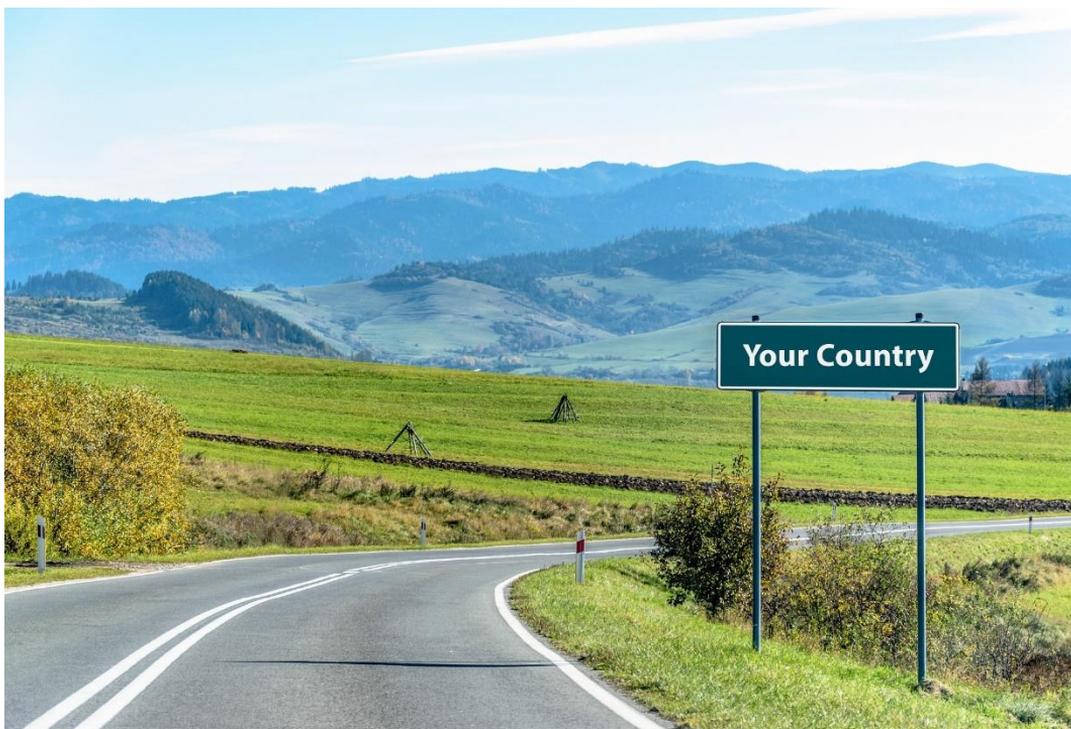


Remigrant children in European schools

Methodology for teachers training





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Introduction

General information about the training

Name of the training: *Integration of the remigrant children in education*

Type of the training: teachers training

Target groups: teachers (pre-primary, primary, secondary education), school counsellors, decision makers in education

1.1. The need for teachers training for facilitating the reintegration of the remigrant pupils

Remigration of children is a relatively new phenomenon and the effects of child remigration are still relatively little known, so we cannot discuss about scientifically or empirically validated strategies of psycho-pedagogical counselling of children returning from abroad.

School counsellors and teachers confronted with this phenomenon are in a position either to analyse each individual case and to develop a customized counselling strategy, either to refer to general theoretical information, including by adapting the knowledge, tools and methods of working with children in temporary family abandonment due to the departure of their parents to work abroad, a phenomenon better known both from the point of view of available theoretical information and from the point of view of practical experience. This way of adapting school counsellors to the new social and educational reality is highlighted by the results of the Social Alternative Association study which show that the counselling activities of remigrant children are based mostly on “the theoretical knowledge in this field and the general information available in regarding migration; the mental constructs related to remigration are in this case generalizations of those related to the effects of migration” (Luca, Foca et al., 2012).

The school counsellors surveyed in the study underlined the lack of a general counselling strategy for the scholar and social reintegration of the remigrant children, both in preventive counselling and in crisis counselling, mentioning only specific activities in particular cases of children, parents and teachers, activities aimed in particular at counselling for development (self-esteem, self-confidence), risk counselling and corrective counselling in the case of inappropriate behaviour at school or in society, activities that “have been directed to achieve specific goals without a general strategy designed to facilitate the child's adaptation to the Romanian school and sociocultural context” (Luca, Foca et al., 2012).

Considering those results and the general objectives of the “Education for Remigrants” project, the research done in the first stages of the project underlined that teachers and pupils across Europe (Romania, Italy, Portugal, North Macedonia, other European countries) consider that:

☞ *the role of teachers in facilitating the reintegration of the remigrant pupils is very important, even more important than the role of other specialist (school counsellors, psychologists etc.):* in terms of the activities that schools could organize in order to facilitate the reintegration of the remigrant pupils, there is a special focus on the activities that all the teachers could implement compared with activities that requires a special qualification (for instance, counselling or psychotherapy), and also on group activities than on individual activities, even if the individual activities are highly specialized (for instance, psychotherapy);

☞ *the most effective way for teachers to help remigrant pupils to readapt in schools in their native country is the use of the cooperative learning:* in terms of specific activities or methods, the integration of cooperative learning in the teaching methodology is considered to be the most important (as it can help not only to the development of the specific skills the school is planning to develop, but also for the integration of the remigrants in the educational group);

☞ *for the institutional development of the schools to better respond to the needs of the remigrants, the most important activity is perceived to be the training of the teachers;* also, an adapted curriculum is considered to be relevant (but, we might add, the potential adaptation of the curriculum at local level is directly dependent of the teachers being trained). Even teachers admit their need to be trained to better respond to the specific needs of the remigrants, and the decision makers at national and / or local level should take this into consideration when planning the teachers training activities and strategy;

☞ a specific need becomes obvious: the need for information, for having the necessary knowledge to understand the specific needs of the remigrant children in order to plan specific actions to help them reintegrate, and teachers’ training is, probably, the most relevant answer to this specific need.

In this respect, we can conclude that teachers' training for developing their specific skills for facilitating the reintegration of the remigrant pupils is not only effective, but also necessary for a better school response for the issues remigrants have to face, and trainers should focus on teaching the teachers how to use "cooperative learning" and "group work" in their work with classes with remigrants.

1.2. The design of the training

1.2.1. The allocated hours

The training is designed according to the rules for teachers' training in Romania and consists in 46 hours in total:

- ☞ 14 hours for theoretical materials and presentations (2 hours for each module);
- ☞ 28 hours for practical activities (4 hours for each module);
- ☞ 4 hours for final evaluation.

The structure of the training can be adapted according to the rules in the country it will be implemented, except for the time and structure of the practical activities that we consider optimal to be implemented as we designed them.

1.2.2. Main objective

The main objective of the training is to develop teachers' skills to facilitate the reintegration of the remigrant children by enhancing their understanding of the difficulties that children have to face after returning to their home country and by developing their abilities to integrate cooperative learning and group activities in their teaching methodology.

1.2.3. Operational objectives

- ☞ to develop teachers' skills to reflect on effective ways to prevent the development of negative emotions and anxiety in assessment situations and to plan didactic activities to reduce evaluation anxiety for the remigrant children;
- ☞ to develop teachers' skills to reflect on the need for specific interventions in situations where remigrant children show low self-esteem and to act accordingly;
- ☞ to develop teachers' capacity to identify activities that can correct the assessment of a person, despite conscious or unconscious stereotypes;
- ☞ to develop teachers' skills to develop activities that could help remigrant pupils to know-themselves and accept who they are;

- ☞ to develop teachers' skills to design new strategies to be implemented in the schools to promote diversity and increase group cohesion in classes with remigrants;
- ☞ to develop teachers' capacity to elaborate new strategies to be implemented in the schools for career counselling of the remigrant children;
- ☞ to develop teachers' skills of designing new strategies to be implemented in the schools for valuing diversity in education, especially in classes with remigrants.

1.2.4. Competencies and skills to be developed

- ☞ ability to integrate cooperative learning and group activities in the didactic methodology, especially when working with classes with remigrant children;
- ☞ ability to design the most effective methods of diminishing assessment anxiety for pupils with remigrant background;
- ☞ skills to design specific activities to facilitate the formation of positive self-esteem for all students whom they work with, especially remigrant pupils;
- ☞ capacity to identify didactic activities that can correct the way that pupils assess a person, despite their conscious or unconscious stereotypes;
- ☞ skills to develop didactic activities that could help the (remigrant) pupils to know-themselves and accept who they are;
- ☞ skills to design new strategies to be implemented in the schools to promote diversity and increase group cohesion in classes with remigrant pupils;
- ☞ capacity to elaborate new strategies to be implemented in the schools for career counselling for the remigrant children;
- ☞ skills of designing new strategies to be implemented in the schools for valuing diversity in education;
- ☞ intercultural skills.

1.2.5. Detailed agenda of the training

Module 1. Academic anxiety and positive emotions

09.00 – 11.00	Session 1	Theoretical input
11.00 – 11.20		break
11.20 – 13.20	Session 2	Activity 1 - "Evaluation / testing anxiety" and activity 2 – "I get involved and support"
13.20 – 13.40		break
13.40 – 15.40	Session 3	Activity 3 – "How to help students to reduce their test anxiety" and activity 4 – "End game"

Module 2. Self-esteem

09.00 – 11.00	Session 1	Theoretical input
11.00 – 11.20		break
11.20 – 13.20	Session 2	Activity 1 - “What is self-esteem?” and activity 2 – “Ways to action”
13.20 – 13.40		break
13.40 – 15.40	Session 3	Activity 3 – “Low self-esteem! What can we do?” and activity 4 – “Rucksack”

Module 3. Stereotypes

09.00 – 11.00	Session 1	Theoretical input
11.00 – 11.20		break
11.20 – 13.20	Session 2	Activity 1 - “Who are they?” and activity 2 – “Statisticians”
13.20 – 13.40		break
13.40 – 15.40	Session 3	Activity 3 – “How does it feel like?” and activity 4 – “Humanization of concepts”

Module 4. Self-knowledge

09.00 – 11.00	Session 1	Theoretical input
11.00 – 11.20		break
11.20 – 13.20	Session 2	Activity 1 - “Aspects of Identity” and activity 2 – “Who Are I?”
13.20 – 13.40		break
13.40 – 15.40	Session 3	Activity 3 – “Draw Yourself” and activity 4 – “Review”

Module 5. Group cohesion

09.00 – 11.00	Session 1	Theoretical input
11.00 – 11.20		break
11.20 – 13.20	Session 2	Activity 1 - “The tree of life” and activity 2 – “Considering the differences”
13.20 – 13.40		break
13.40 – 15.40	Session 3	Activity 3 – “Courageous conversations” and activity 4 – “Cultural diversity in education”

Module 6. Career development

09.00 – 11.00	Session 1	Theoretical input
11.00 – 11.20		break
11.20 – 13.20	Session 2	Activity 1 - “Career development today” and activity 2 – “Career management skills”
13.20 – 13.40		break
13.40 – 15.40	Session 3	Activity 3 – “Examples of career development activities in a multicultural world” and activity 4 – “Reviewing the activities done”

Module 7. Benefits of diversity in education

09.00 – 11.00	Session 1	Theoretical input
11.00 – 11.20		break
11.20 – 13.20	Session 2	Activity 1 - “Step forward” and activity 2 – “Me too”
13.20 – 13.40		break
13.40 – 15.40	Session 3	Activity 3 – “Rubrics” and activity 4 – “Diversity theme evaluation session”

1.2.6. Evaluation strategies and tools

According to the rules for teachers' training in Romania, the evaluation of the training consists in periodic and final evaluation.

A. Periodic evaluation will be organized in 3 sessions (after modules 1&2 (30 minutes), after modules 3&4 (30 minutes) and after modules 5,6&7 (60 minutes) and will be based on a questionnaire that will analyse the impact of the training session on the skills and competencies of the trainees.

An example of such questionnaire		Totally disagree ↓		Neither agree or disagree ↓		Totally agree ↓
1	The training activities achieved their objectives.	1	2	3	4	5
2	I now better understand the concept that were presented.	1	2	3	4	5
3	I have developed my didactic skills that were targeted by the training activities.	1	2	3	4	5
4	I am now better prepared to implement didactic activities to facilitate the integration of the remigrant pupils.	1	2	3	4	5
5	I now understand better my role in creating a positive atmosphere in my class.	1	2	3	4	5
6	I can now better respond to the psychological and educational needs of the remigrant children.	1	2	3	4	5
7	I am motivated to participate to the other training activities and other training on this topic.	1	2	3	4	5
8	The training sessions answered my specific needs for professional development.	1	2	3	4	5
		Totally unsatisfactory ↓				Totally satisfactory ↓
9	General evaluation of the training sessions	1	2	3	4	5

If you have any other comments, please let us know how to improve our future trainings

The data collected with this questionnaire will be analysed with the trainees, without making personal remarks and keeping the answers anonymous, for group decisions regarding the updates in the training for enhancing its results.

B. Final evaluation will be organized at least one week after the last module and will consist in presenting in front of the group a personal portfolio consisting in plans for 3 specific activities that teachers designed and intend to implement with their pupils in order to support the reintegration of the remigrant pupils in their classes.

Each activity will be discussed with the trainers and potential ways of optimizing the activity will be identified; this way, the evaluation serves not only as a measure of the developed skills during the training, but also as an opportunity to further develop the trainees' skills and abilities.

Special note: depending on the country the training will be implemented, other evaluation activities may be necessary; also, the portfolio might not be necessary and the trainers can use other forms of evaluation, for instance rubrics (see Module 7, activity 3).

1.2.7. Support documents

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15. Valtolina, G. (2013). *Migrant children in Europe. The Romanian case*. Amsterdam: IOS Press.

Module 1

Academic anxiety and positive emotions

Main objectives:

- ☞ to develop teachers' skills to reflect on the causes and consequences of academic anxiety
 - ☞ to develop teacher skills to design the most effective methods of diminishing anxiety of students in assessment
 - ☞ to develop teachers' skills to identify partners and collaborators to get involved in helping the learner with anxiety assessment
 - ☞ to develop teachers' skills to reflect on effective ways to prevent the development of negative emotions and anxiety in assessment situations and to act accordingly
-

Activity 1:	<i>Evaluation / testing anxiety</i>
Overview	This activity is designed to help teachers understand that anxiety towards testing (various tests, test papers, semesterly papers, exams, school competitions, etc.) is a specific school environment variable that influences the development and evolution of many students.
Objectives:	<ul style="list-style-type: none">📖 to develop teachers' skills to explore the causes and consequences of evaluation / testing anxiety;📖 to develop teachers' skills to build coherent strategies for prevention and intervention in anxiety assessment situations.
Materials:	name tags for participants (for the roles: "parents" and "teachers") flipchart sheets, writing instruments timer instruction sheets for the debate (Annex 1)
Time:	60 minutes
Group size:	big groups (20-30 participants)

Instructions for trainers

1. The trainer divides the group into two subgroups of participants. They are seated face to face.

The trainer reads the situation presented in Appendix 1.

The trainer assigns to the two groups of learners' roles of parents / teachers, as follows: in the group on the left side there are only parents of pupils of the 8th grade, and in the group on the right side there are only teachers who work with the students of that class. Their tables are laid face to face.

Each group will receive the instructions for the roles held and for participating in the debate (Appendix 1). The trainer mentions the time each group has to read the instructions and build the arguments (15 minutes).

Each group delegates a group representative who writes the arguments, and after that the discussion is organized, under the supervision of the trainer: 20 minutes will be allocated for the actual debate, the moderator being the one who will ensure that each parent / teacher will give his opinion on the situation.

After the debate, the arguments noted by the person responsible for this activity in each group are listed and analysed.

