / Cycle 1

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

Sequence Title         Look Beyond Borders

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

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

KEY WORDS                  Connection – Emotion
Learning outcomes
1 – Be able to see another person
2 – Be able to look somebody straight in the eyes
Room Organization Empty room, chairs or pillows
LEARNING CONTEXT

- Individual [ ]
- Pair work [X]
- Group work [ ]

Less than 5 [ ]
- 5-10 [ ]
- 11-15 [ ]
- 16-20 [X]

Distance learning [ ]
- Frontal [ ]
- Interactive [X]

SEQUENCING


TRAINERS MATERIALS

- Clock

LEARNERS MATERIALS

- Nothing specific

KEY COMPETENCES

- 1 - Social and civic competences

Transversal COMPETENCES

- 1 - Empathy
<table>
<thead>
<tr>
<th>Course Structure</th>
<th>Learners' activities and tasks to realize</th>
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<th>Competences</th>
<th>Learning context</th>
<th>Sub-timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action 1</td>
<td><strong>Activity 1</strong></td>
<td></td>
<td></td>
<td></td>
<td>30’</td>
</tr>
</tbody>
</table>
| Instruction      | Go sit down, close your eyes. When the trainer says Yes look in the other person his eyes for 4 minutes   | • Communication  
• Meeting another person  
• Connection   | • Respect  
• Listening   |                  |            |
<p>|                  | Reflection on the feelings in group        |               |             |                  |            |
| Reflection       | Watch the video from Amnesty International |               |             |                  |            |
| <a href="https://www.youtube.com/watch?v=nf4-NAqQrn4">https://www.youtube.com/watch?v=nf4-NAqQrn4</a> |               |               |             |                  |            |</p>
<table>
<thead>
<tr>
<th>ASSESSMENT of PRIOR LEARNING</th>
<th>Possible</th>
<th>Not possible yet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Method (if possible)</td>
<td>🗻</td>
<td>🗻</td>
</tr>
</tbody>
</table>

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Sequence P22 / Cycle 1

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

Sequence Title STogether

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

KEY WORDS Confidence – Working together

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

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

Project n° 580247-EPP-1-2016-1-FR-EPPKA3-IP1-SOC-IN
LEARNING CONTEXT

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

SEQUENCING


TRAINERS MATERIALS
Nothing specific

LEARNERS MATERIALS
Nothing specific

KEY COMPETENCES

1 - Social and civic competences

Transversal COMPETENCES

1 - Managing diversity
2 - Autonomy
<table>
<thead>
<tr>
<th>Course Structure</th>
<th>Learners’ activities and tasks to realize</th>
<th>Learning Aims</th>
<th>Competences</th>
<th>Learning context</th>
<th>Sub-timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 1</td>
<td>Activity 1</td>
<td>- Trust the other person</td>
<td>- Respect</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 persons sitting back to back on the floor, arms connected (hook your arms)</td>
<td>- Finding together the solution</td>
<td>- Listening</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Without talking, try to stand up together – back to back</td>
<td>- Don’t give up</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 2</td>
<td>One person, very slowly, takes the other on his back and balance</td>
<td></td>
<td></td>
<td></td>
<td>30’</td>
</tr>
<tr>
<td></td>
<td>Rule: Every person can say stop at any time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ASSESSMENT of PRIOR LEARNING  

Possible □  Not possible yet □

Assessment Method (if possible)

………………………………………………………………………………………………………………………………………………………………………………………………
………………………………………………………………………………………………………………………………………………………………………………………………
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………………………………………………………………………………………………………………………………………………………………………………………………
Sequence P23 / Cycle 1

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

Sequence Title Trust games

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

KEY WORDS Confidence

Learning outcomes
1 - Be aware of the other
2 - Be able to trust the other members of the group
3 - Be aware of your own position in the group
4 - Be able of creating a safe feeling for other people

Room Organization Need some space, can be done outside
LEARNING CONTEXT

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

SEQUENCING


TRAINERS MATERIALS

Nothing specific

LEARNERS MATERIALS

Nothing specific

KEY COMPETENCES

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

Transversal COMPETENCES

1 - Empathy
2 - Teamwork
3 - Taking responsibility
<table>
<thead>
<tr>
<th>Course Structure</th>
<th>Learners' activities and tasks to realize</th>
<th>Learning Aims</th>
<th>Competences</th>
<th>Learning context</th>
<th>Sub-timing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action 1</strong></td>
<td><strong>Activity 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repair the knot</td>
<td>Make with the hole group a circle. Make this circle as small as possible. Close the eyes Grape the hand of someone else Open the eyes Open the circle by unknotting the knot</td>
<td>trust the other members finding together the solution don’t give up</td>
<td>Respect Listening</td>
<td>![Image]</td>
<td>5’</td>
</tr>
<tr>
<td><strong>Action 2</strong></td>
<td><strong>Activity 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inside out</td>
<td>Make a circle. Give everybody a hand. Try to make the circle with the faces on the outside without losing the hand of your neighbour.</td>
<td>discussion making problem solving</td>
<td></td>
<td>![Image]</td>
<td>10’</td>
</tr>
<tr>
<td><strong>Action 3</strong></td>
<td><strong>Activity 3</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Russian egg</td>
<td>Make a circle Stand with your belly to the back of the person in front of you Put your right arm in the middle of the circle When the trainer gives a signal everybody has to sit on the knees of the person behind you When the group can do this, they can try to make some steps</td>
<td>Trust</td>
<td>Respect Patience</td>
<td>![Image]</td>
<td>10’</td>
</tr>
<tr>
<td>Action 4</td>
<td>Activity 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blind person</td>
<td>Whole exercises are in silence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Make a circle</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Give every learner a blindfold</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>After wearing the blindfold, give your neighbours of the circle a hand</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Feel their hands</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Let it go</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Start walking in the room, without an accident</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Concentrate very well so you can feel if somebody is in your space</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>After the walk go stand again in the first circle. Feel the hands of your neighbour, is this the right one? Change if necessary.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trust</td>
<td>- Respect</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Patience</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>20'</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ASSESSMENT of PRIOR LEARNING  Possible ☐  Not possible yet ☐

Assessment Method (if possible)

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Sequence P24 / Cycle 1

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

Sequence Title All together now (drawing)

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

KEY WORDS Creative, Part of a group, Leadership

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

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

LEARNING CONTEXT Individual X Pair work □ Group work X
Less than 5 □ 5-10 X 11-15 □ 16-20 □
Distance learning □ Frontal X Interactive X
SEQUENCING


TRAINERS MATERIAL

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

LEARNERS MATERIAL

Nothing specific

KEY COMPETENCES

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

Transversal COMPETENCES

1 – Networking
2 – Self-reflection
<table>
<thead>
<tr>
<th>Course Structure</th>
<th>Learners’ activities and tasks to realize</th>
<th>Learning Aims</th>
<th>Competences</th>
<th>Learning context</th>
<th>Sub-timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action 1</td>
<td>Activity 1</td>
<td>Feeling comfortable with the other persons next to you</td>
<td>Feeling secure</td>
<td></td>
<td>5’</td>
</tr>
<tr>
<td>Sit on the table</td>
<td>Learners choose a place on the table. The trainer gives a box with crayons, every learner gets a colour. Nobody else can have the same colour. There can only one yellow, blue, red, ...</td>
<td>Choose your colour</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trainer gives everybody a colour (don’t explain anything more)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Action 2</td>
<td>Activity 2</td>
<td>Express yourself by drawing in one colour</td>
<td>Teamwork</td>
<td></td>
<td>10’</td>
</tr>
<tr>
<td>Start to draw</td>
<td>Every learner starts to draw, what they want on the spot right in front of them in the same colour.</td>
<td>Be aware of your own place on the paper</td>
<td>Social skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Respect the place of the other members of the group</td>
<td>Expression</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Action 3</td>
<td>Activity 3</td>
<td>Express yourself by drawing in one colour</td>
<td>Teamwork</td>
<td></td>
<td>25’</td>
</tr>
<tr>
<td>After 10 min the trainer asks to move one chair to the right. Repeat this till everybody sits back on the start position</td>
<td>Learners all move a chair after 10 min and start drawing again on that spot, in his colour</td>
<td>Be aware of your own place on the paper</td>
<td>Social skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Respect the place of the other members of the group</td>
<td>Expression</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Action 4</td>
<td>Activity 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>----------</td>
<td>------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection</td>
<td>Learners look at the whole painting And will sit back on his chair Reflection questions: - how was it to work in one colour? - how was it to draw further on the drawing of your neighbour? - did you create something new or did you add something? - do you see a lot of your own colour in the final drawing? Yes, no and why? - what do you think of the painting? - does it deserve a place on the wall?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflect on your emotions and thoughts</td>
<td>Listen to others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Groups dynamic</td>
<td>Learning to learn</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Empathy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>20’</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ASSESSMENT of PRIOR LEARNING  Possible ☐  Not possible yet ☐

Assessment Method (if possible)
Sequence P25 / Cycle 1

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

Sequence Title My voice

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

KEY WORDS Growing mindset - Strength

Learning outcomes
1 - Be aware of the power you have
2 - Be able to learn to use your voice
3 - Be able to hear to yourself, and others, in to what extent you are in the power.

