



Migration and Integration into formal Education

HANDBOOK



**Reinforcing
cOmpetences to
Build
Inclusion through a
New learning methodology**



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Authors: Antonella Alessi, Raluca Condruț, Alina Dumitru, Marta Orozco Mossi, Natalia Shalamanova, Romyana Shalamanova, Daria Smolyanska, Franziska Steffen, Cristina Vlădescu

Graphic design: Ivan Gula

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Coordination

Terre des hommes Foundation

www.tdh.ro

Contact:

Raluca Condruț

raluca.icleanu@tdh.ro

ROBIN URLS:



Partners

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CSC Danilo Dolci

www.danilodolci.org



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Children and Young People affected by Migration and Inclusive Education

1. Introduction

For many children and young people, school has been like a second home for years, and the educators and school staff became their “second family”. Although it is undoubtedly favorable to their personal and professional development, school acquires these valences not so much by free choice but by the compulsory nature of education. If students do not embrace school wholeheartedly or circumstances force them, they may abandon their studies.

As a result of the migration crisis, many countries are confronted with a higher number of children and youth affected by migration and insufficient educational qualification. Within this handbook, the authors are looking especially at the **educational needs of children and young people affected by migration** (children whose parents are abroad, repatriated children, asylum seekers etc.) who, although attending classes of so called “Second Chance” programmes, do not feel “at home” and are affected by the lack of flexible learning methods. Therefore, they are at risk to lose interest in spending time at school, and finally drop out, give up their studies, leave school or apprenticeship with incomplete certification and expose themselves to social exclusion.

The high rate of absenteeism among this category of children and youth raises the question of how completion of their education can be ensured. When examining this question, a need for more attractive and flexible educational programmes can be identified. It needs methodologies that take stronger into account the different backgrounds of the students and promote their integration and adjusting to the new country and culture.

Based on these thoughts the **Erasmus+ project ROBIN - Reinforcing cOmpetences to Build Inclusion through a New learning methodology** was initiated by Terre des hommes Romania which advocates for the rights of “children on the move”. Preventing children and young people affected by migration from vulnerability, exposition to abuse, exploitation and trafficking can be supported also by obtaining minimum qualifications.

To ensure completion of school education, *ROBIN* wants to equip the educational professionals involved in Second Chance programmes with tools that extend their capabilities of specific support.

Primarily, this handbook is intended to be a useful tool and support for the **training of educators** and other professionals who come in contact with children and young people affected by migration, such as school directors, caregivers, child care professionals and social workers. The here presented **inclusive learning methodology** of *ROBIN* brings together learning, coaching and support by means of psychosocial activities.

By reading and using this handbook:

- ///R Educators** will get acquainted with the inclusive learning methodology being able to implement it themselves with their beneficiaries.
- ///R NGO representatives** in the field can familiarize with the situation of children affected by migration in Europe and barriers to their active participation in education.
- ///R School/Training Center Management** can have an overview of the benefits of inclusive education as means to activate young migrants and prevent school drop-out.
- ///R Decision Makers** can have a better understanding of the barriers to inclusion that affected persons face; and the needs and challenges of Second Chance programmes and involved persons.



“When educating the minds of our youth, we must not forget to educate their hearts.” (Dalai Lama)

Handbook structure

This handbook is divided into four parts. For better orientation each part is designed in a different colour.

1. This first, the **yellow** coloured part provides the reader with context information and clarifies the terminology.
2. The second, **blue** coloured part constitutes the core of the handbook, containing the *ROBIN* training modules for educators in Second Chance education. The handouts and worksheets of the *ROBIN* training modules, designed for direct print or copying and use, are located in the rear part of the handbook.
3. The third part, in **bourdeaux** colour, wants to inspire educators to offer *ROBIN* trainings or to use parts of the presented training (either for further training measures for education professionals or for Second Chance education measures with the final beneficiaries). By reporting from various practices experienced by the partners during the ongoing implementation of *ROBIN* trainings, the handbook strives to motivate educators for a flexible use of the methodology, and in the same time to make them aware of possible challenges they might face.
4. In addition and as a consequence from the practice experiences, the fourth part of the handbook, which is designed in **red**, contains recommendations that address both users of the presented training material and professionals that want to develop the *ROBIN* approach even further.

The authors thank the supporters of the *ROBIN* project for their active involvement and believing in its scope.

Finally, the authors thank the readers and users of this handbook for taking the journey to discover the findings, challenges, solutions and insights compiled by the project consortium while being in *ROBIN*'s team.

2. Context

2.1. Children and Young People affected by Migration

Globally, high rates of adult migration in various forms mean that the numbers of children and young people affected by all kinds of migration is staggering. From a migration point of view, there are countries of origin, transit and destination. Overall, “children on the move” represent a sizeable and rapidly growing group, with a profound effect on local communities and on the whole society as well.

The European Forum on the Rights of the Child describes “children on the move” as

“... (being) in search of survival, security, improved standards of living, education, economic opportunities, protection from exploitation and abuse, family reunification, or a combination of these factors. They may travel with their family, or independently, or with non-family members. They may be seeking asylum, victims of trafficking, or undocumented migrants. The status of children on the move may differ at various stages on their journey and they may encounter many differing situations of vulnerability.”¹

Within *ROBIN*, the consortium has extended the scope and refers to children and young people situated along the following dimensions:

On one side, there are children left behind by parents that went in other countries to work. These children are often left at home alone, to take care of their siblings, with no parental support, dreaming to leave the country as well. They often go to their parents abroad, abandoning school and, going back and forth, living between two countries and cultures and failing to identify with any of them.

On the other side, there are migrating children and young people that reach soon a destination point and have the opportunity to grow up in the new culture. Some of them develop smoothly, but others are still affected by being neglected by their parents, that are busy to make a living in a new context.

Another phenomenon that emerges lately is children independent migration. Even if they often choose to migrate and frequently are positive about their experiences, this has an impact on them and on the next generation.²

Between these two ends of the spectrum, there are various other situations and specific problems of children and young people affected by migration, reaching even migrants of the second generation in a new country.

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

² Iman Hashim - The Positives and Negatives of Children's Independent Migration: Assessing the Evidence and the Debates



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Campaign- Tdh

The ways that those young migrants are labelled in policy shape their experiences and can include or exclude them from further participation in social life. The differences in how childhood and young adulthood are defined, between origin and destination communities, can have implications for their support and further development.³

³ Compare: A Whitehead, P. de Lima, S. Punch - Exploring children's experiences of migration: movement and family relationships

2.2. Inclusive Education as Means to activate young Migrants and prevent Drop-Out of School

Nowadays many countries in the European Union have an increasing rate of early school leavers. Young people that drop out of the education system prematurely do not attain basic competences and knowledge. As a result, they lack knowledge and transversal skills and consequently face a higher risk of poverty and social exclusion. These under-qualified youngsters are often short of social skills, which is an obstacle to their social integration and employability, and makes them even more vulnerable and exposed to poverty, abuse, exploitation and mistreatment.

Second Chance programmes have been developed as a mean to reintegrate children and youngsters in education for the purpose of obtaining minimum school and vocational qualifications. These programmes can be found along European countries, but their structure and format differ from one country to another.

One of the keys of integration is participation. Successful integration will only take place when all people involved take it in their hands. Of course, it necessitates help and good will from the part of the receiving culture, but ultimately, the most important lesson each migrant has to learn is how to adapt, how to get involved in his/her own destiny and how to access resources for that.

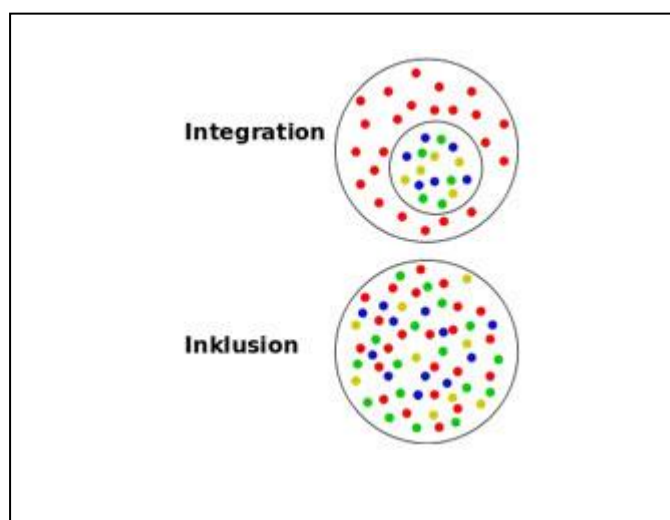
This is why one of the most important things that can be done for the young migrants in the frame of education is to help them access their own resources, to socialise and to help them communicate and understand the elements of the receiving culture with all what it involves. These things should be done in a formal educational system, in order to learn the desirable elements that help them adapt to the new culture, not in informal environments. Motivating children and young people affected by migration to complete the basic school education of the secondary level is the first step to ensure their opportunities to inclusion.

According to the recommendations in the UNICEF report “Early school dropout: causes and possible ways to prevent it” (2009) the flexibility of the Second Chance curricula should be increased including extra curricular activities taking place in the school, such as sport and artistic activities and inclusion projects that aim at lowering the marginalisation of children with migrant background.

Concept of Inclusion

While the aim of *integration* is the “normalisation” of people *inclusion* accepts each person with his/her individual characteristics.

In the graphic below it is visualised what inclusion means in comparison to integration:



"Integration and Inclusion" (Wikicommons/WhiteHotaru)

The integration concept starts from the assumption of a two-class system where there are people that do not "belong" and who should be integrated within the "normal" education system (in contrast to the separation approach in which special structures have been created for a selection of people).

Inclusion is often understood as a vision in which society is to evolve. The equivalence and diversity of people find their place, diversity is normality and enhances the society. The ideal of inclusion still has to be filled with life itself - a long process, which cannot simply be prescribed.

School-based inclusion means the school has to adapt to children and young people. School inclusion does not tolerate special schools, since selection contradicts the inclusion. Students in heterogeneous groups have to be thought individually, which brings also changes to the role of teachers and the competences that are required for successfully facilitating the educational process of young people.

*"Inclusion is a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the state to educate all children"*⁴.

⁴ UNESCO 2005, Guidelines for Inclusion: ensuring access to education for all, Paris

Barriers to Inclusion and Needs expressed

The international children's rights consultant and advocate Gerison Lansdown has published and lectured widely on the subject of children's rights and is the co-director of CRED-PRO, an international initiative to develop child rights educational programmes for professionals working with children. After her, the barriers to inclusion of disadvantaged children involve several levels, from government to communities and to schools. Her study was focused mainly on children disadvantaged by disability, but the conclusion is applicable to any disadvantaged child when it comes to education. Here are the barriers in inclusion identified by her at different levels:

Within government	Within communities	Within schools
Lack of political commitment	Hostility towards and lack of understanding	Reluctance on part of teachers and other parents towards including these children
Discriminatory laws and policies	Lack of accessibility	Failure to engage parents of these children
Failure to provide early identification and assessment	Parental fear of bullying and discrimination	Lack of resources and support for schools and teachers
Inadequate support and training for teachers	Poverty and social exclusion	Rigid teaching and assessment systems

"Inclusive Education – What is it?" (4th Asian Republics Child Protection Forum, Gerison Lansdown)

In the [Research Study on the Current Methodologies used within Second Chance Programmes](#)⁵ which was issued in *ROBIN* project published in 2016, the respondents stated the following barriers to inclusion:

- ///R The lack of the sense of belonging, that leads to a lack of understanding the worth of education.
- ///R Language barriers present a particular challenge, especially in the countries where there are no obligatory introductory courses.
- ///R Cultural differences in behaviour and religious duties, as well as the fact that teachers often considered these factors excuses and not legitimate difficulties.
- ///R Gender norms of different cultures interfere with the authority of female teachers.
- ///R A lack of specific and appropriate methodology of teaching and evaluation (in European countries, the main approach is in written format, but the migrant children are used to a more oral approach)
- ///R Students often present mistrust and passiveness and many have complex family, behavioural and learning difficulties and communication difficulties.

The [Needs Analysis on Methodologies used within Second Chance Programmes](#)⁶ (2016) identified that the "children and young people affected by migration, in order to have a chance of integration, need early support within mainstream education, for example language courses, and as well flexibility of the educational approaches by introducing more innovative methods to the existing programmes.

As well, teachers who participated in this study felt that individual problems of the young migrants overshadow the educational requirements, so that they need a greater support to integrate than other disadvantaged students enrolled in Second Chance programmes.

Besides the needs of the young migrants, the study states as well the need of educators involved in Second Chance programmes for supervision, peer support and training on different topics, as many of them may be or feel underqualified for that.

As for the educational systems, the study reveals the need to develop a more inclusive learning environment and innovative methodologies to involve children and young people affected by migration in the learning process. Language barriers and cultural differences were considered the greatest obstacles faced. Independence of the young students should be encouraged in educational activities. Language courses were seen as crucial in filling the gaps left by mainstream education, and

⁵

http://share.dieberater.com/docs/O1_Research_study_current_methodologies_within_second_chance_programmes.pdf

⁶ http://share.dieberater.com/docs/O2%20Needs_analysis_report.pdf

many educators thought that the traditional education systems are too rigid to meet the needs of migrant students.

Overall, the survey results from all countries agreed that language and cultural barriers and interculturality are the most important issues to be included in training courses focusing on the needs of this type of students.

Current State of Second Chance Programmes

In all partner countries (Austria, Bulgaria, Italy, Spain and Romania) the main responsibility of developing and monitoring the Second Chance programmes and related regulations, laws, strategies, procedures and plans lays on the Ministries of Education and Social Affairs.

The educational institutions in the partner countries have a certain level of autonomy when implementing the national rules, recommendations and policies described in those documents.

For more information about the Second Chance programmes in partner countries, please refer to [The Research Study on the Current Methodologies used within Second Chance Programmes](#) which was issued in *ROBIN* project, published in 2016.

The measures and programmes connected to educational integration of “children on the move” in the researched countries are applied to different groups of children exposed to risk: migrants, ethnic minorities, children from families who came back from abroad recently, and children with special needs. Frequently there is significant overlapping of the approaches and measures applied to the groups mentioned.

The study conducted in the project concluded that the actual Second Chance programmes need the following changes in order to be functional and adapted to children and young people affected by migration:

- ///R A greater emphasis on non-formal interactive activities to improve students' performance;
- ///R School staff needs to be trained on how to implement these programmes and methodologies; and teachers need to be prepared to work with mixed and diverse groups of students;
- ///R The programmes and its benefits should be promoted in disadvantaged areas in order to enrol greater numbers of children;
- ///R More tools and guides for teachers and handbooks for students on independent learning are required to support them beyond the classes;

- ///R More extracurricular activities connected not only to language learning but also for stimulation of social integration should be organized. Joint activities of children from unprivileged groups and local children should be arranged in order to forge a sense of community;
- ///R Teachers should be better equipped in order to effectively adapt programmes to the individual needs of the students. A teaching and counseling approach focused on the needs, wishes and abilities of individual pupils is desirable;
- ///R New methodologies should be accredited in order to offer credits to teachers and thus recognizing their developed competences and abilities;
- ///R More subjects should be included in the curriculum. Some basic skills on a variety of subjects should be provided alongside vocational guidance and support, so that students can acquire new skills related to specific jobs (this could also include the provision of health-nutrition and leisure activities, physical education and activating exercises, dealing with money, conflict management, dealing with social networks on the Internet etc.);
- ///R An interdisciplinary approach should be encouraged;
- ///R The link between school and labour market should be strengthened at a later stage;
- ///R A regular presence of young people in class is necessary in order for integration measures to succeed;
- ///R Excessive demands and over-expectations should be avoided. Goals should be achievable;
- ///R More emphasis should be put on working together with parents;
- ///R Supervision measures should be provided. Professionals need opportunities for reflection and support;
- ///R Accurate assessment methods and learning purpose should be envisaged;
- ///R Practical tools for improving linguistic competence and an assessment of these should be provided;
- ///R Individual work opportunities for students who have difficulties with the language should be ensured;
- ///R The creation of some kind of centers (connected to the schools) where children could be supported (in their studies), trained and guided in their social life would have a very positive impact;
- ///R Methodology should include concrete advice for educators to work in multi-ethnic environment;

R Methodologies used should be attractive and should clearly present their effectiveness to students;

R Cultural diversity should be respected throughout the integration process. An appreciation of different histories, religions and cultures should be taught and shown.

Many experts stressed the fact that it is challenging to create a methodology which is suitable for both different environments and different groups of children, but they all shared that efforts in this direction need to be made. These actions will certainly have very positive results that would contribute to the improvement of the adaptation and educational integration of “children on the move”.

The graphic below represents an overview of the main recommendations and needs of improvement the *ROBIN* consortium has drawn from the conducted research on the current state of Second Chance programmes in the partner countries and the needs analysis of the existing methodologies.

SECOND CHANCE PROGRAMS - NEEDS AND RECOMMENDATIONS



The professionals working in the second chance programs need to be provided with further specialized trainings focused on the needs of children on the move and other students with difficult backgrounds.

There is a need of improvement of the existing learning methodologies by providing interactive teaching materials; specialized and flexible curriculums; implementing informal, fun, creative, game based activities in class.



The teachers' coaching and mentoring abilities need to be improved, as well as their capacity to motivate the students; help them to improve their social and personal skills, to identify their interests, talents and strong sides; to develop the students' informal skills which will allow them to make adequate career and life plans and to be better prepared to enter the labour market.

The specialists working with children on the move and other marginalized students need to increase their understanding of child protection, discrimination, social inclusion, migration and tolerance issues and their impact on the students personal and educational development. Other areas that need further improvement are language skills and cultural awareness.





***ROBIN* Approach and Methodology**

1. The Idea of *ROBIN*

The idea of *ROBIN* was derived from observing high rates of absenteeism from education among children and young people affected by migration and identifying the need for inclusive learning methods to increase the attractiveness and flexibility of Second Chance educational programs.

Educational work with children and youth at risk or victims of early dropout often is a challenge. While the education professionals are key figures in the lives of their students and share the responsibility of their future opportunities they often lack relevant further education to include this group of students efficiently (compare also with [section 1 of this handbook](#)). Second Chance education is non-formal in many countries, thus there are less specific training offers in the issues related with early school leaving - its prevention, detection and neutralization – and, moreover, also related with specific needs of children and young people affected by migration.

***ROBIN* intends to contribute to dropout prevention among children and young people affected by migration.** It wants to support Second Chance educators in developing their own educational competences and, in the same time, to offer them useful tools and methods for their practical work.

Since necessary competences of educators are very much depending on the competences of their students that they aim to support *ROBIN* has decided to organize this further education offer and related training material for twofold use: first for the organization of education measures for educators, second for the direct use of the material in trainings with the final beneficiaries. This way educators have the chance to put themselves into the shoes of their learners, and try out and experience activities themselves in a “safe” surrounding, before applying in their professional practice.

2. *ROBIN* Competences and Curriculum

The selection of the addressed competences has been made based on the findings of the needs analysis (see the [ROBIN Needs Analysis Report](#)) in the five partner countries. The data was collected and analyzed in order to better comprehend the needs of both educators and students for better devising methods. Taking additionally into account the weaknesses of the current Second Chance education measures (see the [ROBIN Research Study on current Methodologies in Second Chance Education](#)), the *ROBIN* consortium selected a critical set of competences that Second Chance educators need to develop in order to achieve better results in the work with their students.

Our research findings show that young migrants – many at risk to drop out of the educational systems - need not only developing skills for future employment but also acquiring competences for their social and cultural integration. Moreover, students need welcoming, positive environment and trust. Feeling support and positive attitude inside of the group is significant for effective studying, teaching and for reaching better learning results. Also, assisting students in nurturing their emotional health is an imperative. It is not easy though for professionals trained within an education system mainly focused on developing technical skills, giving less importance to the aspects such as own emotional health and the emotional health of the students, building healthy relationships, motivation, etc.

For a more comprehensive view on the competences developed within the methodology, please refer to the [ROBIN Curriculum](#), published in 2016 in the project.

Therefore, a focal point of the *ROBIN* curriculum is precisely focusing on the aspects which are neglected in mainstream education system. The [ROBIN Curriculum](#)⁷ is organized in teaching modules that represent learning areas essential to be embraced by Second Chance education:

⁷ http://share.dieberater.com/robin/O3_Curriculum.pdf

MODULE	DURATION
1. Leadership and Motivation	3 h 10 min
2. Learning to Learn	4 h 00 min
3. Emotional and Physical Health	1 h 55 min
4. Communication with the Reciprocal Maieutical Approach	2 h 30 min
5. Diversity Awareness	4 h 30 min
6. Building IT awareness	2 h 30 min
7. Teambuilding	3 h 00 min
8. Psychosocial Games	2 h 30 min
9. Peer Support for Educators	2 h 40 min
	26 h 45 min

Based on the curriculum, the innovative learning methodology (referred to as *ROBIN* methodology) was developed taking into account the Targeting Life Skills (TLS) Model (the 4-H Clover that represents Head, Heart, Hands, and Health) in which active learning, coaching and support are considered as work principles.



The [Robin methodology](#)⁸ can be implemented alongside mainstream educational programmes, adding an integrative, participative, and interdisciplinary approach. The approach is based on non-formal activities that stimulate social and multi-ethnic integration and use participative tools that motivate students to learn.

The training manual of the [ROBIN Methodology](#) is an easy to read document which comprises step-by-step instructions on how to implement the training activities.

Below, the training modules are being described with a particular focus on the hands-on activities.

Description and rationale of the module contents:

[Module 1: Leadership and Motivation](#) (page 28)

Leadership is a transversal competence. It doesn't only apply to professional or political areas. The leadership skills are useful in everyday life contexts related to social and family life. The aim of this module is to introduce the concept of leadership as something not strictly business-related, but as a metaphor for how to generally approach opportunities and challenges in life, how to manage own life.

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

[Module 2: Learning to Learn](#) (page 38)

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

“Learning to learn’ is the ability to pursue and persist in learning, to organise one’s own learning, including through effective management of time and information, both individually and in groups. This competence includes awareness of one’s learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. This competence means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training.”

(Education Council, 2006 annex, paragraph 5).

⁸ http://share.dieberater.com/robin/O5_Integrated_Learning_Methodology.pdf

[Module 3: Emotional and Physical Health](#) (page 44)

Precondition for emotional and physical health is the awareness about the significance of positive thinking, healthy lifestyle and resilience skills. Mental resilience, the ability to deal with crises and using them as an opportunity for further development through the use of personal and social resources, is particularly important for disadvantaged thus vulnerable groups of people as children and young persons affected by migration. Almost every person is faced with the challenge of overcoming personal crises in the course of life, and many react to such circumstances with a flood of strong emotions and a sense of uncertainty. However, people have the ability to adapt to life-changing situations and stressful conditions. The key to this is the development of resilience. These are behaviors, thoughts, and actions that can be learned and developed in everyone.

This module focuses on how to manage, and express emotions; recognize and use external and internal resources to facilitate overcoming difficult life situations, and find the right path in life. Discovering how to develop resilience, empathy and self-esteem will support the educators in guiding youth to overcome life difficulties and access personal and professional resources, to lead a healthy lifestyle and to stay safe.

Additionally, the module includes information about rights of migrants and children, how to recognize dangerous situations and avoid, prevent and solve them.

[Module 4: Communication with the Reciprocal Maieutical Approach](#) (page 52)

We communicate in everyday life at home, work, social departments, etc. It is a cornerstone within the society. Consequently, success in all fields of life partly depends on how advanced and effective are one's communication skills, how we can express and present information and own intentions. This competence is especially challenging while educational working with disadvantaged youth, even more if students have to communicate in a new language. Given that their communication skills tend to be much poorer in comparison with general population, this fact contributes once more to their vulnerability.

There are different types of communication:

- ///R Verbal
- ///R Non verbal
- ///R Visual
- ///R Written

The communication process can be challenging as it involves two or more actors, the *sender* sending the message to a *receiver*, or multiple receivers. Communication

must be understood as a bidirectional process, which is closely connected with creativity and human development.

Misunderstanding can lead to a wrong communication so the sender must always make sure he is transmitting the message in a correct way taking into account a series of factors such as the receivers' cultural background, gender, age etc.. Effective communication involves overcoming these barriers and conveying a clear and concise message.

In this module we will focus on verbal communication.

Effective verbal communication is dependent on a number of factors and cannot be isolated from other important interpersonal skills such as non-verbal communication, listening skills and clarification.

The Reciprocal Maieutic Approach (RMA) is a dialectic method of inquiry and "popular self-analysis" for empowerment of communities and individuals and it can be defined as a *"process of collective exploration that takes, as a departure point, the experience and the intuition of individuals"* (Dolci, 1996). The methodology was developed by Danilo Dolci from the Socratic concept of Maieutic: Socrates' Maieutics was unidirectional, while for Danilo Dolci the concept of knowledge comes from experience and a reciprocal relationship is necessary. As the name says, RMA is a "reciprocal" process between at least two persons and it is normally done inside a group, with one person that asking questions and others giving answers. It is the reciprocal maieutic communication that brings out people's knowledge, with all students learning from each other. Go through the RMA process and therefore learn how to employ it, is an important achievement in the field of communication with sensitive targets.

If you want to deepen your knowledge about communication and the communication process, please have a look [here](#)⁹.

[Module 5: Diversity Awareness](#) (page 56)

In the globalizing world, we are seeing an increasing cultural diversity. The appropriate treatment of different traditions, customs, values, convictions and perceptions is a challenge for educators and students alike. People see, interpret and evaluate everything in very different ways; what is considered a suitable behavior in one culture is often inappropriate in another. If we do not know each other, we often experience doubts, fear and distrust of others, irrespective of religion, sex, skin color or other stereotypes.