2. The trainer divides the big group in smaller groups of 4 (by counting 1-4) and gives each small group the instructions: describe 5 action strategies to intervene in situations where the level of anxiety towards student assessment is generating low test results. Each group delegates a person who will note the ideas on a flipchart sheet (15 minutes).

The ideas of each group are then exposed in the training room, with all learners passing through to view what was recorded (5 minutes).

Debriefing and evaluation

In the end, all participants are invited to sit in a circle and discuss how they felt about it, based on questions like:

- Was it difficult or easy to identify yourself with the assigned roles? Why?
 - Do you think there are similar situations in your schools? Can you identify concrete situations where evaluation anxiety has led to poor school results?
 - How would you react if your school would be like this?
 - Who would you collaborate with to identify / intervene / prevent such situations?
-

Tips for trainers

In the introduction of the activity, challenge the participants in the training session to reflect on the evaluation activities involving the students they work with, including reflection on the significant consequences of the evaluation results on their educational and professional path.

Adapt the examples according to the level of pupils working with the teachers involved in the training session (primary, secondary, high school).

If you have the opportunity, invite another trainer colleague who can record both the pro / counter arguments of the current evaluations and the nonverbal behaviour of the participants in the debate.

In the formation of groups, the criteria for their composition must allow each group to have persons who have been both parents and teachers.

Suggestions for follow-up activities

The debate can involve other categories of participants, for instance:

- 📄 parents vs. representatives of school inspectorates and the Ministry of Education;
 - 📄 psychologists, pedagogues and school counsellors vs. teaching staff.
-

The situation

In the Secondary School No. 15 in Focsani town, the parents of the 8-th grade students made a referral to the Principal of the school unit and to the School Inspectorate, stating that there is a significant difference between what their children know about the subjects they will undergo at the end of the secondary cycle education and the marks they have obtained at the end of the semester, the mid-term evaluation tests and the simulations for the national evaluation. All these marks are to be included in the class book, and parents are dissatisfied, as the general secondary school graduation average has a significant weight in determining the average admission in the next cycle. Parents would like to point out that there is a great deal of pressure on 8-th grade pupils to get good results in high school admission tests, which significantly increased children's anxiety, which led to low performance on tests during the school year. Teachers argue the need for a firm and serious attitude towards the high school entrance examination, which is in favour of the children.

Instructions for “teachers”

Analyse the situation presented. Identify the most important aspects that may support the idea that the way in which evaluation is organized today should not lead to the development of anxiety when facing assessment. Build the arguments for your previous ideas in a clear and concise manner. Present the arguments at the moderator's signal. Do not interrupt and listen carefully to the counter arguments. Build arguments based on counter arguments.

Instructions for “parents”

Analyse the situation presented. Identify the most important issues that may support the idea that the way in which evaluation is organized today leads to the development of anxiety when facing assessment. Build the arguments for your previous ideas in a clear and concise manner. Present the arguments to the moderator's signal. Do not interrupt and listen carefully to the counter arguments. Build arguments based on counter arguments.

Activity 2:	<i>I get involved and support</i>
Overview	This activity is designed to develop concrete ways to intervene when students experience assessment anxiety.
Objectives:	<ul style="list-style-type: none"> 📄 to develop teachers' skills to design specific interventions to reduce assessment anxiety; 📄 to develop teachers' skills to apply interventions designed in concrete situations of manifestation of anxiety assessment.
Materials:	Small working sheets, writing instruments
Time:	60 minutes
Group size:	big groups (20-30 participants)

Instructions for trainers

1. The trainer invites trainees to work in pairs to determine how to work with students who show anxiety of assessment. The method used is “*Think / Work in Pairs / Communicate*” (15 minutes)

The requirement is to work with a colleague in pairs on a concrete case. The trainer asks the participants to think of a particular child who has experienced evaluation anxiety and answer the following questions:

- How does this assessment anxiety manifest in this child?
- How can the teacher grade this pupil if he/she suffers from anxiety of assessment?
- What support strategies can be used?
- Who can be involved to support the student in overcoming this situation?
- How can the teacher get detailed student data and information to support him / her in overcoming assessment anxiety?
- What other strategies or support services can you try?
- What is the major reason that causes the student to show evaluation anxiety?

Then groups of 4 are formed out of 2 pairs and the two situations with the answers to the questions are presented in the group so formed.

2. The trainer requests the groups of 4 trainees to select a situation from the two discussed, and that situation will be staged in a role play. Participants are invited to establish the roles and stage the situation so that at the end of each role play, at least two concrete solutions of intervention and decrease of assessment anxiety are identified (35 minutes).

Debriefing and evaluation

The trainer moderates a synthesized discussion of what happened in the three training sequences, based on questions like:

- How did you feel about this activity? What was difficult?
 - What did you learn about concrete ways of intervention when you have students with assessment / test anxiety?
 - Who is the designer of these interventions?
 - Who does it involve for the success of the action?
-

Tips for trainers

Encourage participants to choose the situations they have experienced in their professional activity.

Do not let those who think they are not very good at playing a role to adopt a passive attitude. Each role is important and they can choose a role to match their personality profile, helping to accomplish the task. The success of the activity depends on the involvement of all participants.

Suggestions for follow-up activities

Identify a student in your class who has anxiety to assessment. Talk to a colleague who teaches in your class and determine what concrete ways you can adopt to help him reduce the level of assessment anxiety. Involve family in the projected intervention! Apply what you've designed, then analyse the results, both during and after the event, with both your family and your colleague. Share your experience with colleague and the staff.

Activity 3:	<i>How to help students to reduce their test anxiety</i>
Overview	In this activity, teachers will identify the best ways to reduce students' stress levels in assessment situations, as a high number of students show a high level of anxiety when testing / assessing knowledge. Also, in this activity, teachers will be in a position to identify allies and collaborators to support the learner with anxiety assessment.
Objectives:	 to develop teacher skills to design the most effective methods of diminishing anxiety of students in assessment;  to develop teachers' skills to identify partners and collaborators to get involved in helping the learner with anxiety assessment.
Materials:	post-its flipchart sheets, writing instruments colourful cards theoretical material/support – appendix 1
Time:	75 minutes
Group size:	big groups (20-30 participants)

Instructions for trainers

1. The trainer announces that after this training session each participant will be evaluated. Depending on the test score, the group of learners will be divided into two groups: one group will continue to attend the course with a very expressive Arabic language trainer, and the other group will continue to attend the training session with the same trainer (the one present), who will support activities in the learners' mother tongue. After two more training sessions (in Arabic and in the mother tongue of the trainees), a new assessment will be carried out, according to which it will be decided whether or not to issue the certificate of attendance for the course. But, if all learners will get the maximum score at the first evaluation, the group will not split.

Each participant is asked to answer, individually, the following questions:

- what result you think you will get to the test?
- what kind of emotions you have experienced after this announcement?
- what will you do if you go to the group with the Arabic-speaking trainer?

The answers are noted on post-its and stuck on the flipchart (10 minutes).

Discussion: What emotions do the trainees have related to the announced evaluation sequence? Why? How can we counteract these emotions? (10 minutes).

Individual reflection activity: think of your students involved in various test/evaluation sequences. What experiences do you think they are experiencing? Are they similar to what you experienced? Or different? (5 minutes).

2. By counting from 1 to 4, the trainees are divided into groups of 4 members. Each group will receive a material about test/assessment anxiety, which contains a number of practical recommendations for teachers (Appendix 1). The group lectures, discusses and analyses the recommendations in the material and extracts the most important 5 types of recommendations that would apply to the pupils whom the group of teachers work with.

Each group notes the extracted recommendations on the flipchart and presents them in plenary. The trainer moderates the presentations and directs the discussions to answer the question: Are there generally valid methods for diminishing assessment anxiety? (30 minutes)

3. The trainer forms groups of trainees by distributing coloured post-its (5 colours, 5 groups - so the groups are different from the previous ones).

The task is to identify, at the level of the schools where they work, the ways in which parents are involved in pupil assessment activities, and then to identify at least 5 new ways to involve parents in student assessment activities.

Each group writes their ideas on the flipchart and then passes the sheet from one group to the other, clockwise, so that each group completes what the colleagues from the other groups wrote. Finally, each group receives the original material, with completions from the colleagues in the other group. The materials are exposed for viewing (20 minutes).

Debriefing and evaluation

The trainer moderates a synthesized discussion of what happened in the three training sequences, based on questions like:

- How did you feel about your individual activity?
 - What was the most surprising thing you found about yourself?
 - How did you feel about the participation and the involvement in group activities?
 - What did you learn about test anxiety?
 - If you would apply to class 3 methods to lessen the assessment anxiety, which would those be? Why?
-

Tips for trainers

Be sure to use different criteria for group training so that teachers have the opportunity to interact with different colleagues.

Encourage the expression of all opinions, by small groups.

Make sure that all learners are involved in group activities.

Suggestions for follow-up activities

Teachers participating in the course are encouraged in the individual reflection on the use of methods to mitigate assessment anxiety, as well as on parental involvement in assessment anxiety activities, depending on the particular challenges they face.

Teachers are also encouraged to periodically record observations made after applying methods of diminishing assessment anxiety and ways of involving parents in achieving this goal.

Appendix 1. Test anxiety: recommendations for teachers (from www.education.udel.edu/wp-content/uploads/2013/01/TestAnxiety.pdf)

Although some test anxiety can act as a positive motivator for effect achievement, excessive amounts can disrupt a student's ability to perform well and can cause high levels of stress, low self-esteem, poor grades, and negative views of school. Teachers should consider the following recommendations for addressing student test anxiety.

To help prevent test anxiety:

1. Teach or review effective study and organizational skills (what to study and how to study), such as the following:

a. SQ3R study technique: 1. **S**urvey the material; 2. **Q**uestion what you see; 3. **R**ead the material with questions in mind; 4. **R**eview the information acquired while reading; 5. **R**ecite the information;

b. Note taking skills: outlining; graphic organizers (e.g. mapping);

c. REST: 1. **R**ecord what was read or heard; 2. **E**dit- condense notes by deleting irrelevant information; 3. **S**ynthesize- note information that was stressed; 4. **T**hink about the notes while studying the information;

d. Time management skills: students manage and self-monitor their study time; Examples include: setting goals for themselves and estimating the time it will take to complete each goal, scheduling study time at their best time for learning, and monitoring their attention to the task.

2. Provide / encourage sufficient time to study for the test. For example:

- implement study sessions during class time & encourage studying outside of class;
 - provide ample review;
 - promote peer support by assigning study partners.
-

3. Consider requiring students to complete study logs. These logs should be used to document time spent studying for an upcoming test and be brought in daily for teacher review.

4. Assign readings in small amounts. Review readings immediately after they are assigned to ensure comprehension of material.

5. Meet with the student's parents to request that they monitor student study skills at home.

6. Teach students successful test-taking strategies:

- read or listen to all directions and questions carefully;
 - understanding test time limits and the importance of pacing: do not spend too much time on any one question; skip difficult questions until all other questions have been answered;
 - use different test formats (multiple choice, essay, fill in the blank);
-

7. **Encourage students to seek clarification or additional help**, when needed, from the instructor or others.

8. **Give students practice tests** under simulated conditions and discuss the experience afterwards along with any concerns they have.

9. **Be proactive and notice test anxiety before it becomes a problem.** Look for warning signs in students during testing sessions such as carelessly hurrying through tests, excessive time spent on a few difficult questions, frequent complaints of physical problems before a test, poor performance on incomplete tests, etc.

10. **Model low levels of anxiety in front of your students.** Research shows a correlation between degrees of tension and uneasiness displayed by teachers and levels of anxiety experienced by students in the classroom.

11. **De-emphasize or refrain from time limits** on tests for the class as a whole.

12. **Attempt to stagger testing schedules** as much as possible when students attend classes taught by multiple teachers so that students may focus on fewer subjects at once.

13. **Examine the results of tests beyond recording grades.** Use tests as tools to focus on areas in which weaker students are less confident, and focus on these areas with the students. Increased confidence is the key to lessened anxiety.

To help students cope with test anxiety:

1. **Consult with a school psychologist or counsellor** on the use of cognitive behavioural intervention, including those that follow. These interventions can be applied in the context of counselling from a mental health specialist or be provided from teachers in the classroom.

2. **Encourage students to use positive self-talk** as an alternative to negative thoughts about their perceived ability and performance prior to and during testing situations. Teach ways of replacing negative self-thought (“I am not smart enough to do this right”) with positive self-thought (“I studied hard and am doing the best I can”).

3. **Teach older students relaxation techniques.** Students may be encouraged to listen to relaxation audiotapes during study sessions, etc. Teachers may also consider allowing students to listen to approved relaxation tapes with headphones during testing sessions.

4. **Encourage students to view some anxiety as healthy and helpful.** Moderate amounts of anxiety can actually facilitate performance.

5. **Recommend family counselling** carefully if you suspect the anxiety is a result of extreme parental pressure.

6. Structure class seating arrangements so that students with high test anxiety are paired with those who exhibit low levels of test anxiety. Visible on-task behaviour, appropriate work habits, and low visible anxiety exhibited in students with low test anxiety may be modelled by students with high levels of anxiety as these more positive working behaviours are rewarded with teacher praise and positive results.

7. Provide accommodations, where appropriate, for students with documented test anxiety: untimed or extended time formats; small group administration; oral administration; bulleted essays.

If the above recommendations are not sufficient

Seek consultation from the school psychologist or counsellor regarding the possible need for psychological assessment and more extreme services and supports from others. A parent conference may be needed.

Additional resources:

Bakunas, B. (1993). Putting the lid on test anxiety. *Learning*, 22(2), 64-65.

Bass, J., Burroughs, M., Gallion, R. & Hodel, J. (2002). Investigating ways to reduce student anxiety during testing. ERIC. EBSCO.

Goonan, B. (2003). Overcoming test anxiety: Giving students the ability to show what they know. *Measuring Up: Assessment Issues for Teachers, Counsellors, and Administrators*.

Harris, H. & Coy, D. (2003). Helping students cope with test anxiety. ERIC. EBSCO.

Statton, D. (2007). Teaching test taking skills.

[http://lesson-plan-help.suite101.com/article.cfm/teaching test taking skills](http://lesson-plan-help.suite101.com/article.cfm/teaching%20test%20taking%20skills).

Strumpf, J. & Fodor, I. (1993). The treatment of test anxiety in elementary school-age children: Review and recommendations. *Child and Family Behaviour Therapy*, 15(4), 19-40.

Wachelka, D. & Katz, R. (1999). Reducing test anxiety and improving academic self-esteem in high school and college students with learning disabilities. *Journal of Behaviour Therapy and Experimental Psychiatry*, 30, 191-198.

www.counsel.ufl.edu/SelfHelp/testAnxiety.asp: Test Anxiety.

www.inspiringteachers.com/tips/anxiety: Overcoming Test Anxiety.

www.utea.org/testing/tips/parentsandAnxiety.htm: Test Anxiety: Tips for Parents.

Activity 4: *End game*

Overview This activity is designed to provide a synthesis of all of the content elements in the session about academic anxiety / positive emotions. The activity puts each participant in the training session in a position to reflect on what he/she has understood on the subject of the training, on what was useful and interesting for him/her, as a professional in the field of education, but also about the future plans regarding effective ways to intervene / prevent the development of negative emotions and anxiety in assessment situations.

Objectives:

- 📄 to develop teachers’ skills to reflect on the causes and consequences of academic anxiety
- 📄 to develop teachers’ skills to reflect on effective ways to prevent the development of negative emotions and anxiety in assessment situations and to act accordingly.

Materials: Antistress ball

Time: 25 minutes

Group size: 20-30 participants

Instructions for trainers

1. The trainer will briefly present the main elements of the training on academic anxiety (definition, characteristics, causes and consequences, strategies to prevent / intervene to diminish the level of academic anxiety and to develop positive emotions).