Room Organization Open space, room, or outside
LEARNING CONTEXT

- Individual: X
- Pair work: 
- Group work: 

Less than 5: 
5-10: 
11-15: 
16-20: 

Distance learning: 
Frontal: X
Interactive: X

SEQUENCING


TRAINERS MATERIAL

Nothing specific

LEARNERS MATERIALS

Nothing specific

KEY COMPETENCES

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

Transversal COMPETENCES

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

Possible □ Not possible yet □

Assessment Method (if possible)
Sequence P26 / Cycle 1

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

Sequence Title Copy your face

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

KEY WORDS Creative – Reflection

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

Room Organization Table and chair for every learner

LEARNING CONTEXT Individual X Pair work X Group work X
Less than 5 □ 5-10 □ 11-15 X 16-20 □
Distance learning □ Frontal X Interactive X
SEQUENCING


TRAINERS MATERIAL

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

LEARNERS MATERIALS

Nothing specific

KEY COMPETENCES

1 - Social and civic competences

Transversal COMPETENCES

1 - Self-reflection  
2 - Creativity  
3 - Managing diversity
NOTES
<table>
<thead>
<tr>
<th>Course Structure</th>
<th>Learners' activities and tasks to realize</th>
<th>Learning Aims</th>
<th>Competences</th>
<th>Learning context</th>
<th>Sub-timing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30’</td>
</tr>
<tr>
<td>Making pairs</td>
<td>Activity 1</td>
<td>Feeling comfortable with the other person</td>
<td>Feeling secure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make the masks</td>
<td>Ask learners to make pairs</td>
<td>Trust the other person</td>
<td>Respect</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Make a plaster mask on the face of the other person. First put some plastic foil on the half of the face (above nose or lateral). Put the plaster on the plastic foil</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Action 2</strong></td>
<td>Activity 2</td>
<td>Express yourself with your feelings and thoughts</td>
<td>Learn to learn</td>
<td></td>
<td>30’</td>
</tr>
<tr>
<td>Decorate the mask</td>
<td>You can work on different themes:</td>
<td>Confrontation with your feelings and thoughts</td>
<td>Reflection</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- I am now and so I am in the future</td>
<td></td>
<td>Expression of emotions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- give your inside a face</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Action 3</strong></td>
<td>Activity 3</td>
<td>Share your feelings and thoughts. Express yourself</td>
<td>Empathy</td>
<td></td>
<td>30’</td>
</tr>
<tr>
<td>Show your mask to the group and explain it</td>
<td>Learners will sit in a big circle</td>
<td></td>
<td>Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The share their thoughts and feelings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>If it’s not secure enough to do this with the whole group, you can do it in pairs / our small groups (4 persons)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ASSESSMENT of PRIOR LEARNING  Possible x  Not possible yet 

Assessment Method (if possible)

How did you experience working with the plaster?
Do the other learners recognize this mask?
Do the other learners understand the decorating of your mask?
Sequence P28 / Cycle 1

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

Sequence Title My portrait

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

KEY WORDS
Diversity - values - prejudices - communication

Learning outcomes 1 - Understanding diversity
2 - Improving communication
3 - Sharing ideas and feeling
4 - Addressing racism and prejudice
Room Organization
Room and chairs for every learner

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

SEQUENCING

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

LEARNERS MATERIALS
Pictures taken by learners / Charts made by learners

KEY COMPETENCES
1 - Digital competence

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

*C If Cameras cannot be used, you should start the activity from here. Ask the learners to create a chart, using the material supplied to represent their culture.*

<table>
<thead>
<tr>
<th>Action 4</th>
<th>Discussion on the charts/photos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 4</td>
<td>Discussing on cultural diversity and unity</td>
</tr>
<tr>
<td>All the pictures a put on the floor, with the group seated in a circle around the pictures. The Trainer asks the group if someone would like to speak about one of their pictures.</td>
<td>All cultures have similarities</td>
</tr>
<tr>
<td>Start the discussion aiming at diversity and unity of cultures. After each individual presents his photo/picture, the others are asked to comment on it. The group is asked what is similar to your culture, what is diverse to your culture?</td>
<td>120’</td>
</tr>
<tr>
<td>At the end the trainer makes a chart on what unites the group.</td>
<td></td>
</tr>
</tbody>
</table>
ASSESSMENT of PRIOR LEARNING  Possible ☐  Not possible yet ☐

Assessment Method (if possible)

.................................................................................................................................................................................................................................................................................................................................................................................................................................................................
Sequence P29 / Cycle 1

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

Sequence Title Once upon the time

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

KEY WORDS
Diversity - values –communication

Learning outcomes
1 - Understanding from where you come from
2 - Improving communication
3 - Creating a story

Room Organization Room and chairs for every learner

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

- Individual  
- Pair work  
- Group work  

Less than 5  
5-10  
11-15  
16-20  

Distance learning  
Frontal  
Interactive  

**SEQUENCING**


**TRAINERS MATERIALS**

Pens and paper for learners to write on  
Story lines

**LEARNERS MATERIALS**

Fables created by the learners

**KEY COMPETENCES**

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

**Transversal COMPETENCES**

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

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

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

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


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

**The Lesson:** There’s a time for work and a time for play! Just because you don’t think something is important right now, doesn’t mean you should ignore it or put it off. It’s okay to have fun, but make sure your work is done before! Always be prepared for what’s ahead!
3. The Dog and the Shadow: Be happy With What You Have.

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

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

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

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

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

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

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

6. The Two Crabs: Lead by Example!

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

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

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

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

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

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

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

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

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

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

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

The Lesson: Persuasion is better than Force. A kind, gentle manner like the Sun is always better than cold threats and force. So, if you ever need something from someone, it is best to be kind and humble over yelling at them. As you might find, that they will respond better.
11. The Lion and the Mouse: No act of kindness is Ever Wasted.

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

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

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

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

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

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

Let us take the fable of The Hare and the Tortoise

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

*False confidence often leads to disaster.*

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

So here is how this story could develop…

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

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

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

Our theme or message rises clear and simple out of our fable: False confidence often leads to disaster.
ASSESSMENT of PRIOR LEARNING  Possible      Not possible yet

Assessment Method (if possible)

..................................................................................................................................................

..................................................................................................................................................

..................................................................................................................................................
Sequence P30 / Cycle 1

AREA
Psychology

SUBJECT
Resilience

Type of Activity
Film with reflexion exercise

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

Sequence Title
Growing stronger in adversity

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

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

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

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

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

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

SEQUENCING


TRAINERS MATERIALS

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

LEARNERS MATERIALS

Dictionaries, computers, expendable material

KEY COMPETENCES

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

Transversal COMPETENCES

1 - Teamwork
2 - Resource planning and management
3 - Self-reflection
4 - Critical thinking
NOTES
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<th>Course Structure</th>
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</thead>
<tbody>
<tr>
<td><strong>Action 1</strong></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
| Concept of resilience from own personal experience | Activity 1
Learners must think of a hard personal situation they went through in the past and how they faced it.
Activity 2
Learners present their experiences to the rest. | Understanding the concept of resilience from personal experiences. | Communication in L1
Learning to learn
Self-reflection |                  | 60’         |
| **Action 2**                        |                                                                                                           |                                                                                |                                                                              |                  |            |
| Definition of resilience            | Activity 3
Learners search for information on the concept of resilience with the aim of getting to an agreed definition. | Defining resilience | Communication in L1
Digital competence |                  | 30’         |
| **Action 3**                        |                                                                                                           |                                                                                |                                                                              |                  |            |
| Learning about well-known resilient people | Activity 4
Taking Rigoberta Menchú as an example, learners look for resilient people and why they are considered so.
Activity 5
In pairs, learners choose one of the examples of resilient people from Activity 4 (Annex 1 attached) to make an oral presentation on his/her life. | Looking for information about well-known resilient people | Learning to learn
Resource planning and management
Teamwork |                  | 90’         |
<table>
<thead>
<tr>
<th>Action 4</th>
<th>Activity 6</th>
<th>Activity 7</th>
<th>Activity 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection of a film dealing with the topic « resilience »</td>
<td>Learners vote for a film out of a list (Annex 2 attached)</td>
<td>Learners watch the film they voted for.</td>
<td>Videoforum</td>
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<td></td>
<td></td>
<td>Recognising the value of overcoming in the characters of the film.</td>
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<td></td>
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<td>Appreciating the values of the film in a critical way</td>
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<td></td>
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<td>Social and civic competence</td>
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<td>Cultural awareness and expression</td>
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<td></td>
<td></td>
<td>Critical thinking</td>
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<td>180’</td>
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</table>
ANNEX 1: CHOICE OF RESILIENT PEOPLE

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

ANNEX 2: CHOICE OF FILMS WITH RESILIENT CHARACTERS PLAYING

4. La vida es bella (La vita è bella) https://www.imdb.com/title/tt0118799/
9. 100 metros (100 metres) https://en.wikipedia.org/wiki/100_Meters
ASSESSMENT of PRIOR LEARNING

Possible  X  Not possible yet  

Assessment Method (if possible)

- Learners participation in activities.
- Oral presentation of well-known people.
- Critical assessment in Videoforum.
Sequence P31 / Cycle 1