⁹ <https://www.skillsyouneed.com/ips/what-is-communication.html>



The training activities in this module deal with how educators can support a more conscious approach to people of different cultures, nations, ethnicities and religions. They provide handy tools to promote empathy among the students and encourage them to abandon the stereotypes and search for the common ground instead of focusing on disagreements. The final aim is to reach flexibility of behavior through developing social and cultural adaptation skills. High diversity awareness strengthens the feeling of mutual trust and understanding and helps to build up positive personal and professional relationships. This competence is strongly related to the fourth module - it provides an excellent background for the communication process.

[Module 6: Building IT Awareness](#) (page 72)

The internet and digital devices are well known by the young people nowadays. Nevertheless many children and youths - especially those with less opportunities - don't have the chance to exploit the possibilities of technologies applied to the education process and are using it exclusively for leisure. Thus the IT awareness building module offers an approximation on how to apply digital tools in the classroom to make the learning process more attractive and, at the same time, prepare the students to respond the needs of the digital era. Digital awareness module pretends to show to the students the usefulness of digital technologies in the learning process and the fun it supposes.

[Module 7: Teambuilding](#) (page 78)

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

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

There are several examples of teamwork throughout society. Families use teamwork in their daily lives, students use teamwork when working on large class projects, and of course businesses use teamwork for several different reasons. Other very important aspects of the successful teamwork are the tolerance and mutual understanding between the group members.

[Module 8: Psychosocial Games](#) (page 85)

This module introduces the concept of psychosocial games as a non-formal educational approach that enhances creativity in the work with children and young people, helps to make learning more attractive and non-complicated, thus interesting to students. At the same time, psychosocial games are meant to provide opportunities for psychological support, revealing the strengths and resources of the students with the aim to strengthen their wellbeing and their ability to cope. Psychosocial support shifts the emphasis from children's and young people's vulnerabilities to a view of them as active agents in the face of adversity, and adopts a model of service delivery that recognizes and strengthens resilience.

The here presented activities might help the educators to take their first steps in working with psychosocial games. In addition to practical tips about planning psychosocial activities, the module contains a selection of such games adapted to the target group in question.

[Module 9: Peer Support for Educators](#) (page 98)

This module stresses out the importance and impact of peer support on the quality of the educational work in the *ROBIN* context. The module helps the educators to recognize their (peer-)support needs. Also it provides them with an understanding of and ability to apply a range of peer support mechanisms in their own working environment.

The modular composition of the *ROBIN* training makes its implementation easy and flexible. For reasons of clarity we present the modules in numerical order. When implementing the training this order does not necessarily have to be followed.

The presented modules cover in total a "pure" training duration of 26 hours and 45 minutes, where time for explanation of activities, reasonable breaks and evaluation activities should be calculated in addition, so that a whole week of training can be organized on this base.

For each group of students the educators can choose to implement only the modules considered necessary or only some spare activities proposed within a module, mixing the activities or putting together activities from different modules. Some activities contain additional tips and variations in function of special characteristics of the target group. The educators are also invited to further adapt the activities according to particular age and needs of their students.

Modules 1 - 8 are thought to prepare the educators to promote the development of transversal competences in their students; thus, they contain activities that are meant to be applied directly with the final target group.



While modules 1 – 7 deal with the competences indicated by its titles, module 8 “Psychosocial Games” presents a pedagogical concept that can be applied in various thematical contexts. At the same time psychosocial games are meant to provide opportunities for psychological support.

Module 9 “Peer Support for Educators” provides methods and techniques that educators may use for reflection, support and quality assurance both on a personal level and in their teams and organizations.

ROBIN intends to apply an integrated learning methodology, and offers a collection of training materials and methodological suggestions for the implementation in Second Chance educational measures.

This training course is envisaged to be implemented face-to-face. The activities are envisaged as to foster interactivity all through the implementation process. Role plays, discussions, team work, small researches are used as learning methods. The trainees are considered not only learners but also experts in the educational field. Therefore, they are encouraged to express their own thoughts and ideas, share knowledge and experience with the group, be active participants and co-creators of the training process.

Further suggestions and tips for the implementation can be found in [section 4 of this handbook](#).

3. ROBIN Training Modules

Module 1: Leadership and Motivation

Learning Objectives	Activities	Worksheets and Handouts
<p>Educators become better prepared to support student's development in the following aspects:</p> <ul style="list-style-type: none"> R Understand and define the concept of leadership. R Learn and reflect upon the qualities of a positive leader. R Identify leadership values in practice. R Assess one's own competences as a leader. R Motivate oneself through having clear own goals. Plan the achievement of a mid or long-term goal step-by-step. 	1.1. Find Similarities (page 30) <i>group work, discussion</i> <i>25 Minutes</i>	
	1.2. Positive Leader Qualities (page 32) <i>group work, discussion,</i> <i>30 Minutes</i>	Handout 1.2: Leader Qualities (page 139)
	1.3. Leadership Story (page 33) <i>group work, discussion,</i> <i>60 minutes</i>	
	1.4. My Competences as a Leader (page 34) <i>individual reflection</i> <i>10 minutes</i>	Worksheet 1.4: My Competences as a Leader (page 140) Handout 1.2: Leader Qualities (page 139)

	1.5. Mountain Peak (page 35) <i>individual work and reflection</i> 15 minutes	Worksheet 1.5: Mountain Peak (page 141) Worksheet 1.5: Goal Calendar (page 142)
	1.6. Why do I do Things? (page 36) <i>teaching conversation</i> 10 minutes	
	1.7. Motivation through Positive Thinking Strategies (page 37) <i>group work</i> 40 minutes	Handout 1.7: 10 Mechanisms of Negative Thinking (page 144) Worksheet 1.7: Make it Positive (page 145)

Activity 1.1: Find Similarities

Instructions:

Ask the students to split up into teams of 2 - 4 persons. Provide each team with 2 slips of paper with names of famous historical leaders, e.g.

Team 1: Nelson Mandela, Hugo Chavez

Team 2: Margaret Thatcher, Steve Jobs

Team 3: Mahatma Gandhi, Julio Cesar

Team 4: Martin Luther King, Napoleón Bonaparte

Team 5: Che Guevara, Angela Merkel

Team 6: Vladimir Lenin, Pope John Paul II

Ask the teams to look at the names of the leaders they received and think of any characteristics these personalities might have in common as leaders. Give the students 10 minutes to perform the task. Once the teams are done with the task, invite them to present their conclusions, justifying it. Together with the students, elaborate a common list of characteristics/ skills that make a leader, but only select those that are morally neutral; avoid mixing them up with personal qualities that could be categorized as good or bad.

Encourage the group to jointly reflect on how a person might become an effective leader without being a good person and discuss possible reasons for that.

Materials: slips of paper with historical leaders names, pens, blank sheets, flipchart, markers.

Tips:

1. If the students don't know some of the personalities presented you might give the teams some extra time to carry on a small research on the person(s) on the internet. If you feel that the unfamiliarity with the personages is generalized among the students, you could ask the teams to shortly present their personages to the rest of the group before they proceed with the results of the exercise.
2. You can also prepare a list of names of well-known leaders in your country that might be closer to the students' / students' reality. In case of young children the list could be composed of names of known fictitious heroes from movies and books.
3. When conducting several activities carried out in teams make sure that the team members vary. It will help the students to evolve as team members.

**Alternative:**

An alternative to this exercise could be the following one:

The educator/educator prepares a selection of short accounts about achievements of some successful people that are not necessarily known. The students' task would be to guess what characteristics made it possible for each person to succeed.

A very refreshing way to run this exercise would be to complement it with an out of the classroom activity where the students could meet real persons that have reached significant success.

The reflection on what makes these people "successful" should be followed by a reflection on what would make yourself successful in your life. It would be a good transition to the formulation of aims and goals activity.

Activity 1.2: Positive Leader Qualities

Instructions:

Tell the students to split into teams of 2 - 4 persons and ask them to:

1. Think of 2 values, 2 skills and 2 attitudes (one word only) that a positive and effective leader should have in their opinion and
2. Draw up a definition of leadership.

Give the group around 15 minutes to perform the tasks. When the students are ready, ask the teams to share the results. Write down all the characteristics that come up on a whiteboard and mark them each time they are brought up by a team. When all the teams have had their turns, based on the scores, make a selection of the top five values/attitudes/skills.

Next, ask the teams to share their definitions, invite the students to create together one joint definition based on definitions proposed by the teams.

Materials: blank sheets, pens, flipchart, flipchart markers, copies of [Worksheet/Handouts as indicated in the activity overview](#) (page 28)

Tips:

Make sure that the persons that present the results of the exercises on behalf of the teams vary from one exercise to another.

Alternative:

If the students have had difficulties identifying positive leadership values/skills/attitudes you can hand them the copies of the *leader's qualities table*. Invite the students to read the table. Ask them whether they understand the meaning of all the words appearing in it. Explain the meaning of the words that the students ignore.

Then ask the students to- working in the same groups as before- discuss the importance of the items that appear on the list and select 2 values, 2 attitudes and 2 skills they consider to be the most important in a good leader. Following, each team will present their selection. Write the characteristics down as on the flipchart as they appear and mark them each time they are brought up by a team. When all the teams have had their turns, based on the scores, make a selection of the top five values/attitudes/skills.



Activity 1.3: Leadership Story

Instructions:

Have the group divided in teams of 3 to 4. Instruct the teams to create a short story transmitting leadership values and featuring characteristics of a positive leader. Tell the students that the story doesn't have to be situated in a professional context, it could as well refer to community life, informal group of acquaintances, family, etc. It can refer to a situation the students have experienced or it can be imaginary. Tell the teams that they will have to present their stories in front of the rest of the group. Invite the students to be imaginative. Tell them that the presentation could take form of children's tale narration, role play, mime show, etc. Put a time limit to the presentation of the story (approx. 5 min per team). Give the group around 20-25 min to create the story.

Meanwhile the teams are presenting their stories; ask the rest of the group to identify leadership qualities that appear in each story. After each presentation, the public will point to qualities they identified and the creators will tell whether those are in fact the characteristics they intended to express with their story.

Materials: blank sheets, pens

Activity 1.4: My Competences as a Leader

Instructions:

Before carrying out the activity with the students invite them to reflect upon:

- ///R Why leadership is an important competence also for me?
- ///R What does it mean if I have a look on my actual situation (participation in a Second Chance educational measure)?

Afterwards, give a copy of my competences as a leader template sheet to each student. Ask them to look at the list of values, attitudes and skills characteristic of a leader (see *Handout Leader Qualities*) and choose those they believe to already have and those they don't think they have but would like to develop and write them down on the sheets.

Materials: copies of [Worksheet/Handouts as indicated in the activity overview](#) (page 28), pens

Tips:

1. In order to deepen in the outcomes of this activity on individual level, you might schedule a private tutoring time with each student, so that you could ask the students personally about the competences chosen:
 - a) The competences that they think they have, could they bring up a situation/ circumstance that made them realize that they have the competence(s) in question?
 - b) The competences they would like to develop, why did they chose these competences? Where they thinking of some particular personal/professional purposes that they could serve? If so, what are these purposes?

Asking the students these questions will likely help them to dig deeper into their own motivations by means of reflection. Additionally, it will provide the educator with the information necessary to perform his/her orientation and motivation labor as educators.
2. If you consider that the worksheet provided is too complicated for your students you might create one that doesn't include all the 3 types of qualities - values, attitudes and skills - but instead refers to leader's qualities in general.
3. If you consider that thinking about their own leadership qualities is too complicated for the students, ask them to think about someone they know and admire for her leadership qualities and reflect on which of these qualities they would like to develop themselves.

Activity 1.5: Mountain Peak

Instructions:

Before performing the activity with the students you should introduce the concept of short-term and long-term objectives, reflecting about:

- ///R What is the difference between long-term and short-term thinking and planning?
- ///R What is the benefit of short-term thinking and planning?
- ///R What are the dangers of short term planning/ long term planning?
- ///R Why is long-term thinking and planning so important but so hard?

Give the students a blank piece of paper. Ask the students to think of a specific long-term goal each student would like to achieve and tell them to write down the goal. Once everybody has done it, tell the students to think of the steps they need to take to accomplish the goal. If you consider that your students are not prepared to think in terms of goals, ask them to express a wish they have for the future. After few minutes of reflection provide the students with the *Mountain Peak* template and ask them to write down the steps they think they would have to undertake in order to achieve the goal/ make the wish come true.

Once the students have completed the task, ask for a volunteer to present to the group his/her goal/wish and the steps to achieve it. Give all those students that wish to share their goal the chance to do so. By the end of the class give the students the copies of the *Goal Calendar* template and invite them to chronologically plan the path to their goal's achievement in their spare time.

Materials: copies of [Worksheet/Handouts as indicated in the activity overview](#) (page 28), pencils/pens

Tips:

1. If you suspect that there might be no volunteers to present their goals among the students you might as well prepare a "Mountain Peak" sheet for yourself so that you can be the one to present the results to the group which might encourage the rest to follow you and present their sheet.
2. If you consider that the worksheets provided are too difficult, you might suggest the students that they create their own worksheets by drawing them on blank sheets of paper.
3. You might organize one to one tutoring with each of your students in order to review their goals and the steps they have set up to reach them. You could ask the students about the details on how they plan to execute the steps foreseen. You can ask them how they will proceed in case that some of the steps present difficulties. You should encourage the students to think of the possible plan (B) actions/steps in order to assure the achievement of the goal.

Activity 1.6: Why do I do Things?

Instructions:

Before the session begins, stick bank notes or coins under several chairs in the room. To run this activity, choose a moment when all the students are seated on their chairs. Ask the students to raise their right hand. Once they have done it, thank the students. Ask the group why they executed the action. Most of them will answer that they did it because they were asked/ kindly asked to do so. Continue by asking the students to stand up and lift their respective chairs. In all probability no one will make the move. While the students are hesitating, ask them “And if I told you that there is money under the chairs?” If they still don’t move, say “Indeed, there IS money under some chairs”. By now, the students will likely be standing up and lifting their chairs.

Here some questions for the reflection on the subject:

- ///R Are the motives to do something external or internal to the individual?
- ///R Why was it more difficult to motivate the group to act with the second request?
- ///R Where the students motivated by the money?
- ///R Which is/are the best ways to motivate someone/oneself?



Activity 1.7: Motivation through Positive Thinking Strategies

Instructions:

Hand out the copies of “10 Mechanisms of Negative Thinking” sheet to the students. Introduce the 10 mechanisms to the students, giving concrete examples for each mechanism. You might ask the students if they can think of any other example than the one offered by you. Then, ask the students to split in small groups of 3 to 5.

Hand out the copies of the “Make it positive” worksheet to each group (one per student or one per group, as you wish). Ask them to read the negative statements written in the worksheet and identify the negative thinking mechanism/s contained in each. Then, ask the students to work in groups reformulating the statements into a positive - or at least neutral - meaning. Give the groups at least 15 minutes for the task (if you have sufficient time you may allocate more time here). When they are done with the task, read the first statement and ask the groups to read aloud their alternatives to it, one by one. Discuss the similarities and the differences between the different proposals.

During the activity discuss and put emphasis on the ways to fight the negative thinking:

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

Materials: copies of [Worksheet/Handouts as indicated in the activity overview](#) (page 28), pens

Sources:

http://www.msssi.gob.es/ca/ciudadanos/proteccionSalud/adolescencia/docs/Ado5_1.pdf

Module 2: Learning to Learn

Learning Objectives	Activities	Worksheets and Handouts
<p>Educators become better prepared to support student's development in the following aspects:</p> <ul style="list-style-type: none"> R To promote awareness of learning, fostering the most important competences of 'the ability to learn' R To facilitate reflection about individuals' values, passions, motivations, strengths and unique characteristics as learners R To identify various learning modalities R To identify one's preferred learning modalities R To identify strategies to learn better R To evaluate learning outcomes 	<p>2.1. Collage your Learning (page 39)</p> <p><i>individual work</i> 60 minutes</p>	<p>Handout 2.1: How to Mind Map (page 151)</p> <p>Worksheet 2.1: Mind Map "Me as a Learner" (page 152)</p>
	<p>2.2. Origami (page 41)</p> <p><i>group work</i> 30 minutes</p>	<p>Handout 2.2: Origami Crane Instructions - Visual (page 153)</p> <p>Handout 2.2: Origami Crane Instructions – Written (page 154)</p>
	<p>2.3. Learning my Way (page 42)</p> <p><i>individual reflection, discussion</i> 90 minutes</p>	<p>Worksheet 2.3: Quiz – "How do you learn best?" (page 155)</p> <p>Handout 2.3: Tips for different Learning Types (page 158)</p>
	<p>2.4. The Evaluation Boat (page 43)</p> <p><i>reflection work</i> 30 (+ 30) minutes</p>	<p>Handout 2.4: Evaluation Boat (page 164)</p>

Activity 2.1: Collage your Learning

Instructions:

This activity helps students to understand their motivation for learning by identifying their passions and strengths, building on these ones for planning future learning.

This activity aims to:

- ///R figure out what we are passionate about;
- ///R understand our personal needs, values and purpose;
- ///R learn to express who we are;
- ///R learn how to use our unique strengths and skills;
- ///R learn how to express our purpose in our own unique way;
- ///R find out what our unique vision and purpose is.

The activity can be implemented in two ways, both of them using the method of the “mind map”.

A mind map is a diagram used to visually organize information. A mind map is hierarchical and shows relationships among pieces of the whole. It is often created around a single concept, drawn as an image in the center of a blank page, to which associated representations of ideas such as images, words and parts of words are added. Major ideas are connected directly to the central concept, and other ideas branch out from those.

In a mind map, as opposed to traditional note taking or a linear text, information is structured in a way that resembles much more closely how your brain actually works. Since it is an activity that is both analytical and artistic, it engages your brain in a much, much richer way, helping in all its cognitive functions. (See the *Handout: How to Mind Map*)

Seven steps to make a mind map:

1. Start in the centre of a blank page turned sideways.
2. Use an image or picture for your central idea.
3. Use colours throughout.
4. Connect your main branches to the central image and connect your second and third-level branches to the first and second levels, etc.
5. Make your branches curved rather than straight-lined.
6. Use one key word per line.
7. Use images throughout.

(more information: <http://www.tonybuzan.com/about/mind-mapping/>)

Ask students to prepare a collage, using photos and text from the magazines, which represents their individual strengths, personal values, motivation to learn, passions and something that makes them unique.

The main points to reflect on are:

1. Why I learn = motivation;
2. What I like to learn = passions;
3. How I learn = preferred learning modalities;
4. Who I am = self-awareness about one's learning history.

After 30 minutes of preparation, the students arrange themselves in a circle and introduce their collage to the rest of the group.

If computers are available, there are some free online tools to create digital mind-maps:

<https://coggle.it/>

<https://www.mindmup.com/>

<https://www.mindmeister.com/it>

Ask students to create a mind map following the model provided (see *Worksheet: Mind Map "Me as a Learner"*), to reflect on the above mentioned points. They are free to adapt the example as they prefer, using images, words, symbols, giving space to their creativity.

After 30 minutes, everyone will present the results to the whole group.

You can show the template as a guide to follow to facilitate the creation of the mind map; anyway, students should feel free to express themselves as they want.

Materials: copies of [Worksheet/Handouts as indicated in the activity overview](#) (page 38), pens; old magazines, glue, scissors, crayons, erasers, computers

Activity 2.2: Origami

Instructions:

Divided in 3 (or 4) groups, students will be asked to create an origami (we suggest to do the origami crane, which is easy for beginners) using different learning approaches:

1. Watch the instruction video (the educator can choose a tutorial easily findable on youtube, for example <https://www.youtube.com/watch?v=RsnEFQv3uCI&t=17s>);
2. Read the instruction sheet (see *Handout: Origami Crane Instructions*).

Instructions in different languages can be easily found in the internet; the educator can choose to give to the students just the visual instructions or just the written ones or both together or to create 2 groups, one per type);

3. Follow the educator who will instruct them;
4. Find their own way of learning (optional).

They all will have the same time to finish the work (depending on the time needed by the educator to do it - suggested time: 15 minutes).



After that, they will compare the results and debrief the activity, reflecting on the different educational approaches used and their consequences: which method has been the easiest one? Which one the most difficult? Why?

Materials: copies of [Worksheet/Handouts as indicated in the activity overview](#) (page 38), pens, computer with internet connection, papers

Tips:

The educator should practice in advance until having the mastery of the technique to teach it to the students of the Group 3, watching video tutorials on youtube, for example.

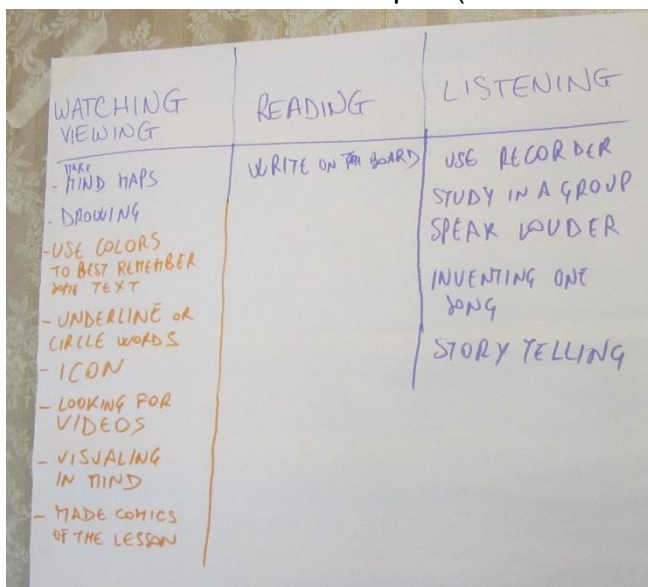
Activity 2.3: Learning my Way

Instructions:

Basing on the previous activities and on the personal knowledge and experience of students, the group identifies different learning modalities and each of them is written on a flipchart with 6 columns, one per each learning modality:

1. Listening
2. Speaking
3. Writing
4. Doing
5. Viewing
6. Reading

Students will receive the quiz (see *Worksheet: Quiz "How do you learn best?"*) to identify each one's usual and preferred learning style.



After filling in the questionnaire, they will compare their results with the others and debrief them, discussing on pros and cons of different learning modalities.

The educator will prepare a set of cards printing the tips suggested for each learning modality (see *Handout: Tips for different Learning Types*) and mix them up.

Each card contains a tip to be used to improve the performance related to a different learning modality. Each student in turn will pick a card, read it out loud and decide to which learning modality the tip refers to. The card will be attached to the flipchart in the correspondent column.

Check the correspondence through the list (see *Handout: Tips for different Learning Types*).

At the end of the activity, students will reflect on the suggested tips: were students aware of them? Are these tips useful? Why? They are also invited to suggest other tips they have experimented in their lives and discuss the usefulness of them with the others.

Materials: copies of [Worksheet/Handouts as indicated in the activity overview](#) (page 38), pens, and flipcharts

Activity 2.4: The Evaluation Boat

Instructions:

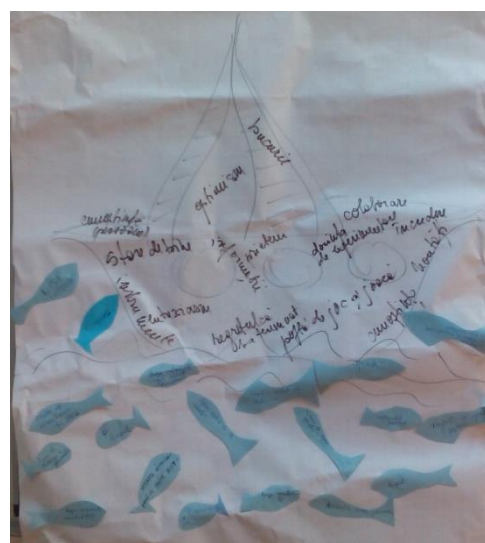
The evaluation of the learning path is fundamental in the process of learning to learn.

In order to go on learning successfully, we need to know not only what we achieved but also how we managed to achieve it. We have to understand the process of learning so that we can repeat it. This training activity is meant to be used by educators to encourage students to reflect on the learning process and identify factors that contributed to successful learning so that these can be used again.

Moreover, it is a good tool to understand the extent of satisfaction of learning needs which can be used by final beneficiaries to identify their learning benefits and what they still need to achieve from a learning point of view.

Before starting the training, students will be invited to reflect on their learning expectations, motivations and interest.

They will draw a boat on the sea (it can be prepared in advance by the educator): each element of the drawing represents an aspect of the learning process.



- ///R the sun represents their learning expectation;
- ///R the fish/anchor the obstacles they are afraid to meet;
- ///R the wings their motivation in learning.

Each one will have some time to reflect and write down his/her own thoughts.

At the end of the day or the training activities, students will colour the learning expectations that have been achieved and write on the fishes and the wings their observations about negative and positive aspects. (See *Handout: Evaluation Boat*).

Materials: copies of [Worksheet/Handouts as indicated in the activity overview](#) (page 38), flipcharts or papers, crayons and pens

Tips:

Suggestion1: linking this activity with the “Origami”, the educator can propose to build the boat instead of drawing it.

Suggestion 2: as said before, it can be used by final beneficiaries to improve and give more value to their learning experience.