2. The trainer invites all trainees to sit in the circle. The trainer begins an affirmation, followed by each student completing the statement without being interrupted. No other additions and comments are accepted. An antistress ball is passed from hand to hand and kept by the participant during the exhibition.

The trainer sets out at least 4 statements grouped into the categories “I know ...” / “what I intend to do is ...”. Each participant completes all statements made by the trainer.

Debriefing and evaluation

The activity starts with the presentation of the content elements in the training session, presentation made by the trainer (the content items can be viewed).

This brief presentation will be exposed throughout the work to support the trainees in expressing their ideas about what they know, what they found interesting, useful, beneficial to academic anxiety; but also about what you propose to do to prevent / intervene in the situations of manifestation of academic anxiety among the students whom they work with.

Tips for trainers

Examples of statements:

- The most beneficial part of the session was ... and the least beneficial was
 - I learned about academic anxiety ... and I would like to learn more about ...
 - What I most appreciated at this training session was ...
 - At this point I want to ... and I hope ...
 - I understand ... and I would like ...
 - The information that surprised me in this training session was ...
 - I'm more confident I'll ...
-

Suggestions for follow-up activities

The trainer could ask the trainees to think of an assessment sequence in which your students were recently involved and reflect on the way students are involved in the evaluation. How could the trainees design this sequence so as to reduce the level of anxieties of the assessed students?

Module 2

Self-esteem

Main objectives:

- ☞ to develop the skills to reflect on the causes of low self-esteem and the consequences of low self-esteem
 - ☞ to develop teachers' skills to design specific activities to facilitate the formation of positive self-esteem for all students whom they work with
 - ☞ to develop teachers' skills to cooperate with parents to effectively meet situations where students have low self-esteem
 - ☞ to develop the skills to reflect on the need for specific interventions in situations where children show low self-esteem and to act accordingly
-

Activity 1:	<i>What is self-esteem?</i> ¹
Overview	This activity is carried out to facilitate teachers' access to structured information about self-esteem (a psychological construct understood as a way of referring to one's own person, which has implications for the evolution and development of personality and which are closely related to self-image, trust in itself and self-knowledge). Also, in this activity, theoretical aspects related to self-esteem and low self-esteem are introduced.
Objectives:	<ul style="list-style-type: none">📄 to develop teachers' skills to explore the defining elements of self-esteem and the implications of self-esteem on the evolution and development of the child's personality📄 to develop teachers' skills to identify students with low self-esteem
Materials:	flipchart sheets, writing instruments video projector laptop
Time:	60 minutes
Group size:	big groups (20-30 participants)

Instructions for trainers

1. Brainstorming (definition of self-esteem)

The trainer invites the teachers to a brainstorming exercise, starting from the following questions: What does the term “self-esteem” mean to you? Can you define it? (10 minutes)

2. Individual work (definition of self-esteem)

After discussing and recording all the ideas stated by the teachers without criticism and omission of details, at least 4 definitions of self-esteem (from specialized literature) are presented. The trainer asks the teachers to reflect on the content of the four definitions of self-esteem (Appendix 1), after which, individually, they develop a personal definition of self-esteem and write it down on a worksheet (5 minutes).

¹ Activities taken and adapted from "Self Esteem – Enhancing the Role of the Teaching Assistant", https://us.corwin.com/sites/default/files/upm-binaries/9776_036768.pdf

3. Group work (definition of self-esteem)

Participants are grouped as 4 by counting from 1 to 4. The requirement is to discuss and analyse the four personal definitions (as wrote by each participant in the previous activity), to identify similarities and differences, to harmonize the elements considered essential for defining self-esteem, and ultimately to build a complete and clearer definition of self-esteem. Definitions are noted on a large flipchart sheet, then displayed in the classroom (10 minutes).

4. Gallery walk

The groups are invited to a gallery walk (each group passes and visualizes the definitions built by colleagues). Teachers are invited at the end of the tour to complete / improve the definitions of self-esteem. Later they are exposed to be viewed throughout the day (5 minutes).

5. Video presentation

The trainees are invited to watch a video: User's guide to building self-esteem, available online at www.youtube.com/watch?v=uOrzmFUJtrs (10 minutes).

6. Individual work

The trainees are asked to identify specific times when they felt valued, acknowledged for their individual commitment and competence at a task or activity and to answer questions about what did others do or say to give them this feeling.

The trainees reconsider their own earlier definition of self-esteem by answering 2 questions:

- Is there anything you would add?
 - How do you believe pupils would respond if you asked them the same questions?
- (10 minutes).

8. Individual work

The participants are asked to consider how a child assessed as having low self-esteem may present in their class or school and how would they:

- behave?
- respond to a task or an instruction?
- relate to others?
- respond to change or new situations? (10 minutes)

Debriefing and evaluation

The trainer moderates a synthesized discussion of what happened in the three training sequences, based on questions like:

- How did you feel about this activity?
 - Which was the most applicable part?
 - What did you learn about the forms of manifestation of low self-esteem?
 - But how can a positive self-esteem be formed?
 - What are the indicators we can use to identify students with negative self-esteem?
-

Tips for trainers

Encourage participants to be honest in presenting situations where they have been appreciated and valued. Encourage participants to refresh to all students they work with when they want to identify students with low self-esteem! Explain to participants the importance of self-esteem for personal balance, for cognitive acquisition, and for harmonious personality development and development.

Suggestions for follow-up activities

Consider how a migrant child/remigrant child assessed as having low self-esteem may present in your class or school. How would they:

- behave?
- respond to a task or an instruction?
- relate to others?
- respond to change or new situations?

Identify at least 3 ways to build his/her self-esteem!

Appendix 1. Definition of self-esteem
(https://us.corwin.com/sites/default/files/upm-binaries/9776_036768.pdf)

Self-esteem arises from the discrepancy between the perceived self, or self-concept (an objective view of the self) and the ideal self (what the person values, or wants to be like). A large discrepancy results in low self-esteem, while a small discrepancy is usually indicative of high self-esteem (Pope et al., 1988, p. 4).

Self-esteem is the individual's evaluation of the discrepancy between self-image and ideal self. It is an affective process and is a measure of the extent to which the individual cares about this discrepancy. (Lawrence, 1996, p. 5).

Self-esteem is the respect and value of the self. It is the concept that there is real importance in what we do, think, feel, and believe. (White, in Bovair et al., 1993, p. 100).

Self-esteem is the ability to see oneself as capable and competent, loving, unique and valuable. (Berne and Savary, 1981, p. xiv).

Activity 2:	<i>Ways to action</i>
Overview	This activity is designed to empower teachers to decide how they will act when students demonstrate self-esteem.
Objectives:	<ul style="list-style-type: none">📄 to develop teachers' ability to effectively meet situations where students show low self-esteem📄 to develop teachers' skills to cooperate with parents to effectively meet situations where students have low self-esteem
Materials:	Flipchart sheets, writing instruments
Time:	60 minutes
Group size:	big groups (20-30 participants)

Instructions for trainers

1. Review by taking turns

Students are divided into groups of 4 (by dividing coloured cards). Five flipchart sheets are displayed on the walls of the room with one question, and each group passes through each sheet and answers the question. The 5 questions are: (taken from https://us.corwin.com/sites/default/files/upm-binaries/9776_036768.pdf)

What are you doing when a student tells you...?

- a. I find it difficult to relate to others, so begin to believe that no one likes me and I have no friends;
- b. no one values me;
- c. I cannot learn and I am stupid;
- d. I find many tasks in school as being “high risk” (e.g. learning new skills, completing tasks) and avoid them in whatever way I can;
- e. I am afraid of allowing myself to begin to form attachments or connections with pupils or getting involved in situations that would allow me to grow and develop as a person.

After the rotation is completed, the answers are discussed, arguing the ways of intervention to increase the student's self-esteem (30 minutes).

2. Pair work

The trainees are asked to discuss in pairs and decide how they would act in each of the three given situations, and to write down the chosen strategies.

The situations the trainees have to analyse are: (taken from https://us.corwin.com/sites/default/files/upm-binaries/9776_036768.pdf)

How do we intervene when the parent comes to us and tells us that his son / daughter said at home that...?

- a. I often feel anxious and seek to please others;
- b. I have strong feelings, but am often either scared of expressing them or unable to manage them;
- c. I don't think much about myself and reinforce my negative perception of myself by making self-disparaging comments – I'm thick!

The trainees have to answer 2 questions for each situation:

- How do we intervene when the parent tells us what the kid said at home?
- How do we involve the parent for joint action in the given situations?

Each pair communicates their answers / strategies to the group. Parents' ways of intervention / ways of getting involved are marked on the flipchart by the trainer, as everyone agrees that they are beneficial.

Debriefing and evaluation

The trainer moderates a synthesized discussion of what happened in the three training sequences, based on questions like:

- How do you act to understand a child with low self-esteem?
 - How do you collect information about that child? From what sources?
 - What benefits does the child bring to the early childhood?
 - How can you work with your family for a common approach?
 - What can we do to build the positive self-esteem of all class / school students?
 - What can we do in particular situations when actual interventions are needed to develop self-esteem?
-

Tips for trainers

Encourage teachers to identify as many solutions and ways of intervention as possible! Analyse and discuss each stated solution. Identify strengths and weaknesses of that solution! Empower teachers for potential decisions by emphasizing the importance of selecting the most effective working methods (failure of the method used may worsen the situation of the child). Encourage teachers to work with parents, classmates, school counsellor to get an effective response!

Suggestions for follow-up activities

Think of a student in your class with low self-esteem (migrated / remigrated student). Design 3 intervention strategies! How will you work with family to harmonize interventions? But with the school counsellor? How can you involve your classmates for a complete approach to forming the child's self-esteem?

Think of a migrant / remigrated student in your class with low self-esteem (migrated / remigrated student). Design 3 intervention strategies! How will you work with family to harmonize interventions? But with the school counsellor? How can you involve your classmates for a complete approach to forming the child's self-esteem?

Activity 3:	<i>Low self-esteem! What can we do?</i>
Overview	Through this activity, teachers are involved in the analysis of concrete ways of acting to develop students' self-esteem in the classroom. They are also involved in designing concrete activities to develop self-esteem in migrant / remigrant students whom they work with.
Objectives:	<p>📖 to develop teachers' skills to design specific activities to facilitate the formation of positive self-esteem for all students whom they work with.</p> <p>📖 to develop teachers' skills to design concrete ways to intervene when they identify pupils with low self-esteem</p>
Materials:	<p>flipchart sheets, writing instruments</p> <p>video projector</p> <p>laptop</p> <p>theoretical material - The student with low self-esteem (appendix 1)</p>
Time:	75 minutes
Group size:	big groups (20-30 participants)

Instructions for trainers

1. Warm-up activity

Take a banknote and invite the members of the group to do anything with it, as long as they keep it intact in its form of banknote. They can walk on it, they can ruckle it, they can look at it with contempt, throw it up and pick it up, they can address offensive words, they can fold it several times etc. Take the banknote between the group members and give them some opportunities to do anything with it. Highlight the idea that the banknote is worth as much as before - some might be looser or crumpled, others may be newer and cleaner, but the value is the same. Emphasize that each of us is like that banknote - no matter what happened to us throughout life, our value remains intact even if we feel weary, tired and worthless (<http://blog.edituratrei.ro/bancnota-mototolita-exercitiu-de-grup-pentru-ilustrarea-stimei-de-sine/>) (5 minutes).

2. Individual work

The trainer invites the participants to think about the students in the classes they work with. Then they will answer the following questions in writing:

- Do they hide behind a mask to avoid a task or new activity that may involve risk or potential failure?
- What are these “masks” that the pupils you know put on?
- How do you respond when a young person you work with fails to achieve at a task or activity?
- Do they receive the message that you expected them to fail or do they feel ready to learn from the experience and try again?

Reflect on your answers! (10 minutes)

3. Pair work

The participants, in pairs, share answers to questions from previous individual activity. Then they identify the best solutions to intervene in given situations (10 minutes).

4. Debate

The trainer organizes a short debate based on the following questions:

- How correct is it to insist on failure?
- What do we emphasize when students are involved in a learning task?
- How does the relationship in a class affect a possible failure in solving a school task?
- How can we prevent the fear of deteriorating the classroom, after a school failure?
- Why the lack of mathematical skills turns the student into a less nice and less valuable student?
- How do we demonstrate that we support our students in the learning process?
- How do we act so that the student can trust us himself? (15 minutes).

5. Group work

Groups of 4 are formed by counting from 1 to 4. The participants are invited to read carefully the information in Appendix 2 and:

- mark in green the practices that are currently used in your school;
- mark in blue the practices that you are currently using;
- mark in yellow the practices you would like to develop in your school;
- mark in purple the practices you would like to use more often in your class.

The trainees have to discuss, in groups, and determine what are the most important 5 practices that will be applied in the teaching activity during their next semester, and to find arguments for making this selection. It is important that all the teachers in the group agree with the selected selection and rankings.

Each group records the results on the flipchart and present them in plenary, arguing the choices they made (30 minutes).

Debriefing and evaluation

The trainer moderates a synthesized discussion of what happened in the three training sequences, based on questions like:

- What was the most useful part of the training sequence?
- How beneficial was working on groups, given that the students we work with are different from one class to another, from one school to another, from one to the other?
- Why is it important to cooperate when designing activities to develop self-esteem?
- Why is it necessary to adapt interventions for migrant / remigrated students?

Tips for trainers

In this activity, it is advisable to consider two essential aspects: how to work in class to develop students' self-esteem and punctual interventions when working with students with low self-esteem.

You also emphasize the importance of working with a colleague, or with several colleagues, to identify the best intervention strategies in point situations.

Do not forget about the family and its role for the formation of positive self-esteem! The child must be encouraged to develop skills, be valued and loved!

Suggestions for follow-up activities

Think of a student of your class with low self-esteem (migrant / remigrated student). Design a few lines of action that you will apply to your current teaching activity in the next school semester so you can help develop that student's self-esteem. Check with a colleague about the methods you will select / apply.

Appendix 1. The student with low self-esteem²

A student's self-esteem has a significant impact on almost everything she does - on the way she engages in activities, deals with challenges, and interacts with others. Self-esteem also can have a marked effect on academic performance. Low self-esteem can lessen a student's desire to learn, her ability to focus, and her willingness to take risks. Positive self-esteem, on the other hand, is one of the building blocks of school success; it provides a firm foundation for learning.

The challenge in working with children with low self-esteem is to restore their belief in themselves, so they persevere in the face of academic challenges. You do not need a formal program to promote self-esteem, however. Educators shape self-esteem every day, in the normal course of interacting with their students.

Although you cannot teach a student to feel good about herself, you can nurture her self-esteem through a continual process of encouragement and support. At its most basic, that means showing appreciation for the things she does well, expressing confidence that she will improve in the areas in which she doesn't do well, and adapting instruction so she can experience success.

What you can do

Praise the student in a specific and genuine way. Students are experts at distinguishing genuine feedback from empty compliments. They learn to dismiss vague words of praise as insincere, and perhaps even phony. Comments that suggest thoughtful appreciation of their work, on the other hand, are meaningful to them. Toward that end, let the student know in specific terms what you like about her work or behaviour. If she is progressing slowly, praise her for small steps forward. If you sense that she's uncomfortable being praised in front of her classmates, tell her in private or in a note.

Show the student tangible evidence of progress. Expressing confidence in a student's ability is important; pep talks alone might not be enough, however. Help the student appreciate her own improvement by pointing to concrete signs of growth -- perhaps by taping an oral reading at the beginning of the year and comparing it to a later performance, by showing her papers from earlier in the year and contrasting them with later papers, or by demonstrating that the math problems

² By Dr. Ken Shore's, *Classroom Problem Solver* - www.educationworld.com/a_curr/shore/shore059.shtml

she struggled with during the first marking period now come easily to her. You might also have the student place in a box index cards with spelling or reading words she has mastered.