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

Sequence Title LEARN TO COPE WITH ANGER

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

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

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

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


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

LEARNERS MATERIALS  A piece of paper, pencils  

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

Transversal COMPETENCES  
1 - Teamwork  
2 - Resource planning and management  
3 – Self-reflection  
4 - Critical thinking
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<th>Sub-timing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action 1</strong></td>
<td>Activity 1: Ask the Learners what they understand the term of “Anger” and writes the definitions on the board. The trainer asks some questions as in the followings; When do you get angry? What do you think of when you are angry? What do you feel when you are angry? How do you Express your anger? How do you control your anger? Who makes you angry most? Activity 2: The trainer wants the Learners to talk with their partners and share what they know about the term. He/She asks them to write their definitions on a piece of paper. The trainer writes the definitions of the volunteers on the board.</td>
<td>Learners will be able to recognizes the concept of anger.</td>
<td>Learning to learn Communication Self-reflection Teamwork</td>
<td>15-30min</td>
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<td><strong>Action 2</strong></td>
<td>Activity 3: The trainer makes a powerpoint presentation about the definition and the concept of “Conflict”. After the presentation, the trainer may ask questions as in the following; What are the common reactions you give to the conflicts?</td>
<td>Learners will be able to know the concept of conflict.</td>
<td>Conflict management Taking responsibility</td>
<td>45-60 min</td>
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</table>
### Action 3

**Activity 4**

A visualization activity is done to make the Learners perceive the conflict.

**Activity Instruction:**
Now close your eyes and imagine a conflict that you have experienced with a close friend. Who did you have conflict with? (Wait for a few minutes) ... What was the matter/problem? (Wait for a few minutes) Where were you? (Wait for a few minutes) Remember the time (Wait for a few minutes) What did you say? (Wait for a few minutes) What did your friend say? (Wait for a few minutes) How did you solve the problem/conflict? (Wait for a few minutes) ...

After the visualization activity, ask the Learners to draw a picture of their emotions, opinions at the time of their conflict memory. Ask the Learners work in pairs and share the emotions and opinions of them with each other.

**Learners will be able to recognize the concept of conflict.**

**Flexibility**

**Critical thinking**

**Teamwork**

60 min
<table>
<thead>
<tr>
<th>Action 4</th>
<th>Activity 5</th>
<th>The trainer asks the volunteers to tell one of their experiences that they have lived through caused by anger and tell the end (what has happened? How did they cope with the problems that they have encountered because of the anger situation?) of their experience.</th>
<th>Learners will be able to know that anger is a natural emotion that can be experienced sometime.</th>
<th>Cultural awareness and expression Critical thinking Assessing competence and competence development Autonomy</th>
<th>30 min</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action 5</td>
<td>Activity 6</td>
<td>The trainer makes a power point presentation for the relationship strategies for conflict resolutions. The trainer helps the Learners recognize the mostly used strategies that they use. He/ She applies the scale that has been created by Johnson &amp; Johnson (2008).</td>
<td>Learners will be able to use the strategies to cope with anger.</td>
<td>Evaluating &amp; Reflecting Self-reflection Planning and organizing one’s learning</td>
<td>60-90 min</td>
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<tr>
<td>Action 6</td>
<td>Activity 7</td>
<td>The trainer reads a story (The story of Indian master and apprentice) to the Learners to make them recognize the effects of conflict on them.</td>
<td>Learners will be able to know the physical and intellectual effects of anger and describe them.</td>
<td>Cultural awareness and expression Evaluating &amp; Reflecting Self-reflection Planning and organizing one’s learning Autonomy</td>
<td>60-90 min</td>
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<tr>
<td>Action 7</td>
<td>Activity 8</td>
<td>Activity 9</td>
<td>Action 10</td>
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<tr>
<td>The trainer hands out a questionnaire to the Learners. (The Changes in Your Body When You Get Angry)</td>
<td>Learners will be able to use the strategies to cope with anger.</td>
<td>Learn to learn Flexibility Conflict management Taking responsibility</td>
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<tr>
<td>Learners will be able to know the physical and intellectual effects of anger and describe them. Learners will be able to realize that anger is a manageable emotion. Learners will be able to know that anger is a natural emotion that can be experienced sometime. Learners will be able to express anger in appropriate way. Learners will be able to use the strategies to cope with anger.</td>
<td>Planning and organizing one’s learning Problem solving Critical thinking Creativity</td>
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<tr>
<td>Activity 9</td>
<td>The trainer teaches a relaxation technique to the Learners.</td>
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<tr>
<td>Activity 10</td>
<td>The trainer gives a message to the Learners for recognizing their own anger management strategies and the ways to overcome the anger. He/She asks them to share the strategies that they have used and found useful with his mates. For instance, not talking about the stressful situation, sharing the problems with the friends, sleeping, doing sports, etc. Find the ones which are really useful and replace the useless ones with a new technique.</td>
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<td>60-90 min</td>
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</tbody>
</table>
The Anger Questionnaire

<table>
<thead>
<tr>
<th>Event</th>
<th>How do you express your anger, what will be your attitude?</th>
</tr>
</thead>
<tbody>
<tr>
<td>While you are talking, someone interrupts you and starts talking about himself/herself. You get angry;</td>
<td>..................................................................................................................</td>
</tr>
<tr>
<td>While you are walking through the corridor, someone hits you. What is in your hand spreads on the floor, you get angry:</td>
<td>..................................................................................................................</td>
</tr>
<tr>
<td>You are in the queue waiting at the canteen. One person comes and takes your turn. You get angry;</td>
<td>..................................................................................................................</td>
</tr>
<tr>
<td>Write a sample of an event which has made you angry.</td>
<td>..................................................................................................................</td>
</tr>
<tr>
<td>How do you express your anger, what will be your attitude?</td>
<td>..................................................................................................................</td>
</tr>
</tbody>
</table>
The Changes in Your Body When You Get Angry

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

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

(  ) Shaking
(  ) Breathing fast
(  ) The increase in the hearth beat
(  ) Palm sweating
(  ) Fainting
(  ) Nausea
(  ) Vomiting
(  ) Abdominal pain
(  ) Sweating
() Not hearing or understanding what is told
()
()
()
()
()
()
()

(Add the feelings and symptoms that you have experienced at the time of the conflict.)
ACTION 6
The story of Indian master and apprentice
An Indian master was fed up with his apprentice’s complaining all the time. One day, he sent the apprentice to get some salt. When the unhappy apprentice returned, the old master asked him to put the salt in a glass full of water and drink the mixture. The apprentice did what is ordered but spilled the mixture once he drank. The master asked “How does it taste?” and in return he replied angrily.

The old master took the man out holding his arm and giggling. He took the apprentice to the lakeside which was very near and asked him to put a handful of salt into the lake and drink it. The apprentice did what is ordered again and drank the water. The old master asked the same question; “How does it taste?”. He told that the water tasted refreshing. “Did you taste the salt this time?” asked the old man. He replied “No”. After this answer, he sat by his apprentice and told him;
“The problems in life are like salt, it is neither too much nor too less. The amount is always the same. The amount of the misery is the same all the time. The misery you feel depends on the container you put it in. The thing you must do is to change your perception of the container. So, leave to be a glass, choose to be a lake.

ACTION 7: Exercise samples for anger management

1- Controlled Deep Breathing and Muscle Relaxation

- Your breathing rate and heart rate both increase when you become emotionally aroused. You can learn to reverse these increases by deliberately slowing your breathing and/or systematically relaxing your tense muscles. Relaxing in this manner will help you to maintain control.
- You may find yourself breathing quick, shallow breaths when you are upset. Allowing this shallow chest-only breathing to continue will only exacerbate your anger. Instead, take action to redirect your breathing and relax your muscles so that you will calm down. Set aside at least 15 minutes in which to do this exercise. Less time than this will not likely be beneficial!
2- Slow Breathing
1. **Start your relaxation efforts by taking several slow and deep breaths in a row, each time taking care to exhale for twice as long as you inhale.**
2. **Count slowly to four as you breathe in, and then breathe out slowly as you count to eight.**
   - As you do this, notice where the air in your lungs is going. Open your lungs and breath deeply across the lung’s full range.
   - Your breath should enter your belly first, then your chest, and finally your upper chest just below your shoulders.
   - Feel your ribs expand as your lungs expand.
   - Pay attention to how your ribs return to their original location as you exhale completely.
   - Continue this breathing pattern for several minutes, returning immediately to normal breathing if at any time you feel odd or out of breath.