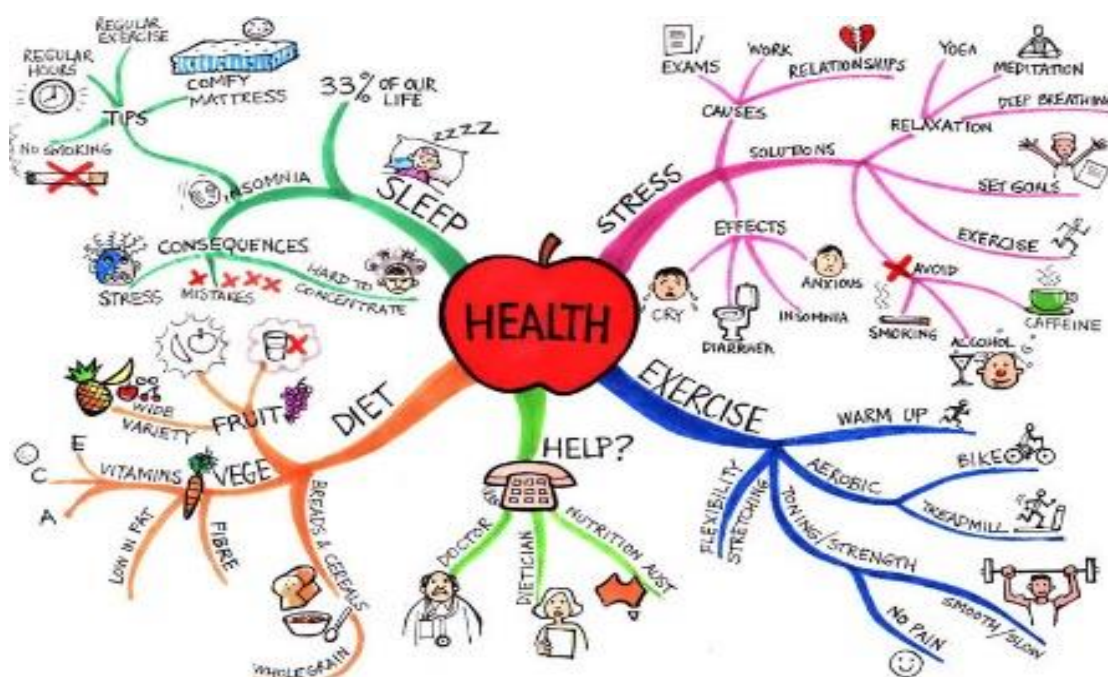
Module 3: Emotional and Physical Health

Learning Objectives	Activities	Worksheets and Handouts
<p>Educators become better prepared to support student's development in the following aspects:</p> <p>R To recognize, manage, and express own emotions and to build empathy</p> <p>R To understand resilience, how to guide students to better face difficulties and build self-esteem, being aware of the internal and external resources available</p> <p>R Increase knowledge about children's and migrant's rights and facilitate awareness of them among students and on protecting themselves from dangerous environments; recognizing risky situations</p> <p>R To raise awareness about the benefits of a healthy lifestyle:- positive thinking and stress relief methods, healthy living (eating, sleeping, exercising)</p> <p>R To build life plans</p>	<p>3.1. Introduction on Emotional and Physical Health (page 45) <i>brainstorming in plenum</i> 15 minutes</p>	
	<p>3.2. What do you feel? (page 46) <i>individual work, reflection</i> 15 minutes</p>	
	<p>3.3. My Life Path (page 47) <i>individual work, reflection</i> 20 minutes</p>	
	<p>3.4. The House of Resilience (page 47) <i>individual work, reflection</i> 10 minutes</p>	<p>Handout 3.4: The House of Resilience (page 165)</p> <p>Worksheet 3.4: The House of Resilience (page 166)</p>
	<p>3.5. The Counsellors (page 49) <i>group role play</i> 45 minutes</p>	
	<p>3.6. A new Beginning (page 51) <i>group work</i> 10 minutes</p>	

Activity 3.1: Introduction on Emotional and Physical Health

Instructions:

Introduce the topic by elaborating an overview: talk about both physical and emotional health and collect together with your students related elements that ensure the health of a child or a young person. We recommend using the format of a mind map. It is advisable to complete the mind-map together with the students but, as a hint, you can use the diagram below, to be sure to touch every aspect of health.



Graphic: Mindmap Artists – Jane Genovese and Sharon Genovese

Materials: Flipchart, pens

Activity 3.2: What do you feel?

Instructions:

Give each student a blank sheet of paper and ask them to write on it everything they feel in that very moment. Tell them not to think too much, just make a list with everything they feel. Let them do this for 90 seconds.

Ask 2 - 3 persons to read what they have written. Note that they tend to write general things, not particular ones. Also, they generally forget or censor themselves and do not say particular things like "I'm hungry", "I am cold/hot", "I feel the pen in my hand", "I feel my muscles are too tensed for this activity", "I am empty headed", "I am sad because of something that happened this morning on my way here", etc. This is an activity for "training the emotional muscle", in which people re-learn to express what they feel, not to censor their feelings because "it is not appropriate in this setting".

Materials: paper, pens



Activity 3.3: My Life Path

Instructions:

Continue the previous activity giving the students the opportunity to express more deep feelings.

Individually, each student draws a blank lifeline from birth up to today on an A4 sheet. The students note or draw the ups and downs of experiences you have lived through. Then they choose a difficult event, a low point on the timeline. Ask students to think about what helped them to face this situation. Once the individual work is completed, ask students to go in pairs and share this unpleasant event with one another, as well as the resources which helped to overcome it. The internal and external resources are afterwards discussed in the group.

In addition you can give to each student a post-it and ask them to write on it something nice for one significant person in their life that really helped them to overcome difficult times in life. Gather all those notes in a bowl.

Materials: paper, pens, post-its

Activity 3.4: The House of Resilience

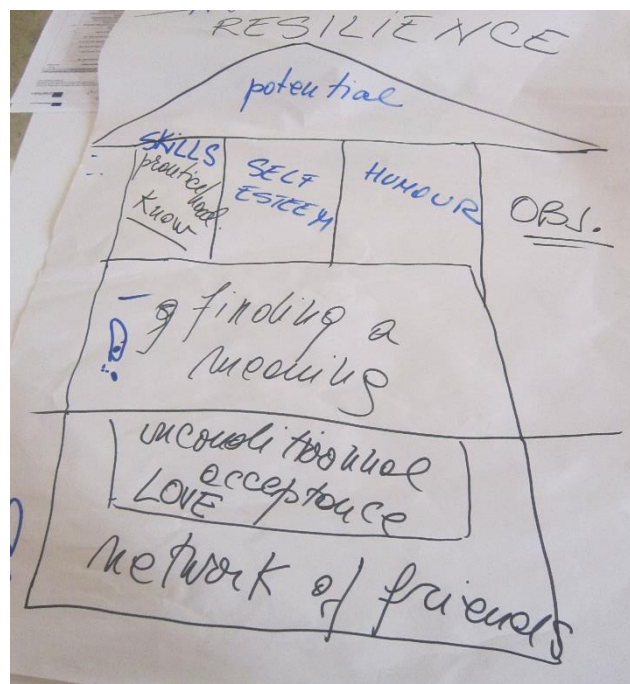
Instructions:

After giving an input on the concept of resilience draw the house of resilience as in the related *Handout The House of Resilience* and explain the students what each room represents (which are the elements that build one's resilience). Then give to the students' the *Worksheet The House of Resilience* and let them fill in the elements:

- ///R Who are the people that love them unconditionally?
- ///R Where do they find a meaning?
- ///R What do they know how to do? and
- ///R Which are their resources and potential?

Help the students to fill in the worksheet and talk/reflect together on different aspects of their products.

Materials: copies of [Worksheet/Handouts as indicated in the activity overview](#) (page 44), pens



Activity 3.5: The Counsellors

Instructions:

This is an exercise that deepens the work on emotions. In order to do so, you need to allocate enough time for debriefing it thoroughly.

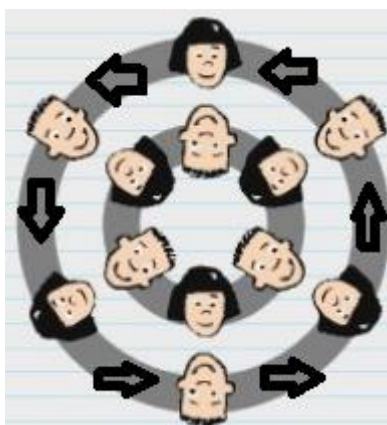
Divide the students in two groups:

R Group 1 will be "educators having to discuss and solve a problem of a child"
The group goes outside of the classroom and the educator tells them to think of a real problem they would like to receive help from a "counsellor".

R Group 2 will be "the counsellors"
This group remains in the classroom. Each "counsellor" is instructed to sit on a chair, having in front of him/her an empty chair. They are told they will receive three visits from three different persons that want to discuss a topic with them. Their role is to receive the three persons in three different manners.

- The first person to stay in front of them will be ignored.
- The second time, they will listen actively the person, they can use the non-verbal language to make the person feel listened, but they cannot talk or give any advice or ask questions at all.
- The third time, they will listen, ask questions and try to give advice to the person that sits in front of them.

When coming back in the classroom, Group1 will find an equal number of "counsellors" sitting in a circle. They are asked to sit each in front of one of them (form an outer circle that way as visualised in the graphic below), to tell him/her the problem. Ask the "educators" to think thoroughly and to create a speech to be well understood by the "counsellor". After some minutes (recommendation: 1 – 3 minutes), give a signal and they have to change the counsellor for a second course. They will stand up and sit in front of another counsellor and tell him/her the same story. After some minutes, you will give them another signal and proceed a third course.



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

After these 3 courses of the exercise, a debriefing is conducted. First, ask each student in group 1 how he/she felt when discussing with the first “counsellor”, with the second and with the third one. **It is important to remind each student to express the emotions they felt, and not tell what happened during the few minutes of the exercise (who did what or how),** as we tend to describe the events, not the feelings. After naming the emotion, the students are asked what behavior this emotion generated (in general, in the first phase of the exercise they feel frustration, and some of them want to “kill” the counsellor, some of them doesn’t want to hear him/her anymore and just wait the end of the exercise - they give up -, some of them develop strategies to be heard and understood – trying to “bribe” the “counsellor”, to threaten them, or to help them concentrate).

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

In the end, it should be emphasized how many and how intense feelings were felt during only such a short time, and asks the students to further reflect to the effects of being rejected, not listened and deprived of a good advice when you have a problem and want to discuss it with a reliable adult.

Activity 3.6: A new Beginning

Instructions:

Give to the students the bowl with notes you have gathered in *Activity 3.3: My Life Path*. Let them draw randomly a post-it and read it. Tell them this is the answer they have received to their good words.

With this exercise, the workshop is finished in an atmosphere of emotional wellbeing and reflectiveness.

Materials: post-its resulting from *Activity 3.3: My Life Path*

Tips:

Carefully check the notes in the bowl. In case that one of the students had written something “not-so-nice”, replace that note with another one, written by you, with a positive message.

Module 4: Communication with the Reciprocal Maieutical Approach

Learning Objectives	Activities	Worksheets and Handouts
<p>Educators become better prepared to support student's development in the following aspects:</p> <p>R To improve quality on communication competence;</p> <p>R To analyse the meaning of the words “transmission” and “communication”, the differences existing between them and the potential effects of both concepts on the learning process;</p> <p>R To improve transversal skills, such as: self-reflection, listening, empathy, open-mindedness, respect</p>	<p>4.1. Maieutic Circle (page 53) <i>group work, discussion, game</i> <i>Max. 120 minutes</i></p>	
	<p>4.2. Keep in Mind (page 55) <i>experiment in group</i> <i>30 minutes</i></p>	<p>Handout 4.2: Keep in Mind – List of Objects (page 167)</p>

Activity 4.1: Maieutic Circle

Instructions:

You as the educator will be the RMA coordinator. Invite each student to introduce him/herself by asking: What is your personal dream?

Each student starts to tell something about him/herself in a personal way.

In this way, everyone can open up, by expressing themselves and listening to other people's point of view.

The maieutic process starts:

The RMA coordinator introduces the issue or a "good question" such as: What is the meaning of "transmission" according to your personal experience? And then: What is the meaning of "communication" according to your personal experience?

Each one can express her/himself on the issue and according to her/his own personal experience, style and personality. The starting point of an RMA workshop can be simply just a word or two. Gradually each of these initial words are associated to an adjective, an idea, a point of view and so this is how the actual workshop



activity begins. The workshop activates a process of interchange as well as a reciprocal enrichment and only when communication between the workshop participants (students) is effectively established it will be eventually possible to see a continuous germination of ideas.

The coordinator closes the workshop by making a short summary of what has been said during the session and drawing conclusions on what emerged from it.

The RMA coordinator closes the session by asking a short evaluation to all students.

Materials: Flipchart, pens

Tips:

Because of its wide applicability, RMA can be easily applied to a variety of other themes and fields. The maieutic circle should also be adapted to specific goals and to specific target groups.

It is important to get to know the group first, how well they know each other, what are the priorities or main needs, what the group expects and desires to learn.

Other suggested issues to be discussed: Teaching vs. Educating – Peace – and so on.

Activity 4.2: Keep in Mind

Instructions:

The students are divided in two groups:

- ///R Group 1 will represent “Transmission”,
- ///R Group 2 will represent “Communication”.

In each group, students create couples and within each couple, they decide who will be the “narrator” and who will be the “listener”.

In both groups, the narrator starts to read a list of objects that a couple going camping would need (see *Handout 4.2 Keep in Mind - List of Objects*) and the listener has to try to remember as many items as possible. To do this, the two groups will experiment two different communication strategies.

The narrators within the Group 1 (transmission) share the list only mentioning to their partner the 30 things the couple might need on the camping.

The task for the Group 1 is only to pass the information: the partner cannot ask any questions; he/she can only listen. Once the narrator has finished to list all the items, the second partner has to take note of all the things mentioned by his/her partner he/she can possibly remember.

Within the couples belonging to the Group 2 (communication), one partner tells the list, mentioning 30 things the couple might need one by one. After mentioning every single thing, the person telling the story should ask his/her partner: ‘What do you think?’, ‘why do they need it?’, allowing the partner to think and discuss ideas. The task is to encourage the partner to think about the topic and discuss his/her ideas with other people. When the person finishes the list, his/her partner has to take note of all the mentioned things he/she can possibly remember.

In the end, the partners of group 1 and 2 who were listening to the stories show their list of things and the results are compared.

Close the session and make students reflect about the two different approaches used and their results/consequences.

Materials: copies of [Worksheet/Handouts as indicated in the activity overview](#) (page 52), pens

Module 5: Diversity Awareness

Learning Objectives	Activities	Worksheets and Handouts
<p>Educators become better prepared to support student's development in the following aspects:</p> <ul style="list-style-type: none"> ///R Becoming aware of the differences and similarities between people and ethnicities ///R Building tolerance and patience ///R Breaking stereotypes ///R Promoting empathy ///R Creating social and cultural adaptation skills 	<p>5.1. <u>My Name tells who I am</u> (page 58) <i>warm-Up</i> <i>20 minutes</i></p>	
	<p>5.2. <u>Life in a Perfect World</u> (page 59) <i>group work, discussion</i> <i>60 minutes</i></p>	<p><u>Worksheet 5.2: Life in a Perfect World – Peace Wheel Quiz</u> (page 168)</p> <p><u>Handout 5.2: Life in a Perfect World – Peace Wheel completed</u> (page 172)</p>
	<p>5.3. <u>Discussions on the Meaning of Peace and Tolerance</u> (page 60) <i>group discussions</i> <i>30 minutes</i></p>	<p><u>Worksheet 5.3: Discussion Guides</u> (page 173)</p>
	<p>5.4. <u>The Exercise with the Labels</u> (page 63) <i>group experiment</i> <i>30 minutes</i></p>	

	5.5. <u>Case Studies Presentation</u> (page 63) <i>case study invention</i> 30 minutes	
	5.6. <u>Human Rights History</u> (page 65) <i>quiz, group decision making,</i> <i>knowledge transfer</i> 10 minutes	
	5.7. <u>Accepting Differences</u> (page 67) <i>simulations game</i> 30 minutes	<u>Worksheet 5.7: Accepting Differences – Group Rules</u> (page 181)
	5.8. <u>Understanding Differences</u> (page 67) <i>group work, presentation</i> 60 minutes	<u>Handout 5.8: The Iceberg Model of the Cultures</u> (page 189)

Activity 5.1: My Name tells who I am

Instructions:

Every student writes his/her name (better short or nick names, especially for long names) and next to each letter of the name writes something typical for him/her beginning with the corresponding letter. It could be a characteristic, hobby, favourites, a person, etc. Then every student presents his/her writing to the rest of the group.

Materials: paper, pens



Activity 5.2: Life in a Perfect World

Instructions:

This activity starts with a quiz on proverbs and wise sayings that reflect different aspects of being at peace, and goes on to let students reflect on:

- ///R The meaning of peace and accepting the differences.
- ///R Inner peace, peace with others and peace with the environment.
- ///R Developing peaceful behaviour and tolerance towards others.

Specific objectives:

- ///R To sense the interdependency between the different dimensions of peace.
- ///R To discuss the different meanings of peace and tolerance and how it applies to our daily lives.
- ///R To promote respect, solidarity, tolerance, acceptance and responsibility.

Follow instruction steps 1 - 5:

1. In plenary, show students the large A3 copy of the empty peace circle, or mandala (*Worksheet: Live in a Perfect World – Peace Wheel Quiz*). Point out the three sections: peace with yourself, peace with others and peace with nature. Tell them that the completed mandala will represent the attainment of an ideal state of peace. To complete it, students have to find the twenty-one "words of universal truth" that relate to each of the twenty-one areas of a life in peace. These missing 21 words of universal sayings can be found all over the world in statements or proverbs.
2. Ask students to get into three groups and hand out a pen, a copy of the empty mandala (one per small group) and a copy of the quiz sheet (one per each student in the group). Remind them that they have to find the missing words in each of the proverbs. These are the clues to the values that fit in the different areas of the peace circle. The number of each missing word (or area) in the quiz corresponds with the numbers on the mandala wheel.
3. When they have finished, call everyone together. Ask students to volunteer to read out the completed proverbs one at a time. Check they are correct and ask the reader to take a pen and write the word on your large copy of the peace circle.
4. Repeat for all the proverbs until the mandala is complete and a state of peace is attained.
5. Distribute copies of *Handout 5.2: Life in a Perfect Word – Peace Wheel completed* to the students and conduct a conclusion and assessment session. Start by talking about the mandala and the universality of the values

represented. Here are some suggestions for questions you can discuss with the group:

- ///R How hard was it to find the missing words? How many of the proverbs or sayings did people already know? Are they in fact "words of wisdom" that are relevant to our lives today?
- ///R Do the words in the innermost circle represent universal values? Are they equally important in all cultures? Which are the most important in yours?
- ///R Are there other core values which are not represented?

Materials: copies of [Worksheet/Handouts as indicated in the activity overview](#) (page 56), pens, paper

Tips:

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

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

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

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

**Alternatives:**

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

Activity 5.3: Discussions on the Meaning of Peace and Tolerance

Instructions:

This activity is a follow-up of *Activity Life in a Perfect World*. The aim is to encourage the students to discuss and express their opinions about peace, tolerance and acceptance of each other.

Ask people to return to their three sub-groups and give out the discussion guides (Worksheet 5.3: Discussion Guides), one to each group. Ask them to discuss the questions in their discussion guide, while at the same time keeping an eye on the values associated with the relevant area of the peace wheel. They should see if they can come to a consensus about the questions, and they should be prepared to report back on their discussions.

At the end, call everyone into plenary, and ask each group to report back. Ask someone from each group to make a very short summary of the questions on their discussion guide. Then take the following questions in rounds:

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

In order the discussions to run smoothly and effectively very strict rules should be followed during the whole time. The most important rule you should stress is the theme of the discussion to always be followed. No side-issues could be discussed and no digressions could be made. Tell the learners that it is very important to carefully listen to each other and don't interrupt their peers. Opposite opinions should be expressed in attentive and respectful way. No offences and loud voice will be tolerated.

Materials: copies of [Worksheet/Handouts as indicated in the activity overview](#) (page 56), pens

Activity 5.4: The Exercise with the Labels

Instructions:

Students stand in a circle with their eyes closed while you stick small self-adhesive labels of different colours on their forehead. The number of labels of each colour is not equal and varies according to the size of the group, but there is always one person alone with one colour (for example one red sticker, three blue stickers, three green stickers, four orange stickers, four black stickers).

Round 1: Ask the students to open their eyes and to group themselves by colour in silence.

Debriefing: Ask everyone how they felt (*the large group felt good, secure together, took pleasure in rejecting the single different colour, had pity for them, etc.*). Then ask the person labelled different (red in this case) how he/she felt (*discriminated against, rejected, proud of being different, etc.*).

Round 2: Ask the students to silently gather in groups having as many colours as possible. Again, invite the persons to feel what is happening internally and to express it in a loud voice.

Ask your students what was different in round 2 of the activity. Encourage them to speak about their emotions and to not remain only on the factual side of the game. Insist on authenticity. The goal of the second stage is to pass from unbalanced exclusion to balanced inclusion. In this case, the group that joins the red label has the greatest number of members, valorising the difference instead of rejecting it.

Materials: self-adhesive labels, pens



Activity 5.5 Case Studies Presentation

Instructions:

The students are divided into several smaller groups (preferably 5 - 6 members each) and each group is given the task to invent a short story where any kind of intolerance has been presented. The aim is the students to recognise the different aspects of intolerance are and what are the reasons for provoking it. The most important thing is to present efficient way for combatting the presented intolerance.

After, each group presents the work they just did – they could use role play, simulation or any other method they consider the most appropriate.

Activity 5.6 Human Rights History

Instructions:

With a bit of quiz, a bit of group decision making and a bit of knowledge transfer this activity can be a good starting activity in workshops, trainings, etc., to introduce human rights and to become familiar with the most important theoretical basis, the thinking and important moments in the evolution of human rights. It tries to show that in different parts of the world, in different religions, in different times we can find core values, like human dignity, freedom, equality, helping others, etc.

Follow the instruction steps 1 – 4:

1. Place the human rights history cards in the middle (see *Worksheet 5.6: Human Rights History*)
2. Introduce the task to the group: Read all of the cards and try to create a human rights timeline (give maximum 10 minutes for that).
3. If the group is ready read out loudly the cards in the group's order. If it is the case, correct the wrong parts, but remember that the aim is not to prove the student's knowledge, but to wake their interest about human rights.
4. Debriefing with questions like:
 - ///R How do you feel about the result of the game?
 - ///R How did the group make decisions?
 - ///R Was there any new information for you on the cards?
 - ///R What does this activity mean to you?

Materials: copies of [Worksheet/Handouts as indicated in the activity overview](#) (page 56)

Tips:

Note that there is not only one good solution for the timeline. There are some cards which are about a longer period, not for an exact date and these cards can be mixed. The main purpose is not to develop the “perfect” timeline, but the thinking “behind” its elaboration (and, of course, it is important that students don't mix up historic facts/figures i.e. Martin Luther King with Martin Luther)

Make your own cards with more topics, funnier pictures, etc. You can make small groups and compare the different solutions at the end. There is another version if you give one card to one person, you put the starting point to the middle and if somebody thinks that it is her/his turn, she/he read out the card and say an explanation why it's the next.

This activity can be followed by a presentation of human rights (theoretical input), or creating a living statue in small groups about a concrete human right or some cooperative group work to work up the Universal Declaration of Human Rights.



Activity 5.7 Accepting Differences

Instructions:

The joyful simulation game BARNGA is an excellent mean to introduce the topic of “differences”. Game participants can experience cultural differences and misunderstandings that make them experience a small “cultural shock”. The aim of the exercise is to perceive other strategies of action and to understand the dynamics of unconsciously presupposed rule systems. Afterwards a reflection on possibilities and options for a successful intercultural encounter is set in motion.

The game almost immediately involves all its players and supplies are easily procurable. Careful planning of the follow-up debriefing period helps assure that all students will become aware of and reflect on the learning's of the exercise.

Preparation: In each card deck remove all cards EXCEPT Ace, 2, 3, 4, 5, 6, 7 of each suit. This leaves 28 cards.

Idea and goal: The goal is to raise awareness of cultural differences, especially when people move from one culture to another. All players seem to play the same game - what the players do not know is that each group has been given different rules. In this way, they experience unexpected behavior in the game, which at first completely elude their understanding and cause different reactions for all game participants.

Game procedure: Groups of 4 to 6 are seated in a circle on the floor or at a table, each group well away from others. Define an order to the groups by arranging them as a larger circle or putting a numbered sign at each group.

Each group is given a deck of cards and rules to the new game (see *Handout 5.7: Accepting Differences – Group Rules*). Each group should read the rules and practice a few games until everyone understands how to play the game. At that point, they should inform the educator.

Once everyone knows how to play, the educator picks up all the rule sheets and announces that the real game is played as a tournament with no verbal or written conversation. Players can communicate with gestures and drawing pictures if needed. In this tournament, players rotate between groups this way:

- ///R When a game is completed, the player with the most tricks moves to the next higher table.
- ///R The player with the fewest tricks moves to the next lower numbered table.
- ///R The other players remain at the same table.
- ///R If there is a tie, the person whose first name is alphabetically first wins and moves.

Debriefing, reflection, transfer:

After the simulation, the method is explained and the game participants report on their experiences and thoughts. Possible reflection questions are:

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

The importance of culture as a bearer of behavioral patterns and orientations of action with their effects on intercultural encounters is analyzed. The players experience cultural diversity and react intuitively to situations of cultural misunderstanding.

Materials: copies of [Worksheet/Handouts as indicated in the activity overview](#) (page 56), card deck for every group of 4 to 6 students, paper and pencil for each group

Activity 5.8 Understanding Differences

Instructions:

1. What do we know about...

Ask the students to split up into teams of 2 - 4 persons. Provide each team with one flipchart pager and ask them to design a poster on what do they know about.... Here you can choose different cultures, some of them more known to the students, others less known, maybe – for example: Germans, Japanese, Icelandic, Romanians, English, Spanish, Turkish, etc, or you can choose different cultures from the same country.

After the students write on flipchart and present what they know about that culture, the educator asks them which were their sources of information. In general, the students know about different cultures: from mass media, from what their friends told them, from literature, in general from indirect sources. The educator emphasizes the fact that all the things that we know have, in general, an indirect source, and that people form general opinions on things without much research.