Showcase her accomplishments. You might read one of the student's compositions to the class, display her artwork on a bulletin board, have her demonstrate how to do a math problem, or, in the case of an ESL student, invite her to speak to the class in her first language. If the student has a particular hobby or interest, suggest that she talk to the class about it. If necessary, have her rehearse her talk in advance.

Help the student feel important in class. You might give the student an important classroom job or find ways in which she can help others. Tell her you are giving her the responsibility because you are confident, she can do it well. For example: have the student take care of the class rabbit, deliver lunch money to the office, collect homework, help another student with a computer problem, read aloud the school's morning announcements, answer the school phone while the secretary is at lunch, or tutor a student in a lower grade.

Engage the student in conversation about her interests. A student can gain self-esteem from involvement in activities she cares about. Find a few minutes every day to talk with her about her favourite hobbies, sports, television programs, or musical groups. If necessary, ask her parents for the information you need as a basis for talking with her. Suggest to the student ways in which she can pursue her interests in greater depth. You might even bring in a book or item from home related to one of her interests.

Help the student deal with adversity. If the student encounters academic difficulties, help her appreciate that failure is a normal part of learning and that everyone experiences disappointment or frustration at some point. You might tell her that Lincoln lost seven elections before being elected president of the United States, or that Babe Ruth struck out 1,330 times during his career. Acknowledge the student's frustration, and then move on to help her develop strategies for improvement. Express your confidence that --with hard work and your support -- she is likely to succeed.

Encourage a sense of belonging. Students with low self-esteem often are isolated from their classmates. You can promote a student's peer involvement with others by finding ways to integrate her into activities that are take place both in and out of school. You might organize a group activity that includes her. Or ask a couple of friendly and accepting students to spend time with her during recess or lunch. If students pair up for class activities, assign the student a kind and easy-going partner. You also might want to encourage the student's parents to arrange additional social contacts with classmates, perhaps suggesting potential playmates.

Inform parents of their child's successes. Teachers are quick to let parents know when their child has a problem. They are not nearly as diligent about notifying parents when their child is successful. Consider sending home a note or calling parents when their child does something noteworthy. Tell the student you are doing it. The gesture might take only a couple of minutes, but it can brighten the student's day and engender positive responses from the parents to their child.

Activity 4:	<i>Rucksack</i> ³
Overview	This activity is designed to make a synthesis of all the content elements in the self-esteem session. The activity invites each participant to the training session to reflect on what he has learned about the subject of the training, on what was useful and interesting for him as a professional in the field of education, but also on the future plans on effective ways to intervene / prevent the formation and development of self-esteem.
Objectives:	<ul style="list-style-type: none"> 📄 to develop the skills to reflect on the causes of low self-esteem and the consequences of low self-esteem 📄 to develop the skills to reflect on the need for specific interventions in situations where children show low self-esteem and to act accordingly
Materials:	Flipchart sheets, crayons, permanent markers
Time:	25 minutes
Group size:	big groups (20-30 participants)

Instructions for trainers

For this activity, each participant receives a flipchart sheet and a set of crayons.

The trainer asks the participants to think about what they have learned during the session about self-esteem and draw themselves by saluting and wearing a backpack / rucksack to introduce ideas about self-esteem, the importance of self-esteem, how it can develop self-esteem, as well as concrete ways of acting in the work with students.

The trainer asks the learners to put in their backpack everything they think they have learned at the course and want to keep and use. Here, there could be educational resources, ideas, people they met, new ways to relate to social and educational realities, values, new skills acquired, etc.

Participants are also asked to write down what they would like to leave behind in a trash can. Here might be inappropriate habits, outdated ideas, difficult moments ... or anything else that was a disturbing factor during the training session.

³ adapted from Council of Europe. (2015). *Compass - Manual for Human Rights Education with Young People* (2nd edition - reprinted with revisions). Strasbourg: Council of Europe Publishing.

The last point to the participants is that it is not important to make a drawing that can compete with an artist. I can use symbols, words, schemes ... the idea is to illustrate absolutely everything that they would keep from the course as well as what they would leave behind.

After completing the activity, all flipcharts are displayed, and will be viewed in an individual gallery walk.

Debriefing and evaluation

The activity allows participants to review all of the content and practical activities of the training session. Also, through this activity, learners can decide what is not useful and would like to leave aside.

The gallery walk, as a review of the last training session, is a facilitator of the consolidation of information and activities. If details have been omitted, this time there is an opportunity for each participant in the course to structure and complete the content items.

Tips for trainers

Tell learners not to forget to put in the backpack: the beneficial elements of the training session that they learned about self-esteem / positive self-esteem / negative self-esteem / ways of developing self-esteem, who appreciated the most at the training session they want to apply to the class, the confidence they will apply what they have learned in the course, the anticipation of the successes in the initiatives initiated for the development of students' self-esteem.

Also, encourage learners to create a graphical presentation that helps them in structuring their valuable ideas.

Suggestions for follow-up activities

What would you like your students to keep in their backpack by developing the self-esteem activities that you will design and organize in the classroom?

Module 3

Stereotypes

Main objectives:

- ☞ to develop teachers' understanding of stereotypes by reporting their intentional or unintentional appearance in everyday situations, such as conversation
 - ☞ to develop teachers' awareness of their own stereotypes, especially those for which they have no support information
 - ☞ to develop teachers' awareness of the emotions of a discriminated person based on stereotypes
 - ☞ to develop teachers' capacity to identify activities that can correct the assessment of a person, despite conscious or unconscious stereotypes
-

Activity 1:	<i>Who are they?</i>
Overview	This activity aims to build knowledge about stereotypes by raising awareness of their susceptibility and intentional or unintentional occurrence in relation to unknown people.
Objectives:	 to develop teachers' understanding of stereotypes by reporting their intentional or unintentional appearance in everyday situations, such as conversation.  to develop teachers' awareness of their own stereotypes, especially those for which they have no support information.
Materials:	A4 Sheets writing instruments
Time:	60 minutes
Group size:	big groups (20-30 participants)

Instructions for trainers

The trainer will launch a discussion topic that will be a pretext for engaging participants in a conversation of about 10 minutes. The subject of the conversation will be of general interest, for example: global warming and individual responsibility, UK Brexit, how to educate a child to be prepared for life etc.

After 10 minutes, the trainer will distribute each participant a card (Appendix 1), which he will fill in within 5-7 minutes.

After filling in it, each participant will read its own list. An analysis of the answers will be made and common lines will be sought in the answers.

Debriefing and evaluation

The final conversation was guided towards the following questions asked by the trainer:

1. How do you think it influences in a conversation how we perceive those we come into contact with?
 2. How much the first impression distorts the interaction with others?
 3. How do we build our first impression?
 4. What stereotypes appeared in our conversation?
-

Tips for trainers

The trainer specifies before completing the card that the answers must not be nominal. For example, a valid answer would be to get away from those *who spoke too loudly and did not keep the distance to X*.

Complete the list to ensure a few minutes of silence.

The trainer provides moments of awareness by deliberately including seemingly dead times in the conversation.

Suggestions for follow-up activities

Making a chart with all the stereotypes called by the participants.

Appendix 1.

Fill in the right column with answers to the following questions

What bothers me with other people?	
What I like about others?	
What kind of reactions and behaviours do I like about others? Why?	
What kind of reactions and behaviours do I dislike to others? Why?	
How do I react to things that are indifferent to me?	
What distance do I keep from the others?	
Who did I agree with? Why?	
What elements have impact on me in the conversation? For example, <i>clothing, voice tone, genre of platformers who expressed their opinion etc.</i>	

Activity 2:	<i>Statisticians</i>
Overview	This activity asks the participants to interpret statistical data, in order to issue general judgments, and then to discuss them.
Objectives:	<ul style="list-style-type: none">📄 to develop teachers' awareness of the nature of the information underlying the formation of stereotypes📄 to develop teachers' capacity to dismantle stereotypes by using statistical realities that contradict them
Materials:	materials with statistical data – Appendix 1 A4 sheets, flipchart sheets, writing instruments
Time:	60 minutes
Group size:	big groups (20-30 participants)

Instructions for trainers

Participants will be grouped into small groups of 4-5. Each group will analyse a received material, listing a series of data about a particular population without it being named – Appendix 1.

Discussions within the group will be guided by two framework questions:

1. Which information can generate stereotypes?
2. Which data were surprising and could stop stereotypes if they were better known and promoted?

Debriefing and evaluation

Finally, one of the members of each group will present the conclusions and a discussion with all the participants.

Tips for trainers

Selection of representative information, which may explain the emergence of stereotypes, but also some information that particularly contradicts the prejudices about a particular population.

Suggestions for follow-up activities

Elaborate an essay in the form of a *newspaper article* to put together the information that has been passed, as well as the conclusions of the discussions.

Appendix 1. Statistical data

Members of the population in question are found in almost every country. In Europe, important groups live in Bulgaria, the Czech Republic, France, Greece, Macedonia, Romania, Serbia, Slovakia, Spain and Hungary.

Their culture has influenced modern jazz, bolero and flamenco music, including classical composers such as Franz Liszt.

The population experiences 10 times higher poverty rates than the general population.

Most people live in Europe, where they are between 10 and 12 million, making them the largest minority group in Europe.

They are not homogenous population.

It is divided into about 40 groups, structured according to family ties, professions, dialects, sedentary or nomadic lifestyle.

Have varied trades, some explored in different contexts. There are bear keepers (they have shows with bears), brass vessels makers (make and repair brass vessels), blacksmiths (breeders), harvesters (horses' sellers), painters (they paint kitchen pots), wood workers, flower sellers, jewellers, goldsmiths (extract gold from riverbeds) etc.

There are very important linguistic differences between groups.

Historical data tell us that it was a tribe that fled from northern India because it did not endure the regime it was subjected to by the upper castles. They were part of the Pariah caste, members of which the upper castles were not even allowed to touch.

We do not have an official number of them in the world.

They have their own national flag.

They face a disproportionate frequency of trafficking in human beings. Despite the fact that they represent only 10% of the Bulgarian population, the population of the sexually trafficked persons in this country is 50-80%.

Approximately 50% of the population reported that they felt discriminated against on the labour market, they reported that the employer informed them that they did not get the job because of their ethnicity.

Sources can be verified*

☞ The Situation of Roma in 11 EU Member States Survey Results at a Glance. Report. Vienna: European Union Agency for Fundamental Rights, 2012 and UNDP, 2012, 2012. (de acum înainte: Situația romilor) http://fra.europa.eu/sites/default/files/fra_uploads/2099-FRA-2012-Roma-at-a-glance_EN.pdf.

☞ Bradford, Alina. "Gypsy Culture: Customs, Traditions & Beliefs." LiveScience. 2015. Accesat la data de 11 aprilie 2016. http://www.livescience.com/44512-gypsy-culture.html?li_source=LI.

☞ Mansel, Tim. "Roma in Sweden: A Nation Questions Itself - BBC News." BBC News. December 4, 2013. Accesat la data de 11 aprilie 2016. <http://www.bbc.com/news/magazine-25200449>.

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☞ Lallanilla, Marc. "5 Intriguing Facts About the Roma." LiveScience. 2013. Accesat la data de 11 aprilie 2016. <http://www.livescience.com/40652-facts-about-roma-romani-gypsies.html>.

☞ Radu, Delia. "On the Road: Centuries of Roma History." BBC News. 8 iulie 2009. Accesat la data de 11 aprilie 2016. <http://news.bbc.co.uk/2/hi/europe/8136812.stm>.

☞ Bradford, Alina. "Gypsy Culture: Customs, Traditions & Beliefs." LiveScience. 2015. Accesat la data de 11 aprilie 2016. http://www.livescience.com/44512-gypsy-culture.html?li_source=LI.

☞ Hyde, Ann. "Systemic Exclusion of Roma from Employment." - ERRC.org. 31 martie 2006. Accesat la data de 22 aprilie 2016. <http://www.errc.org/article/systemic-exclusion-of-roma-fromemployment/2535>

Activity 3:	<i>How does it feel like?</i>
Overview	The activity determines the participants to participate in an emotional experiment to make visible the discriminatory behaviours and their impact on the persons treated differently based on stereotypes.
Objectives:	<ul style="list-style-type: none"> 📄 to develop teachers' awareness of the emotions of a discriminated person based on stereotypes 📄 to develop teachers' awareness of the impact of collective behaviour on a discriminated person
Materials:	timer
Time:	70 minutes
Group size:	big groups (20-30 participants)

Instructions for trainers

The trainer will request the intervention of three participants who will withdraw from the room where the activity takes place. In the absence of the three volunteers, the trainer will provide explanations to the remaining ones.

The three volunteers will enter the hall in turn and will be asked to tell memories when they first fell in love. Every storyteller will have five minutes to go.

Audience participants will interact differently with the three volunteers within the five minutes.

- a. the audience will look at the first volunteer attentively and disapprovingly, will notice his garments and will not say a word to him;
- b. the audience will totally ignore the second volunteer. They will talk to each other or they will look into mobile phones.
- c. the audience will receive the third volunteer with smiles, ask questions, encourage conversation, ask for details about memories.

None of the volunteers will assist the other presentations; each of them will come to the room, do his presentation, and then leave the room.

Debriefing and evaluation

Eventually, the volunteers will be invited to the room and will be revealed the progress of their experiment.

There will be a conversation around the experiment. The trainer asks volunteers in turn how they felt and why.

The behaviour of audience participants will also be analysed.

Tips for trainers

The trainer will not have any interventions; let the group interact with the volunteers in the experiment. At the end of the five minutes, stops the story of each volunteer.

The trainer will point out in the final discussion both the feelings of the volunteers and the escalation of positive and negative behaviour in the interaction with the volunteers encouraged by the group itself and the assigned role.

Suggestions for follow-up activities

Participants draw up a list of visible elements from the behaviour of each volunteer. List to be an inventory of responses that can be recognized to detect the behaviour of a positive, negative or ignored person.

Activity 4:	<i>Humanization of concepts</i>
Overview	In this activity, participants are invited to describe the image of concepts seen as individuals.
Objectives:	<p>📄 to develop teachers' understanding of the stereotype concept by viewing it in the form of a person described.</p> <p>📄 to develop teachers' capacity to identify activities that can correct the assessment of a person, despite conscious or unconscious stereotypes.</p>
Materials:	A3 sheets markers
Time:	30 minutes
Group size:	big groups (20-30 participants)

Instructions for trainers

The trainer will ask the participants: *If the stereotype is a person, how would this look?*

While the participants respond, the trainer can draw the described person. Helpful questions can be provided that outline the image: *What sex would the person have, how would that person be dressed, what colour is the person's skin etc.*

Debriefing and evaluation

The drawing is analysed. There will be associations between the characteristics of the person and the meaning of the concept of *stereotype*.

Tips for trainers

The trainer should prepare a series of helpful questions. If he does not have artistic skills, he can ask one of the participants to draw.

Suggestions for follow-up activities

We can also try to humanize other concepts, such as *prejudice* or *discrimination*.