3- Progressive Muscle Relaxation
If relaxation techniques alone don’t work, try the opposite –

1. Tighten and tense the stressed muscles for a slow count of ten and then release them. Be sure to release your tightened muscles immediately if you feel any pain!
2. Move from one muscle group to the next until you have treated each section of your body to a cycle of tension and release.
   - With a little practice, you can work your way down your entire body in a few minutes. Tensing and then relaxing your muscles can sometimes help you to achieve a better quality relaxation than relaxation alone.
ASSESSMENT of PRIOR LEARNING  Possible □  Not possible yet □

Assessment Method (if possible)

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Sequence P36 / Cycle 1

AREA
Psychology

SUBJECT
Family ties and Parenthood

Type of Activity
Clinical therapy - Individual sessions (face to face) & groupwork

With crossed disciplines
Mental health, psycho-social development

Sequence Title
Deconstruction and identity reconstruction (Cycle 1)

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

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

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

Room Organization
Presence of clinical psychologist
during individual sessions: two chairs and a table
during collective workshops: chairs without a table
<table>
<thead>
<tr>
<th>LEARNING CONTEXT</th>
<th>Personal</th>
<th>Individual</th>
<th>Pair work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group work</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 5</td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>5-10</td>
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<td>10+</td>
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<tr>
<td>Distance learning</td>
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<tr>
<td>Frontal</td>
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<td></td>
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<tr>
<td>Interactive</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

|------------------|-----------------------------------------------|

<table>
<thead>
<tr>
<th>TRAINERS MATERIALS</th>
<th>Pencils, colored pencil, papers and paperboard</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>LEARNERS MATERIALS</th>
<th>Pencils, colored pencils, papers writing book</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>KEY COMPETENCES</th>
<th>1 - Learning to learn</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 - Cultural awareness and expression</td>
</tr>
<tr>
<td></td>
<td>3 - Social and civic competences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transversal COMPETENCES</th>
<th>1 - Self-reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 - Critical thinking</td>
</tr>
<tr>
<td></td>
<td>3 - Assessing competence and competence development</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Course Structure</th>
<th>Learners’ activities and tasks to realize</th>
<th>Learning Aims</th>
<th>Competences</th>
<th>Learning context</th>
<th>Sub-timing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action 1: Week 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual interview: Individual, family, social, professional, health and religious Example of a non-exhaustive interview frame:</td>
<td>Activity 1 Carry out an individual interview of anamnesis and presentation with the psychologist. Answer the questions asked.</td>
<td>Data and Identification of personal history Deconstruction and individual reconstruction Establish a relationship of trust with the psychologist</td>
<td>Self- reflection</td>
<td>Personnalized Meeting between psychologist and the person (face to face)</td>
<td>1h</td>
</tr>
<tr>
<td><strong>Individual:</strong> Who is he? Where is he from? The different places of life His motto of life...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Family:</strong> Marital status: Children? (Number, ages, sexes)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Original family situation:</strong> its composition</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>School and / or professional path</strong> (success, difficulty, exclusion from school, change ...)</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Social situation</strong> (friends)...</td>
<td></td>
<td></td>
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<tr>
<td><strong>Leisure</strong> (type, quality, frequency, locations)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objects, privileged places</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual values</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
### Action 2: Week 1

Individual interview of anamnesis continuation and end in the field of health:

**Specific pains** (type, location, duration) Injuries, operations, accidents…

**Sleep** (frequency, duration, treatment)

**Food** (frequency, duration, treatment)

**Taking treatment**, psychotropic drugs, tobacco, alcohol, drugs? games of chance? gambling?

**Sexuality?**

**Mood?** sad? stress? suicidal idea?

**Special situation, trauma, ...:** History of abuse, abuse, neglect ...

**Religious domain:**
Beliefs, Ideology

#### Activity 2

Carry out an individual interview of anamnesis and presentation with the psychologist. Answer the questions asked.

#### Data and Identification of personal history

Deconstruction and individual reconstruction

Establish a relationship of trust with the psychologist

#### Self-reflection

- **Personalized**
  - Meeting between psychologist and the person (face to face)

1h30
### Action 3: Week 2

**Self-image: integration of life cycles**

Realization of the Chronological line for each year of life (from year 1 to the actual age of the person) By year of life: ask to name two positive events and two negative events experienced and felt by the person.

Write them down and help the learner to express his emotions, his experience in the face of these events. Help in the construction of the learner's chronological line and exchange on each important event, exploration of the data with the learner and what he would have liked to say or do at the time of each event.

**Activity 3**

- **Realize the construction of his chronological line with the help of the psychologist**
- **Self-reflection on events experienced as important for each year of his life and what it caused to the learner (emotions, feelings ...)**

**Work on the deconstruction, reconstruction of the life course and emotional charges**

Put back the issue of time for the learner.

**Self-reflection**

- Personalized
- Meeting between psychologist and the person (face to face)

1h00

### Action 4: Week 2

**Workshop on "the journalist's game"**

Create a group of learners and ask them to work in pairs. In each pair, each learner will have to interview the other to better know him and then present him to the rest of the group and vice versa. The instruction is the same for each pair.

**Activity 4**

- **Workshop where each learner will play the role of the journalist or the interviewee in order to be known or to know the other for a presentation to the rest of the group.**

**Learners get to know each other better**

- Work on relationships between learners.
- Preparation for future group activities.

**Team working**

- Development and recognition of the other
- Communication

- Collective
- Group work

1h30

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<table>
<thead>
<tr>
<th>Action 5: Week 3</th>
<th>Activity 5</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-image: integration of life cycles</td>
<td>Continuation and end of the realization of the chronological line for each year of life (from 1 year to the actual age of the person) By year of life: ask to name two positive events and two negative events experienced and felt by the person. Write them down and help the learner to express his emotions, his experience in the face of these events. Help in the construction of the learner's chronological line and exchange on each important event, exploration of the data with the learner and what he would have liked to say or do at the time of each event.</td>
<td>Self-reflection on events experienced as important for each year of his life and what it caused to the learner (emotions, feelings ...). Reconstruction of the life course and emotional charges. Put back the issue of time for the learner.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity 6</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening and exchange of the learner around the return of the psychologist on the elements of his chronological line.</td>
<td>Becoming aware of one's story of one's child self and one's adult self-make the alliance between the child ego and the adult oneself.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Self-reflection</th>
<th>1h00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personalized</td>
<td>Meeting between psychologist and the person (face to face)</td>
<td></td>
</tr>
</tbody>
</table>
### Action 7: Week 4

To animate a group of words around the theme of ideology, aimed at deconstruction of the notions, interpretations and founding narratives of extremists (identification of ideological radicalizations)

<table>
<thead>
<tr>
<th>Activity 7</th>
<th>Vision of the ideology of the learners and aim of deconstruction between the learners of the notions, interpretations, and founding narratives of the extremists</th>
<th>Critical thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exchanges and expressions between learners about what ideology represents for them</td>
<td></td>
<td>Collective Group work Numbers (5 à 10)</td>
</tr>
</tbody>
</table>

### Action 8: Week 4

Interview between the psychologist and the learner Summary of the first week: his feelings, his achievements

<table>
<thead>
<tr>
<th>Activity 8</th>
<th>Perception of the learner around the activities carried out Synthesis to prepare for the second sequence</th>
<th>Learning to lean Assessing competence and competence development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exchanges, reflection around these first 7 activities</td>
<td></td>
<td>Personalized</td>
</tr>
</tbody>
</table>

Sub timing:
- Action 7: 1h30
- Action 8: 1h00
ASSESSMENT of PRIOR LEARNING  Possible □  Not possible yet □

Assessment Method (if possible) 

..........................................................................................................................................................................................................................................................................................................................
Sequence S1 / Cycle 1

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

Sequence Title        Core Quadrants (Daniel Ofman)

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

You can find a short but solid explanation in next links
https://www.youtube.com/watch?v=gFxr8GBiEoI
https://www.youtube.com/watch?v=mtRgHQjun0Q

Learning outcomes
1 - Be able to reflect about my talents
2 - Be able to reflect about my pitfalls
3 - Be able to discuss about these and be open to give and receive feedback
Room Organization  
Tables in U

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

SEQUENCING  

TRAINERS MATERIALS  
Scheme of core quadrants, Deck of cards (if available)  
list of examples of core quadrants