2. The second exercise is about stereotypes.

The students are still in their working groups. Tell the students the story of *The Young Girl in Love* and ask them to decide which of the five characters behaved in the most moral way and which in the least moral way. The students have to give a score from 1 to 5, from the most moral behavior to the least moral behavior to the five characters of the story.

In a second part you can tell the students that you have now received some more information about the characters of the story and you want to share with them this new information.

After reading the second part of the story and ask the students if this changes the scores. The debriefing is on how we evaluate information about people based on our truncated inputs using stereotypes.

The Young Girl in Love - Part 1:

Once upon a time, in an old village situated on a river, lived a young girl named Ondine. She was 17 years old and she was in love with Yan, a young man from the same community. Unfortunately, Yan was living on the other bank of the river. The river was filled with crocodiles, and it was no bridge. Thus, Ondine had to ask Roth, the boatman, to help her cross the river to be together with her beloved Yan. Roth refused her, he said that he wouldn't bring her to the other side of the river by any means. Sad, Ondine had to rely on the other person in the village who had a small fishing boat, Tarik. She went to his house and asked him to bring

her on the other side. Tarik refused in the beginning and asked her to spend the night with him, and the next day he will bring her across the river. So they did. The next day, Tarik brought her on the other side of the river. Ondine ran happily in her beloved arms and told him the sacrifices she had to do to be with him. Yan rejected her. Very sad, Ondine left him and sat on the river bank, crying. Young Ken came to her and asked her why she was crying. She told him the whole story. Ken was very furious and decided to help her. He went to confront Yan and punched him in the face.

The Young Girl in Love - Part 2:

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

3. Presentation of the model of the iceberg related to cultures:

Culture is often compared to an iceberg which has both visible parts (on the surface) and invisible parts (below the surface). Elements of culture which we can plainly see, such as food or clothes, are represented by the upper portion of the iceberg. Those elements which are not as obvious such as why someone eats or dresses the way they do are represented by the much larger portion of the iceberg underwater. Failure to understand and recognise these parts of culture and the layers that compose them, as well as how they influence each other is the main reason misunderstandings occur when doing business internationally.

There are six stages from ethnocentrism to ethnorelativity:

1. Negation
2. Resistance
3. Minimisation
4. Acceptance
5. Adaptation
6. Integration.



Tolerance is just a stage between Minimisation and Acceptance, so the goal is to go all the way through and to aim the Integration stage which each and every culture you encounter. (see also <https://quizlet.com/8817828/flashcards>)

Materials: copies of [Worksheet/Handouts as indicated in the activity overview](#) (page 56), flipchart paper, pens, markers, scissors, multimedia

Tips:

These activities should be carefully used and always taking into account the group specifics. Sometimes topics such as religion or sexual orientation could be very sensitive. The educator has to carefully consider the group specifics and always be vigilant about arising conflicts and problems between the students and be ready to solve them in the best possible way. The students should be made feeling safe and comfortable in order to share their honest opinion and thoughts on the topics.

Module 6: Building IT Awareness

Learning Objectives	Activities	Worksheets and Handouts
<p>Educators become better prepared to support student's development in the following aspects:</p> <p>R Integrate information technology and digital devices into the learning process</p> <p>R Use digital means to communicate with a larger public</p> <p>R Develop the creativity in using digital tools</p>	<p>6.1. Digital Comic Strip (page 73)</p> <p><i>Team work</i></p> <p><i>60 minutes</i></p>	
	<p>6.2. Interactive Topic Page (page 74)</p> <p><i>Digital based learning</i></p> <p><i>50 minutes</i></p>	
	<p>6.3. Find it... (page 75)</p> <p><i>Research game</i></p> <p><i>30 minutes</i></p>	
	<p>6.4. Community Reporting Project – An Article (page 77)</p> <p><i>Project based learning, teamwork</i></p> <p><i>10 minutes</i></p>	

Activity 6.1. Digital Comic Strip

Instructions:

Divide the students into teams of 2 to 4. Tell the students to make a digital comic strip using one of the following websites: <http://www.comicshead.com/comicscreator.php>, <https://www.pixton.com> (the websites are free of charge but they require registration which can be done in few minutes). The proposed subject is “Feature a happening that took place during the last year on national or world stage which had a great impact on you”.

Give the students 10 minutes to discuss and decide on the subject for the comic in groups. Ask each team about their selected subject (you might do that privately with each team so that the students don't get to know the subjects of the other teams). If some teams find it difficult to find a subject, you might make some suggestions from which they could choose.

When implementing the activity with students, if you have worries that the students won't be able to find a subject themselves, you can prepare a list of possible topics beforehand and let the students choose. Otherwise you could give the students few minutes to search for a happening to feature on the internet.

Once all the teams have selected a subject ask the students to start working on their comics. Limit the extension of the comic to approx. 6 vignettes. When ready ask the students to download their comics (and optionally print them).

Invite the groups to narrate their stories one by one. After the presentation ask the teams: Why did you choose to feature this happening?; Why do you consider it relevant?

After all presentations have been made, everybody in the class votes for the best comic.



Materials: one computer per team, internet connection, blank sheets, pens

Tips:

When implementing this activity with the students, the time needed to carry out the activity will depend on the student's technological literacy, creativity and ability to work in team. They will need at least 2 hours to finalize the task. If you don't have that much time, tell the students to finalize the task as homework or extend the activity over 2 classes.

Activity 6.2 Interactive Topic Page

Instructions:

This activity permits to use social media websites, such as Facebook for educational purposes. It can be used in any subject to work on any topic, from traditional school subjects such as math or history to topics such as national/ world's news, cuisine, cinema, sports, or healthy nutrition.

Tell the students that their task will be to create an interactive topic page to be used with a group of students over a period of several weeks/months. The page will be a space to discuss topics related to the subject, to give assignments to the students to be carried out with the help of digital means and to be delivered online.

Ask the students to split into groups of 2 - 3 persons. Tell the students to enter a Facebook account (might be a personal one or they could create one for the purpose of the activity). Ask them to select a subject for their page and to create the page itself.

Materials: one computer per team, internet connection

Tips:

When implementing the activity with students you have two possibilities: create the page yourself or create it together with the students during the class so that they can feel that they play a highly important role in the activity. Also it is advisable that the choice of the topic itself is discussed with the students. If they are engaged in the subject setting it is more likely they will commit to executing the tasks assigned.

You can create a written assignment to be delivered through this tool <https://padlet.com>

The tasks can be of different nature: A question that requires searching for information, a project, a disputed topic to be discussed in an online class "forum", etc. Here are several links to sample topic pages used with students:

- <https://www.facebook.com/Qu%C3%A9-est%C3%A1-pasando-404743163026141/?ref=bookmarks>;
- <https://www.facebook.com/Futboleros-1543433595933590/?ref=bookmarks>;
- <https://www.facebook.com/Cinema-1568893750025949/?ref=bookmarks>;
- <https://www.facebook.com/Teatralizando-323447167848762/?ref=bookmarks>;
- <https://www.facebook.com/aprendiendocondakar/?ref=bookmarks>

Activity 6.3 Find it...

Instructions:

This is an exercise that intends to develop the ability to search the internet for very specific information. It involves the use of web browser, online maps and images uploaded on the internet.

The activity is based on a text with a set of clues leading to an object or objects situated in a determined locality (it can be anything: a building, a painting, a river, etc.), i.e. the text may give some information on the object's surroundings; its history or any other relevant clue. The text might lead to exclusively one object or it can involve several objects. Also it can be followed by several questions related to the object(s) that will involve further research. Here is an example:

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

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

Questions:

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

Answers:

1. Roger II of Sicily.

2. Santa Maria dell'Ammiraglio church. It is a catholic church where the liturgy is officiated. According to the [Byzantine Rite](#) in the ancient Greek language.
3. It is a mosaic representing the coronation of the King Roger II by Jesus Christ.
4. Piazza Pretoria or Piazza della Vergogna (Square of Shame).
5. Palazzo Pretorio or Palazzo delle Aquile (Palace of the Eagles). Nowadays the palace houses the mayor and the offices of the municipality of Palermo.
6. The inhabitants nicknamed the fountain as the "fountain of shame" because of the nude figures with their unabashed sexuality.

Ask the students to split into teams of 2 - 3 persons. Provide each team with a sheet with the text and questions. Instruct the students to use the web to search for the answers and the images. When several groups have finished the activity check the answers with the students.

Materials: computer, internet connection

Tips:

When conducting the activity with the students it would be interesting if - after finding the object(s) on the internet - the students went and made photos of it themselves. For this purpose, you would have to personalize the activity, selecting several objects in the city where the classes take place and creating a descriptive text helping the students to find the object(s).

Activity 6.4 Community Reporting Project- An Article

Instructions:

This activity is an example of how to introduce community reporting to the students and let them experience it carrying out a project on their own. It's an activity that will help to introduce the students into the world of press research and stimulate their interest in their local communities.

The project will consist of writing - in small groups - a journal article about a relevant topic related to their town/neighborhood/school community which will be published online. The topic could be culture, sports, politics, employment, education, art, religion, traditions, health or social work. You may leave the choice to the students or select just one topic for all the students.

Divide the class into small groups of 2 - 4 students. Explain to the students that they need to:

- ///R decide on the news/ story they want to work on;
- ///R make a research on the subject (to respond the questions what? when? who? why? how?);
- ///R interview a person relevant to the topic in question;
- ///R make photos to accompany the article; e) write an article using all the information gathered;
- ///R edit the article;
- ///R present the results of the project to the class;
- ///R publish the article on social networks or specific online facilities for articles publishing.

This is an activity to be executed over 2 - 3 weeks.

Materials: one computer per team for writing and editing the article, camera and voice recorder (smartphone may be used)

Module 7: Teambuilding

Learning Objectives	Activities	Worksheets and Handouts
<p>Educators become better prepared to support student's development in the following aspects:</p> <ul style="list-style-type: none"> R Becoming aware of the concept of team building R Learn to recognize and value everyone's abilities R Learn how to appreciate the differences R Become aware that you are a part of one group where everyone can express freely his/her opinion R Improve interpersonal skills R Learn how to come up with a group solution of a problem 	7.1. <u>Warm-Up Activity and Breaking the Ice</u> (page 79) <i>Personal presentation</i> 15 minutes	<u>Handout 7.1: Warm-Up Activity – Solution Drawing</u> (page 193)
	7.2. <u>Introduction and Generate Group Energy</u> (page 80) <i>Group work,</i> 15 minutes	
	7.3. <u>Situational Game – Lost at Sea</u> (page 81) <i>Situational game,</i> 45 minutes	<u>Worksheet 7.3: Lost at Sea</u> (page 194)
	7.4. <u>The Road Map</u> (page 82) <i>Game</i> 60 minutes	<u>Worksheet 7.4: The Road Map</u> (page 198)
	7.5. <u>The Bridge over the Big River</u> (page 83) <i>Group game, 45 minutes</i>	<u>Worksheet 7.5: The Bridge over the Big River – Rules</u> (page 200)

Activity 7.1 Warm-up Activity

Instructions:

If you and your students don't know each other well:

You may open the session by presenting yourself – some personal info; educational background and reasons why you have been chosen to conduct the training and what could give the learners in terms of knowledge and skills. Invite all students to introduce themselves and to feel free to share as much details as they like and are comfortable with.

If you and your students already know each other:

Here is a suggestion for funny energizer which is perfect for training the concentration of the group members: Give the students blank papers and a pen/pencil and read slowly and carefully these instructions:

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

The aim of the game is to improve the concentration of the learners. If they listen carefully the educator at the end they should have a drawing. At the end of the game everyone will show what they have done and what are the main differences in the ways the students have completed the task.

Materials: copies of [Worksheet/Handouts as indicated in the activity overview](#) (page 78), paper, and pens

Activity 7.2 Introduction and Generate Group Energy

Instructions:

Prior the start of the session the educator puts three big posters on the wall on which there will be written: I can / I can contribute / I would like to learn. The educator asks each learner to continue individually these sentences and write them on the sheet.

On the other wall there will be two posters on which there will be written: We can / We know. At the end of the session each group formed during the second practical exercise will write on the posters continuing the sentences as a group.

After that you may give a short presentation, explaining the basic principles of the importance of the team work.

Materials: flipchart paper, pens, means for presentation

Activity 7.3 Lost at Sea

Instructions:

“Lost at sea” is funny and yet a very useful team building activity to encourage interaction and teamwork among young people. The chances of ‘survival’ depends on their ability to rank the salvaged items in relative order of importance. The most important aspect of the game is that they have to take unanimous decision in limited time.

Give instructions and presents the rules and activities of the game. (see *Worksheet Lost at Sea*)

After the end of the game you should moderate a discussion with all groups formed during the activities about their performances. The main topic of the discussion should be team work – was it difficult to take an unanimous decision? What are the characteristics of a successful team? etc.

Materials: copies of [Worksheet/Handouts as indicated in the activity overview](#) (page 78), flipchart paper, and pens

Activity 7.4 The Road Map

Instructions:

The aim of this game is to show how the intercultural dimension is related to the capacity of dealing with a complex and interactive situation and emotions. To develop negotiation skills, decision-making skills, team work, and to become aware of cultural/personal perception of reality.

In four groups distribute the description of the communities to each group and clarify open questions regarding the rules (see *Worksheet The Road Map*).

After the game, the debriefing should be done around the following questions:

- ///R How did you feel?
- ///R How did you feel while having the role of your population?
- ///R Are you satisfied with the outcome of the exercise?
- ///R How would you describe the outcome of the exercise?
- ///R How would you describe the process involving the representatives?
- ///R Were your initial opinions about building the roads confirmed or unconfirmed when your representative turned back from meeting with another representative?
- ///R How did you choose the representative for your population?
- ///R Could you recognize any link between what happened in this game and the “real world”?
- ///R Which are the strong and weak points of the exercise for you?
- ///R If you were the person proposing this method, what would you change in it?

Materials: copies of [Worksheet/Handouts as indicated in the activity overview](#) (page 78), pens, paper, and photocopy machine

Activity 7.5 The Bridge over the Big River

Instructions:

The simulation involves two groups of 6 people each. Explain that the two groups are the inhabitants of two “villages” and each of them has to build one half of a bridge over the big river separating the two communities. For the preparation the two groups are splitted into 2 rooms, and they have 20 minutes time.

At this point the two groups are brought in their working rooms and they basically discover which material they have at their disposal a document is given them, with some more information on the rules they have to follow.

Each 5 minutes, and for 3 times, the facilitators will switch two people between the two groups. These people are the migrants and they have to follow special rules in order to simulate the linguistic difficulties in the interaction between different cultures.

The activity finishes with the assembly and test of the bridge (it has to be wide enough to cover the river and strong enough to support a glass of water – as an example see the picture below).



Possible questions for reflecting the activity:

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

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

R How did you react when you first met the migrants?
Why?

Do you think there were alternatives?

R Which is the best option according to you?

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

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

Materials: copies of [Worksheet/Handouts as indicated in the activity overview](#) (page 78), all sorts of waste material like paper, cardboard, glue, scissors, rulers

Tips:

If there are not two separate rooms for the groups, arrange 2 corners of one room where the groups could discuss in private.

Module 8: Psychosocial Games

Learning Objectives	Activities	Worksheets and Handouts
<p>R To understand the characteristics of the games and how to organize psychosocial activities as a supportive tool for the teaching process</p> <p>R To acquire new practical exercises to implement and raise awareness of other available teaching methods</p> <p>R To learn different creative activities that enable personal development and learning process for the students</p>	8.1. <u>Where were you?</u> (page 86) <i>game</i> <i>45 minutes</i>	
	8.2. <u>The Countries</u> (page 89) <i>game</i> <i>45 minutes</i>	
	8.3. <u>Psychosocial Games – Modifying a known Activity</u> (page 91) <i>theory input and applying</i> <i>60 minutes</i>	<u>Worksheet 8.3: Session Planning Sheet</u> (page 202)

Activity 8.1 Where were you?

Instructions:

This activity can be an introduction for working on a particular theme. The concept of emotions (anger, fear) or situations that need to be felt, listened to, or recognized may be experienced as well by playing this game.

R On a mental level, the children work on observation skills, as well as creative thinking and imagination.

R On an emotional level, the children develop their self-confidence when trying to imitate the gestures. They work on negotiation and decision-making skills when choosing what they will impersonate, as well as cooperation when working together.

R On a physical level, responsiveness and speed are important, as well as ease of individual or group body language.

In terms of teaching, this traditional Moldavian game is a very dynamic one, and it could be introduced in teaching history, foreign languages or drama.

Organization:

In the warm-up, the students will work on peers and change roles on miming different symbols/objects.

The whole group is split in 2 teams of six to ten players, whom will stand on either side of the fairly large, delineated play area, separated by a one-meter-wide zone in the middle.

The teams gather at opposite ends of the area. On terms, each team decides altogether about what to mime to the other team, which has to guess what they act out. When the other team manage to guess the mime, they say it out loudly. If they are right, the team that mimed, take refuge behind their home base at the end of the area, before the others catch them.

The players caught become members of the other team. Then, the teams change roles, and the game continues as long as the players wish.

Rules:

Each team must line up along the central zone to do the mimes.

Those who are guessing are not allowed to cross the central zone line before finding the right answer.

The players touched within the boundaries of the play area join the other team. The line at the far end of the area indicates the 'home base' for those being chased.



The players should be encouraged to work together to develop cooperation, as well as self-confidence and trust.

Debriefing and reflection

Possible questions are:

- ///R How did you feel at this activity? Was it easy, difficult, fun...? Did you feel at ease, uneasy? For what reason?
- ///R How were the topics chosen? Was it easy or difficult to find ideas?
- ///R Was there a leader in the group or was everyone able to forward their ideas?
- ///R What was participation like within the group?
- ///R How did it feel having to change teams once you were caught? Can you explain?
- ///R What other variations of the game can you think of?
- ///R Did you learn anything new? If so, what?
- ///R Can you find links between this game and your daily life? Which ones? And so on...

The theme of impersonation is central. The discussion can be directed towards which behaviour can be imitated or on the contrary, should be avoided. When it is good or when is it bad to imitate somebody?

Materials: ropes or something similar to mark out the one-meter central zone; cones or stones to mark the outside boundary of the play area

Tips:

It is important to point out the safety measures and need for respect during the chase and when touching the other youth. You should ensure that everyone has a chance to decide what activity to imitate. Make sure the leadership role passes around and facilitate communication within the group.

The size of the play area can be adapted to make the game more or less difficult from a physical point of view (length of the race). Initially you can let the students mime individually, but thereafter, the players should be encouraged to work together to develop cooperation, as well as self- confidence and trust.

A specific theme can be dealt with during this game (the environment, short piece of history, specific event etc.) to focus the group and reach a specific objective. At the end, the group may decide to create a mini-play for example.

For the last part of the activity, meaning the relaxation time, the students can be invited altogether in a circle and relax through a symbolic lunch of a “pizza” that

correspond to a great message offered and received from the colleagues. The activity is followed by a feedback of the experience.

In order to develop the team spirit in a creative way, the students can be invited to create a collective painting, based on their personal signatures that could become all connected. Alternatively, the topic of the painting will address a “place” where they like to be, created by the friendship among them.

Activity 8.2 The Countries

Instructions:

The theme of countries and their characteristics, the intercultural aspects, the concept of non-discrimination and integration, collaboration, the race and the throws, all this makes this traditional Romanian game very complete. The game could be applied for civil education curriculum, geography, history, foreign languages and so on.

The concepts of country, of home can be dealt with in relation to child protection.

- ///R On a mental level, the game develop concentration, strategic thinking and observation skills.
- ///R On an emotional level, the children develop cooperation, communication skills and respect for others.
- ///R On a physical level, responsiveness and speed are important, as well as coordination and agility (races in twos).

Organization:

The play area must be large, ideally outside, with a circle - metaphorically the 'world' - composed of several 'countries' represented by a section of the large circle (if it is drawn with chalk) or by several hoops side by side (one per player). In the center, of the circle there is another hoop (or a chalk circle). The number of players can vary but there need to be at least ten. At the beginning of the game, each player inside their own hoop, takes turns at naming the country they have chosen, while thinking of two typical characteristics of that country. The aim of the game is to discover the countries of the world by building alliances between them.

The game starts when the animator (educator) throws the ball high into the air by calling the name of a country. The representative of that country catches the ball as quickly as possible, runs into the central hoop and shouts 'stop'. Simultaneously and as soon as the ball has been thrown, the other 'countries' run out of the large circle as fast and as far as possible. When they hear the 'stop', they must stop immediately where they are. The player with the ball in the center then looks around, names a country with which he/she would like to make an alliance and throws the ball to that person.



From this moment on, the two countries form an alliance and function as only one country (they occupy only one hoop, run hand in hand, etc.). Everyone returns to their own hoop, and the two representatives of the 'new country' share their two

characteristics, then come to an agreement on one common point and invent a new country name.

The game continues with the 'new country' throwing the ball in the air and choosing another country, and so on, until the number of countries has diminished by at least half, or even until all the countries became one!

Debriefing and reflection:

Possible questions are:

- ///R How did you feel this game went? Easy, difficult, fun, annoying? For what reason?
- ///R How did you feel about choosing a country name and its characteristics? For what reason?
- ///R How did you feel about making an alliance and „giving up” the name of your country to find a new one?
- ///R Did certain rules simplify or on the contrary, complicate the game? Which and for what reason?
- ///R What other variations of the game can you think of?
- ///R Did you learn anything new? If yes, what?
- ///R Can you find links between this game and the real life? Which ones?

The notions of country, „home” identity are central in this game. This allows the youth to explore the concepts of nationality, immigration, cultural belonging. For the ones of them whom are “on the move” (migrating), the game may facilitate the process of exploring other cultures and trusting the bonds that may be created with other people from different ethnic while keeping their identity.

Materials: a ball; a hoop per child (or chalk, ropes or sticky tape)

Tips:

As a creative activity connected with this game, the students may be invited on making a collective creative map – collage type, that also corresponds to reality in terms of the position of the countries and continents altogether, but still in which they may insert colors, strings to separate the countries. Alternatively, they can create it as a puzzle.

That also may be added and developed in terms of self-discovery as in the theme of “the country of my dreams” / “the country where I came from” in case of children on the move. This activity may also be related to drawing class, to geography or self-knowledge course.

Other samples of traditional psychosocial games:

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

Activity 8.3 Psychosocial Games - Modifying a known Activity

Instructions:

In the frame of a training of trainers educators should extract on the basis of the experience from activities 8.1. and 8.2. the main elements of psychosocial games. This can be done together in the plenum or in form of a presentation (see theoretical background).

In order to learn how to apply the new information, the group of educators could be divided in teams and asked to agree on a traditional game that would become psychosocial by introducing the key elements presented during this training module. Every team should work on building a psychosocial game starting from the traditional game agreed, taking into account the characteristics of the game and the learning objectives (3H).

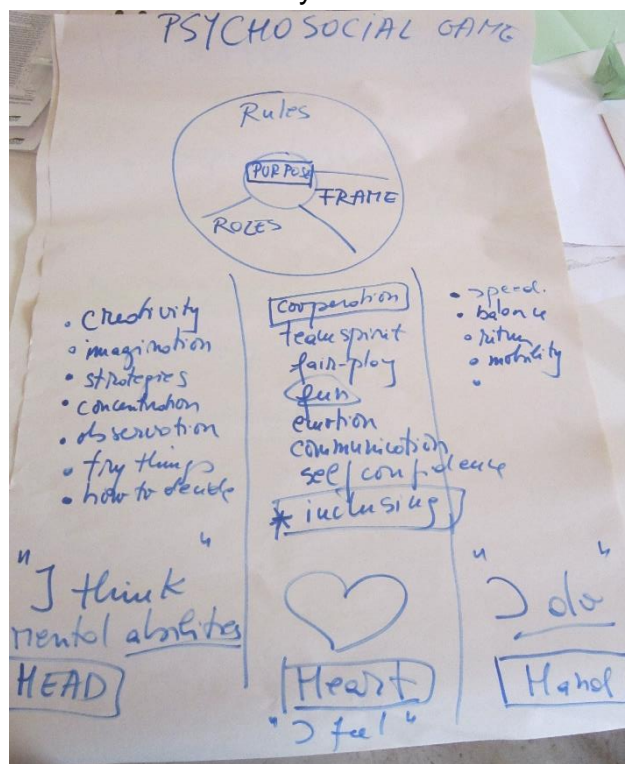
Theoretical background:

«On the neverending lands, the kids are playing» (Tagore)

What is a "psychosocial game"?

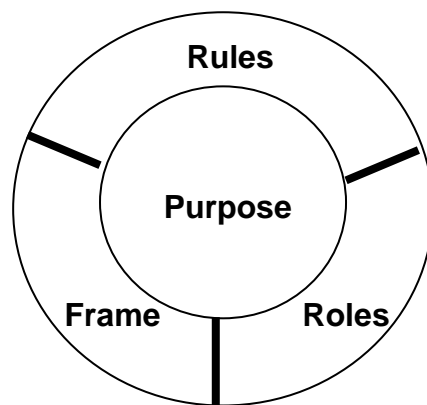
From the perspective of the players a game is a ludic activity which consists in four main elements: rules, roles, frame and scope (what the player should accomplish). The term "psychosocial" means the connection of the people with the outside social world and refers to their wellbeing in their environment.

Games become "psychosocial" whether they facilitate the development of the global aptitudes (mental, emotional, social and physical ones) and they are based on cooperation and inclusion. To aim this, they must have measurable objectives that could be expressed in terms of behaviours/attitudes that could be observed at the individual and group level. This type of games are based on a non-formal learning methodology, named «Movement, Games and Sport» (MGS), developed since 2005 by Terre des hommes Foundation.



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

From the perspective of an educator a game is also composed by four important elements: rules, roles, frame and (educational) purpose. Games might be changed and varying a lot, by modifying one of these elements, in order to make it more difficult, more creative, more individual or more cooperative etc.