Module 4

Self-knowledge

Main objectives:

- 📖 to develop teachers' understanding of the concept of identity and widen self-knowledge
 - 📖 to develop teachers' capacity to look deeper into personal layers of identity as well as into others' layers of identity
 - 📖 to develop teachers' capacity to promote solidarity and respect
 - 📖 to develop teachers' skills to develop activities that could help pupils to know-themselves and accept who they are
-

Activity 1:	<i>Aspects of Identity</i>
Overview	This activity helps teachers to understand on a better level the concept of identity and self-knowledge.
Objectives:	<ul style="list-style-type: none">📖 to develop teachers' knowledge on the aspects of identity and self- knowledge📖 to develop teachers' capacity to look deeper into personal layers of identity as well as into others' layers of identity
Materials:	flipchart paper coloured pens and markers access to internet sticky notes
Time:	60 minutes
Group size:	big groups (20-30 participants)

Instructions for trainers

1. Start the session with an icebreaker of your choice.
2. At the start of the workshop, ask participants to brainstorm and share one word about what identity means for them. Write ideas on a flipchart paper under the title “Identity”, which you have previously designed.
3. Now split the group in 5 groups and instruct them that they are going to do a short group work in order to define aspects of identity. Give each group one aspect that they should talk about and define (ethnic identity, racial identity, gender identity, socio-economic class identity and migrant ancestral identity). Allow enough time for this until all the groups have completed their task.
4. Ask participants to come back to plenary, and ask each group to present their definition and what more they discovered during the group work. Ask participants to put all the flipchart papers on the wall.
5. Finally, do a group discussion on the topic of identity and self-knowledge and sum this part up.
6. End the session with a recap activity of your choice.

Debriefing and evaluation

Now move on to discuss what participants have discovered about the topic of identity and self- knowledge and about themselves and the others.

1. How did they feel while working in their group?
 2. Did participants learn something new?
 3. Was it hard to define identity and their aspects?
 4. Do they think it was useful?
 5. Where participants surprised to find different aspect of identity?
-

Tips for trainers

You may wish to draw some conclusions from the discussions, check that everybody has somewhat clear picture about the aspects of identity, and direct the discussion into talking about how these different aspects come together and form one identity.

Suggestions for follow-up activities

As a follow-up, participants could look for more information about the concepts of identity and self- knowledge.

Activity 2:	<i>Who Are I?</i> ⁴
Overview	This activity involves buzz groups, brainstorming, drawing and group discussion to explore issues of identity and self- knowledge.
Objectives:	 to develop teachers' understanding of the concept of identity and widen self- knowledge  to develop teachers' capacity to promote solidarity and respect
Materials:	sticky notes, flipchart paper, coloured pens and markers, and enough paper for one sheet per person device with speakers, to play music in the background (optional)
Time:	60 minutes
Group size:	big groups (20-30 participants)

Instructions for trainers

1. At the very start of the workshop, ask the participants to write on one sticky note one word of what identity means for them. Ask them to put the sticky note on a flipchart paper under the title “Identity”, which you have previously designed. After everyone has finished, read aloud each card and group the ones that are same or similar.

2. After that, ask people to get into pairs to form buzz groups. Ask them to pretend that they are strangers and to introduce themselves to each other.

3. Now explain that participants are going to find out how much each of them has in common with the others in the group. Hand out the paper and pens and explain that the first step is for each of them to draw a representation of their identity. They should think of themselves like stars; aspects of their identity radiate out into their society. Ask people to consider the eight to ten most important aspects of their identity and to draw their personal star. Ask participants to draw something that represents them in the middle of the star. You could allow more time for this part and play some calm music in the background.

4. Tell people to go around and compare their stars. When they find someone else with whom they share a beam or ray, they should write that person's name near the beam. (For example, if they both have a “rapper” beam, they should write each other's names along that beam).

⁴ taken from Council of Europe. (2015). *Compass - Manual for Human Rights Education with Young People* (2nd edition - reprinted with revisions). Strasbourg: Council of Europe Publishing.

5. Now come back into plenary and ask people to talk about how individual each of them was. You could ask:

- Which aspects of identity do people have in common and which are unique?
- How similar and how different are people in the group? Do people have more in common with each other than they have differences?

6. Finally, do a group brainstorm of the aspects of identity that people choose and those that they are born with. Write these up in two columns on the flip chart. Go back to the first activity, and place the sticky notes in the two columns accordingly.

Debriefing and evaluation

Now move on to discuss what participants have discovered about themselves and the others.

1. What did people learn about themselves? Was it hard to decide which ten most significant aspects of their identity were?
 2. Were people surprised at the results of comparing stars? Did they have more or less in common than they expected?
 3. How did people feel about the diversity in the group? Did they feel it made the group more interesting to be in or does it make it more difficult to be or work together?
 4. Were there any aspects of other people's identity that participants felt strongly inclined to react to and say, "I am not."? For example, I am not a football fan, not a fan of techno music, not a dog lover, not homosexual or not Christian.
 5. How does identity develop? Which aspects are social constructs and which are inherent and fixed? In relation to gender issues in particular, which aspects are social constructs and which are inherent and fixed?
 6. Did participants write "woman" or "man"? What do people associate with the words "woman" and "man"? Are the associations the same for both sexes and for all men and all women?
 7. How much are people judged by their individual identity and how much by the group that they belong to?
 8. To what extent are people free to choose their own identity? What are the implications for themselves and their society, and especially for the human rights of equality and respect?
-

Tips for trainers

At step 2, you may want to give participants a tip to get them thinking on the right lines. You could give yourself as an example, or use an imaginary person.

The purpose of giving each participant a different colour is to give people the idea that everyone is unique and that the group is composed of a rainbow of identities. If you have a large group and two or more people have to share the same colour pen, you could ask them to use different styles of writing.

If you wish, you can make the activity a little more sophisticated by suggesting that people draw their personal stars with longer or shorter beams or rays according to how public or private they feel a particular aspect of their identity is. Longer beams reach further out into society and are therefore more public.

After step 6, if you want to end the workshop with a fun and easy activity, and if at step 3 you tell the participants to omit writing the names on the papers, you could ask them to try to guess which star belongs to whom.

Suggestions for follow-up activities

If the group is multicultural, and you want to encourage the participants' curiosity about their different cultures, then a good follow-up activity is "My story" in the All Different – All Equal Education Pack.

Activity 3:	<i>Draw Yourself</i>
Overview	This activity involves activities that explore the way we see ourselves and the way others see us.
Objectives:	<p>📄 to develop teachers' understanding of the ways we see ourselves and others see us</p> <p>📄 to develop teachers' capacity to promote solidarity and respect</p>
Materials:	<p>coloured pens and markers, and enough paper for one sheet per person</p> <p>device with speakers, to play music in the background (optional)</p>
Time:	70 minutes
Group size:	big groups (20-30 participants)

Instructions for trainers

1. At the very start of this activity, instruct participants that the first part will be a silent activity. As an energizer and a way to get participants into the topic, ask everyone to take off one shoe and leave it in the middle of the circle. Now, ask participants to go and choose one shoe, put it on and walk around in the room until you instruct them to find another shoe. Make sure you point out that while walking around in different shoes, they should think about the perspective of this person, how they move in that shoe, what does it mean for them, does it limit or help them, how it must feel doing activities in this shoe etc. After 10 minutes, come back to plenary.

2. Now ask participants to share the experience of walking into someone else's shoe. How was it? Which ones were the most comfortable for them and which weren't? How did they feel while walking in someone else's shoe? etc.

3. Distribute one sheet of paper per participant and enough coloured pens and markers. Tell them that they will have 20 minutes to think about how other people see them and how they see themselves. Instruct to draw this on their paper. Tell them to think about the things that they want to share which are important for them: attitudes, behaviours, characteristics, fears, struggles and difficulties, and not to focus on physical characteristics. Play some calm music in the background.

4. Ask participants to present their drawing and what they mean by each element.

5. Instruct participants to put their paper on the wall.

6. End the session with a recap activity of your choice.

Debriefing and evaluation

Now move on to discuss what participants have discovered about themselves and the others.

1. Did you like this activity? Was it useful?
 2. Was it difficult to think about the ways you see yourself and the ways other see you?
 3. Was it difficult to choose how to draw that?
 4. Did you discover anything interesting about yourself?
 5. Did you discover anything interesting about the others?
 6. How similar/different do you think you were from each other?
 7. What can you say after the presentations, how diverse the group is? How do you find that?
 8. How can we connect this to the first activity “Walk in my Shoes?”
 9. What should we be aware more in interactions with others?
-

Tips for trainers

The purpose of giving each participant a different colour is to give people the idea that everyone is unique and that the group is composed of a rainbow of identities.

After step 6, it would be better that you end the workshop with a fun and easy activity. You could also go over the drawings and ask participants connect the drawing with the author.

Suggestions for follow-up activities

Further activities on the topic, such as “Who Are You?”

Activity 4:	<i>Review</i>
Overview	This activity is used to briefly go over what happened in the session, final conclusions and eventually suggestions for the activities that the participating teachers will implement in their classes.
Objectives:	<ul style="list-style-type: none"> 📖 to develop teachers' skills to reflect on the activities and the individual and group achievements 📖 to develop teachers' skills to reflect to develop new ideas to be implemented in the schools
Materials:	none
Time:	30 minutes
Group size:	big groups (20-30 participants)

Instructions for trainers

Ask participants to share their thoughts on the whole training session and their ideas for future steps to be made in school context.

The trainer moderates the debate and makes sure that every participant shares his ideas and reflections, without judgement, encouraging the individual reflection and the group communication.

Debriefing and evaluation

The trainer moderates a synthesized discussion of what happened in the training sequences, based on questions like:

1. How was the training session? Were the activities useful?
2. What could be done better?
3. What do you personally take from this session?
4. What should be the next steps be?

Tips for trainers

You can ask participants to start speaking whenever they are ready. You can start first if no one is ready yet.

Suggestions for follow-up activities

Further activities on the topic, such as “Who Are You?” or activities to help participants better understand their relationships with themselves and others as well, such as “Johari Window”.

Module 5

Group cohesion

Main objectives:

- 📄 to develop teachers' awareness of the importance of diversity in education
 - 📄 to develop teachers' skills to promote group cohesion in their classes
 - 📄 to develop teachers' skills to design new strategies to be implemented in the schools to promote diversity and increase group cohesion
-

Activity 1:	<i>The tree of life</i>
Overview	This activity uses group work to help teachers develop their understanding of the cultural differences and their abilities to increase group cohesion in their diverse classes.
Objectives:	<ul style="list-style-type: none">📖 to develop teachers' awareness of the importance of diversity📖 to develop teachers' skills to organize didactic activities that increases group cohesion
Materials:	flipchart sheets, writing instruments
Time:	60 minutes
Group size:	big groups (20-30 participants)

Instructions for trainers

The trainer starts by asking: *If you (as a group) were a tree, what tree would you be?* This question should generate ideas and trigger personal insights. The tree must represent all the group and not only one person. The trainees have a short moment to reflect and identify their personal answer.

Then, the trainer makes a rough sketch of your tree to serve as a graphic organizer and advises the trainees to think of the roots as early family experiences, beliefs and values, the trunk as childhood growth and development and the branches as lessons learned from school, work, travel and relationships.

The group draws the tree and writes the answers around it, in a sheet of flipchart paper; the exercise continues until all the ideas that are representative for the group are written and the tree is complete.

The trainer analyses with the group the relevant information on the flipchart and debates with the trainees the relevance of every element that is present and, if necessary, of elements that are missing from the tree and could be relevant.

Debriefing and evaluation

The trainer guides a short discussion of the results and makes the trainees answer the following questions:

- What did you learn from your family about people who were different from you?
- What experiences have altered your view of others or your own identity?
- How did your school experiences develop your perceptions of diversity?

Tips for trainers

Learn your trainees' names and backgrounds. Learn to pronounce their names correctly and resist the urge to shorten names that are unfamiliar. Start the training by playing name games, so that students learn each other's names.

Teach your trainees to learn the correct names of their students at the beginning of the school year.

Suggestions for follow-up activities

The trainees can be encouraged to draw, at home, their own tree of life, compare it with the tree designed in the group and reflect on the differences and similarities.

Activity 2:	<i>Considering the differences</i>
Overview	This activity uses group work to help teachers develop their understanding of the advantages of the diversity and the importance of having a cohesive learning environment.
Objectives:	<ul style="list-style-type: none">📄 to develop teachers' awareness of the importance of diversity📄 to develop teachers' skills to organize didactic activities that increases group cohesion
Materials:	flipchart sheets, writing instruments, coloured cards (4 colours)
Time:	60 minutes
Group size:	big groups (20-30 participants)

Instructions for trainers

The trainer makes smaller group of 4, by distributing coloured cards. Each group has to discuss and find a common answer to the question: *Do you believe that diversity in our society raises problems that we must all try to solve, or do you believe that diversity is something that we should take full advantage of?*

Each group is asked to list all the arguments for both alternatives on a flipchart sheet and, finally, decide and choose one alternative.

Then each group present their decision, but also all the arguments to all their colleagues and create a list of common argument that all the smaller groups mentioned.

The trainer directs the discussions and moderates a short debate on the arguments for each of the alternatives and leads the group to a common decision. The trainer can use (some of) the following ideas to emphasize the advantages of diversity:

- The more you learn about people, the less you fear them or what they stand for. Learning about people you think of as different challenges preconceived notions and breaks down inappropriate stereotypes. Understanding difference removes the threat and anxiety born of the fear of the unknown.
- Acknowledging different world views helps us to develop better solutions for complex problems. Experience is the incubator of creative thinking and innovative ideas. The greater the exposure to contrasting viewpoints, the more fertile the ground for generating new ideas. As schools and society face issues of increasing complexity, diverse approaches to problem solving are essential.

- Diversity makes a learning community more interesting. Differences can create a healthy tension and sometimes even conflict that enhances creativity and learning. And, yes, life without difference would be very poor. Celebrating difference and diversity adds enjoyment to life.

Debriefing and evaluation

The trainer guides a short reflection on the activity, based on the following questions:

- Can you give examples of concrete situations in which diversity was valued? How? With what results?
 - How can you use, as teachers, diversity in increasing the group cohesion in your class?
-

Tips for trainers

During the activity, you can assist the trainees in finding arguments, but, in the first stage of the exercise, give examples for both alternatives, without taking sides. Don't judge the arguments mentioned by the groups and discourage the participants to judge.

In the second stage of the discussions, focus on the stronger arguments for "valuing the diversity" and not on challenging the arguments for the "problem of diversity".

Suggestions for follow-up activities

The trainees could review the list and choose an argument they liked best and reflect on the reasons for their choice.

Activity 3:	<i>Courageous conversations</i>
Overview	This activity uses discussion and role-play to help teachers develop their communication skills, especially in diverse classrooms, with the objective of increasing the group cohesion.
Objectives:	 to develop teachers' communication skills in diverse groups  to develop teachers' skills to organize didactic activities that increases group cohesion
Materials:	A4 sheets of paper, writing instruments
Time:	70 minutes
Group size:	big groups (20-30 participants)

Instructions for trainers

The trainer divides the group into smaller groups of 3 (by counting 1 to 3) and establishes the existence of 3 roles in each smaller group:

1. Interviewer – starts by asking the storyteller to think about a past experience that he considers to be “intercultural”, then asks specific questions about that event, focusing on the reasons for considering that experience as “intercultural”;
2. Storyteller – shares a personal experience that he considers to be “intercultural” and answers the interviewer’ questions;
3. Note taker – follows the discussions and takes notes, without intervening in the dialogue between the interviewer and storyteller.

A short discussion follows each of the interviews to clarify the potential misunderstandings, then, after 10 minutes, the roles change, so that in 30 minutes each participant goes to all the three roles.

In the second phase of the activity, each group chooses one of the three stories and present it to the whole group.

The trainer moderates the debate of the arguments for the intercultural character of each event and directs the group into finding the positive consequences of that event.

Debriefing and evaluation

The trainer guides a short reflection on the activity, based on the following questions:

- Can you think of other intercultural events in your life? What about your professional life?
- What did we learn from this activity? What was the purpose of that?

Tips for trainers

Create a positive atmosphere and a good learning environment; encourage all the participants to take the roles and share their experiences by mentioning that we can all learn from everyone's experience.

Courageous conversations engage those who won't talk, keep the conversation going, even when it gets uncomfortable, and deepen the conversation so that it leads to authentic understanding. Courageous conversations enable school staffs to question their assumptions and beliefs and how they affect teaching practice.