LEARNERS MATERIALS  
Nothing specific

KEY COMPETENCES  
1 - Social and civic competences

Transversal COMPETENCES  
1 - Self-reflection  
2 - Communication  
3 - Conflict management
<table>
<thead>
<tr>
<th>Course Structure</th>
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<th>Competences</th>
<th>Learning context</th>
<th>Sub-timing</th>
</tr>
</thead>
</table>
| Action 1 | Activity 1  
Trainer explains the core quadrants methodology (cf. film Ofman) and gives examples  
Activity 2  
Learners try to create one or more core quadrants for their one and explain those to the group  
Activity 3  
Learners try to create a double core quadrant for himself and another group member, starting from allergy/pitfall link (ex. my allergy can be your pitfall...) | • To find the balance between the core quality and the challenge through which personal growth is achieved.  
• The person also aware of the pitfalls and able to avoid conflict situations (allergy) | • Self-reflection  
• Communication  
• Conflict management | | 10’ |
<p>|  |  |  |  | | 50’ |
|  |  |  |  | | 60’ |</p>
<table>
<thead>
<tr>
<th>Core Quality</th>
<th>Pitfall</th>
<th>Challenge</th>
<th>Allergy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decisiveness</td>
<td>Nagging</td>
<td>Patience</td>
<td>Passivity</td>
</tr>
<tr>
<td>Helpfulness</td>
<td>Meddlesomeness</td>
<td>Independence</td>
<td>Detachment</td>
</tr>
<tr>
<td>Helpful</td>
<td>Meddlesome</td>
<td>Let loose</td>
<td>Careless</td>
</tr>
<tr>
<td>Power of moderation</td>
<td>Frivolousness</td>
<td>Seriousness</td>
<td>Melancholy</td>
</tr>
<tr>
<td>Spontaneity</td>
<td>Fickleness</td>
<td>Consistency</td>
<td>Frankness</td>
</tr>
<tr>
<td>Flexibility</td>
<td>Turncoat</td>
<td>Steadfastness</td>
<td>Inflexibility</td>
</tr>
<tr>
<td>Flexibility</td>
<td>Inconstant</td>
<td>Organized</td>
<td>Rigid</td>
</tr>
<tr>
<td>Accuracy</td>
<td>Over-fastidiousness</td>
<td>Creativity</td>
<td>Confusion</td>
</tr>
<tr>
<td>Clearly</td>
<td>Remote</td>
<td>Empathetic</td>
<td>Slimy</td>
</tr>
<tr>
<td>Daring</td>
<td>Recklessness</td>
<td>Carefulness</td>
<td>Inhibition</td>
</tr>
<tr>
<td>Modest</td>
<td>Passive</td>
<td>Initiative</td>
<td>Obstrusive</td>
</tr>
<tr>
<td>Courage</td>
<td>Reckless</td>
<td>Thoughtful</td>
<td>Doubtful</td>
</tr>
<tr>
<td>Empathic</td>
<td>Sentimental</td>
<td>Observing</td>
<td>Remote</td>
</tr>
<tr>
<td>Reflective</td>
<td>Aloofness</td>
<td>Empathy</td>
<td>Sentimental</td>
</tr>
<tr>
<td>Profiling</td>
<td>Arrogant</td>
<td>Modest</td>
<td>Invisible</td>
</tr>
</tbody>
</table>
ASSESSMENT of PRIOR LEARNING  Possible  Not possible yet

Assessment Method (if possible)

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NOTES
Sequence S2 / Cycle 1

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

Sequence Title: Orient express

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

KEY WORDS: Group dynamics – values - prejudices

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

Room Organization: Room and chairs for every learner
LEARNING CONTEXT

<table>
<thead>
<tr>
<th>Individual</th>
<th>Pair work</th>
<th>Group work</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>X</td>
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</table>

<table>
<thead>
<tr>
<th>Less than 5</th>
<th>5-10</th>
<th>11-15</th>
<th>16-20</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Distance learning | Frontal | Interactive |
<table>
<thead>
<tr>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

SEQUENCING


TRAINERS MATERIAL

Scenario

LEARNERS MATERIALS

Scenario

KEY COMPETENCES

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

Transversal COMPETENCES

1 - Communication
2 - Self-reflection
3 - Conflict management
<table>
<thead>
<tr>
<th>Course Structure</th>
<th>Learners’ activities and tasks to realize</th>
<th>Learning Aims</th>
<th>Competences</th>
<th>Learning context</th>
<th>Sub-timing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action 1</strong></td>
<td><strong>Activity 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tell the learners they will go on a world trip. They start the trip with a train ride of 12 days. In the coupé is still place for 3 people but there are standing 12 persons on the platform</td>
<td>- Discuss and communicate about the difference of values and prejudices people have</td>
<td>- Respect for the values and prejudices of all learners</td>
<td>- Social skills</td>
<td>5’</td>
</tr>
<tr>
<td></td>
<td>Decide in your group who can enjoy your coupé.</td>
<td>- Make a group decision</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2/ Groups of 4 to 5 learners Who are you taking with you? What are the different opinions in the group?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td><strong>Activity 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussing in the groups</td>
<td>- Reflection on the process</td>
<td>- Communication</td>
<td>- Social skills</td>
<td>25’</td>
</tr>
<tr>
<td></td>
<td>Did you get a quick consensus? Why? Which persons give the biggest discussion? What is the different between the small groups?</td>
<td></td>
<td>- Learn to learn</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Description of the 12 persons waiting at the platform.

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

Assessment Method (if possible)
Sequence S3 / Cycle 1

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

Sequence Title Do you see what I see?

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

KEY WORDS Group dynamics – values - prejudices

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

Room Organization Room and chairs for every learner
LEARNING CONTEXT  
Individual  X  Pair work  X  Group work  X  
Less than 5 □  5-10 □  11-15  X  16-20 □  
Distance learning □  Frontal  X  Interactive  X  

SEQUENCING  

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

LEARNERS MATERIALS  
Nothing specific  

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

Transversal COMPETENCES  
1 - Communication  
2 - Self-reflection  

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<tbody>
<tr>
<td>Action 1</td>
<td>Activity 1</td>
<td>- Listening to the assignment</td>
<td>- Learn to learn</td>
<td></td>
<td>15’</td>
</tr>
<tr>
<td>Making groups</td>
<td>Learners are divided into groups of approximately 4 people. Each group gets some photos</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding the exercise</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 2</td>
<td>Activity 2</td>
<td>- Putting the assignment to practice</td>
<td>- Working in silence</td>
<td>- Respect</td>
<td>15’</td>
</tr>
<tr>
<td>Making groups</td>
<td>The learners of each group individually view the photo they have received. On their sheet, they answer the 3 questions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doing the individual exercise</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 3</td>
<td>Activity 3</td>
<td>- Taking about prejudices</td>
<td>- Empathy, Respect</td>
<td>- Listening to each other</td>
<td>10’</td>
</tr>
<tr>
<td>Discussion in small groups</td>
<td>Learners has to realize that</td>
<td>- Dealing with prejudices</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- everyone observes and interprets from his own frame of reference</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- each frame of reference has his value</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- we give value judgment quickly from our own frame of reference</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Action 4</td>
<td>Activity 4</td>
<td>- Taking about your own prejudices</td>
<td>- Respect</td>
<td></td>
<td>10’</td>
</tr>
<tr>
<td>Making groups</td>
<td>Decide of all members of the group: 3 people you take with you on the train</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Action 5</th>
<th>Activity 5</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussing in small groups</td>
<td>Learners reading the true story behind the picture.</td>
<td>- Recognize their own frame of reference - Social skills - Learn to learn</td>
</tr>
</tbody>
</table>
Filling out form

<table>
<thead>
<tr>
<th>What do you see in the picture?</th>
<th>Which feeling does the picture give you? How do you interpret this?</th>
<th>Where do the interpretations come from?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Just a teenage girl sitting on a terrace with sneakers on her feet. The stockings are the shadow of the table ...
Aimee Mullins (born July 20, 1975) is an American athlete, actress, and fashion model who first became famous for her athletic accomplishments. She was born with a medical condition that resulted in the amputation of both of her lower legs. Mullins was born with fibular hemimelia (missing fibula bones) and as a result, had both of her legs amputated below the knee when she was one year old. A graduate of Parkland High School in Allentown and Georgetown University in Washington, D.C., she took up sports and acting at an early age.


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

"The Million Man March took place on October 16, 1995 in Washington DC on and around the National Mall. African-American men from all over the US gathered to address the issues that arose in their endangered community. plane, bus, train, car and foot. It was a call to the world. Action needed to make our world a better place. They gathered to reject the negativity that drives us apart. " - Eli Reed
A group of Moroccan Dutch visited Kamp Westerbork in May 2005 and listened to the story of a camp survivor.
In England there was lifting over a photo that had placed the Daily Mirror on the front page with a story about poverty in England. Tears were also seen with this girl. But soon it became clear that she was not poor at all. The photo was made four and a half years ago and the girl was sad because she lost a rainworm she’d found that day.
It’s a photo that I wish didn’t exist but now that it does I want everyone to see it. What started as an opportunity to photograph a cute little sea horse turned into one of frustration and sadness as the incoming tide brought with it countless pieces of trash and sewage. This sea horse drifts long with the trash day in and day out as it rides the currents that flow along the Indonesian archipelago. This photo serves as an allegory for the current and future state of our oceans. What sort of future are we creating? How can your actions shape our planet? Thanks to @eyosexpeditions for getting me there and to @nhm_wpy and @sea_legacy for getting this photo in front of as many eyes as possible. Go to @sea_legacy to see how you can make a difference. #plastic #seahorse #wpys #wildlifephotography #conservation @nhm_wpy @noaadebris #switchthestick
12 SEPTEMBER
Bonnie is a 39-year-old mother of three children, and also a sex worker. I began to photograph Bonnie during my last semester at the Danish School of Media and Journalism. Bonnie always dreamed to tell her story and show people that she is more than "just a whore." She is primarily a human being, and above all a mother who would do everything for her children.
The girls from Malawa

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

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

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

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

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

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

Pipes: "Sally Mann I discovered in Portugal a few years ago. This photo from the Immediate Family series shows her 10-year-old daughter with a chocolate cigarette. What matters to me in this photo is about the essence of photography. Namely to capture that one moment. With this image, Sally Mann managed to capture both her youth's youthfulness and adulthood. Both the uncertainty about what will come and the determination to advance there are both contained in this image. Of a motherly beauty!"
ASSESSMENT of PRIOR LEARNING  Possible  Not possible yet

Assessment Method (if possible)

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Sequence S5 / Cycle 1

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

Sequence Title Burn down!