Global aptitudes developed during games

Generally, the educational aim of playing games is to modify attitudes and behaviors, reach long-term objectives such as better self-confidence and self-esteem, a feeling of security, and unity in a group.

Games, sports and creative activities help develop abilities (skills) in a global way:

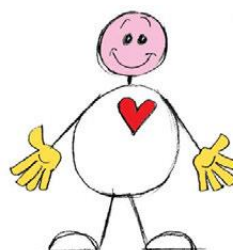
- R** mental abilities - e.g. observation, concentration, analysis, strategic thinking, creative thinking, imagination, learning memory, relaxation, self-awareness;
- R** psychosocial abilities - e.g. trust, respect, responsibility, expression of emotions, adaptation, flexibility, management of problems and conflicts, fair play, cooperation, empathy, communication; and
- R** physical abilities – e.g. speed, strength, resistance, endurance, flexibility, coordination, agility, rhythm, balance, precession, body awareness.

For practical reasons and to simplify remembering these 3 dimensions, developed through the MGS methodology, is taking about the “3 Hs”:

Head = mental abilities

Heart = psychosocial abilities

Hands = physical abilities



Preparing psycho-social activities

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

Each session of activity should be divided into three parts:

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

While preparing your session of activities, choose a psychosocial skill, you would like to foster in your students and a second skill (mental or physical). You will focus on these two abilities during the activities and feedback in order to get an improvement. Other skills are likely to be worked on as well, but you will not focus on them directly. Keep in mind the three categories in order to observe and emphasize one or the other according to the situation and the group's needs.

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

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

6. Introduce variety and imagination into the games, with a way to present the activities which works on imagination.

It is clear that a plan may have to undergo adjustments during a session. The educator's ability to adapt, adjust and modify according to what they see and feel is as important as anticipating and planning. Here are some tips:

- ///R Use your creativity and knowledge in order to reshape the games or the creative activities which you know, changing one or more of their characteristics. Thus, you will be able to provide new learning experiences to the youth and not at last, reach the objectives you planned for the session.
- ///R Respect the principles of learning by doing – first practice, afterwards the theory.
- ///R Demonstration is always very important!

On the basis of feedback and evaluation future sessions should be adjusted.



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

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

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

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



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

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

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

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

Principles for conducting creative activities with a psychosocial aim

Having pleasure in the process

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

Managing freedom

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

Showing respect and being non-judgmental

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

Asking open questions

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

Sharing and giving feedback

- ///R Discuss the difference between 'sharing' and 'feedback'. The time of sharing is a discussion on the work that was created, and the feedback is taking a 'meta' perspective, that means taking a distance from the work to concentrate on the experience of doing the activity.
- ///R Sharing (or presenting the work to the others) is part of the activity, but it does not necessarily have to take place each time. It depends on the objectives and on the available time. It is a moment when each person can introduce or tell

the story of their creation, if they wish. For adults, parents for example, it is a good opportunity to share on real-life experiences, discoveries, and questions arising from the creative work. There are usually no questions asked by the educator or the group. That moment of listening is mostly spent with the works visible (hanging-up or lying on the tables). If there is only a little time available, the sharing time can be shortened by discussing only the two most important elements of each creation, so that everyone has the same opportunity, and no one is frustrated from not being heard.

R Feedback, as in any activity, is the time when the whole group meets in a circle and talks about the activity as it was experienced. To facilitate this the animator asks a set of questions, more or less the same every time to make a joint decision on the future of the work, as the emotions invested can make this choice harder. In particular, decide whether the creations will be shown to parents (in a small end-of-term exhibition, or a New Year celebration) or whether they will be kept private.

Materials: List of exercises for all modules, copies of [Worksheet/Handouts as indicated in the activity overview](#) (page 85)

Tips:

Respect the principles of learning by doing – first practice, afterwards the theory.

Demonstration is always very important!

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

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

Module 9: Peer support for Educators

Learning Objectives	Activities	Worksheets and Handouts
<p>R Have a clear and practical understanding of the impact of peer support on the quality of the educational work in the <i>ROBIN</i> context</p> <p>R Have the ability to recognize peer-support needs and options</p> <p>R Get familiar with effective techniques and approaches for conducting peer supporting interventions</p>	9.1. Context . (page 99) <i>Presentation, research</i> <i>20 minutes</i>	
	9.2. The Benefits of Peer Support in Second Chance Education (page 100) <i>Presentation, group work</i> <i>20 minutes</i>	
	9.3. Peer Support Techniques and Approaches (page 102) <i>Group work</i> <i>120 minutes</i>	Worksheet 9.3: Group Puzzle – Peer Support Techniques and Approaches (page 203) Handouts 9.3.1 – 9.3.9: Peer Support Techniques and Approaches (page 204)

Activity 9.1 Short Presentation and Research Exercise:

Instructions:

There is a rising number of children and young people with a migrant background in Second Chance Education. Give a short presentation on related changes in Second Chance education. You can also give the educators a task like:

- R** Research and record the changes in your country (in a table under headings such as: early school leavers (ESL) rate, migrants among ESL, participation rates in SC education etc.)
- R** Consider the likely impact of these changes to the work of the professionals in Second Chance Education.

Activity 9.2 The Benefits of Peer Support in Second Chance Education

Instructions:

Short presentation/introduction to peer support in the context:

What is peer support about?

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

Whom is peer support for?

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

Which professional aspects of Second Chance educators might be supported?

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

What are the functions peer support can have?

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

How can peer-support be organised?

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

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



Then you can organise a group task:

Group1: Outline possible pros of peer support

Group 2: Outline possible cons/barriers to peer support.

The results are presented and discussed in the plenum.

Activity 9.3 Peer Support Techniques and Approaches

Instructions:

Give the Worksheet Group Puzzle – Peer Support Techniques and Approaches to the educators and facilitate guidance through the 3 described steps.

Materials: copies of [Worksheet/Handouts as indicated in the activity overview](#) (page 98), flipcharts, paper, pens



Piloting Experiences

1. Learning Settings

The following sections will report from practices the partners have experienced during the pilot trainings and the ongoing implementation of *ROBIN* trainings in their countries. Until now there were 650 educators participating in the trainings.

The partnership has gathered training experiences in various learning settings:

- ///R with different profiles of attendants,
- ///R with different duration and timing and
- ///R with different organization of contents.

Profile of attendants

The profile of the education professionals who attended the trainings diverged from one country to another. This resulted from the partner organisation's different approaches on education and their specific networks to identify the target group with the aim to maximize the impact on the educators, thus ensuring a positive result on the final beneficiaries' lives.

1. In Italy, [CSC Danilo Dolci](#) works with young people and adults and has a long experience in intercultural education projects, using non formal education as one of the main approaches in its learning opportunities. Given the actual migration situation, the organization has strengthened a network with local organizations and educational institutions during the last years. As a result, the profile of participants was mainly educators working with recently arrived young immigrants, often very aware of their learning and educational needs.
2. In Bulgaria, [Know and Can Association](#) is specialized in programmes aiming at developing social and civil skills of children, youths and adults, involving a lot of educational institutions in its activities. The profile of people that attended the *ROBIN* training included all kinds of pedagogical staff in schools.
3. In Spain, [INTRAS](#) aims at improving the quality of life of vulnerable target groups and at risk of social exclusion due to family, migration, or disability problems. Participants were mainly educators and educators in initial professional qualification programmes, alternative training itineraries for adolescents who failed to graduate from mainstream secondary education.
4. In Austria, [die Berater®](#) is one of the biggest private adult education and vocational training organisation. Amongst others the organisation offers trainings for unemployed people on behalf of the Austrian labour market service, and has employed several hundreds of trainers for that purpose. The training participants here come from various backgrounds, amongst others

young adults affected by migration. *die Berater*® organised the *ROBIN* trainings among its own training staff.

5. In Romania, [Terre des hommes](#) (Tdh) provides an important contribution to improving child protection, social welfare reform by conducting psychosocial activities with professionals, promoting social inclusion, child participation and community development. Educators came from a number of public and private institutions – public schools that run Second Chance programmes and NGOs working with “children on the move”.

Organisation of contents

Each partner has also implemented the trainings with different structures of contents in the partner countries, according to the type of the target groups. Some partners decided to spend more time introducing the modules in order to make the educators familiarize with the topics (like INTRAS and *die Berater*® did), while others, like CSC, spent more time with the energizers given the fact that groups were more heterogeneous and there was a greater need for the group to get to know each other. Finally, it's highly suggested by all the partners to provide a theoretical introduction to create a connection between the theory and the practice, thus helping the educators to understand better the purpose of the training activities.

Among the different ways of delivering the training, here are some examples:

- R** CSC started the training implementing the modules 1 (“Leadership and Motivation”) and module 4 (“Communication with the Reciprocal Maieutic Approach”), so not following the numerical order.
- R** Tdh went one step further and chose to unify the “Team Building” and “Psychosocial Games” modules. This procedure turned out to be very successful, so the combination can also be done with the modules on:
 - “Leadership and Motivation” and “Psychosocial Games” and
 - “Peer Support for Educators” and “Communication with the Reciprocal Maieutic Approach”.

This shows the flexibility that the methodology offers to future potential educators in adapting the training to their needs (such as target, timing, environment, etc.). As long as there is a flow and it makes sense and the training objectives are respected, activities can be implemented in diverse ways, allowing reaching the learning outcomes foreseen.

Duration

Each partner organized the training differently in terms of timing and duration. Flexibility is always necessary in order to adapt the training to the needs of different

target groups and different frame conditions. Some examples about how to adapt the training duration can be seen here below:

- ///R Tdh (Romania) organized the training over 3 successive days from Thursday to Saturday.
- ///R CSC (Italy) and *die Berater*® (Austria) implemented the training in a similar way (3 days) but all of them during the working days of the week.
- ///R K&C (Bulgaria) had the training over 2 days given that it wasn't possible to make their group commit to a 3-day training at any time of the week (not midweek nor weekend);
- ///R INTRAS (Spain) decided to split the 3-days-training over 3 consecutive Saturdays.

So, for the future planning of the duration of the training, take into account the availability of the hosting organization and of the participants. As a recommendation, you can use a *doodle* (www.doodle.com) to gather the availability of the educators and decide on the training duration on that base.

To sum up: the previous focus on the organizations' work during the implementation period shows how important it is to adapt the activity to the target groups' profile and learning needs and how much the organization availability – and flexibility - and local connections are fundamental to set up a learning environment capable of create a positive implementation for all the parts concerned - organization & educators.



Italian educators in a ROBIN training



Bulgarian educators in a ROBIN training



Romanian educators in a ROBIN training

2. Highlights and Challenges

Highlights

During a training implementation, there are moments which are seen as special, which give more indications or advices on how to carry out the activity the next time or that literally state if training action is achieving its own purpose. Here below some of those aspects are being described based on the partners' experiences with the *ROBIN* training and found possibly helpful to share with the readers of the handbook.

Learning Performance and Structure of the Training

In general, most of the partners stated that the participants were open to learn. The groups tended to participate eagerly in the activities. Several educators highlighted the importance of having the methodology well-structured, complete and explained step by step which makes the implementation easy for the educators. The innovative character of the materials presented (from the different modules) was also highlighted by Tdh, as it contributed to the accomplishment of the learning objectives.

“It was effective the fact that all modules were very well prepared in the curriculum, so the trainers were supported in the process of delivering the training. (Feedback from a ROBIN trainer of Tdh, Romania, after the pilot training)

The modules were also perceived as being very interactive, which was helpful for both - trainers and trained educators - being pleasant for everyone, and also as a dynamic way of learning, contributing to a more relaxed atmosphere.

CSC highlighted the informal and familiar setting which helped the creation of a positive mood and proactive participation, thanks also to the relaxed and spontaneous trainers and participants' attitudes. Specifically:

“Spending the first hours of the day in getting to know each other through games was very useful in order to create a more natural atmosphere and to get into the core's workshop. At the same time, also the insertion in the agenda of energizers and dynamic moments was very important to change the rhythm of the activities.” (CSC, Italy).

Implementation

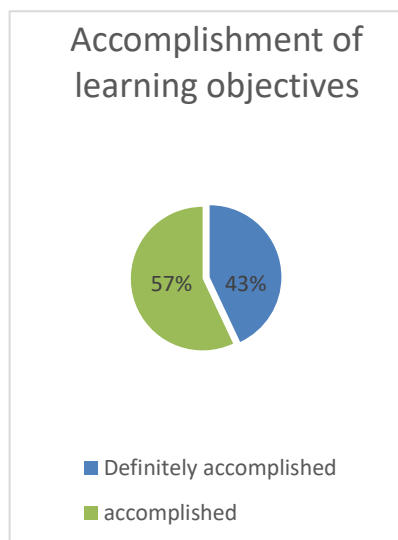
Generally, mostly positive feedbacks were received from the educators that participated in *ROBIN* trainings. The great majority of the educators shared the opinion that the information learned within each module was useful and the proposed activities were seen as effective for the implementation in the work with the final beneficiaries. Some feedbacks gave also more suggestions on how to adapt contents which can make discussions arise due to the cultural contexts where they would be implemented: for instance, INTRAS highlighted the fact that some

educators expressed the concern about the creation of controversies, as the activity “Life in a Perfect World” (Module 5) might cause in their multicultural classrooms. Nevertheless, they considered that as something that should be worked on with the students, thus finding the right level of adaptability of the activity in the implementation context.

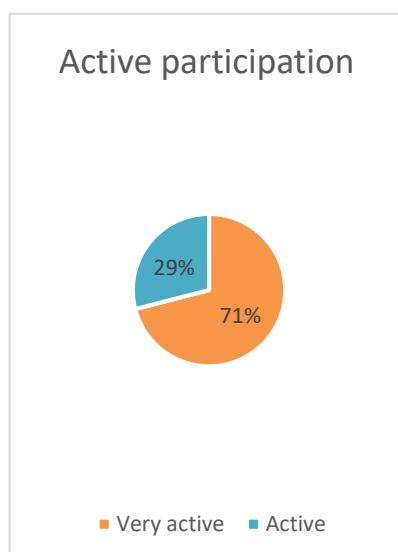
Finally, one of the core moments of the training has been the daily assessment: specifically, CSC highlighted its importance through participants’ feedbacks. This gave the participating educators the chance of suggesting improvements or highlight things they liked, and in the same way it was positive for trainers to improve the training structure day by day, making it flexible and effective to the learning process.

From the general assessment from the trainers, one of the highlight has been the evaluation of the general implementation and learning of the training.

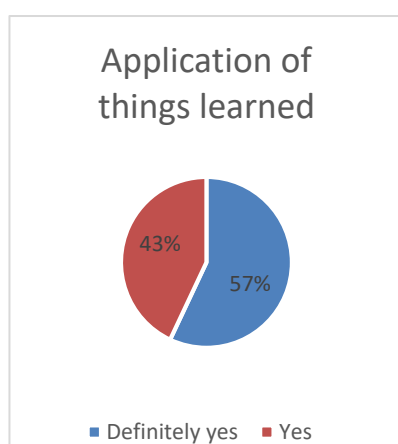
When the educators that were participating in the ROBIN pilot trainings were asked to rate the general aspects of the training, the results were the following:



1. In this graphic, it has been requested to express the **level of accomplishment of the learning objectives** of the *ROBIN* training (you can check the list of the training objectives in the first part of this handbook): as it is clearly shown, taking into consideration the total number of the educators involved in the training activities, 57% of the educators affirmed objectives to be accomplished while 43% affirmed them to be definitely accomplished. The results are definitely positive: from all the reports gathered from piloting and implementation, educators easily understood activities, ensuring also a strong impact on the final beneficiaries, the children and young people affected by migration.



2. In the following graphic, the educators were asked to rate the level of active participation in the training, evaluating how the activities planned in the training allowed a positive participation with their fully contribution. As it is shown, the previous positive trend has been confirmed: in fact, as the graphic shows, 71% of the educators stated that the participation was very active while 29% stated participation to be active. This attests that the training performance and the way the modules and activities have been implemented is appropriate and participants felt comfortable, consequently felt engaged to openly contribute and participate in the foreseen modules.



3. Finally, with reference to the **future application and implementation of things learned**, results were also positive as 43% of the trained educators stated the material learned is applicable to their target groups; 57% stated it was definitely applicable, confirming the versatility of the tools and modules developed.

These last data gathered for the evaluation of the pilot trainings, that were run with a drafted version of the methodology, are a confirmation of the reliability of the experience and good practices, here shown due to the positive feedbacks collected, confirming the effectiveness of the training activities.

Challenges Faced

Implementation brings not only things and facts to highlight and looks at them as good practices, but also challenges to overcome. A challenge is never a problem but it is a chance to try things differently and use own creativity and resources to find a solution. Here below you can find the main challenges the partnership met during the implementation. They can be good advices to be considered in your trainings, and solve any potential problem which may arise during the future training activities.

Challenges were met in the following issues:

Timing to implement the activities

One of the major challenges was planning to implement effectively all the activities of the modules within a 24 hour training. In fact, there is a need to allot time for implementing the activities, but also for debriefing and evaluation as well as to give educators their personal time to “assimilate” the received information.

The following solutions have been found by partners:

1. K&C chose one or two activities from each module to explain the contents and the theoretical part and then train the educators.
2. Other organizations (CSC, INTRAS, *die Berater*®) excluded some modules implementation. For example: *die Berater*® and CSC didn't implement the “Building IT Awareness” module, CSC nor the “Peer Support for Educators” module. K&C implemented only the theoretical part of the “Psychosocial Games” module given that they didn't have the necessary space to do the games.
3. Tdh selected activities from each module, some being implemented as described, some being mixed in order to cover all modules and reach the objectives.

In the future implementation, you can select some activities of the modules or adapt the essential ones to your needs, trying to balance the theoretical part with the practical one. As it happened in Bulgaria and Italy, verify if the structure hosting the training allows the implementation of all the activities.

According to another recommendation it can be useful to dedicate more time in the end of each module to the explanation of the theoretical basis, in order to deepen the methodologies applied and to discuss about possibilities of direct implementation of the activities with the final beneficiaries, or of their adaptation. These are very important aspects of the training, which can guarantee a future sustainability of the knowledge shared with all the educators and an effective impact on the “*children on the move*”.

Convey Theoretical Contents on the Basis of Non-Formal Activities

According to the principle of “learning by doing” the *ROBIN* training is characterized by a very interactive nature with a lot of non-formal and game-based educational activities. In some cases, as e.g. in Italy, where some of the educators did not have any prior experience with such an approach, it turned out being useful to clarify the reason behind already in the first part of the training. Applying the *ROBIN* methodology requires understanding that learning doesn't happen only through theoretical inputs in a classic lecture format. *ROBIN* counts on the enormous value of superficially “only games” for learning on the base of experience. Apart from facilitating the games itself the main educational service is to moderate subsequent reflections on the perceptions that the learners had during the game, and to help categorizing these perceptions and transfer them from the game to theoretical concepts. When personal experiences become part of larger and coherent theoretical frameworks, theory becomes meaningful and sustainable learning happens.

“Tell me and I will forget; show me and perhaps I will remember, involve me and I will understand.” Chinese proverb

Children are used to play and intuitively learn on that base.

Adult learners, as educators are, sometimes show a reluctant attitude towards interactive training activities. Therefore, it might be sagacious to introduce such kind of activities only slowly and carefully.



Linkage between Activities and Specific Issues related to the Topic of the Modules

The participating educators pointed out the importance to connect the activities to the topics addressed by the methodology, such as early school leaving.

Using a participative approach, the *ROBIN* training looks at motivating educators to bring in their knowledge and expertise, helping to ensure that the hands-on activities are answering to the “real world” challenges they and their students face. Inclusion of contextual learning examples as part of the training will help the practical activities to

have a real-world application. Contextualizing the learning activities will support educators to understand better the purpose of the specific activities and to be able to see which of these can be or how applied with their students.

Some terms or concepts such as “children on the move” can have different meanings and understandings that should be addressed from the beginning in order to have a common understanding by all educators. Depending on their knowledge, some topics should be addressed more thoroughly and some artificially. In any case, the needs and rights of children and young people affected by migration should be addressed/pointed out in all practical activities.

Module “Building IT Awareness”

The trainers from Tdh noticed the reluctance of some Romanian educators towards the use of the IT technologies in the classroom. Namely, they consider that the education system should keep children away from Information and Communication Technology (ICT) tools, not encouraging them to use it.

Maybe this reluctance could be addressed by emphasizing the usefulness of ICT in the professional life of the young people, given the importance of technologies in the



modern labor market. The educators - when facing such difficult groups – suggest highlighting the theoretical introduction to the module “Building IT Awareness” accentuating the pertinence of teaching children and young people to use ICT tools in a productive and worthwhile way and, at the same time, making the educators understand that the use of ICT goes far beyond playing games and online chatting.

Sometimes there was a lack of time to finalize in the proper way all the activities due also to the educators and teachers’ not so long experience in ICT. In this case – as it has been done in other activities – it is necessary to understand the tool and familiarize with it.

“The digital comic strip activity worked well but it took some time for the participants to familiarize with the digital comic making tool. Consequently, most comics weren’t finished but it’s not a problem since the goal was to familiarize with the tool for its further use in the classroom with students.”
(INTRAS, Spain)

The Spanish educators, even if enthusiastic about the use of ICT with their students, reported comments on the difficulty of access to computers on daily basis - out of the IT classrooms - which would make it difficult to apply ICT within core subjects' classes. A solution could be to ask students to bring their own laptop or to use their smartphones during the session.

Different ICT tools that can be included by educators in the teaching process makes learning more appealing to students and consequently invites them to search for new interactive ways of studying.

Respect the Professional Profiles of Attending Educators

The *ROBIN* trainers should be aware of the profile of the attending educators and have to take into account diversity both in terms of background and of behavior/personality. For example, in Italy the further education group was composed by professionals with a strong educational background, extensive experience and strong personalities. Each one expressed his/her own opinion and deepened specific topics, creating the perfect sharing learning environment that the *ROBIN* methodology is aiming at. For the CSC trainer it was hard to deal with the assertive approach of some educators: in this situation the trainers changed the mode towards pure moderation of the discussion till reaching again a peaceful tone, ensuring to make each member of the group feel accepted and part of a whole.

So, in this case, the challenge was to understand the group, identify the needs of the participants, pay tribute to the professionalism of the educators and create a pleasant atmosphere with a flow, trying to regulate people who tend to be talkative or with too strong "ego" on the behalf of building a common "ego", the one of the group.

Recently arrived migrants and required knowledge of language

Educators especially from receiving countries may expect to be provided with more tools to use directly with their students or respective target group, who are mostly recently arrived migrants, who often don't speak the language of the host country fluently. This was the case of the trainings delivered in Italy. According to the educators' feedback, most of the activities proposed in the methodology cannot be directly applied with recently arrived migrants.



The *ROBIN* methodology includes elements that support multi-ethnic integration such as anti-discrimination, cultural awareness, migration and migrants' rights, but it cannot support language learning. Instead, it makes use of creative, interactive tools that promote non-verbal communication as a way to support overcoming the language barrier. Nonetheless, this continues to be a challenge. The implementation of activities with students is very much dependant on their minimum knowledge of the language of the host country, this being also a requirement of the Second Chance programmes.



Recommendations for further Development and working with the *ROBIN* Approach

1. Organisational Aspects

For an efficient delivery of the *ROBIN* methodology, please keep in mind:

- ///R Our vision of education, that respects the principles of learning by experience, through an interactive, participative and inclusive approach;
- ///R The guidelines of keeping children and young people safe;
- ///R The “friendly” space of learning, which facilitates the process of communication and of personal and professional development;
- ///R The students’s learning needs and uniqueness - that refers as well to social background, cultural aspects, age, number, and their specific style of learning;
- ///R A good planning of the activities, including timing and materials needed, adapted to the given Second Chance curricula and developed with *ROBIN* content;
- ///R The evaluation of the activity and the self-evaluation.

Learning facilitators function as a model and have the role to inspire and guide the learners – be it other educators or the final beneficiaries, children and young people affected by migration.

Our Vision of Education

Learning is meant to be for lifetime! It should inspire the learners to wish to learn and develop to the fullest through education. A “true” learning is not only about sharing knowledge but as well about understanding it and applying it successfully in real life. Putting learning scenarios as close as possible into practical contexts makes learning valuable and sustainable.

Our principles rely on *learning by experience* – that means that the practice comes before the theory and only after it is experienced knowledge is easy to be integrated, and learned.¹⁰

A participative and inclusive approach is essential for the efficiency of the learning process. That means that each contribution from the learners is important, that all of them should be included in the process of learning, independent from different expertise and abilities they have. The learners should be listened to, consulted and become an active part in the process of learning.

¹⁰ The three steps of learning, by Kolb are: first experience / second step feedback based on the experience and analyse of the info and third step – re-experience, integrating the first two steps into action).

Practice Guidelines in order to Safeguard against Abuse and Exploitation of Children and Young People

Educators should inform learners about the necessity to safeguard children and young people against abuse and exploitation while working with them.

The involved personnel should be encouraged to demonstrate exemplary behavior in order to promote children's and young people's welfare.

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

- R** Working in an open environment (e.g. avoiding private or unobserved situations and encouraging open communication with no secrets);
- R** Treating all young people equally, and with respect and dignity;
- R** Putting the welfare of each young person first, before winning or achieving goals;
- R** Building balanced relationships based on mutual trust which empowers youth to share in the decision-making process;
- R** Involving parents/care providers wherever possible;
- R** Being an excellent role model - this includes not smoking or drinking alcohol in the company of young people;
- R** Giving enthusiastic and constructive feedback rather than negative criticism;
- R** Recognizing the developmental needs and capacity of young people - avoiding excessive training or competition and not pushing them against their will.

In particular, when dealing with children (minors), educators should have in mind the fundamental children's rights as described by the UN Convention on the Rights of the Child. To offer children education based not only on their needs, but also on their rights can be supported by not discriminating migration policies, that respect human right norms and standards and address the process of migration also from a child (and from a gender) perspective.