Create a positive feed-back conclusion, for instance, based on the following ideas:

- How can you ensure that your classroom and school are places where all students feel they belong? Teachers are responsible for creating inclusive environments in which students feel safe, welcome and cared for. It is a natural human need to want to belong and to have attachments to others.
- When we belong, we feel valued, protected and cared for. The sense of belonging that occurs in families and in close communities is duplicated among students in school settings. Because students thrive in environments of safety and inclusion, we want to ensure that all students feel included in their classrooms and schools.
- Students who come from cultures that differ significantly from the mainstream culture need the security of an inclusive, caring school.
- It is up to the teachers to create this environment, facilitate positive interactions and deal constructively with conflicts.
- A classroom's cultural capital increases when students feel comfortable and accepted at school.

- And all of this, of course, all children have the right to be taught in an inclusive environment that is safe and caring, respects diversity and the rights of persons, and provides equitable opportunities for success.

Suggestions for follow-up activities

The trainees can be encouraged to do this exercise with their pupils in order to increase the group cohesion and facilitate the real communication among the children in their classes.

Activity 4:	<i>Cultural diversity in education</i>
Overview	This activity is used to briefly go over what happened in the session, final conclusions and eventually suggestions for the activities that the participating teachers will implement in their classes
Objectives:	<ul style="list-style-type: none"> 📄 to reflect on the activities and the individual & group achievements 📄 to develop teachers' skills to create new strategies to be implemented in the schools
Materials:	Photo cameras (phone camera will be ok), computer, projector
Time:	30 minutes
Group size:	big groups (20-30 participants)

Instructions for trainers

Smaller groups of 5-6 trainees (chosen by personal interests) are asked to go outside the class and take a photo of what they consider to reflect “intercultural understanding in cohesive groups”.

The trainer mentions that it can be something symbolic, a metaphor, but they will have to explain to the rest of the group that symbolism.

The trainer explains to the groups that photographs, because they are exceptionally evocative (evoking past memories, feelings and experiences), are relatively open to interpretation. When we find a photograph meaningful, we are lending it a past and a future. (Berger & Mohr, 1982); a photo is not simply a copy of “reality” or an unproblematic representation of what we observed. In the same time photos bring us closer to the subject in ways that words can't.

Each group present their photo to the rest, explains the metaphor in their picture and their understanding of the importance of interculturality in social relationships and in education.

Debriefing and evaluation

The trainer moderates a final reflection about the importance of social cohesion in what concerns human rights linked to intercultural education.

Tips for trainers

Encourage the participants into participating to this activity by explaining that “professional photos” are not expected and the quality of the photo itself is not relevant, but, as always, what is interesting is the story behind the picture.

Suggestions for follow-up activities

The trainees can be asked to reflect, at home or in a future activity, on the aspect of social cohesion, having the next statement as a starting point:

Social cohesion is said to be high when nearly all members of a society voluntarily “play by the rules of the game”, and when tolerance for differences is demonstrated in the day-to-day interactions across social groups within that society. But how does social cohesion occur?

Module 6

Career development

Main objectives:

- ☞ to widen teachers' knowledge on the importance of career guidance activities for all pupils, especially for the remigrants
 - ☞ to develop teachers' understanding of the complex career journey of students with a migrant background and to enable teachers to analyse the factors which impact the career development of students with a migrant background.
 - ☞ to develop teachers' understanding of the methodologies and techniques for planning career guidance activities
 - ☞ to develop teachers' capacity to elaborate new strategies to be implemented in the schools for career counselling of the remigrant children
-

Activity 1: *Career development today*

Overview This activity is aimed at offering a broad overview on career development. It presents the theory behind career development interventions in a multicultural society. The activities will specifically focus on a social justice perspective. The activity aims at helping teachers develop a comprehensive understanding of the theoretical background and will help teachers develop their understanding of the career development process of migrant students.

Objectives:

- 📖 to widen teachers' knowledge on the importance of career guidance activities for all pupils
- 📖 to develop teachers' understanding of the complex career journey of students with a migrant background and to enable teachers to analyse the factors which impact the career development of students with a migrant background

Materials: paper and pen, projector, one computer for the presenter, mobile phones of the trainees, Bronfenbrenner model, access to internet connection (if menti.com is used).

Time: 60 minutes

Group size: big groups (20-30 participants)

Instructions for trainers

Part 1. The trainer will offer an introduction to the field of career guidance in the contemporary society. The trainer will start with a brief overview of the main factors which are impacting the student' developmental journey with a collaborative work in pairs. The ecological model by Bronfenbrenner will be presented to highlight the complexity of the process of career development. Trainees (in pairs) will be invited to use the Bronfenbrenner model and to add on the model possible factors which they reckon might influence the child's career development. The trainer will ask participants to write them on a dedicated scheme (Appendix 1.1.).

The trainer will review the inputs and highlight the interplay among a series of variables in child's development. The trainer will then focus on the specific factors which might play a role in the development of a child with a migrant background. This can be done collaboratively via asking participants to reflect on

each level of the Bronfenbrenner model and to suggest factors and aspects which might be salient for the development of children with a migration background.

A brief overview of some relevant data is described to shed light on the challenges these children often face in terms of career development (Appendix 1.2.).

Part 2. After this brief analysis, the trainer will highlight the importance of career guidance intervention to support these children in their career development.

The trainer will ask participants to share some examples of career guidance activities and to write a definition of “career guidance”. This can be done either via post-it or via a digital tool for engagement (e.g. menti.com). The trainer will then review the definitions and group some shared elements which appeared in the proposed definitions (e.g. elements related to self, to the world of work, to services, to opportunities, etc.). The trainer will then offer some relevant definitions of career guidance from the literature and introduce the construct of career development using the metaphor of music (Appendix 2). The perspective of social justice will be illustrated analysing the definition from Appendix 3.

Debriefing and evaluation

At the end of the session, the trainer will briefly review the main points investigated during the session and will ask participants to collectively rewrite the definition of career guidance.

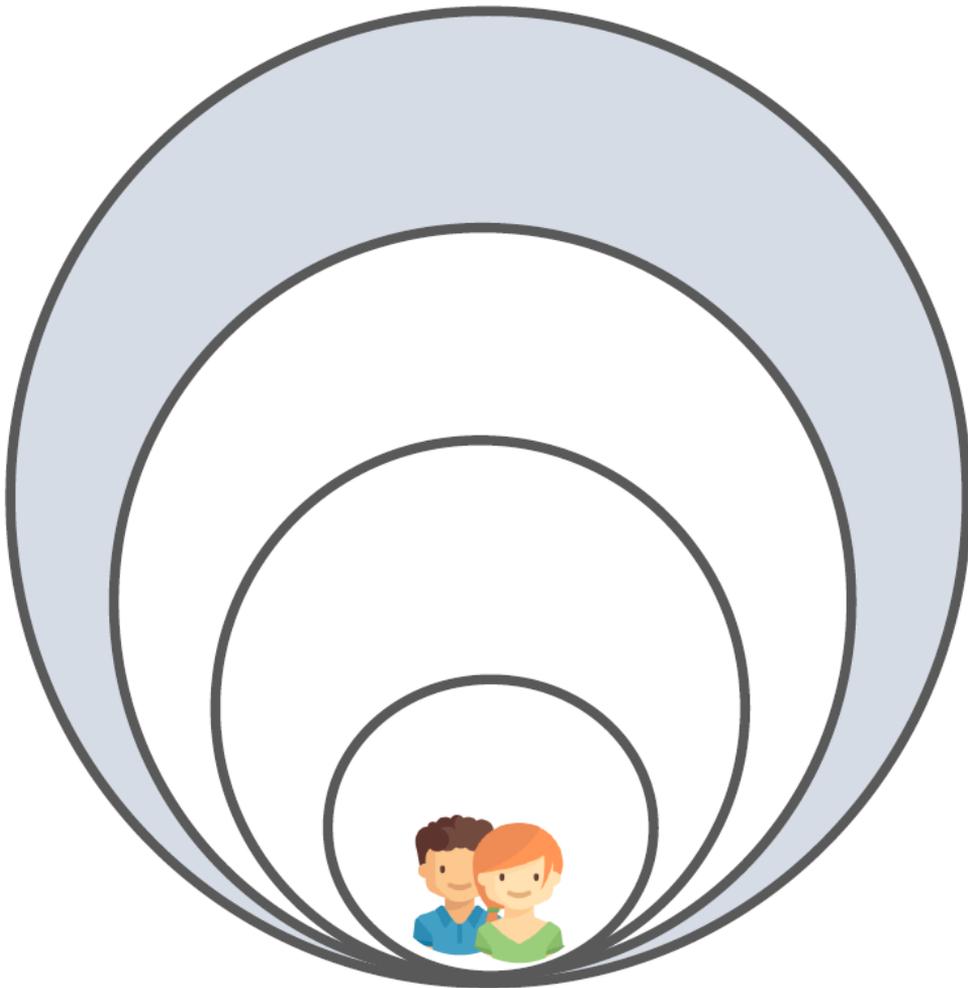
Tips for trainers

Results of Part 2 will be foundational for the second activity and it is recommended to make sure that participants have clearly understood the theoretical framework.

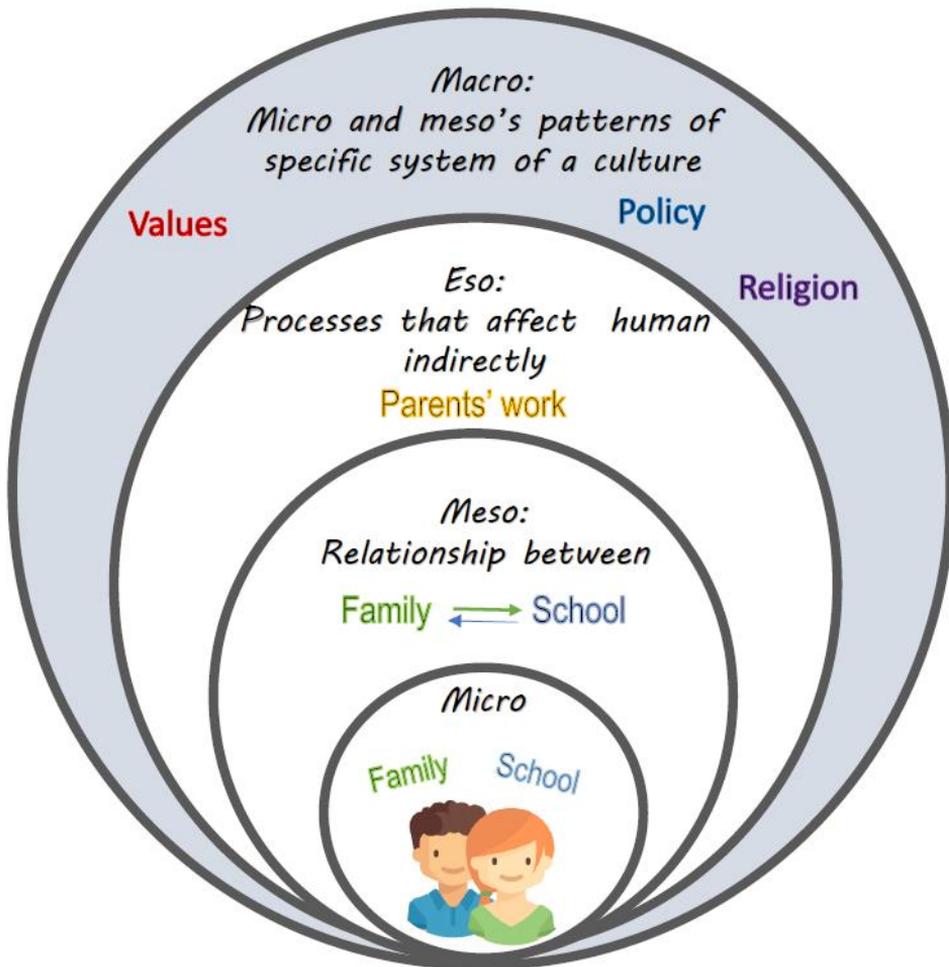
Suggestions for follow-up activities

The final session of Part 1 can be structured as a specific activity where participants are asked to reflect on the Bronfenbrenner model and add specific challenging elements for children with a migrant background.

Appendix 1.1. The ecological model by Bronfenbrenner (blank)



Appendix 1.2. The ecological model by Bronfenbrenner (completed)



Appendix 2. The construct of career development - the metaphor of music

Career was once as a ballad with a stable structure, from the beginning to the end, with defined lyrics = same job throughout life and then retirement with the repetition of certain tasks.



Nowadays career is like rap music. The baseline is completely changing and we need to be able to perform and make something meaningful with an uncertain and fast-changing music. We need to have the skills to be able to rap.

Appendix 3. The construct of career development - the perspective of social justice

“Career guidance supports individuals and groups to discover more about work, leisure and learning and to consider their place in the world and plan for their futures. Key to this is developing individual and community capacity to analyse and problematise assumptions and power relations, to network and build solidarity and to create new and shared opportunities. It empowers individuals and groups to struggle within the world as it is and to imagine the world as it could be.

Career guidance can take a wide range of forms and draws on diverse theoretical traditions. But at its heart it is a purposeful learning opportunity which supports individuals and groups to consider and reconsider work, leisure and learning in the light of new information and experiences and to take both individual and collective action as a result of this.”

Hooley, T., Sultana, R.G. & Thomsen, R. (2017). The neoliberal challenge to career guidance – mobilising research, policy and practice around social justice. In Hooley, T., Sultana, R.G. & Thomsen R. (eds) *Career guidance for social justice: Contesting neoliberalism*. London: Routledge.

Activity 2:	<i>Career management skills</i>
Overview	This activity presents the European methodological framework of the Career Management Skills (CMS) and provides a useful framework for planning career development interventions in the school context.
Objectives:	<ul style="list-style-type: none">📖 to develop teachers' understanding of the methodological framework of the Career Management Skills📖 to develop teachers' awareness of the complex set of skills needed for career development
Materials:	paper and pen, projector, one computer for the presenter, mobile phones of the trainees.
Time:	60 minutes
Group size:	big groups (20-30 participants)

Instructions for trainers

Part 1. The trainer will offer an overview of what emerged in Activity 1 and will propose a starting definition of career guidance. The trainer will then ask participants to list the career guidance interventions they are familiar with and they might think of and will ask to write them on post-it (or menti.com if using a digital engagement tool).

Part 2. At this point, the trainer will introduce the methodological framework of the Career Management Skills (Appendix 1) to guide the career guidance actions. After a brief introduction on one of the available CMS models, trainees will be asked to work in small groups and to formulate a list of competences under each Career Management Skill. The trainer will lead a group discussion on the results of the group works. Participants are also asked to link the guidance activities listed in Part 1 to the different CMS areas.

Part 3. Participants will be invited to list specific aspects of the areas which are thought to need special attention when working with students with a migrant background. The trainer will summarize the results and offer a comprehensive overview including inputs from the literature and adding some examples of interventions.

Debriefing and evaluation

At the end of the session, the trainer will briefly review the main points investigated during the session and will evaluate the contents developed during Part 2 and Part 3.

Tips for trainers

It is recommended to give strict time to the group work in Parts 2.

The trainer is invited to provide examples of career guidance activities while teachers work on Part 2 and 3.

Suggestions for follow-up activities

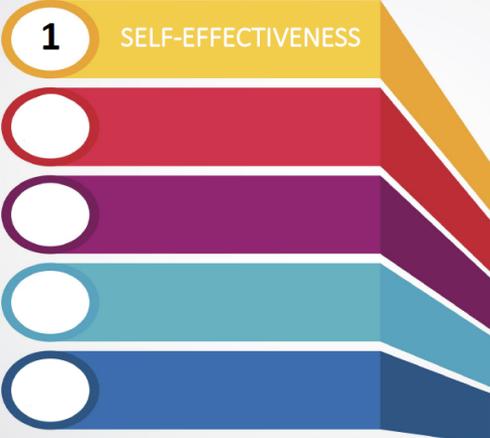
This can be further developed with a comparison of the most used Career Management Skills in Europe.