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

KEY WORDS Feedback – empathy – social skills – communication

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

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

Individual  □  Pair work  ✗  Group work  ✗

Less than 5  □  5-10  □  11-15  ✗  16-20  □

Distance learning □  Frontal  ✗  Interactive  ✗

SEQUENCING


TRAINERS MATERIAL

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

Writing board with pencils

LEARNERS MATERIALS

Censorship list

KEY COMPETENCES

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

Transversal COMPETENCES

1 - Communication
2 - Self-reflection
3 - Empathy
<table>
<thead>
<tr>
<th>Course Structure</th>
<th>Learners’ activities and tasks to realize</th>
<th>Learning Aims</th>
<th>Competences</th>
<th>Learning context</th>
<th>Sub-timing</th>
</tr>
</thead>
</table>
| **Action 1**                     | Activity 1  
Making groups of three  
Ask learners to make groups of three people who know each other less | - Listening to the assignment  
- Learn to learn | 5’ | ![Image](image1.png) | 5’ |
| **Action 2**                     | Activity 2  
Understanding the exercise  
Everyone group gets a situation from the censorship list.  
Each member will be given negative feedback to the other members for 2 minutes.  
Go standing on a quit place so you can yell and shout to each other | - Listening to the assignment  
- Putting the assignment to practice | - Learn to learn | ![Image](image2.png) | 5’ |
| **Action 3**                     | Activity 3  
Doing the exercise  
Choose who start the first 2 minutes, the second and third  
Read the situation  
Start! | - Adapting into the role  
- Give negative feedback | - Social skill  
- Communication | ![Image](image3.png) | 10’ |
| **Action 4**                     | Activity 4  
Discussing the effect of this behaviour in subgroups  
The learners discuss in subgroups in the classroom what the effect of this behaviour is, both on the transmitter and on the receiver.  
A second point of discussion is to ask: "What's in particular, in content or design of the accusations, worsens the connection between the sender and receiver the most’’? | - Express your own thoughts and feelings  
- Being able to reflect about feelings and reactions | - Communication  
- Self-expression of emotions  
- Respect | ![Image](image4.png) | 10’ |

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<table>
<thead>
<tr>
<th>Action 5</th>
<th>Activity 5</th>
<th>Activity 6</th>
<th>Activity 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plenary exchange of the subgroup discussion</td>
<td>The trainer notes on the board what matters, both in terms of content and shape, shame the most indigestible. This list is the description of the good feedback for the following exercise.</td>
<td>Doing the exercise again, but take into account the feelings discussed during reflection. Take the previous situation from the censorship list. Each member will be given positive feedback to the other members for 2 minutes. Go standing on a quit place so you can speak to disturb the others.</td>
<td>The learners discuss in subgroups in the classroom what the effect of this behaviour is, both on the transmitter and on the receiver. A second point of discussion is the Ask: &quot;What's in particular, in content or design of the accusations, improve the connection between the sender and receiver the most?</td>
</tr>
<tr>
<td>- Express your own thoughts and feelings</td>
<td>- Listening to the assignment</td>
<td>- Express your own thoughts and feelings</td>
<td></td>
</tr>
<tr>
<td>- Being able to reflect about feelings and reactions</td>
<td>- Putting the assignment to practice</td>
<td>- Being able to reflect about feelings and reactions</td>
<td></td>
</tr>
<tr>
<td>- Communication</td>
<td>- Give positive feedback</td>
<td>- Communication</td>
<td></td>
</tr>
<tr>
<td>- Social skills</td>
<td>- Social communication</td>
<td>- Self-reflection</td>
<td></td>
</tr>
<tr>
<td>- Respect</td>
<td>- Listen to each other</td>
<td>- Self-expression of emotions</td>
<td></td>
</tr>
<tr>
<td>- Expression of emotions</td>
<td>- Learn to learn</td>
<td>- Respect</td>
<td></td>
</tr>
<tr>
<td>- Social skills</td>
<td></td>
<td>- Social skills</td>
<td></td>
</tr>
<tr>
<td>10’</td>
<td>10’</td>
<td>10’</td>
<td></td>
</tr>
</tbody>
</table>
Censorship list

- The other has borrowed your car and put the car very dirty at your front door. Also, the tank is empty and there is a new scratch on the doorman.

- The other has fooled you in a meeting by noting that you apparently did not read the pieces because you otherwise are not asked that stupid questions.

- The other person was hit hard against you because he did not see you. You were making coffee. So the coffee what you had in your hand splashed on your clothes. Instead of helping you, said the other one: "Can’t you not look out!"

- The other has been waiting for you one and a half hours in the rain.

- The other has borrowed a book from you and it is dazzled and full of spots when it returned.

- The other has wrongly caused the impression at your joint boss that he has been done the job. Actually, you've done the most part of the job.
ASSESSMENT of PRIOR LEARNING  Possible x  Not possible yet

Assessment Method (if possible)

The trainer can watch on formulations like:
I noticed that ...
I did not know that ...
I felt that ...
The trainer saves these observations for other exercises or individual training moments. The trainers note it in the files of the learners.
Sequence S7 / Cycle 1

AREA Social
SUBJECT Equity
Type of Activity Information searching, debate, videos viewing, brainstorming, text writing, wallchart on Values Corner
With crossed disciplines Education in Values and Education for Peace

Sequence Title No to Inequity

ABSTRACT
According to the Declaration of Human Rights:
« All human beings are born free and equal in dignity and rights and, endowed with reason and conscience, must behave fraternally towards each other. Every person has all the rights and freedoms proclaimed in this Declaration, without distinction of race, color, sex, language, religion, political opinion or any other, national or social origin, economic position, birth or any other condition ».
Through this sequence learners will find a way to become more responsible and tolerant people, which can help avoid the risk of radicalisation.

KEY WORDS Values, equity, empathy, reflection, respect

Learning outcomes
1 - Be able to reflect before different situations of inequality
2 - Be able to learn to put yourself in the other’s place
3 - Be able to respect others
4 - Be able to value what you have

Room Organization Sitting at tables in groups, sitting in U-shape, Trainer among learners
LEARNING CONTEXT

Individually: X
Pair work: 
Group work: X

Less than 5: X
5-10: X
10+: 

Distance learning: 
Frontal: X
Interactive: X

SEQUENCING


TRAINERS MATERIALS

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

LEARNERS MATERIALS

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

KEY COMPETENCES

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

Transversal COMPETENCES

1 – Teamwork
2 – Critical thinking
3 – Self-reflection
4 – Autonomy
<table>
<thead>
<tr>
<th>Course Structure</th>
<th>Learners’ activities and tasks to realize</th>
<th>Learning Aims</th>
<th>Competences</th>
<th>Learning context</th>
<th>Sub-timing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action 1</strong>&lt;br&gt;BRAINSTORMING</td>
<td>Activity 1&lt;br&gt;Trainer starts a brainstorming on what the learners understand by « equity ».</td>
<td>+ To create a positive atmosphere before the activity.</td>
<td>+ Social and civic skills + Linguistic communication + Critical thinking + Self-reflection + Personal autonomy</td>
<td></td>
<td>+ 15 minutes</td>
</tr>
<tr>
<td><strong>Action 2</strong>&lt;br&gt;THE CONSTITUTION AND HUMAN RIGHTS</td>
<td>Activity 2&lt;br&gt;Learners read (trainer explains when/if needed) the articles in the Declaration of Human Rights and the Constitution.</td>
<td>+ To learn about the legal background on equity.</td>
<td>+ Social and civic skills + Linguistic communication + Learning to learn</td>
<td></td>
<td>+ 10 minutes</td>
</tr>
<tr>
<td><strong>Action 3</strong>&lt;br&gt;PRESS ARTICLES</td>
<td>Activity 3&lt;br&gt;Learners search for and read some news from newspapers where situations of inequity occur.</td>
<td>+ To identify examples of inequity in different situations.</td>
<td>+ Social and civic skills + Linguistic communication + Learning to learn + Critical thinking + Self-reflection + Personal autonomy + Teamwork</td>
<td></td>
<td>+ 45 minutes</td>
</tr>
</tbody>
</table>
### Action 4
**Video**

Activity 4
Learners watch a video and later discuss about what they have seen.

- [https://www.youtube.com/watch?v=YZeXCP2T2_k](https://www.youtube.com/watch?v=YZeXCP2T2_k) (Social experiment about racism Barcelona) [4:39’]
- [https://www.youtube.com/watch?v=tcYqcV2fy4c](https://www.youtube.com/watch?v=tcYqcV2fy4c) (Boy – Short film) [14:34’]

+ To be aware of different situations of inequity.
+ Social and civic skills
+ Linguistic communication
+ Learning to learn
+ Critical thinking
+ Reflection
+ Personal autonomy
+ Teamwork

- + 30 minutes

### Action 5
**Values Corner**

Activity 5
During the current month, learners write down situations in which they think equal treatment has taken place and others in which it hasn’t.