It is recommended that education providers have a Code of Conduct on Child Protection, which should be signed by all educators working on behalf of the respective organisation. As an example, please see this [Model on Child Protection Policy](http://tdh.ro/wp-content/uploads/2017/07/r_pse_d_pol_a1_enCode-of-Conduct.pdf)¹¹ which was elaborated by Terre des hommes and might be adapted for the use in other organisations.

¹¹ http://tdh.ro/wp-content/uploads/2017/07/r_pse_d_pol_a1_enCode-of-Conduct.pdf

Standards for the Creation a “Friendly” and Safe Learning Space

It is helpful to create the learning space in a way that fosters communication, a positive dynamic of the group and, not at last, appreciation of each individual participant. Offer the opportunity to see each other and feel equal to each other by arranging seats in a circle (or stand in a circle).

In general, the learning facilities should respect the following criteria:

- ///R be accessible – the place should not be placed far from the youth community;
- ///R be safe – open space, without risks, avoid any dangerous accidents;
- ///R be properly adapted for all the activities and exercises planned;
- ///R be familiar to children and young people - they should feel invited to make the space look friendlier and adequate to their interests (walls may be repainted colorfully etc.).

Respect Students' Learning Needs and Uniqueness

In order to reach your learning objectives, it is very essential to take into account the learning styles of the students, their level of understanding and not the last, their motivation and personal aspirations, their strengths and abilities.

As well, take the time to discover and understand their social background, personal history, and the difficulties they have encountered. All these should be known, as they influence their openness to learning and their belief in change and personal improvement. Thus, a constant effort to increase the motivation for learning should be assured.

A good planning of the activities, adapted to the Second Chance curricula and merged with *ROBIN* content is very important in order to reach all learning objectives. These ones should be adapted to the needs of the students; not too easy nor too difficult, as to keep ongoing their motivation. The learning objectives have to be concrete and describe something that can be observed and something that can be reached during the allocated time. Activities should be chosen progressively in terms of difficulty and should allow students to be active, cooperate, be creative, express themselves and learn in the same time. Use different methods and working tools in order to vary the activities, thus avoid boredom, maintain attention and address different learning types.

Estimate session times wisely, e.g. consider the number of students, time for explanation of tasks, breaks, reflection and evaluation etc. in order to successfully reach the learning objectives without stress.

List of Materials

In general, the following materials should be available. In the [module descriptions](#) there is also indicated which specific materials are needed per activity.

- ///R Worksheets developed for determined activities;
- ///R Office materials: flip chart, markers, post-it, pens, blank sheets;
- ///R IT: one computer per each 3 - 4 participants, internet connection, projector;
- ///R Register of attendance, agenda of the training, brochure of the modules / practical handouts;
- ///R Flip chart and paper, evaluation documents (questionnaires etc.);
- ///R Balls, circles, landmarks, scarfs, rope, brushes, markers, glue / paper scotch, colored cardboard, gouache – different colors, plastic, cather;
- ///R Post-it, colored labels, balloons, chalk, photo camera.

Evaluation

Managing learning sessions implies all planning, delivering and adaptation on the base of evaluation.

We recommend using different evaluation modes: self-evaluation, feedback from the students and whenever you feel it is needed, feedback from a colleague that you might ask for assistance.

Possible questions for a self-evaluation:

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

Checklist for educators:

- R** I prepare the space of the training before it starts and I check that I have all materials needed;
- R** I include a welcoming ceremonial, as I know that “the beginning is more important than half of the whole”;
- R** I am present (here and now);
- R** I create a group atmosphere of confidence, sharing and confidentiality;
- R** I look for responses within the group;
- R** I recognize the participant’s points of view and experience;
- R** I promote their present skills;
- R** I show confidence in their resources, I let them take the initiative;
- R** I encourage the participation of each person;
- R** I give examples related to practice;
- R** I respect KISS – Keep It Short and Simple;
- R** I link up with what has already been done, I revert to ideas already tackled;
- R** I ask them how they can use each new concept in their practice;
- R** I regularly ask if the rhythm is right, and I adjust it if necessary;
- R** I give them the chance to keep notes on what has been said;
- R** I always have in mind the principles of training adults: the participants are actively engaged, they possess resources and experience, new lessons will be grafted onto their existing knowledge, the group shares it’s past and present experiences, and they will see how to transfer the newly acquired knowledge into their daily life.

Further ideas on reflection, evaluation and support by your colleagues you can find in module [“Peer Support for Educators”](#).

2. Aspects of Competence Development

Education professionals need to develop continuously and update their knowledge in accordance with the lifelong learning perspective. The *ROBIN* curriculum approaches a wide number of competences, all of them crucial for the professionals working with children and young people affected by migration. Notwithstanding, there are still a number of important competences which couldn't be covered within the *ROBIN* training due to time limitation.

In this section there is a compilation of some additional competences partners consider essential in the context of teaching in general and Second Chance education in particular.

Decision Making

Decision making is a complex competence, which builds up on a range of additional skills such as: understanding information and integrating it in a consistent manner; classifying different pieces of information in accordance with its relevance in the decision process in question; avoiding impulsive response and action.

In fact, everyone has to make decisions on a daily basis, ranging from trivial issues like a menu for lunch to life-changing decisions like where and what to study, if and when to buy a house, etc. Moreover, this skill is needed in a professional life and sought-after by most companies for many different positions. It is a considerable advantage for applicants who can demonstrate the ability to identify valid options and compare them in terms of costs and effectiveness over those who can't. Understanding the multidimensional nature of decision making will help the educator to transmit it to the students helping the latter to take accurate decisions in future.

Quick decision making may be acceptable if the situation in question is of simple nature but there are other situations that require a more complex process, e.g.:

- ///R Defining the problem, challenge, or opportunity;
- ///R Generating an array of possible solutions or responses;
- ///R Evaluating the costs and benefits, risks or pros and cons, associated with each option;
- ///R Selecting a solution or response;
- ///R Implementing the option chosen;
- ///R Assessing the impact of the decision and modifying the course of action as needed.

There is a multitude of practical tools and exercises that can be done in the classroom in order to introduce the aspects of decision process and provide relevant training opportunities to the students.

Time Management

Time management is all about making the most effective use of time and working smarter, not harder. According to the Pareto principle or 80/20 rule, 80% of results come from 20%. That means that of all the things a person does, 20% are vital and 80% don't contribute much. Therefore, this competence is about recognizing, setting and focusing on priorities in a right order. This helps to reach better results and use time and resources wisely, postponing or removing unnecessary activities, organizing schedule with consideration of breaks, which might increase productivity.

Procrastinating often goes along with failure, thus is a relevant issue in this topic. This problem can be solved by setting clear priorities and making time schedule. Knowing how to say NO to secondary assignments is extremely important, considering that time and resources are limited and a person can't say YES to everything and accede to every request. Therefore time-management transverses other competences and contributes much to perform tasks, goals which require insistent and continuous efforts.

Conflict-Resolution Competences

In the course of life a person encounters coworkers, friends, and family members who have their own beliefs, preferences, tastes, intentions, and plans. Diversity of views and mindsets may lead to conflicts. Taking steps to avoid potential confrontation with others is a needed skill. In the context of children and young people affected by migration this competence is exceptionally relevant as they additionally face social and cultural - as well as mental - differences.

This competence is one in a set of complete functional and behavioral qualities, which can foster professional and personal success. It requires having the ability to actively listen, formulate and express desired outcomes, identify underlying interests, develop and analyze options, among other. For a favorable conflict resolution a person should demonstrate neutrality, objectivity, honesty and respect for differences. Educators shall be prepared to share with their students' practical information about the aspects of human relations and the psychological and behavioral aspects of possible conflicts; to introduce practical tips to reach sustainable agreement under different circumstances.

Reflexivity

Reflexivity is a competence equally important for learners and educators. It means the process of reflecting on oneself. This process provokes to learn from own experience about oneself in different fields of life (personal and professional) and induces to comprehend the relation to wider contexts such as society and culture.

In the personal area this competence challenges assumptions, damages individual and cultural biases and ideological illusions and questions behavior models. This process involves examining of what happened in a situation in question, taking into account not only one's own point of view but also what other actors involved think. That is to say, it is an in-depth consideration of an event outside of oneself and a consequent search of suitable, effective strategies or attitudes for changing situations for better. An internal dialogue and insight into others' perception are the main tools here.

Reflexivity is a valuable ability for professionals working with children and youth as it contributes to a better understanding of the motivations of the students. For example, an educator can lead an internal-dialogue to explore the reasons for school absenteeism. "I have this situation, because learning process is not appealing for the students... I can solve this with help of more interactive tasks related to children's current experience..." or "I have low rate of participation during the lesson. Firstly, it is because students feel lack of confidence and have a fear to be criticized by others. I can improve the situation by creating a friendlier environment in the class with help of..."

This competence offers to shape "reflexive educators", who will be able to act more effectively, ethically and equitably with relevant refinement and sustainable development of teaching approaches and methods.

Sense of Duty and Social Responsibility

Social responsibility and sense of duty involve the ability and disposition to consider the interdependence of people with each other and the natural environment; to contribute positively to one's family, community, society and the environment; to resolve problems peacefully; to empathize with others and appreciate their perspectives; and to create and maintain healthy relationships. This competence is a core one in daily life and sought by companies in potential employees.

It is not unusual that children and young people at the risk of leaving school or those who already quit have come to this situation as a result of a disruptive behavior, meaning confrontation with aspects of the society. They may get disappointed with their families, peers, administration and governmental departments, which might

provoke their marginalization and social exclusion. In this context the sense of duty becomes an important element that blocks giving up certain obligations. The sense of duty can support relevant actions in the context of dropouts such as: to graduate from school and make the parents proud, to find a good job and become a financial support of your family.

Thus Second Chance educators shall consider this attitude as especially significant for their students and pursue its development. Notwithstanding there are certain risks to sense of duty. In particular, people with strong sense of duty feel obliged to act in certain ways and when they don't meet expectations they often feel bad about it. That is why educators shall aim at instilling a balanced sense of responsibility in their students to avoid negative impact on their emotional well-being. For this purpose it is important to teach the students to set priorities, measure their forces and be assertive.

Pre-Career Counselling

Choosing career and professional direction is a highly important step for every young person. In case of the students of Second Chance education programmes a right career counselling might change the course of the students' lives. Depending on the age of the pupils we might talk of something like early approximation to a possible career and not a proper career counselling, that's why we call it pre-career counselling. Indeed, for young adolescents its aim would be building self-consciousness and self-value than choosing a career. Nevertheless, in most countries it is not a common practice for secondary school teachers to conduct pre-career counselling activities with their students. Nevertheless the educators shouldn't wait too long before providing the pupils with possible career directions. An early and periodical assessment of personality type, values, interests, strengths and skills will help the youth to know his-/herself better and consider the possibilities. Also it might help to reduce dropout rates in the sense that those young people that are conscious of their strengths and abilities tend to keep up their studies, developing in that direction. Educators shall familiarize with the approach and learn some useful tools to be able to conduct this kind of early evaluation and a pre-career counselling with their students.

3. Pedagogical Aspects

Some best practices and examples the project partners identified have already been described in the [previous section on highlights and challenges](#). The current section examines these examples in more detail and provides you with additional hints. It stresses helpful aspects and identifies learnings for improvement to make the implementation of your trainings even smoother and more effective.

Flexible Training Structure and Delivery

As mentioned above in the section referring to different possible learning settings, we recommend changing the order of the modules if necessary according to your group and timing. As previously stated, there has to be certain flexibility in the implementation so that the facilitator can vary and adapt the flow of the training while observing how learning processes and group dynamics are going.

Introduction to the Project and Context

We suggest dedicating the first part of the training to the presentation of the project and to the theoretical part of the methodology, to clarify very well the context and the *ROBIN* approach. Some of the educators might already have a background in working with children and young people affected by migration, but others might lack necessary information. Such an introduction allows the educators to relate the suggested training activities to both the theoretical background and to their further implementation with the target group.

Getting to know each other, Teambuilding and Group Dynamics

For the case that the educators taking part in the training don't know each other, we recommend to conduct team building activities in the beginning of the training. For that purpose it may be advisable to use the content module on "Team Building", followed by the module on "Leadership and Motivation", thus strengthening the feeling of belonging to a group.

Also, spending the first part of the training time in getting to know each other through games was found useful in our pilotings. It helped to create a more natural atmosphere and to get into the core topics' of the training in an easier way. Suggested games from the module on "Psychosocial Games" are applicable for this purpose.

Moreover, also the insertion in the agenda of energizers and dynamic moments were very important to change the rhythm of the activities when the dynamic wasn't so active.

Embedding of the Module "Leadership and Motivation"

In order to clarify better the concept of Leadership and relate it more with the one of Motivation, it's highly suggested to implement module 1 about "Leadership and Motivation", together with the one of "Team Building" (module 7), to better clarify the equal importance of being a leader and be member of a group and – at the same time – strengthening the working group.

Evaluation

Daily reflection and feedback by the participating educators is very important and should be understood as part of the learning process. Looking at the training activities from a meta-level gives room for further clarification and to the suggestions and comments of the professionals. It can be a starting point for the adaptation of the *ROBIN* course to the needs of their students.

Sensitive and Respectful Educational Interaction

Inclusive education lives the diversity recognition and appreciation. Each learner is different from another and we cannot underestimate the contribution of each one as well as how much each one can influence the flow of the training. Educators with a strong background are a chance to furthermore enrich your training.

Educational interaction with our final target group, students in Second Chance education, must be realised in a very sensitive and respectful way, taking into account that some of the students might be traumatized by experiences on flight or in their countries of origin. Especially activities that ask to talk about personal facts and private life might make students feel uncomfortable in expressing their emotions or feelings.

Also some of the educators in our trainings have perceived the activities of the training module "Emotional and Physical Health" as very strong and potentially stressful for the students; e.g. activity "House of Resilience". In particular in cases when the students lived in or recently lived in extraordinary difficult situations they would open up only very late and not without difficulties.

The educator has to create both a physical and intangible comfortable space for the learners, in which the learning process can be developed respectfully. In order to

avoid activities becoming too personal it is possible to apply them in a more distanced form; e.g. activity “House of Resilience” by imagine a young person with characteristics most commonly shared by the students in the group; also to work in groups trying to build the “House of Resilience”.

Setting

An informal and familiar setting helps the creation of a positive mood and proactive participation.

Including Non-Formal Educational Activities

Some of the activities presented in part 2 of this handbook are carried out using a non-formal educational approach. In fact, it is widely used within the *ROBIN* training. During the first day of the training, ensure your participants are aware of the concept of non-formal education, in order to make the learning experience smoother, thus avoiding any potential obstacles in the flow of the contents and activities. It's good to remind to those ones who doubt the effectiveness of non-formal education that non-formal activities allow learners to:

- ///R **Experience** – do the activity and take the benefits experiencing it directly;
- ///R **Share** – communicate results and observations with other learners, enriching each other at the same time;
- ///R **Process** – analyze and reflect on the experience, internalizing the related outcomes;
- ///R **Question** – Reflecting about open-ended questions, allowing one or more correct answers. Questioning invite learners to become more involved and aware also of their learning process;
- ///R **Generalize** – Relate the experience to a real-world example, allowing them to implement it in their work/daily life and making the activities ready-to-use;
- ///R **Apply** – Use what they have learnt in a similar or different situation, adapting it easily to their needs.

A useful definition for the introduction of the non-formal educational approach is the one SALTO training has developed:

*„[Non formal education] takes place in a diverse range of environments and situations for which **teaching/training and learning is not necessarily their sole or main activity**. These environments and situations may be **intermittent or transitory**, and the activities or courses that take place may be **staffed by professional learning facilitators** (such as youth trainers) or*



*by volunteers (such as youth leaders). The activities and courses are planned, but are **seldom structured by conventional rhythms or curriculum subjects**. They usually address specific target groups, but **rarely document or assess learning outcomes or achievements in conventionally visible ways**.*¹²

Differences and multiple perspectives of education should be applied in the best inclusive way, thus allowing to maximise the learning outcome of the learners.

¹² www.salto-youth.net

4. Instead of Conclusions

ROBIN contributed in two years time to change the perspectives and perceptions of hundreds of educators by involving them in hands-on activities, demonstrating them that children and youth affected by migration can be educationally and psychosocially supported in their quest for a second chance in life.

As you went through section after section, you probably noticed that behind all training activities and all our endeavours, just one aspect makes all the difference and that is ***dedication***.



"It is what you DO next that counts".



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Worksheets and Handouts



Handout 1.2: Leader Qualities

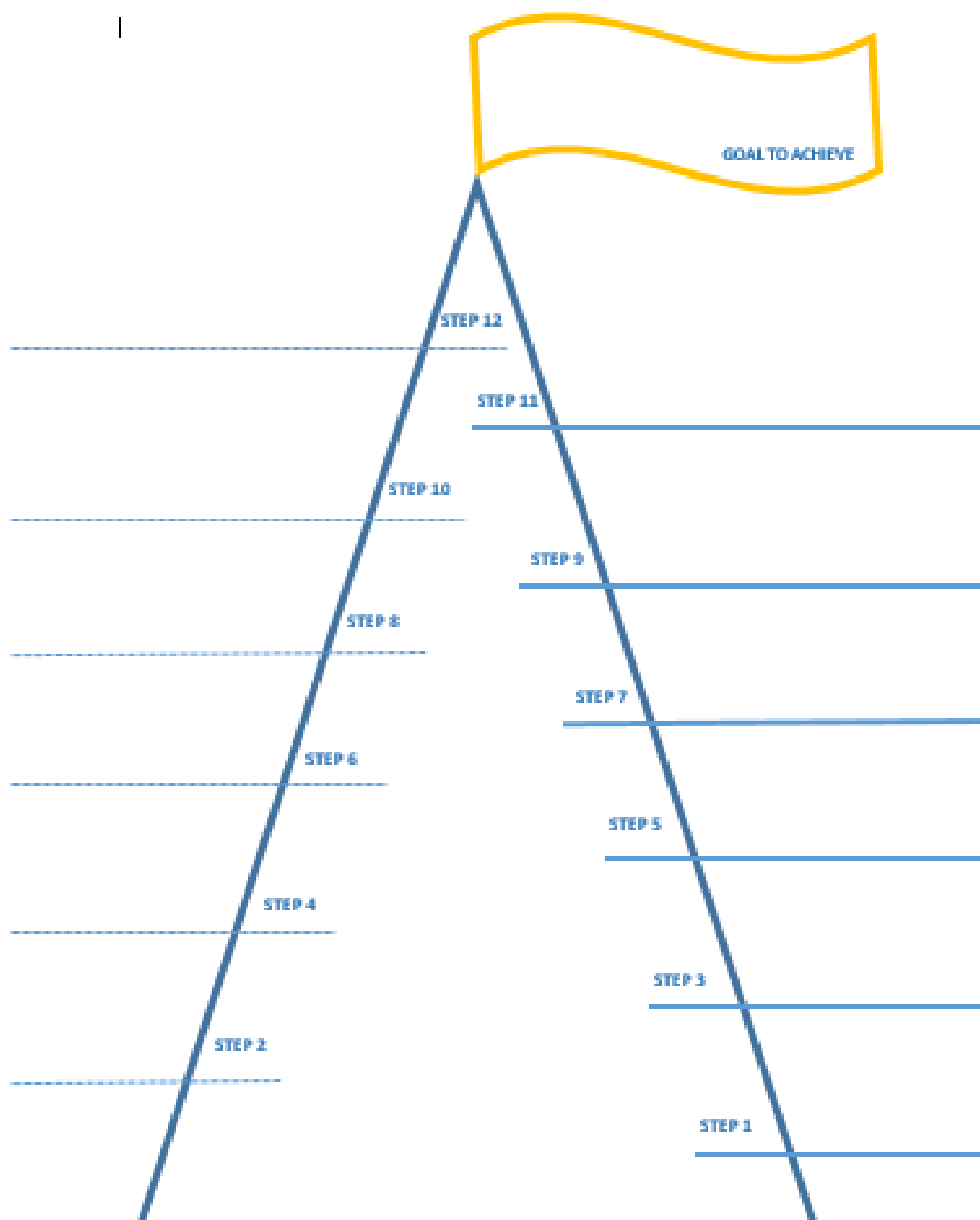
Values	Attitudes	Skills
Trust	Open	Charisma
Integrity	Enthusiastic	Decision making
Honesty	Setting example	Concentration
Humility	Inspiring	Strategic planning
Excellence	Self-confident	Problem solving
Compassion	Self-controlled	Competence
Cooperation	Determined	Conflict resolution
Fairness	Open-minded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



Worksheet 1.4: My Competences as a Leader

As a Leader...	... I have already...	... I would like to develop...
My values		
My attitudes		
My skills		

Worksheet 1.5: Mountain Peak





Worksheet 1.5: Goal Calendar

Year	January	February	March	April	May	June	July	August	September	October	November	December

Year	January	February	March	April	May	June	July	August	September	October	November	December



Handout 1.7: 10 Mechanisms of Negative Thinking

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

Worksheet 1.7: Make it Positive

MAKE THE STATEMENTS POSITIVE!



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

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

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



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

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



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

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

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

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



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

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

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



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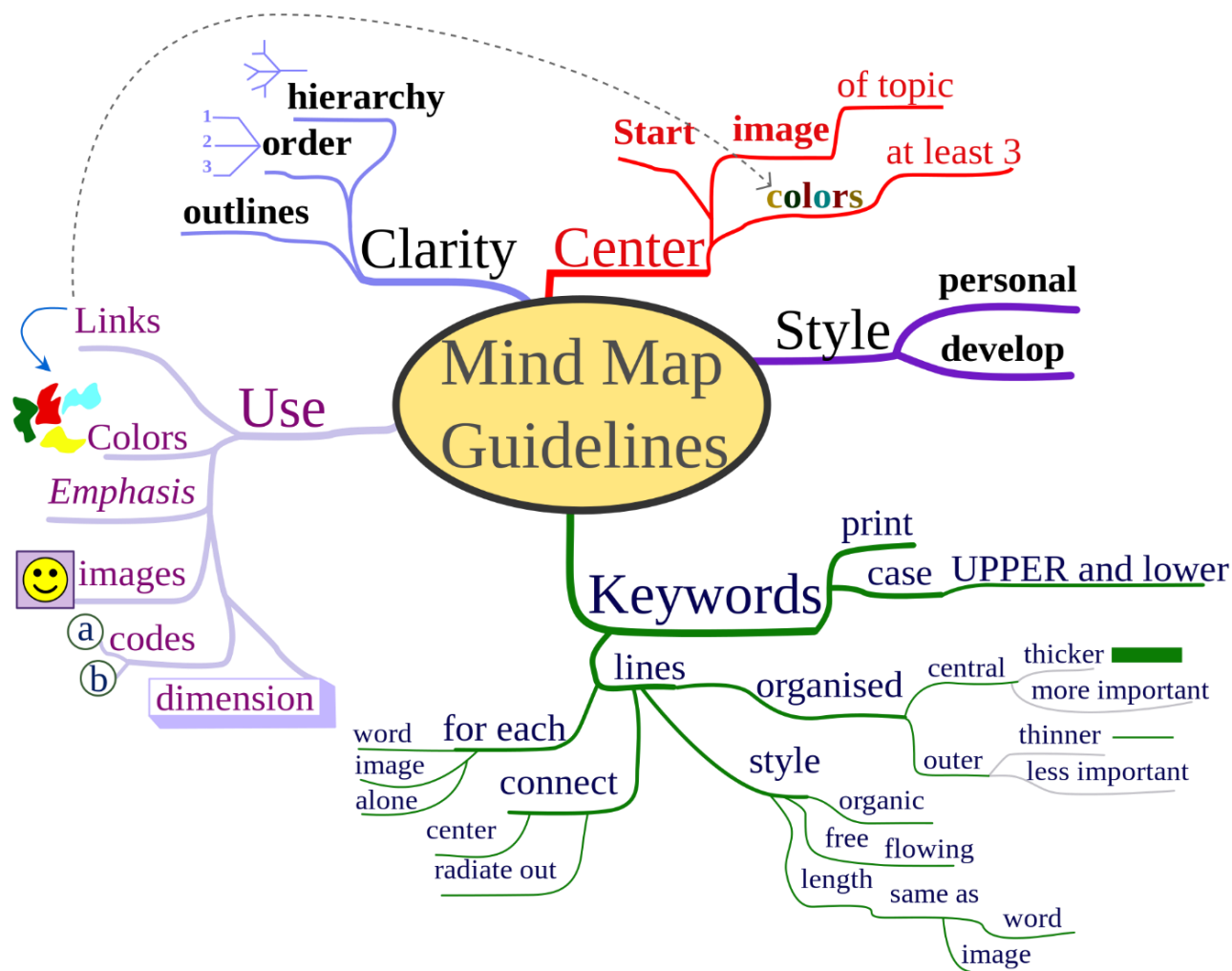
The building sales transaction finally hasn't worked. The buyers stepped back in the last moment. After a year's work! Everything was working good- the team was so committed... I'm sure that it's the fault of the last meeting I had with the buyers. I hadn't taken sufficient precautions...