Appendix 1. Career management skills






The self-effectiveness area focuses on developing understanding of the self in order to build and maintain a positive self-concept. This area encompasses the ability to reflect on strengths and weaknesses, on who I am and on my personal story. Here we find those skills who allow students to capitalise on their skills and personality to reach specific objectives, make career decision and maintain positive attitudes when facing setbacks. Self-efficacy, self-awareness and resilience are the core concepts of this area.




1. Skills:

- I know who I am and what I am good at
- I'm able to reflect on my strengths and address my weaknesses
- I make effective decisions relating to my life, learning and work
- I remain positive when facing setbacks and I stay positive for the future
- I make use of technologies to develop my career
- I am able to set myself career goals
- I generate ideas that help me to achieve my goal
- I can review my skills in relation to what employers are looking for



SELF-EFFECTIVENESS

2 UNDERSTANDING WORLD

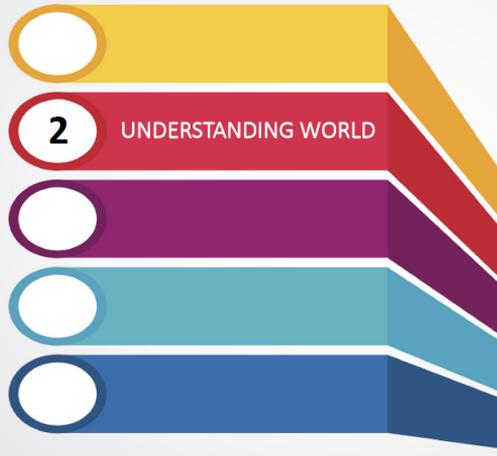
MANAGING RELATIONSHIPS

FINDING AND ACCESSING OPPORTUNITIES

MANAGING LIFE AND CAREER



The understanding world area focuses on the understanding of the world of work and its professional profiles. The area highlights the changing nature of work and the relationship between work, society and the economy. This entails the development of a vocabulary to talk about professions and has the objective of promoting reflections on how work and learning are impacted on by wider issues in society. While the first CMS area focuses on more personal aspects, this area looks at the labour market, at its job profiles and at how these change within a complex socio-economic scenario.



UNDERSTANDING WORLD



2. Skills:

- I understand how changes in society relate to my learning and work
- I understand how learning and work change over time
- I can make a positive impact on society
- I make the most of opportunities I come across
- I am open to opportunities including, those in other countries




Relationships with the others are an important factor which impacts how we manage our career. This fourth CMS area focuses on the need to recognise that we have different relationships with others depending on the context and that these can help us build a career. First of all, this area works for the development of those fundamental communication and interpersonal abilities that enable students to confidently and effectively interact with others. These skills have to be considered a priority area for career development interventions specifically targeted to the migrant population.

The second area highlights the importance of support networks in providing career information, mentoring and scaffolding throughout students' career development and access to career opportunities.




3. Skills:

- I can find and use information and the support of others for my (future) career
- I interact confidently and well with others
- I build professional relationships and networks to support my (future) career
- I maintain my (professional) relationships and networks
- I can use social media networks
- I understand the need to use social media to network for my (future) career



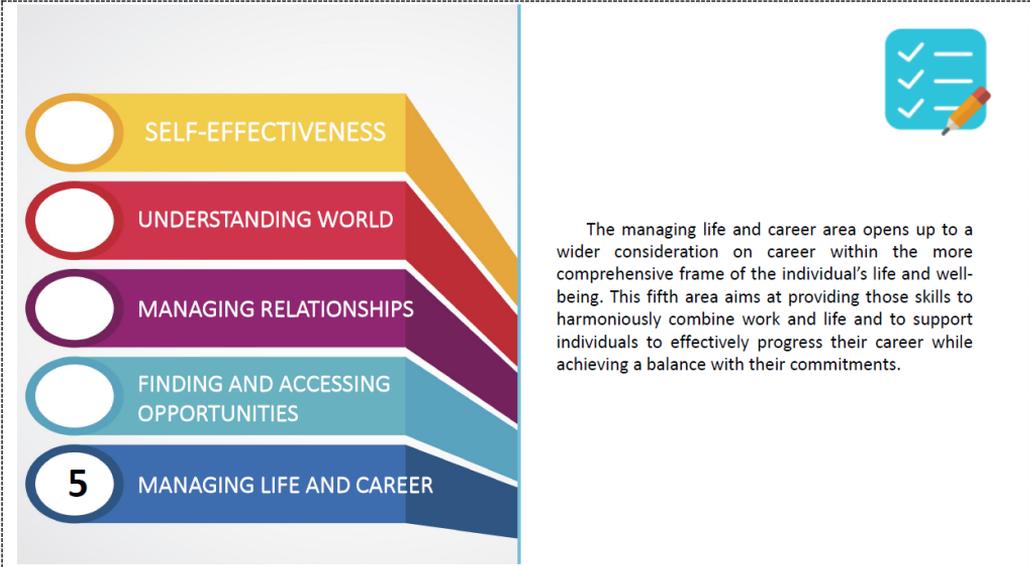
The finding and accessing opportunities area focuses on the need to develop those skills that enable individuals to effectively navigate into and onto learning and working opportunities. The main objective of this third CMS area is to ensure citizens are able to find and access both learning and professional opportunities for their career.

In a fast-changing world, actively engaging in learning and being aware of the strategies for accessing learning and work opportunities have become crucial elements for building a career.



4. Skills:

- I learn throughout life
- I can find work or learning opportunities that are right for me
- I seek new opportunities to help build my career
- I can develop skills which will help me to get what I want out of work
- I assess the pros and cons of formal and informal sources of information
- I can cope with changes in the world of work



SELF-EFFECTIVENESS

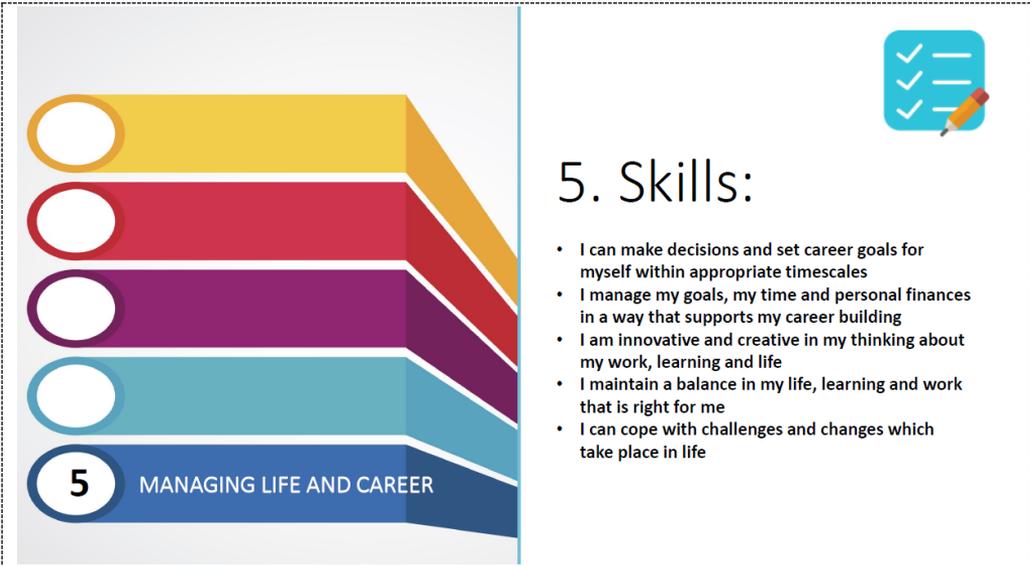
UNDERSTANDING WORLD

MANAGING RELATIONSHIPS

FINDING AND ACCESSING OPPORTUNITIES

5 MANAGING LIFE AND CAREER

The managing life and career area opens up to a wider consideration on career within the more comprehensive frame of the individual's life and well-being. This fifth area aims at providing those skills to harmoniously combine work and life and to support individuals to effectively progress their career while achieving a balance with their commitments.



5. Skills:

- I can make decisions and set career goals for myself within appropriate timescales
- I manage my goals, my time and personal finances in a way that supports my career building
- I am innovative and creative in my thinking about my work, learning and life
- I maintain a balance in my life, learning and work that is right for me
- I can cope with challenges and changes which take place in life

Activity 3: *Examples of career development activities in a multicultural world*

Overview This activity uses the theoretical and methodological foundations learnt in the previous Activities to start familiarizing teachers with career guidance activities to be done with students. The units will be specifically tailored to target students with a migrant background.

Objectives:  to develop teachers' understanding of the methodologies and techniques for planning career guidance activities
 to develop teachers' understanding of testing and evaluating the activities

Materials: Paper and pen, projector, one computer for the presenter, interview a professional form, deck of abilities cards, Guess who! material.

Time: 75 minutes

Group size: big groups (20-30 participants)

Instructions for trainers

Part 1. To introduce the Activity, the trainer will review the CMS model presented in activity 2. The trainer will then focus on CMS number 2 – understanding the world and will present activities to help students learn about careers and anti-stereotypical professional profiles. Teachers will be invited to test the activities, to evaluate them and to add aspects to highlight the intercultural elements.

Part 2. The trainer will present the first activity. Teachers will be divided in pairs or small groups and, following the structure of the file “Interview a professional” will be given specific role in the group (interviewer and person interviewed). Each group will be invited to fill in the “Interview a professional” form (Appendix 1). At the end of the activity they will be asked to formulate questions which might be strategic to highlight the intercultural aspects related to that job and possible elements of contra-stereotypical evidence. Once formulated, participants are invited to ask the questions to the interviewed member of the group and to report the answers in the form. At the end of this activity, teachers will be asked to share feedback.

Part 3. Using the same groups, each group is now given a deck of cards

(deck of abilities cards – Appendix 2) and is invited to choose the essential, desirable and intercultural skills cards needed for the professional profile described during the interview. At the of this activity, teachers will be asked to share feedback.

Part 4. Another way of working on this CMS area is presented in this final activity. This activity represents a gamified way to present careers. This aims at enriching the understanding of the world of work and highlights the importance of intercultural skills.

Teachers can work individually or in groups. It is recommended to have small groups. The trainer should read out loud the features of the professional profile to be guessed (available in the supporting material – Guess who!) and the first who gives the correct answer receives a point. The use of a PowerPoint presentation projected might help teachers to see the list of features presented. If the projector is not available, teachers can be invited to take note or remember the features listed. The team who correctly guesses the job profiles more wins.

The game can also be done without listing the features but asking teachers to ask questions to which the trainer can only answer yes or no.

At the end of the activity, teachers will be asked to share feedback and reflect on the learning methodology used in the activity.

Debriefing and evaluation

At the end of the session, the trainer will briefly review the methodological structure used to plan guidance activities, will summarize the three activities presented and highlight some intercultural aspects emerged.

Tips for trainers

The trainer is invited to use the SWOT methodology (Appendix 3) for evaluating the activities proposed in Part 2, 3 and 4. Groups are recommended to be not bigger than 5 people each.

Suggestions for follow-up activities

The activity can be further developed asking teachers to develop a new intervention associated to one of the 5 areas of the CMS model.

Appendix 1. Interview with a professional

What does he/she do in his/her job? Which are the main features of this job?

Which are the main tools?

How many hours does he/she work per day? What is the usual daily shift?

What thing should he/she like to be able to do this job?

What skills does he/she need?

Where can he/she work?

Who are his / her colleagues?

How can a person become

Curiosity and the future of this career.

Note to myself

Appendix 2. Deck of cards

 <p>I can use my hands in a skillful way</p>	 <p>I can do small and detailed tasks</p>	 <p>I can fix things</p>	 <p>I can safely use machines or equipment</p>
 <p>I can explain things</p>	 <p>I can give a presentation</p>	 <p>I can listen to other people</p>	 <p>I can ask questions to find things out</p>

 <p>I can understand how people behave</p>		 <p>I can teach and train</p>		 <p>I can care for people</p>		 <p>I can provide a service for people</p>	
 <p>I can deal with people in difficult situations</p>		 <p>I can give people advice</p>		 <p>I can persuade people</p>		 <p>I am able to reach agreement with other people</p>	

 <p>I can record and store important information</p>		 <p>I understand how computers work</p>		 <p>I can use a computer</p>		 <p>I can predict what is going to happen</p>	
 <p>I can think of new ideas and use my imagination</p>		 <p>I can find and use information</p>		 <p>I can solve problems</p>		 <p>I can make evaluations</p>	

	I am good at statistics			I have reading skills	
	I am good at maths			I can complete forms	
	I can organise and store information			I can understand and analyse written information	
	I can check and edit			I have writing skills	

 <p>I speak a foreign language</p>		 <p>I can plan events or actions in advance</p>		 <p>I can make important decisions</p>		 <p>I can manage people and projects</p>	
 <p>I can do things in the right order</p>		 <p>I can lead and motivate people</p>		 <p>I can support people</p>		 <p>I can pay attention to details</p>	

 I can care for animals			
 I can design things			
 I have drawing skills			
 I can observe things		 I can drive	

Intercultural skills

 <p>I am aware of different cultural expressions</p>		 <p>I can relate with people from other cultures</p>	
 <p>I can be culturally sensible</p>		 <p>I am open to cultural otherness, others' beliefs, world views and practices</p>	
 <p>I can clearly communicate</p>		 <p>I can adjust my habitual way of thinking due to changing circumstances</p>	
 <p>I am curious about other cultures</p>		 <p>I can manage conflicts</p>	

 <p>I can view and interpret the world from other cultures' point of view and identify one's own</p>	 <p>I can establish positive and constructive relationships with foreign people</p>	 <p>I recognise the value of cultural differences</p>	 <p>I can act as a mediator in intercultural exchanges</p>
			
		 <p>I know other cultures</p>	 <p>I am empathetic</p>
			

Appendix 3. SWOT analysis of the implemented activities

Thinking of the activities done in Part 2, 3 and 4 of this training session, please discuss and note:

<p style="text-align: center;">Strong points</p>	<p style="text-align: center;">Weak points</p>
<p style="text-align: center;">Opportunities</p>	<p style="text-align: center;">Threats</p>

Activity 4:	<i>Reviewing the activities done</i>
Overview	This activity is used to briefly go over what happened in the session, final conclusions and eventually suggestions for the activities that the participating teachers will implement in their classes.
Objectives:	<ul style="list-style-type: none">📖 to develop teachers' capacity to reflect on the activities and the individual and group achievements📖 to develop teachers' capacity to elaborate new strategies to be implemented in the schools
Materials:	the materials used in the previous activities
Time:	25 minutes
Group size:	big groups (20-30 participants)

Instructions for trainers

Part 1. The trainer is invited to review the activities done inviting teachers to actively contribute to the final summary. The trainer will also ask for aspects of interest emerged during the training and will ask participants to review the definitions of career guidance created during Activity 1.

Part 2. As a final session, teachers can be divided into two groups and can be led by the trainer in a guided discussion on the usefulness of career development interventions. This is done to make reflections explicit and collectively “digest” the activities done. One group will be asked to argue against career development interventions and one group will be asked to be pro. The trainer will lead the discussion trying to help participants to give evidence and supporting arguments to their thesis (while subtly highlighting the pro part). The trainer is invited to swap the roles between the two groups during the session to enable everyone to support both positions.

Debriefing and evaluation

The trainer will give feedback on Part 2 and thank the participants.

Tips for trainers

It is recommended to promote a collaborative discussion among the teachers on the aspects of interests emerged.

Suggestions for follow-up activities

The trainer can recommend further references and materials on this topic.