[These small texts can be written at any time and simply be stuck to a wallchart in a specific place in the classroom]

+ To identify in nearby contexts situations of equity and inequity.
+ Social and civic skills
+ Linguistic communication
+ Critical thinking
+ Reflection
+ Personal autonomy

- + 30 minutes
ASSESSMENT of PRIOR LEARNING  Possible □  Not possible yet □

Assessment Method (if possible)

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Sequence S13 / Cycle 1

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

Sequence Title            Together we can make it

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

KEY WORDS                  Physical activity, sport, team, cooperation

Learning outcomes
1 - Value the importance of team games over the result.
2 - Develop strategies and skills related to different sports.
3 - Accept the rules of the game and the role one plays within the team.
4 - Be aware of the values of sport (respect, tolerance, effort ...).
Room Organization    Different organizations and spaces that favor team and collaborative play (sports court)

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


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

LEARNERS MATERIALS    Balls (football, handball, volleyball, basketball), hoops, sportswear

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

Transversal COMPETENCES    1 - Teamwork
                            2 - Self-reflection
NOTES
<table>
<thead>
<tr>
<th>Course Structure</th>
<th>Learners' activities and tasks to realize</th>
<th>Learning Aims</th>
<th>Competences</th>
<th>Learning context</th>
<th>Sub-timing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action 1</strong></td>
<td><strong>Dodgeball</strong></td>
<td>+ To value the importance of team games and respect for established rules.</td>
<td>+ Social and civic skills + Cultural awareness and expression + Teamwork + Self-reflection</td>
<td>2 teams</td>
<td>+ 20’</td>
</tr>
<tr>
<td></td>
<td>Activity 1</td>
<td>+ To accept the role you play within a team.</td>
<td>+ Social and civic skills + Cultural awareness and expression + Teamwork + Self-reflection</td>
<td>2 teams</td>
<td>+ 20’</td>
</tr>
<tr>
<td></td>
<td>See how to play the game in the following link:</td>
<td>+ To develop strategies and skills related to handball.</td>
<td>+ Social and civic skills + Cultural awareness and expression + Teamwork + Self-reflection</td>
<td>2 teams</td>
<td>+ 20’</td>
</tr>
<tr>
<td></td>
<td><a href="https://www.youtube.com/watch?v=SsSWWc2UDgc">https://www.youtube.com/watch?v=SsSWWc2UDgc</a> [In Spanish, with choice of adding subtitles in English in Settings]</td>
<td><a href="https://www.youtube.com/watch?v=MX7AAaGUUpYU">https://www.youtube.com/watch?v=MX7AAaGUUpYU</a> [English version]</td>
<td>2 teams</td>
<td>+ 20’</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(It is recommended that the court be smaller than the basketball court, such as the volleyball court).</td>
<td>2 teams</td>
<td>+ 20’</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Action 2</strong></td>
<td><strong>Cross the border</strong></td>
<td>+ To value the importance of team games and respect for established rules.</td>
<td>+ Social and civic skills + Cultural awareness and expression + Teamwork + Self-reflection</td>
<td>3 teams</td>
<td>+ 20’</td>
</tr>
<tr>
<td></td>
<td>Activity 2</td>
<td>+ To accept the role you play within a team.</td>
<td>+ Social and civic skills + Cultural awareness and expression + Teamwork + Self-reflection</td>
<td>3 teams</td>
<td>+ 20’</td>
</tr>
<tr>
<td></td>
<td>Three teams are made, two are placed at the ends of the site and one in the center. With a ball, the starting team must make 5 passes trying to prevent two players at the center team from taking the ball. When making the fifth pass, they must pass the ball to the team that is at the other end, beating the central team. If they take the ball, they move to the center and defend.</td>
<td>+ To develop strategies and skills related to football.</td>
<td>+ Social and civic skills + Cultural awareness and expression + Teamwork + Self-reflection</td>
<td>3 teams</td>
<td>+ 20’</td>
</tr>
<tr>
<td></td>
<td><a href="https://www.youtube.com/watch?v=SsSWWc2UDgc">https://www.youtube.com/watch?v=SsSWWc2UDgc</a> [In Spanish, with choice of adding subtitles in English in Settings]</td>
<td><a href="https://www.youtube.com/watch?v=MX7AAaGUUpYU">https://www.youtube.com/watch?v=MX7AAaGUUpYU</a> [English version]</td>
<td>3 teams</td>
<td>+ 20’</td>
<td></td>
</tr>
<tr>
<td>Action 3</td>
<td>Activity 3</td>
<td>RULES:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>---------</td>
<td>------------</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| *Two towers* | This game is similar to basketball, but instead of baskets, a member of each team is placed inside a circle (a hoop of drawn with chalk on the floor). The goal is to get the ball to the teammate who is inside the circle without him/her getting out of the circle. | - The ball can’t be bounced.  
- Walking with the ball is not allowed.  
- Players can only move around when they are not holding the ball.  
- Nobody can leave the delimited spaces. |
| | + To value the importance of team games and respect for established rules.  
+ To accept the role you play within a team.  
+ To develop strategies and skills related to basketball. | + Social and civic skills  
+ Cultural awareness and expression  
+ Teamwork  
+ Self-reflection |
| | + 20’ | 3 teams |

<table>
<thead>
<tr>
<th>Action 4</th>
<th>Activity 4</th>
<th>RULES:</th>
</tr>
</thead>
</table>
| « Pichi » | This game is similar to baseball. There are two teams, one hits and the other defends. The « pichi » player is in the defending team: he throws a soccer ball making it roll on the ground; the kicker hits the ball and must go running stepping on the baselines before the opponent team sends the ball back to the « pichi ». If the ball lands out of a baseline, the player is out of the game. When a player completes an entire round, the teams scores a point. The role of the team changes when the defender catches the ball while it is in the air. | - To value the importance of team games and respect for established rules.  
+ To accept the role you play within a team.  
+ To develop strategies and skills related to baseball. |
| | + Social and civic skills  
+ Cultural awareness and expression  
+ Teamwork  
+ Self-reflection | + 20’ |
<p>| | 2 teams |</p>
<table>
<thead>
<tr>
<th>Action 5</th>
<th>Activity 5</th>
<th>+ To value the importance of team games and respect for established rules.</th>
<th>+ Social and civic skills + Cultural awareness and expression + Teamwork + Self-reflection</th>
<th>+ 20’</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Cops and robbers</em></td>
<td>Two teams are made: one catches (police) and another avoids being caught (thieves). The police carry the thieves caught to an agreed place (jail). The game ends when all the thieves are caught. The thieves who are in jail can be released if they are touched by a teamplayer who is free.</td>
<td>+ To accept the role you play within a team. + To develop aerobic capacity.</td>
<td>2 teams</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action 6</th>
<th>Activity 6</th>
<th>+ To value the importance of team games and respect for established rules.</th>
<th>+ Social and civic skills + Cultural awareness and expression + Teamwork + Self-reflection</th>
<th>+ 20’</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Flying ball</em></td>
<td>Two teams are made. Each team must contribute to keep the ball in the air without it falling. The team that keeps the ball longer in the air is the winner. Variations: - The same as the previous game, but with a net in between. - All players together, they try to hit the ball as many times as possible.</td>
<td>+ To accept the role you play within a team. + To develop strategies and skills related to volleyball.</td>
<td>2 teams</td>
<td></td>
</tr>
</tbody>
</table>
ASSESSMENT of PRIOR LEARNING  Possible □  Not possible yet □

Assessment Method (if possible)

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Sequence S14 / Cycle 1

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

Sequence Title Music heals the soul

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

KEY WORDS Music, global, various music types

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

Room Organization Seats in circle, trainer among learners
LEARNING CONTEXT
- Personal
- Individual X
- Pair work X
- Group work X
- Less than 5 X
- 5-10 X
- 10+ 
- Distance learning 
- Frontal 
- Interactive X

SEQUENCING

TRAINERS MATERIALS
Photos, ICT

LEARNERS MATERIALS
Pencil, paper, if possible music instruments

KEY COMPETENCES
1 - Cultural awareness and expression

Transversal COMPETENCES
1 - Intercultural communication
2 - Managing diversity
3 - Teamwork
4 - Communication
<table>
<thead>
<tr>
<th>Course Structure</th>
<th>Learners' activities and tasks to realize</th>
<th>Learning Aims</th>
<th>Competences</th>
<th>Learning context</th>
<th>Sub-timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action 1</td>
<td>Activity 1</td>
<td>Learners will be able to name different types of music.</td>
<td>Communication</td>
<td></td>
<td>15 min</td>
</tr>
<tr>
<td></td>
<td>Ask the learners to work in pairs and take a piece of paper. Set the time limit (One minute) Ask the pairs to write down as many music types as possible. The winner is the one who has the more names than the others on the paper.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Action 2</td>
<td>Activity 2</td>
<td>Learners will be able to recognize different types of music.</td>
<td>Cultural awareness and expression</td>
<td></td>
<td>15 min</td>
</tr>
<tr>
<td></td>
<td>Play some music if possible with the videos from You Tube. Ask the learners what the origin of the music is.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Action 3</td>
<td>Activity 3</td>
<td>Learners will be able to respect and show tolerance to different cultures and their music traditions.</td>
<td>Intercultural communication Managing diversity Team working</td>
<td></td>
<td>30 min</td>
</tr>
<tr>
<td></td>
<td>Ask the learners to work in groups of three or four (if possible who are from the same countries come together). Ask them to make music or sing a song from their own culture. Finish the lesson by writing on the board “Music heals the soul”</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ASSESSMENT of PRIOR LEARNING  Possible □  Not possible yet □

Assessment Method (if possible)
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Sequence S15 / Cycle 1

AREA  Social
SUBJECT  Sense of belonging
Type of Activity  Creating a dream
With crossed disciplines  Reflection

Sequence Title  Dream your paradise

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

KEY WORDS  Dreaming - Marketing

Learning outcomes  1 - Be able to take perspective on others mind
                  2 - Be able to dream of the place that gives you a secure feeling
                  3 - Be able to share your dream with others

Room Organization  Table, chair for everybody
LEARNING CONTEXT
- Personal
- Individual
- Pair work
- Group work
- Less than 5
- 5-10
- 10+
- Distance learning
- Frontal
- Interactive

SEQUENCING

TRAINERS MATERIALS
- Paper, pencils, paint, colors, paper, glue, magazines, ...