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

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

Handout 2.1: How to Mind Map

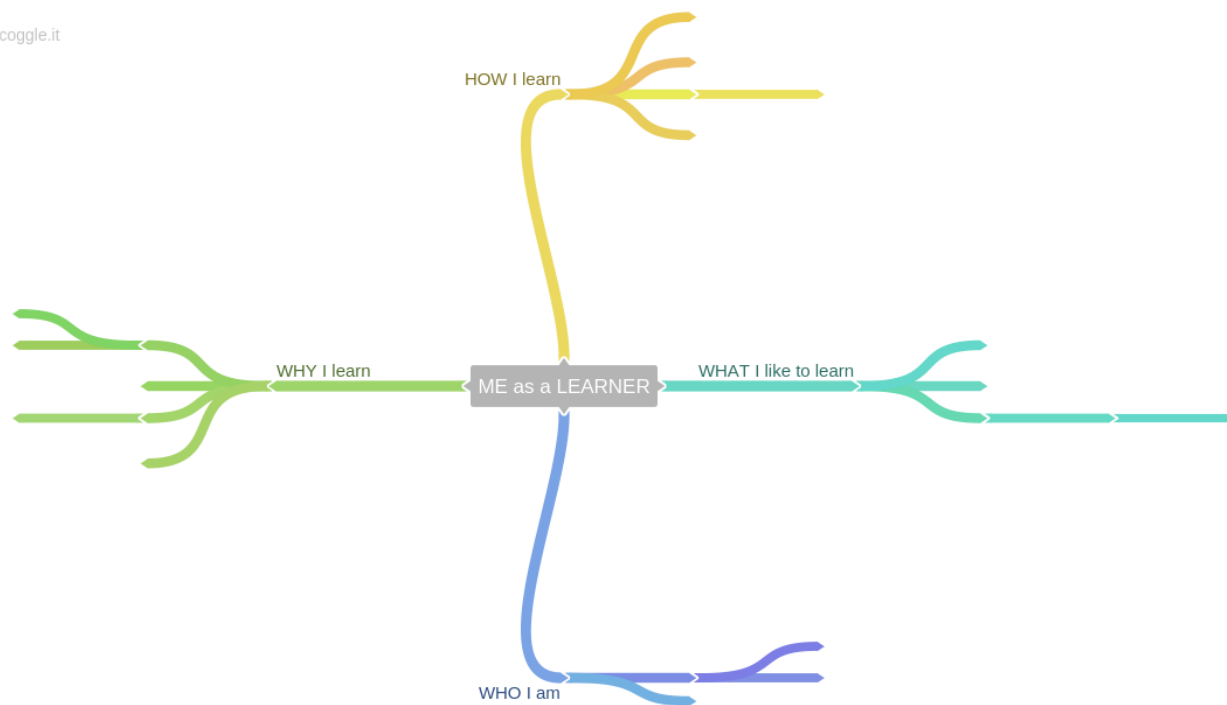


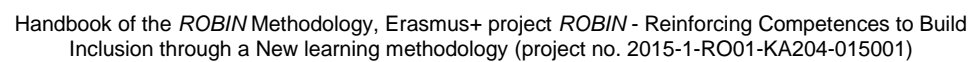


Worksheet 2.1: Mind Map “Me as a Learner”

coggle

made for free at coggle.it







Handout 2.2: Origami Crane Instructions – Written

- R** Start with a perfectly square sheet of paper. Begin by folding one edge to meet the other and then open the paper to lay it flat.
- R** Next, fold the paper in the other direction.
- R** Fold the paper diagonally and make sure the corners are lined up. Repeat this step for the opposite direction. Bring in the side corners, while bringing the top corner down.
- R** After you fold in the sides, your paper should look like this. With the open side pointing towards the left as in the picture above, fold one corner of the square so that the edge is lined up with the center line.
- R** Repeat the previous step with the opposite flap. Flip the paper over and repeat previous steps to the other two flaps. Next, fold the top flap down and make a hard crease. Now fold it the same way in the opposite direction.
- R** Open up one side and lay it flat. Lift the top flap on the open end and fold it upwards, bringing in the sides like pictured above and lay flat. Repeat previous step for the other side.
- R** With the open end towards the left in the picture, fold in one flap in so that the edge lines up with the center line. Repeat this step for the opposite flap. Turn the paper over and do the same for the other two flaps.
- R** Fold over one side and lay flat. Fold up the top flap on the open end, so that the tip of the lower flap reached the tip of the upper flap.
- R** Fold two of the flaps over and repeat for the lower flap. Fold one flap over and lay flat.
- R** Fold the top flap down.
- R** Flip the paper over, and fold down the opposite side. Invert fold one of the upper tips to form the head.
- R** Pull back the other tip to form the tail. Gently pull the wings apart to form the body.

Worksheet 2.3: Quiz: “How do you learn best?”

PUT CHECK MARKS NEXT TO THE ITEMS THAT APPLY TO YOU

LISTENING

- ☐ I LIKE TO LISTEN TO PEOPLE TALK ABOUT THINGS.
- ☐ I USUALLY REMEMBER WHAT I HEAR.
- ☐ I WOULD RATHER WATCH A MOVIE THAN READ A BOOK.
- ☐ I LEARNED MORE IN SCHOOL BY LISTENING TO THE EDUCATOR'S

EXPLANATION

RATHER THAN BY READING THE TEXTBOOK.

- ☐ I WOULD RATHER LISTEN TO THE NEWS ON THE RADIO THAN READ THE NEWSPAPER.
- ☐ I WOULD RATHER SOMEONE TELL ME ABOUT UPCOMING MEETINGS AT WORK THAN HAVE TO READ ABOUT THEM IN MEMOS.

TOTAL NUMBER OF CHECK MARKS: _____

VIEWING

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

TOTAL NUMBER OF CHECK MARKS: _____



DOING

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

TOTAL NUMBER OF CHECK MARKS: _____

WRITING

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

TOTAL NUMBER OF CHECK MARKS: _____

READING

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

TOTAL NUMBER OF CHECK MARKS: _____

SPEAKING

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

TOTAL NUMBER OF CHECK MARKS: _____



Handout 2.3: Tips for different Learning Types

Tips for who learns best by Listening

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

Tips for who learns best by Viewing

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

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

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

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

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

Use charts, graphs, pictures.

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



Tips for who learns best by Doing

<p>If given a choice, show others that you know how to do something by showing them how you do it rather than taking a test or describing to them how you do it.</p>
<p>Go on field trips to see how things are actually done.</p>
<p>When you have to learn how to do something new, watch someone who is actually doing it and ask them to coach you while you do it.</p>
<p>Choose a job that lets you work with your hands and move around.</p>
<p>Be sure that your work area has room for you to move around.</p>
<p>Try moving/walking around when problem solving or when you need to recall information.</p>
<p>Act out instructions someone gives you.</p>

Tips for who learns best by Writing

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

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

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

Get a job that involves writing.

Write people memos in order to convey information.

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



Tips for who learns best by Writing

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

Take good notes and then read them later on.

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

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

Have people write down directions for you to read.

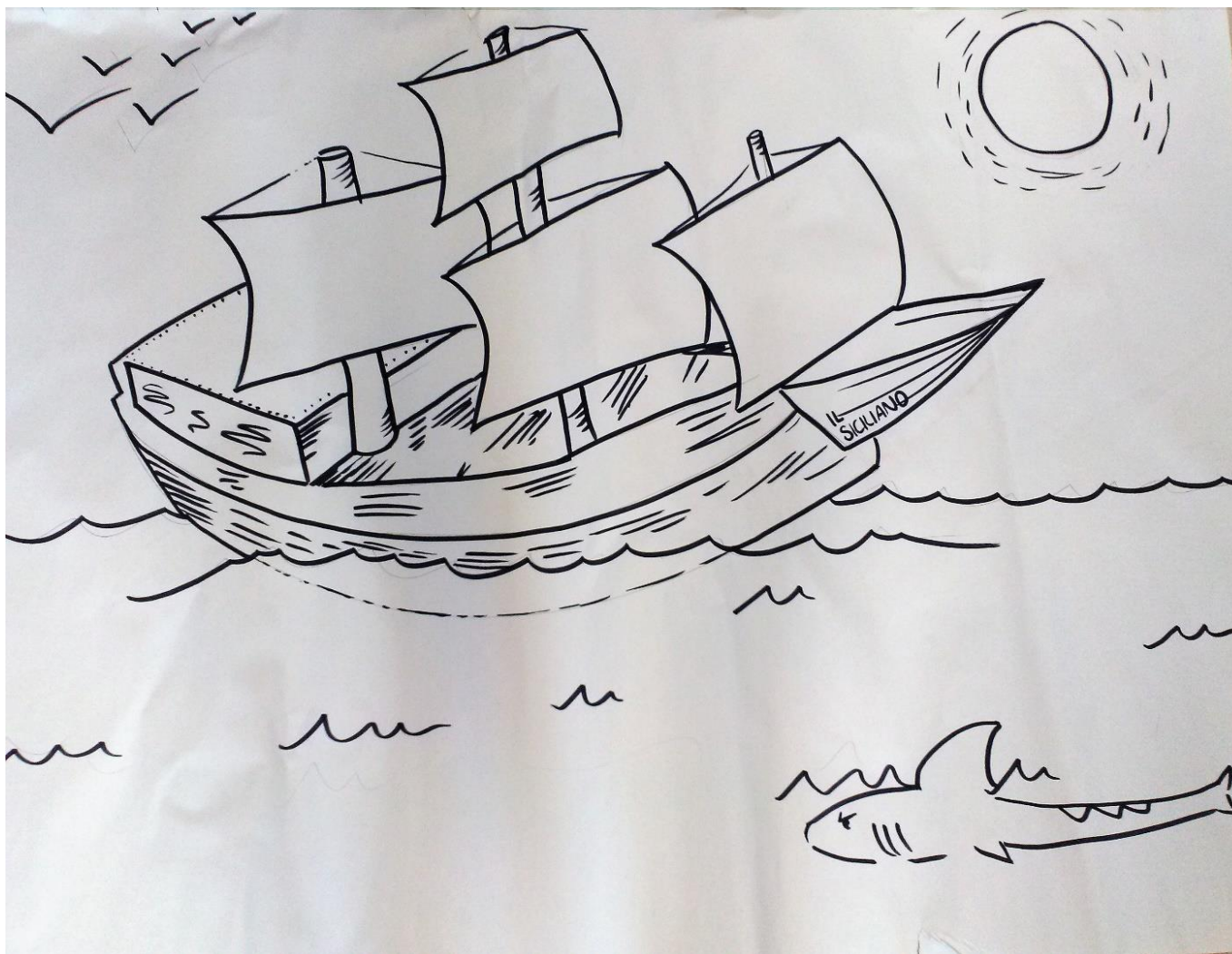
Read newspapers, job newsletters and memos to get the information you need.

Choose a job that requires reading.

Tips for who learns best by Speaking

Ask questions when you don't understand something or need clarification.
Talk to yourself when you are problem solving or learning something new.
Study with other people so that you can talk to them about the new information.
Dictate into a tape recorder the things that you need to remember and play back the tape to remind yourself.
Repeat things right after you hear them in order to better remember them.
Repeat phone numbers and names out loud
Choose a job that requires a lot of talking.

Handout 2.4: Evaluation Boat



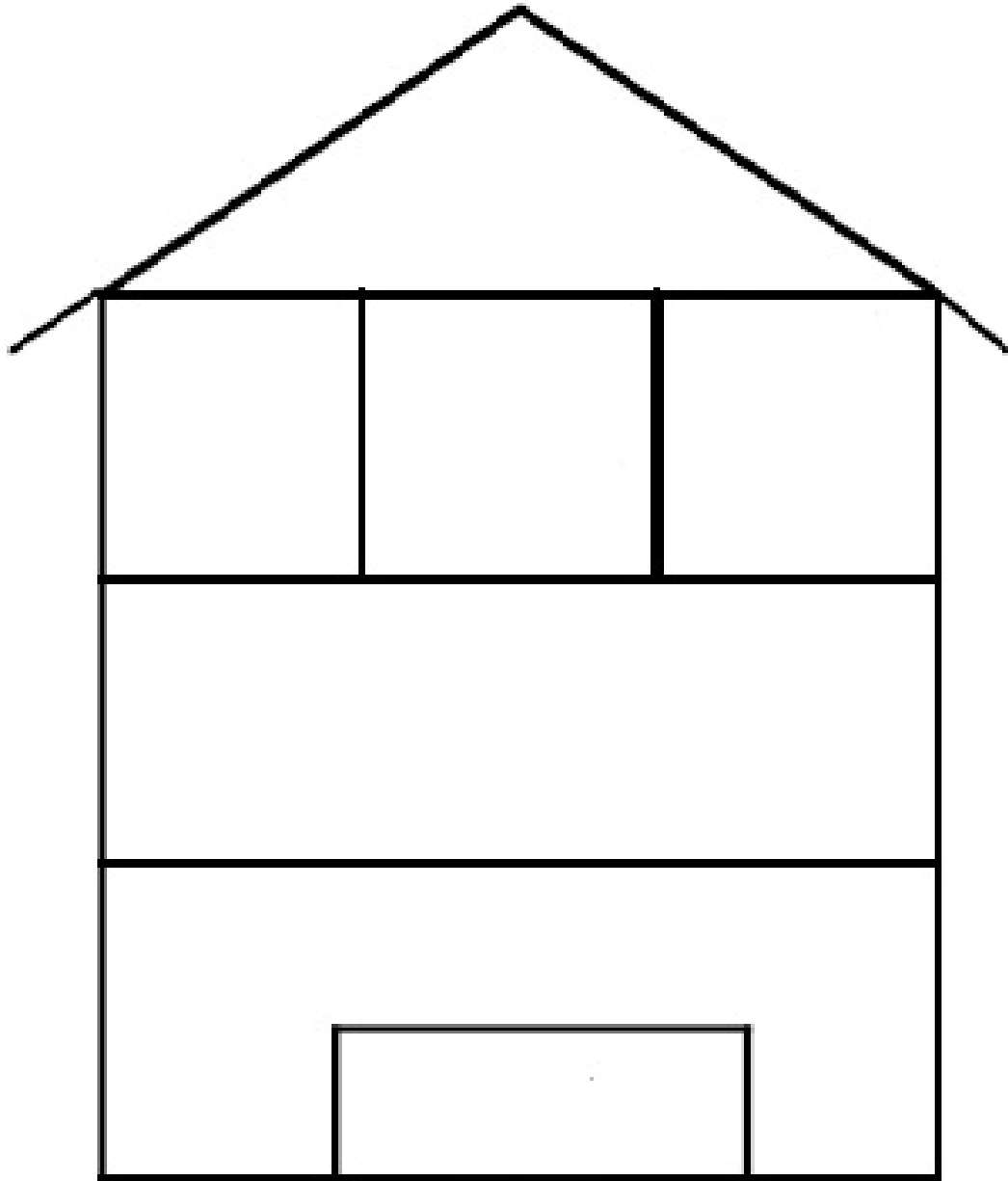
Handout 3.4: The House of Resilience



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



Worksheet 3.4: The House of Resilience



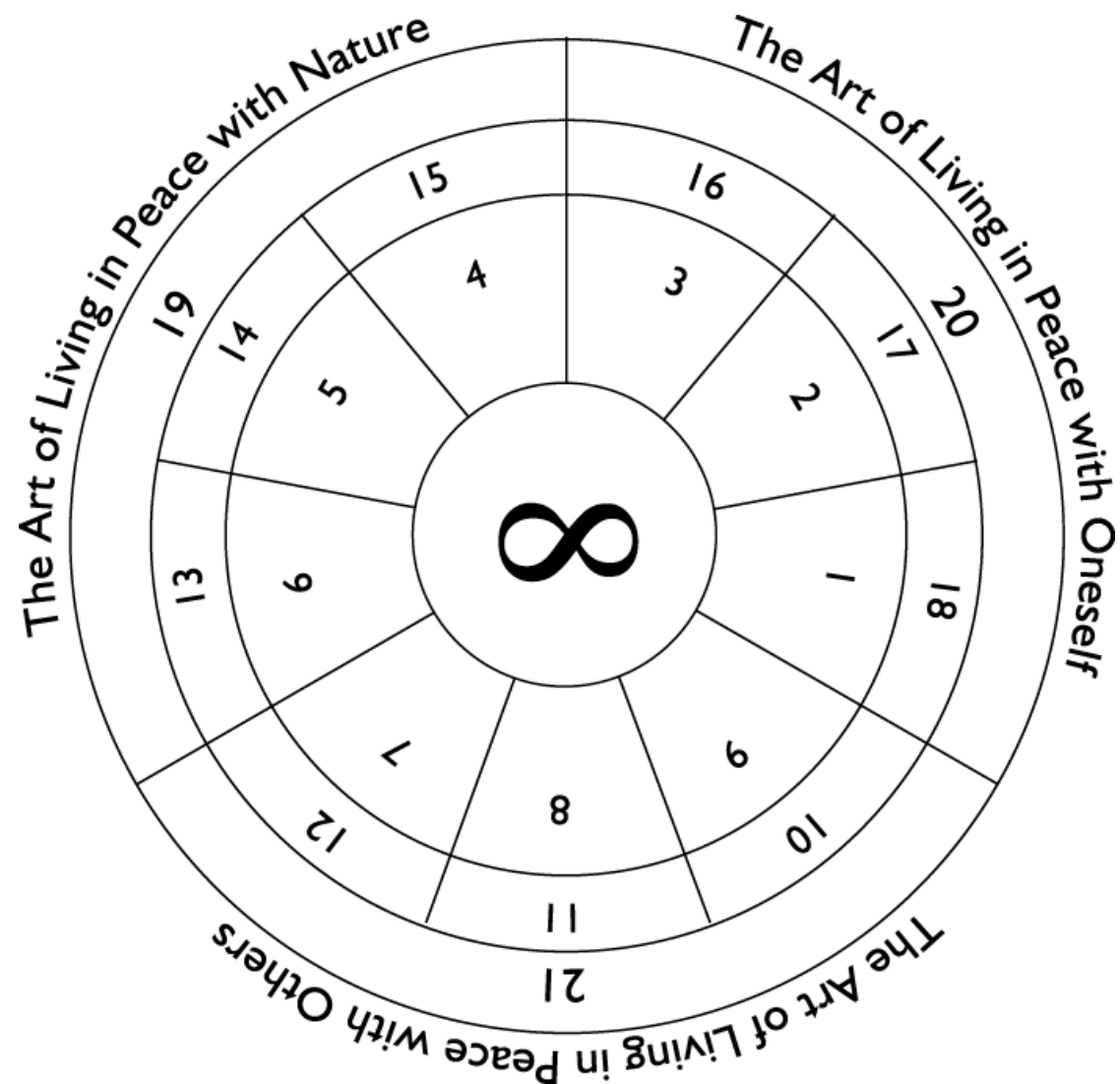
Worksheet 4.2: List of Objects

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

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



Worksheet 5.2: Live in a Perfect World – Peace Wheel Quiz





Quiz:

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

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

Area 1.

Experience is the mother of _____.

Area 2.

- a) Where there is _____ there is no darkness. (Burundi Proverb)
- b) _____ and perseverance have a magical effect before which difficulties disappear and obstacles vanish. (John Quincy Adams)
- c) Man may dismiss _____ from his heart, but God never will. (William Cowper)
- d) Don't promise something when you are full of _____; don't answer letters when you are full of anger. (Chinese Proverb)

Area 3.

_____ is better than wealth.

Area 4.

Doubt is the key to _____. (Iranian Proverb)

Area 5.

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

Area 6.

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



Area 7.

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

Area 8.

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

Area 9.

- a) _____ without wisdom is like a flower in the mud. (Romanian Proverb)
- b) Sooner or later the _____ comes to light. (Dutch Proverb)
- c) _____ forever, _____ forever, _____ forever. For the union makes us strong. (Ralph Chaplin)
- d) When violence comes into the house, law and _____ leave through the chimney. (Turkish Proverb)

Area 10.

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

Area 11.

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

Area 12.

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

Area 13.

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

Area 14.

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

Area 15.

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

Area 16.

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

Area 17.

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

Area 18.

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

Area 19.

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

Area 20.

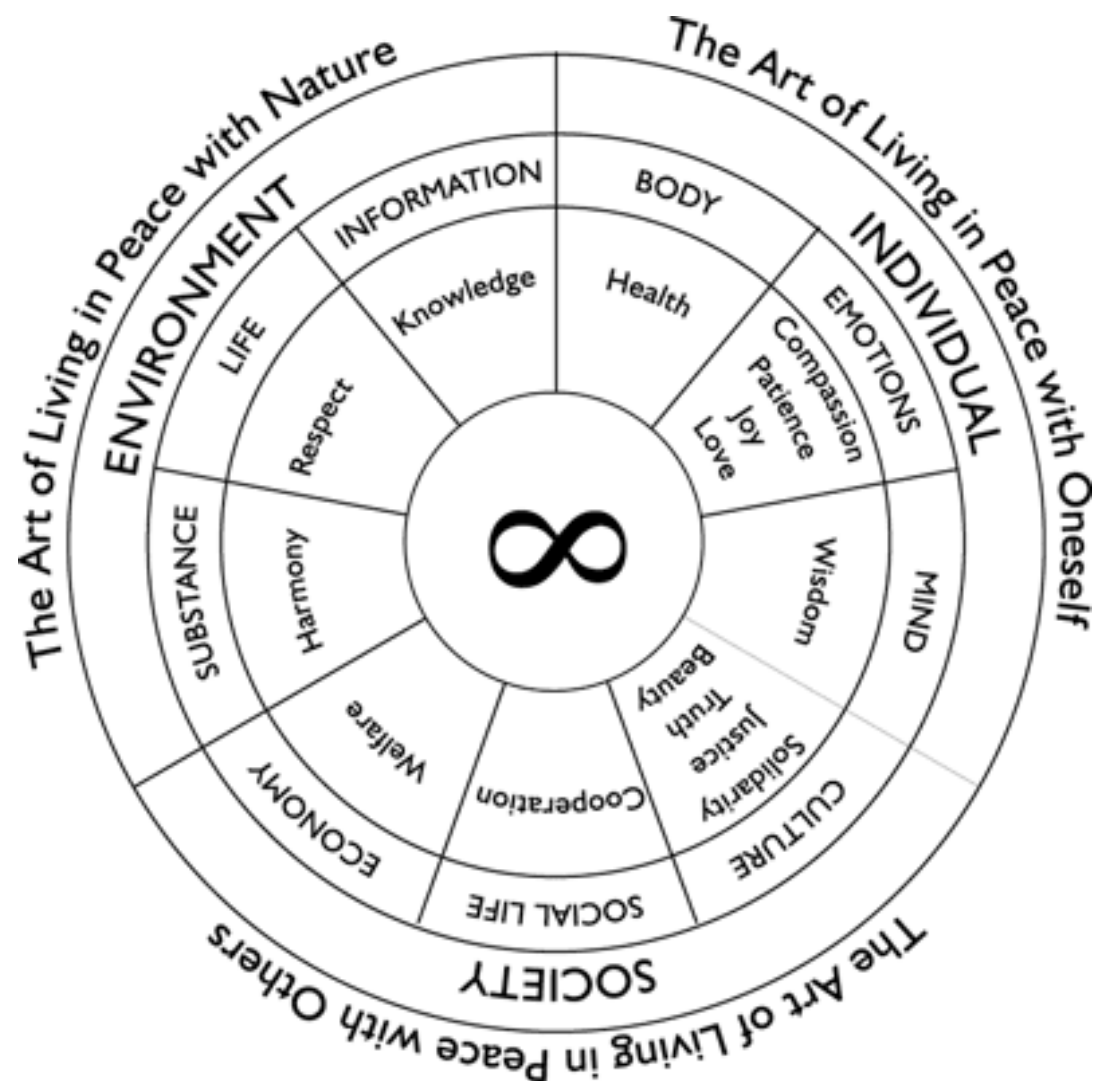
Every heart is the other heart. Every soul is the other soul. Every face is the other face. The _____ is the one illusion. (Margaurite Young)

Area 21.

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



Handout 5.2: Life in a Perfect World - Peace Wheel completed



Worksheet 5.3 Discussion Guides

Discussion guide: Peace with oneself (group 1)

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

Discussion guide: Peace with others (group 2)

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

Discussion guide: Peace with nature (group 3)

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

Worksheet 5.3: Human Rights History



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



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



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



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



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



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



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



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



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



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



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



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



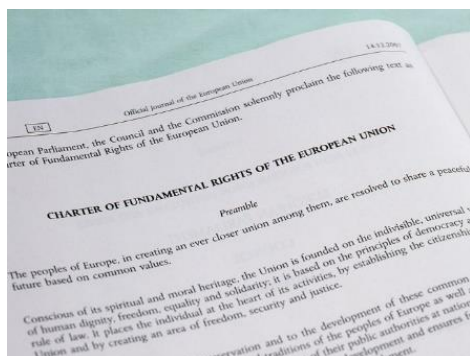
World War II ruined half of the world, especially Europe and South-East-Asia. World leaders created United Nations and Council of Europe due to this shock. These organizations aimed to solve conflicts peacefully, with international agreements. The UN General Assembly adopted the Universal Declaration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



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



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



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





Possible Solutions

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

Worksheet 5.7: Accepting Differences – Group Rules

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

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

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

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

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

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

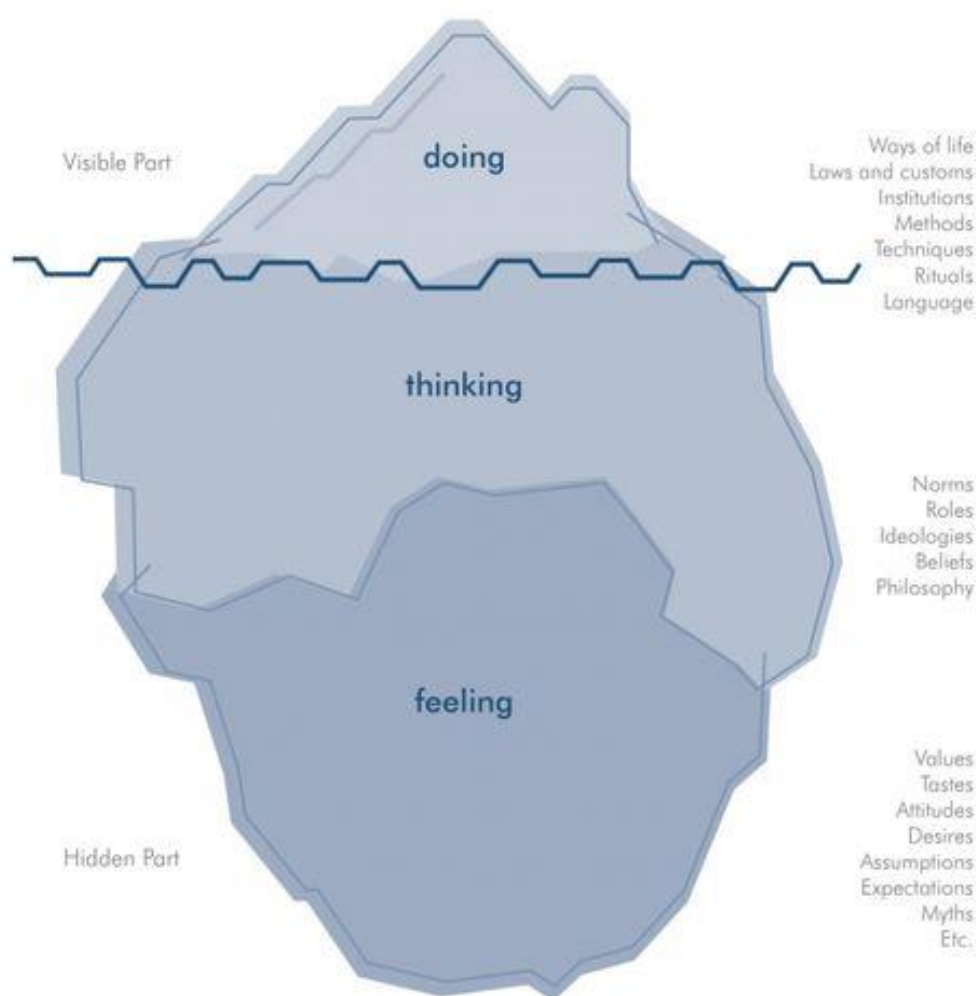
GROUP 7 RULES	
Deal	Dealer is oldest person in group. Shuffle cards and deal face-down, one at a time around the group. Some will get fewer cards than others. The Scorer is the person to the dealer's right - he marks down each trick won.
Start	Player to dealer's left starts by playing any card. Each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

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

Handout 5.8: The Iceberg Model of the Culture

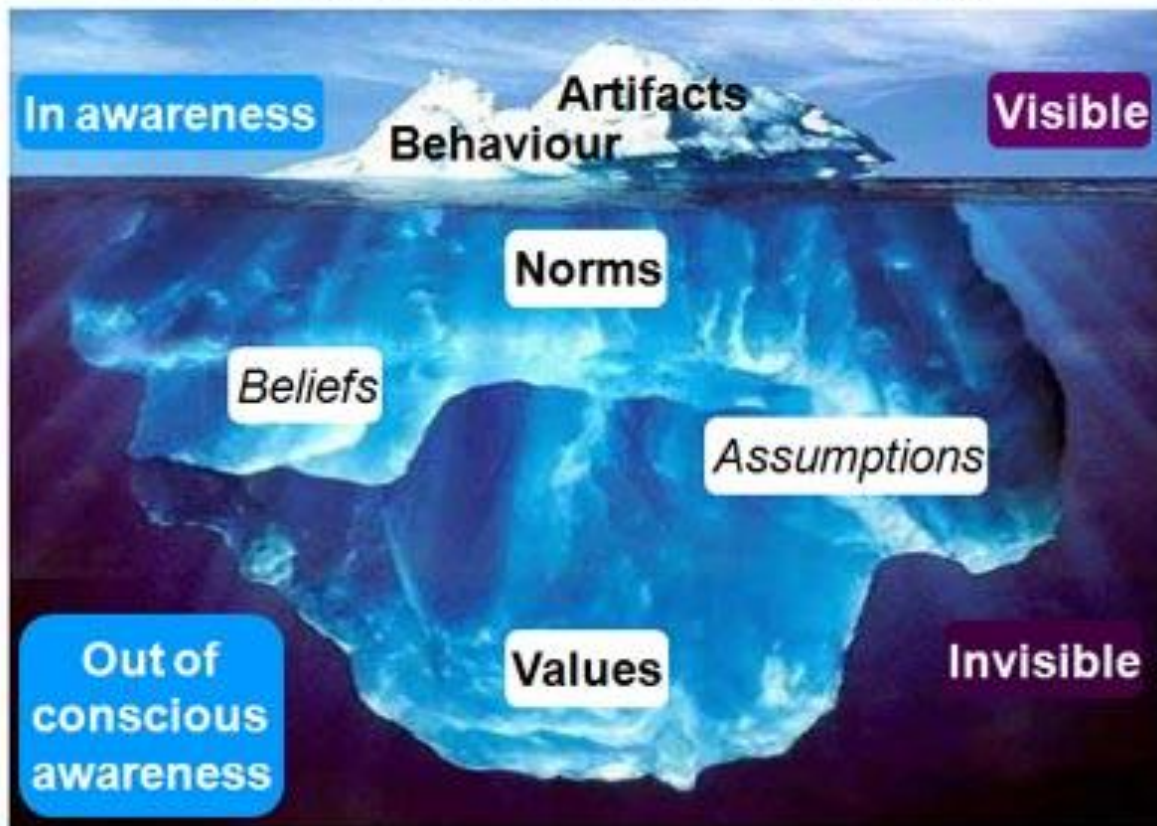
Iceberg Model of Culture

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



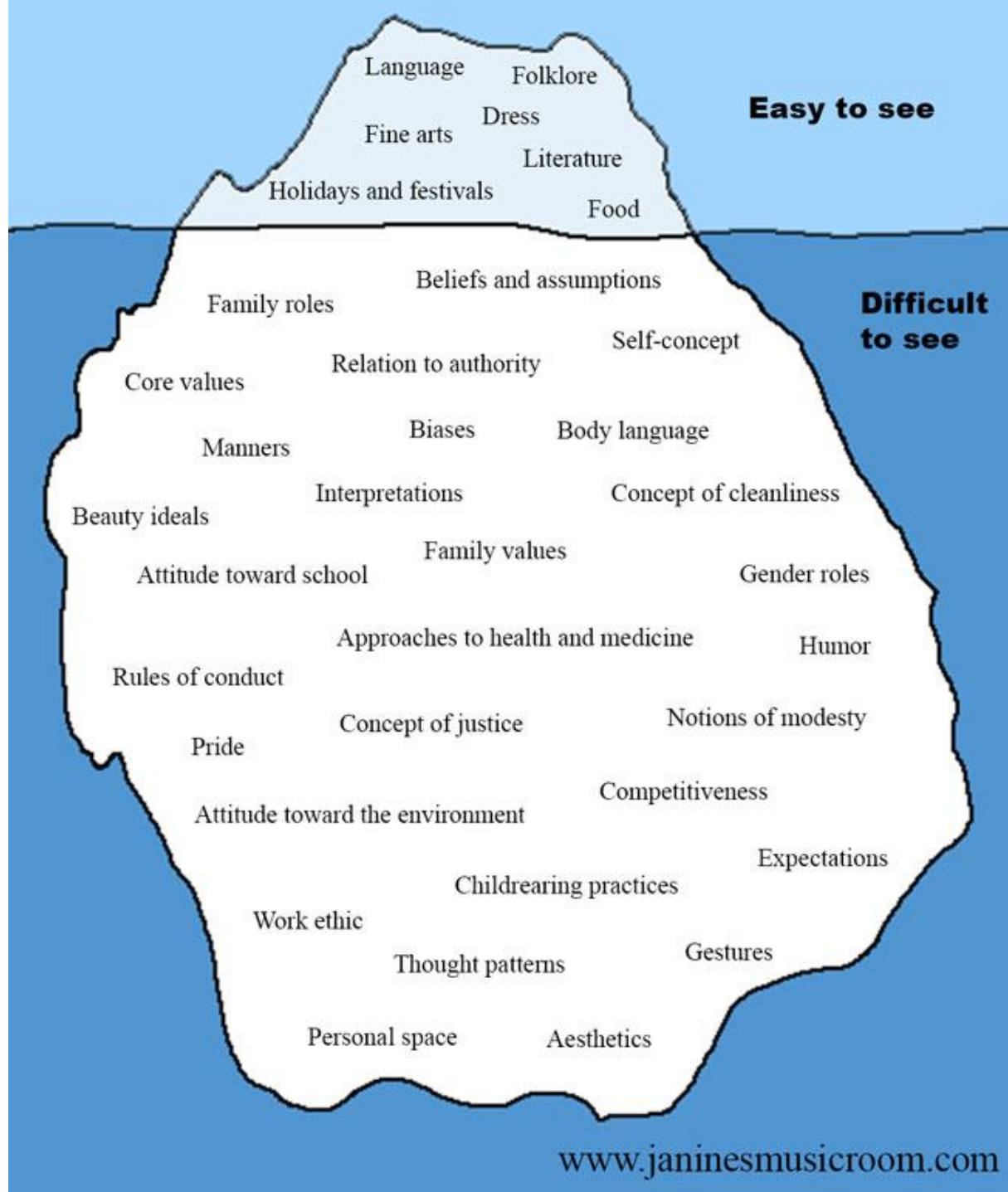
Adapted from: Guy Rocher, Introduction à la sociologie générale, Tome I, 1969

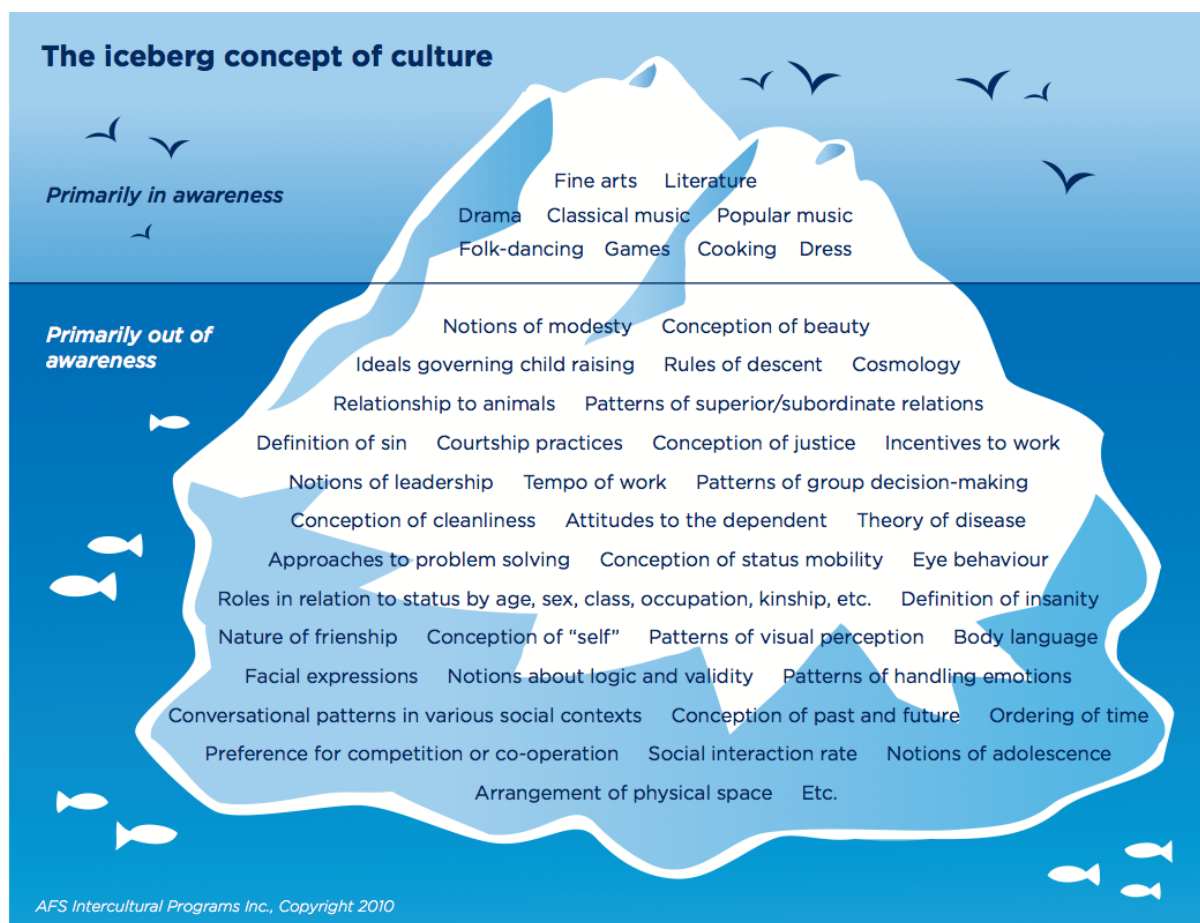
Iceberg Model: Surface and Deep Culture



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

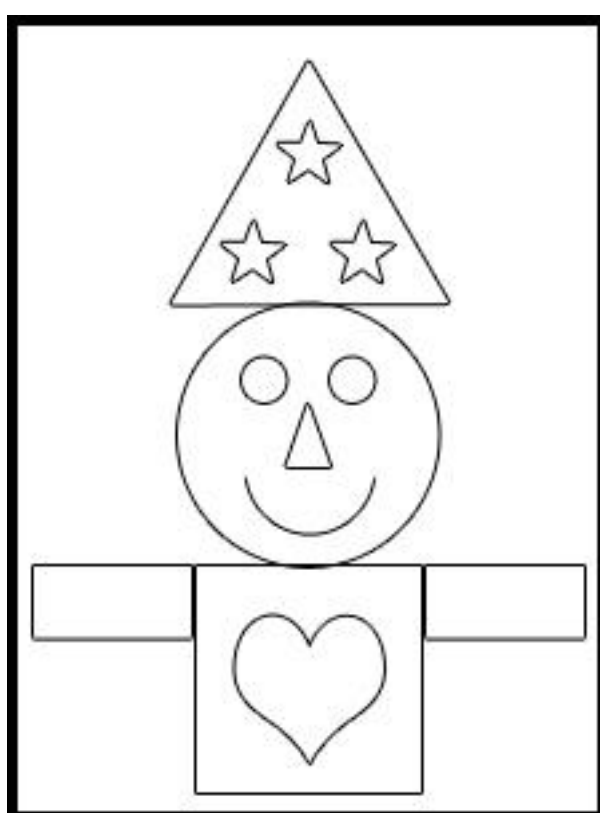
The Cultural Iceberg





Handout 7.1: Warm-up Activity – Solution Drawing

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





Worksheet 7.3: Lost at Sea¹³

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

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

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

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

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

¹³ **Copyright:** Insight by Grahame Knox is licensed under a Creative Commons Attribution-Non-Commercial-No Derivative Works 3.0 Unported License
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Lost at Sea – Ranking Chart

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



Lost at Sea - Coastguard Expert Analysis

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

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

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

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

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

Scores:

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



Worksheet 7.4: The Road Map

Description of Community 1:

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

Description of Community 2:

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

Description of Community 3:

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

Description of Community 4:

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

Game Rules

This game is about building roads. You can only build roads in the territory of others with their permission. For this reason, each group will appoint a builder and a representative. The builder is the only person allowed on the land, and the representative is the only one allowed to negotiate with the other groups. None of these people can do anything without the agreement of their own population. You are allowed to change these people every 10 minutes.

For the roads to be counted, they have to satisfy 3 criteria:

- ///R They have to start from your own periphery and end in the periphery of another community.
- ///R They cannot cross other roads.
- ///R They have to be constructed between the indicated start and finishing time (30 minutes).



Worksheet 7.5: The Bridge over the Big River - Rules

The Bridge Over The Big River - Activity Sheet 'A'

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

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

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

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

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

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



The Bridge Over The Big River - Activity Sheet 'B'

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

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

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

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

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

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

The Bridge Over The Big River - Rules For The Migrants

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

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

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

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

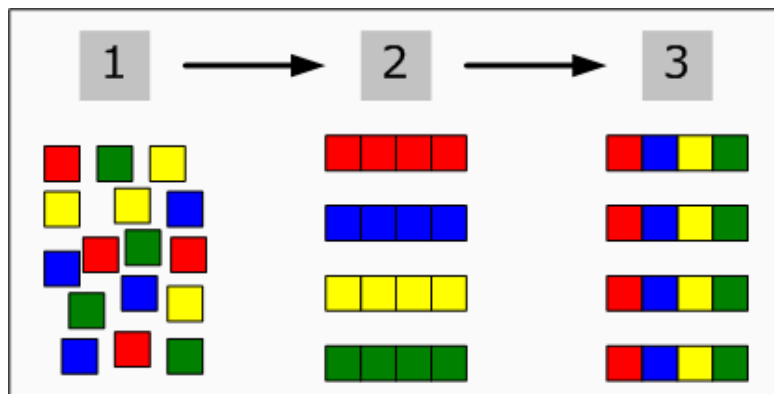


Worksheet 8.3: Session Planning Sheet

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

Worksheet 9.3: Group Puzzle - Peer Support Techniques and Approaches

For this exercise you form small groups of 3 – 4 persons.



Step 1: individual work (5 minutes)

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

Step 2: Thematic groups (15 minutes)

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

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

Please prepare notes.

Step 3: expert groups (30 minutes)

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

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



Handout 9.3.1: Networking using Childhub

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

On the Child Protection Hub you can:

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

Educators and educators are invited to a specific group of discussions on Childhub in order to share ideas, practices on specific topics concerning Second Chance education and other related. The group of discussions represents a good tool for offering peer support.

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

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

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

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

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

Handout 9.3.2: Quick Check Teaching Structure

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

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

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

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

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

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

Material: Quick Check Questions – Quality of the last Teaching Unit



Quick Check Questions - Quality of last Teaching Unit

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

Handout 9.3.3: Critical Quality Areas within the Organisation

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

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

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

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

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

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

Finally suggestions and ideas for improvement can be discussed.

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

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



Example: „Education Reality“

	Room for improvement	Should reevaluate current practice	OK	Unsure
We have the same understanding of good Second Chance education offer.				<input type="checkbox"/>
Besides expertise and social competence it is important to focus on aspects of modern professionalism, as the promotion of social integration and the enhancement of the ability for participation.				<input type="checkbox"/>
Our educational practice considers both the actual needs of the labour market and the needs in the future.				<input type="checkbox"/>
The equipment available in the organisation is state of the art.				<input type="checkbox"/>
The students are adequately involved in the development of the educational programme.				<input type="checkbox"/>
Educators and educators are offered appropriate CPD ¹⁴ measures – and take part in those measures.				<input type="checkbox"/>
International competences are becoming more and more important. We have agreed on a related concept.				<input type="checkbox"/>
Networking among our educators and coaches/psychologists is very efficient.				<input type="checkbox"/>

¹⁴ Continuous professional development

Handout 9.3.4: Reflection Methods for Quality Assurance

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

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

Time: 20 min or more

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

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

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

Material: Handout „Methods for the Reflection of Education“



Methods for the Reflection of Education

Quality assurance instrument	Key questions “Do educators...?”	Status quo (Example)	Goal state: reflection of the education	Methods
Supervision and Coaching	... use supervision and coaching opportunities?	Participate in further education measures occasionally	Educators/educators are involved in the analysis and reflection of their practice. Schools cooperate with each other and with experts from the labour market. Educators/educators collect, evaluation, discuss and exchange examples of “good practice”	Use supervision and coaching
Exchange of experiences among colleagues	... regularly share their experiences?	Do not discuss their professional problems and difficulties with their colleagues.	The professional community has established a system of peer learning and further education.	Collegial counselling, round tables, discussions, personal contacts, peer observation, mailing lists amongst other instruments
External Evaluation	Are the educators/educators interested to take part in external evaluations?	Are not interested.	Educators/Educators take part in external evaluations in order to complete their information related to the quality of learning processes.	Support of the organisation by external evaluation (e.g. awareness raising of the management/administration/staff) Participation in external evaluations.

Quality assurance instrument	Key questions “Do educators...?”	Status quo (Example)	Goal state: reflection of the education	Methods
Validation of learning outcomes and self-evaluation	<p>... validate the learning outcomes?</p> <p>... reflect on the education?</p> <p>... use professional validation and self-evaluation instruments?</p>	<p>Not in all learning training units validation is practiced.</p> <p>Many of the collected data can not be evaluated.</p>	<p>Educators/educators are interested in the knowledge, skills and attitudes of the learners and assess changes.</p> <p>All training units apply validation and self-evaluation measures that include recommendations for improvement. Optimisation measures are assessed regularly.</p>	<p>Educators/educators validate learning outcomes individually (verbally, percentage based, scaled ...).</p> <p>Validation includes group results and the individual development of the learners; validation can be proceeded by means of self-evaluation of learners, evaluation of the group, evaluation of the educator.</p> <p>The learners are informed about the process and the rules of the validation.</p> <p>Self-evaluation of the educators/educators.</p> <p>Self-evaluation of the management</p>
Feedback of learners, colleagues, management, companies etc.	<p>... strive to receive feedback from the different stakeholders?</p> <p>... use feedback techniques like the 360° Feedback?</p> <p>Is there an evaluation of the education by the learners?</p>	<p>Feedback is an exceptional case</p>	<p>Learners give the educators/educators feedback.</p> <p>Educators/educators develop an appropriate evaluation concept.</p>	<p>Examination of existing concepts, choice of an appropriate concept, adaptation and optimisation.</p> <p>Examples of items:</p> <p>Satisfaction of the learners with the educational conditions.</p> <p>Satisfaction of the educators/educators with the working/teaching/learning/management conditions</p> <p>Examples of forms:</p> <p>Personal feedback (not anonymous)</p> <p>Open discussion (for learners and management: e.g. via students representatives/room for open discussion in the internet)</p>



Handout 9.3.5: Key Questions for Reflecting the Role of Educators/Educators

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

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

Time: 20 min or more

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

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

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

Material: Handout „Methods for the Reflection on the Role of Educators/Educators“

„Methods for the Reflection on the Role of Educators/Educators”

Quality assurance instrument	Key questions “Do educators...?”	Status quo (Example)	Goal state: desired role of educators/educators	Methods
Interdisciplinary, holistic approach	... assess the educational measure as an important phase in the education of the students?	Deployment of subject specialists causes training/teaching focussed on the subject rather than on the development of learners.	Educators/educators are not employed as subject specialists, but apply interdisciplinary, holistic educational measures.	Learning project (with relation to practice) Choose relevant contents and true-to-life examples. Make interlinks to other subjects, topics, areas of life transparent. Coordination of the development process among professionals (educators/educators/coaches/psychologists) and potential future employers.
Didactic based teaching	Which didactic/pedagogic supports do educators/educators implement?	The existing diversity of methods is not used. Educator/educator-oriented methods are dominating.	Educators/educators are competent to apply diverse methods to facilitate learning processes efficiently according to different learning aims, characteristics of learners etc.	Identification of appropriate, state-of-the art, relevant didactic-methodological approaches and its implementation. Diversity of methods, considering requirements of learners.



Quality assurance instrument	Key questions “Do educators...?”	Status quo (Example)	Goal state: desired role of educators/educators	Methods
Reflection of different performance levels of learners	How the different performance levels of learners are considered/handle d/supported?	Differentiated performance support causes difficulties, therefore is often neglected.	Learners with different performance levels are supported in a way that development is realised and educational aims are reached.	Performance differentiated work with methodological pluralism (various forms of learning spaces/practical work/individual learning/cooperative learning etc.) Didactically converting complex requirements into a student-oriented level.
Competence -based education	Put educators/educator s the enhancement of learners’ competences in the centre of their work?	Usually the learning, not the acting is in the centre.	Educators/educators know their educational task, thus carefully establish a relationship to the learners that is build on tolerance, mutual respect, equality and solidarity and other values of a democratic society. In the centre of the learning process stands the learning by action. Learners take responsibility for their learning. Educators/educators are aware about their responsibility for the quality of the learning process.	Getting familiar with the personal and social situation of the learners as well as with their cultural background. Assessing the educational, social and personal challenges of the learners. Coordination of contents and didactical methods according to the reality of life and to the requirements and needs of the learners. Implementation of methods that promote independent learning processes. Transparent declaration of educational aims/projects aims that are formulated in a way that enables learners to link up to other subject areas/practice etc.

Handout 9.3.6: Collegial Consultation - Intervision

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

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

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

Time: 60 - 90 min

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

Version 1: Balint Groups

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

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



Version 2: Intervision star

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

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

Handout 9.3.7: Collegial Lesson Observation

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

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

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

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

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

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

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

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

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Handout 9.3.8: Personal Quality Portfolio and Quality Development Discussion

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

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

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

Time: 1,5 hours

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

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

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

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

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



Possible questions for the discussions:

Questions about the expertise (profound knowledge and skills):

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

Questions about CPD:

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

Questions about professional ethics:

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

Methodological questions

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

Suggestion for the template Quality Development Discussion:

Quality development discussion	
Place, date	
Name	
Name/colleague I	
Name/colleague II	
Quality Portfolio	
Portfolio elements: teaching concept, agreements, evaluation & feedback, individual reflection & CPD	
<p>Teaching concept: One or more theoretical concepts (explaining one's own teaching) are available and can be presented. The teaching concept (or several) applied in practice can be presented theoretically, interventions in this context can be explained and the basic individual attitude can be mediated.</p>	

Agreements: The agreement of objectives and the making of agreements follow the theoretical concept(s) and, in particular, a transparent clarification of the order/the target agreement and the ethical guidelines.



Evaluation & Feedback: The teaching processes are continually evaluated related to satisfaction, achievement, effectiveness and sustainability and, if necessary, discussed with the management.

Individual Reflection: The own teaching practice is reflected in the professional framework (interview, supervision).

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

Handout 9.3.9: 360°-Feedback

Type of activity and persons involved: Reflection and feedback from different perspectives among educators/educators

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

Time: -

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

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

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



Example template for 360° Feedback:

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