LEARNERS MATERIALS
- Paper, pencils, paint, colors, paper, glue, magazines, ...

KEY COMPETENCES
1. Learning to learn
2. Sense of initiative and expression

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

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Project n° 580247-EPP-1-2016-1-FR-EPPKA3-IPI-SOC-IN
ASSESSMENT of PRIOR LEARNING  Possible □  Not possible yet □

Assessment Method (if possible)

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Sequence S16.1 / Cycle 1

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

AREA

Social

SUBJECT

Sense of belonging

Type of Activity

Organize a party

With crossed disciplines

Groups dynamic

Sequence Title

Let us all have a party together

ABSTRACT

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

KEY WORDS

Group – decision making – party

Learning outcomes

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

Room Organization

Table, chair for everybody
LEARNING CONTEXT

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

SEQUENCING


TRAINERS MATERIALS

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

LEARNERS MATERIALS

Nothing specific

KEY COMPETENCES

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

Transversal COMPETENCES

1 - Communication
2 - Taking responsibility
3 - Creativity
4 - Flexibility
5 - Project management
<table>
<thead>
<tr>
<th>Course Structure</th>
<th>Learners' activities and tasks to realize</th>
<th>Learning Aims</th>
<th>Competences</th>
<th>Learning context</th>
<th>Sub-timing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action 1</strong></td>
<td><strong>Organize the party</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Activity 1</td>
<td>Organize a project with a group</td>
<td>Managing diversity</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learners has to think how they would like to celebrate their end of the programme.</td>
<td>Listen to everybody opinion</td>
<td>Taking responsibility</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>In the organization they have to take several decisions in group.</td>
<td>Make a compromise</td>
<td>Teamwork</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>1/ what is the theme of the party</strong></td>
<td></td>
<td></td>
<td></td>
<td>60’</td>
</tr>
<tr>
<td></td>
<td>After they decide this they can discuss further on practical things like</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- invitations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- decoration</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Activity 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>2/ what are the food and drink</strong></td>
<td></td>
<td></td>
<td></td>
<td>60’</td>
</tr>
<tr>
<td></td>
<td>Is there a budget?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Activity 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>3/ who gets in invitation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Will they choose to invite people from out this group, like family?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Action 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The party at the end of the 4 week programme</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Official part of the party</strong></td>
</tr>
<tr>
<td>Trainer ask the headmaster of director of the institution to give the certificate of participation.</td>
</tr>
<tr>
<td>The trainer writes a short personal text for every learner and read it for the group.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Party</strong></td>
</tr>
<tr>
<td>Learners can relax and celebrate the hard working</td>
</tr>
</tbody>
</table>

|   | Listen to a motivational speech of the trainer | Self-reflection Communication | 120’ |
ASSESSMENT of PRIOR LEARNING   Possible □   Not possible yet □

Assessment Method (if possible)
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................................................................................................................................................
Sequence S19/ Cycle 1

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

Sequence Title: Let us play Boules

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

KEY WORDS: Sports, Communication, Teamwork

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

Room Organization: Open outdoor or indoor area
**LEARNING CONTEXT**

<table>
<thead>
<tr>
<th>Individual</th>
<th>Pair work</th>
<th>Group work</th>
<th>Less than 5</th>
<th>5-10</th>
<th>11-15</th>
<th>16-20</th>
<th>21+</th>
</tr>
</thead>
</table>

Distance learning | Frontal | Interactive |

**SEQUENCING**


**TEACHERS MATERIALS**

Boules pitch and boules

**LEARNERS MATERIALS**

nil.

**KEY COMPETENCES**

1 - Social and civic competences
2 - Learning to learn

**Transversal COMPETENCES**

1 - Teamwork
2 - Communication
3 - Conflict management
4 - Taking responsibility
<table>
<thead>
<tr>
<th>Course Structure</th>
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<th>Competences</th>
<th>Learning context</th>
<th>Sub-timing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action 1</strong></td>
<td><strong>Setting ground rules</strong></td>
<td></td>
<td></td>
<td></td>
<td>30 min</td>
</tr>
<tr>
<td>Activity 1</td>
<td>Explain the rules of boules (see resources). Before starting the game let the learners train for 15 minutes. This will give the opportunity for the learners to see each other playing. After 15 minutes the teacher chooses the two team leaders. Ask the team leaders to choose a person they want in the team. The person chosen chooses another. This goes on until the teams are build.</td>
<td>To encourage learners to respect each other and participate in activities in an orderly manner</td>
<td>Listening skills Communication skills Self-reflection Team building</td>
<td></td>
<td>30 min</td>
</tr>
<tr>
<td><strong>Action 2</strong></td>
<td><strong>The game</strong></td>
<td></td>
<td></td>
<td></td>
<td>30 min</td>
</tr>
<tr>
<td>Activity 2</td>
<td>Make sure that all the learners participate in the activity. The teacher should act as a referee. Teacher should observe interaction of teams. Make sure that the game rules are clear.</td>
<td></td>
<td>Listening skills Communication Non-verbal communication Coordination Cooperation Teamwork</td>
<td></td>
<td>30 min</td>
</tr>
<tr>
<td>Action 3</td>
<td>Activity 3</td>
<td>To enable learners to become aware of their actions, and how this can influence others</td>
<td>Listening skills</td>
<td>30 min</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td><strong>Discussion and debriefing</strong></td>
<td>Bring learners together and ask them to reflect on the activity.</td>
<td></td>
<td>Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Start a discussion on why people were chosen and others not.</td>
<td></td>
<td>Non-verbal communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ask how those chosen last felt.</td>
<td></td>
<td>Coordination</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Also address the issues that you saw in the game e.g. cooperation, insults, encouragement etc.</td>
<td></td>
<td>Cooperation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>How did the person feel? Where the weak persons encouraged or insulted?</td>
<td></td>
<td>Teamwork</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What did they enjoy the most about it?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What was the hardest aspect? Did they work well with team?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Were there any issues? Were the ground rules respected?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What did they learn? Is being physically active important?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>If yes, why? If no, why? What do they think are the aims of the activity?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Encourage learners to share views and opinions.</td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
Resources / Rules to play Boules

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

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

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

Decide Who Goes First
Toss a coin to see which side goes first.

Toss the Jack
The team that wins the coin toss chooses the starting location and then selects one of their players to throw out the jack. The starting location is indicated by a circle that is 14 to 20 inches in diameter and at least three feet from any obstacles. The circle can be drawn with chalk, etched in the dirt with a stick, or made from a piece of rope whatever works. Once the circle is drawn, the player then stands with both feet inside the circle and throws the jack. The jack can be thrown in any direction but must land within 20 to 30 feet of the starting circle and three feet from any obstacle.
**Throw the Boules**
All boules must be thrown from within the starting circle and with both feet on the ground. The player attempts to throw the boule so that it lands as close to the jack as possible it is okay to hit the jack. The player must remain inside the circle until the boule has landed. A player from the opposing team then steps into the circle and attempts to land his boule closer to the jack even if it means knocking his opponents out of the way. The boule closest to the jack leads or is said to be "holding the point." The other team must continue throwing boules until they take the lead or run out of boules. There is no order that team members must follow when throwing their boules however, they must only throw their own boules, and they must go one at a time from within the starting circle. If they take the lead, the other team then tries to recover by landing a lead boule.

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

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

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

To get your boules closer to the jack than your opponent's.

**The Teams**

- 2 teams vs 1 team (pair)
- 1 team vs pair
- 2 teams vs pair

**Boules**

- 3 boules per player (Boules)
- Pair is played with steel boules used in a wooden container
- Pair is played with wooden boules
- Pair is played with wooden or plastic boules

**Game Start**

A member of the first team makes a circle in the ground, places the jack, and the first player throws his first boules towards the jack.

**The End of the Round**

- If the second team gets a boule closest to the jack, the first team must throw again.
- The winning team throws as many rounds as their boules which are closest to the jack, or throw their boules into the jack or into the boules of the other team. Then the jack is thrown again.

**The End of the Match**

The winning team is the first to reach 13 points.

**The Shooter**

The player who throws the boules to throw a 'jack' for the opponent's team is thrown away from the jack.

**The Pointer**

The player who has to throw the boules to throw a 'jack' for the opponent.
ASSESSMENT of PRIOR LEARNING  
Possible [ ]  Not possible yet [ ]

Assessment Method (if possible)

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This publication has been produced with the financial support of the ERASMUS+ Programme of the European Union. The contents of this publication are the sole responsibility of the CITI-VAL consortium of partners and can in no way be taken to reflect the views of the European Commission.