Module 7

Benefits of diversity

Main objectives:

- ☞ to develop teachers' awareness of the factors that influence the school and social integration
 - ☞ to develop teachers' awareness of the similarities and differences among the members of any given group
 - ☞ to develop teachers' skills of valuing diversity in their classrooms
 - ☞ to develop teachers' skills of designing new strategies to be implemented in the schools for valuing diversity in education
-

Activity 1:	<i>Step forward</i>
Overview	This activity uses a simple educational game to prompt thinking about the range of student experience and the diversity of same in terms of needs, support and possible outcomes.
Objectives:	 to develop teachers' awareness of the factors that influence the school and social integration  to develop teachers' skills of valuing diversity in their classrooms
Materials:	Role cards, list of statements
Time:	60 minutes
Group size:	big groups (20-30 participants)

Instructions for trainers

1. Each participant is given a role card (Appendix 1). They must not discuss or show the card to others.
2. All participants line up on one side of the room.
3. Tell participants “I am going to read some statements to you (Appendix 2). Each time you can positively say yes to or agree with the statement you take one step forward. If you cannot say yes you stay where you are. You must respond as the person on your card would do”
4. Make sure everyone understands before you start and make sure there is enough space for everyone to take steps forward.
5. When you have completed all the statements ask participants to look around. Ask why they think some are in front and others behind.
6. Ask individual participants who are toward the front to read their role card and give any comments. Then ask some in the middle and lastly the ones at the back. Ask “how does it feel to be at the front/back/middle”. Ask how this relates to their experiences both as teacher and student.

Debriefing and evaluation

Guide toward discussion of how educational structures/resources, social, economic, health etc issues impact on educational achievements. Are schools equitable for all?

If time discuss what measures are needed to move toward more equitable and supportive educational structures and methods. What behavioural and attitude changes do teachers (and students) need to make in order to move toward this goal. If not sufficient time to discuss, ask the participants to think about this point.

Tips for trainers

You will notice that the role cards are “paired”. In groups less experienced with this type of training and discussion you can use the pairs to help guide the discussion and assist understanding. Each “pair” has essentially the same person but described with differing social/economic/structural etc issues. It is likely that the holders of paired role cards will be in different positions at the end of the statements so the differences in the cards can be discussed to illustrate that progress can be impacted by a range of things other than academic ability, potential and effort. If you use this option you will need to mark the pairs A, B, C etc.

Suggestions for follow-up activities

The teachers can change the role cards and statements to reflect the ages/diversity of specific groups of pupils they work with.

The activity can be done with students using adapted cards (age dependent) as an activity for social science or politics/citizenship or as a pastoral activity or skill building to increase student understanding of constraints on others, advantages/disadvantages of others, empathy and with support to make behavioural and attitude change.

Appendix 1. The role cards

You are a 15 year old female student in school in the country of your birth. You have a disabled parent and often have to take time off to help care for them. You try to keep up with your work but often miss information. Your family are often short of money and sometimes you are teased/bullied by other students.

You are a 15 year old female student in the country of your birth. You live with your family who are financially secure and you have plenty of time and resources to do your school work. You are popular with other students. You are often distracted in class and chat a lot, frequently late back from breaks.

You are a 16 year old male student in school in the country of your parents' birth. You were born outside of the country but speak the language well and have adapted to moving back well. You are good at sport and academic work and your parents are able to support you well. You have a large friendship group.

You are a 16 year old male student in school in the country of your parents' birth. You were born outside the country and have some problems with language and miss your birth country where you excelled in school. Since moving back your school work is poor and you are unhappy with few friends.

You are a 16 year old female student at school in the country of your birth. You work very hard at school and participate in a range of out of school activities with friends. You get on well with your teachers and are predicted to get good results in your exams and go to a good university.

You are a 16 year old female student in the country of your birth. You work very hard at school but due to a mobility disability you do not take part in out of school activities or sports and have few friends. You sometimes get the idea that your teachers find you a nuisance because you have to ask for assistance with mobility and assume that you will not go to university.

You are a 15 year old Roma boy in school in your country of birth but you have lived with your family in several other countries and speak 3 languages. Your school work is excellent and your parents are anxious for you to go to university. You have few friends and really want to leave school and the country to work, travel and make money.

You are a 15 year old Roma boy in the country of your birth but you have lived with your family in several other countries and speak 3 languages. Your school work is excellent but your parents want you to leave school and work with your father. You would like to go to university but think it is not possible as you often miss classes to help your father.

<p>You are a 16 year old girl in school in the country of your parents' birth. You lived with your grandparents for the last 6 years but your parents returned from working abroad and you now live with them and attend a new school. You are partially deaf and coped well in your old school but not in the new school. You have a lot of arguments with your parents and wish you could return to your grandparents.</p>	<p>You are a 16 year old girl in school in the country of your parents' birth. You lived with your grandparents for the last six years but now your parents have returned from working abroad and you live with them and attend a new school. You are partially deaf and in your old school your work was poor, however since moving schools there are now resources and support for you and you are making rapid improvements in your work.</p>
<p>You are a 17 year old boy at school in the country of your birth. You are an excellent musician and have entered a national tv competition which means you often miss classes but your teachers and fellow students help you to catch up what you missed and are very supportive with your music.</p>	<p>You are a 17 year old boy in school in the country of your birth. You have a 6 month old baby and sometimes miss class or are late because you have to care for the baby. You don't have time for socialising so have few friends. You once brought your baby to school and one of the teachers complained that it was school not a creche.</p>
<p>You are a 16 year old girl who has just moved back with her parents to the country of their birth. You do not speak the language well but attend extra classes and receive a lot of support from the teachers to help you adapt. Your language is improving and your school work is as well. You are starting to make new friends and settle in.</p>	<p>You are a 16 year old girl who has just moved back with her parents to the country of their birth. You do not speak the language well and there is no support in this at your school. Your parents cannot afford private language classes and struggle to support you to learn as they work long hours. Although you did very well in your old school you are falling behind and have few friends and you wish you were back in your old school and country.</p>
<p>You are a 15 year old boy who has always struggled with writing and reading but are really good at maths and working with your hands making things. You have great ideas and can talk about them in a clear and interesting way. All the examinations are written so although you know a lot you fear you will fail because of your lack of skill at writing and reading.</p>	<p>You are a 15 year old boy who has always struggled with making friends with others. You have a short temper and can sometimes be unkind to others. You have an excellent memory and can learn things quickly and repeat them – however you do not always really understand what you have learned although you always do very well in exams and tests.</p>

Appendix 2. The statements

1. Is it possible for you to attend all classes on time?

2. Is it possible for you to do homework and prepare for tests?

3. Did your family attend similar schools and are they able to support you with your education?

4. Is it easy for you to move around the school physically?

5. Do you see yourself and your life experience reflected in the materials used in school and the teachers?

6. If you have missed something the teacher said is it easy for you to check the information with others?

7. Are the ways in which you differ from the majority seen as an advantage by teachers?

8. When you need extra help with something is it likely that your peers or parents will help you?

9. Do you feel as if your school values you as an individual?

10. Are your teachers likely to have a positive attitude about your academic progress?

11. Do you receive positive feedback from teachers about your social behaviour as well as your academic work?

12. Is the language used in school the one you are most familiar with?

13. Do you experience positive discussions with teachers about things other than academic matters?

Activity 2:	<i>Me too</i> ⁵
Overview	This activity uses a simple educational game to help teachers develop an activity that can be used with students for class atmosphere, empathy and acknowledgement of diversity.
Objectives:	<ul style="list-style-type: none"> 📄 to develop teachers' awareness of the similarities and differences among the members of any given group 📄 to develop teachers' skills of valuing diversity in their classrooms
Materials:	a circle of chairs, one for each participant
Time:	60 minutes
Group size:	big groups (20-30 participants)

Instructions for trainers

1. Each participant sits on a chair.
2. Ask each to think of a personal fact, experience or characteristic that they believe is unique to them and to which no one can say "Me too". The trainer starts.
3. Each participant stands up and states something he thinks is unique about him, i.e. "I have 9 siblings", "I speak 4 languages", "my dog has three legs" etc.
4. If no one else is able to say "Me too", they get applause and sit down again. Then the next person in the circle stands up and gives their statement. And so on.
5. If someone can say "Me too" to any statement, they stand up and say "Me too" and the statement maker must try to find something else unique. When they have done this the circle moves on.
6. The first round ends when each person has said something to which no one can respond "Me too".
7. The second round begins. Take one chair away. Explain that each person now must give a statement which they think ALL others share with them, i.e. "I like holidays". The trainer starts standing in the middle and giving their statement.
8. All those who can share the statement (i.e. they also like holidays etc) stand up and shout "Me too" and move to a different chair. The person in the

⁵ adapted from „Diverse Society, Diverse Classrooms“. Gudrun Petursdottir. 2018. Intercultural Iceland

middle also finds a chair and the last person without a chair is the next to make a statement.

9. When all participants have given a statement and the rounds are complete participants should return to seats for discussion and evaluation of the activity.

Debriefing and evaluation

Talk about the game and how the participants felt then ask:

- Which was easier – finding things which differentiate us from others or things we share with others
 - In real life when do we like or appreciate feeling unique and different and when do we like to feel similar to others
 - Think about the characteristics you chose – the things that separated you in this group might you have them in common with other people in other groups
 - The things which were common to everyone in this group – would they be common to everyone in the world
-

Tips for trainers

This activity illustrates that generally we have more in common with others than we might think. It also shows that there may be a situational aspect to how we view factors that we think are unique i.e. being much taller than peers in a classroom is different than being very tall in a basketball team. Teachers should try this activity with peers in a training scenario before using it with students. It is an activity which helps with class atmosphere and status treatment. The main goals are to illustrate that we have more that joins us than divides us despite our uniqueness. It allows individuals to self-identify around specific labels (stating I am the shortest in the group makes it harder for others to use this characteristic negatively). Further it illustrates the diversity within the group in a positive way (we have poets, we have travellers, we have linguists) and gives low status students the possibility of showing others a more holistic view of them.

A further benefit of this activity is that it facilitates students getting to know one another better in ways that a purely academic scenario can do.

Suggestions for follow-up activities

This activity when done with students can link to academic curricula in the area of Psychology with further discussions/lessons on group norms, in and out groups, hierarchies, one dimensional vs. holistic views of individuals.

Activity 3:	<i>Rubrics</i>
Overview	This activity is designed to help teachers understand how diverse learning outcomes can be communicated to learners, learner involvement in preparation and evaluation, explanation of standards, feedback and inclusion of intercultural skills
Objectives:	<ul style="list-style-type: none"> 📄 to develop teachers' awareness of the importance of communication, especially regarding the learning outcomes 📄 to develop teachers' skills of valuing diversity in their classrooms
Materials:	traditional instruction sheet, blank rubric, example of rubric
Time:	70 minutes
Group size:	big groups (20-30 participants)

Instructions for trainers

1. Divide the trainees in smaller groups (4-5 participants, depending on the size of the whole group) and give them the “traditional instruction sheet” (Appendix 1). Each group discusses about the traditional instruction in terms of what should a student do to achieve a pass mark/high mark and notes down three key statements (10 minutes).

2. Dependent on time, groups report back all or some of their key statements and the trainer lists these on the board/flipchart. The trainer asks the question “How do the students know” with reference to the key statements about how to pass/achieve high grade. (10 minutes).

3. The trainer introduces the notion of “rubric” and provides a short theoretical input (information from Appendix 2).

4. Hand out blank rubric (Appendix 3) and exemplar rubric/s (Appendix 4) to each group. Instruct groups to construct a rubric for the instruction given at stage 1 and to include at least one intercultural skill (20 minutes). The activity should be done as groups and should reflect the conclusion of group discussion, not the opinion of one / some of the members.

The trainers assist each group and provides feed-back for the participants, without giving any specific suggestions regarding the actual content of the rubrics.

5. Feedback and discussion (10 minutes).

Debriefing and evaluation

In the end, all participants are invited to sit in a circle and discuss how they felt about it, based on questions like:

- Was it difficult or easy to construct the rubric?
 - What would a pupil feel when the learning outcomes are presents this way?
 - Why is important to involve pupils in the actual development of the rubric?
-

Tips for trainers

Trainers should avoid giving explicit instruction to the groups related to the content of the rubrics and let them elaborate the “items” and the descriptions. His assistance should focus on the methodology itself, on helping the trainees to understand the principle of “rubrics” and the specific ways to use it in their classes.

Suggestions for follow-up activities

The trainees could be asked to develop, individually, a specific rubric on their subject, on a specific theme.

If the follow up activity is not implemented during the training, the trainees could be asked to develop that rubric with their pupils and discuss within the class the potential use of rubrics and its impact.

Appendix 1. Traditional instruction sheet

Question

With reference to class, gender and ethnicity, analyse access to education and the potential long term impacts of differing experiences.

2500 words.

Your paper will be graded with a pass mark of 50% and must be submitted on or before the deadline of 25 June.

Your task

Discuss the assessment question above and agree on three statements that summarise what a student should do to obtain a pass/high mark. You will not have time to think of everything so just give three.

1.

2.

3.

Appendix 2. Theoretical input on rubrics

A clear statement of the learning aims

A clear statement of the standards

Students should have access to these as standard and, if possible, collaborate on them

Can contain academic, vocational and intercultural skills

A means of communicating expectations for assessment

Provision of focussed feedback on work in progress

Articulates the expectations by listing descriptions of levels of quality

Can be used to grade work

Can teach as well as evaluate

Helps students make judgements about their own work

A guide to quality

Students can co create to increase ownership and understanding

Students should understand the terms used in rubrics

Blooms Taxonomy is a good guide to use as it describes levels of thinking and articulating from “remembering” to “evaluating” and “analysing”

Can be simple or complex, complete or representing elements of a project or task

Can use web based rubric constructors such as <http://rubistar.4teachers.org/index.php>

For older learners the rubric can be used for formative and summative work, can be used for peer, self or teacher evaluation. Can form a complete evaluation or for more substantial projects can form a part evaluation which breaks down work into separate but linked tasks. Ideally it should be used for ongoing evaluation giving feedback as to where work can be enhanced and improved prior to final submission. Each rubric should be headed with a clear instruction of the task or element of the task and can include vocational, academic and intercultural skills in the relevant mix.

Appendix 3. Blank rubric

Appendix 4.1. General example of a rubric

Criteria	A	B	C	Ungraded Resubmission
Definition of terms. Identification of key texts and research.	<i>Clear and accurate. Good range of contemporary texts and research</i>			<i>Terms not defined. Irrelevant texts and research identified</i>
Use of valid and reliable research to support debates	<i>Well chosen examples, clearly referenced and linked to debates</i>			<i>Research does not relate to key debates</i>
Evaluation of constraints. Evaluation of ideological considerations	<i>Key aspects of debates and conflicts therein are clearly examined</i>			<i>No evidence of evaluation of constraints and ideological issues</i>
Evidence of understanding the social/economic/ Political context	<i>Clear and concise, well informed discussion of all contexts</i>			<i>Some understanding of the social context shown</i>
Evidence of planning, organisation and data searches and resource exploitation	<i>References and bibliography accurate and complete. Log/diary Portfolio shows process</i>			<i>Lack of evidence of planning. Little or no communication during process with peers or others</i>
Primary research i.e. focus group, professional interactions, opinion seeking	<i>Evidence and feedback show professional standards applied</i>			<i>Communication with others does not meet standards and fails to observe convention</i>
Relevant method of communication used to transmit findings	<i>Findings presented in multimedia format with video and written material including campaigning/explanatory posters on Intercultural skills. Excellent use of images and spelling, punctuation and grammar</i>			<i>Essay and notes without referencing or bibliography. Poor spelling, punctuation and grammar</i>

Appendix 4.2. Example of a rubric for small children

After our visit to the Museum today you should think about your work and how you behaved and then colour in the face that fits best.

I BEHAVED WELL ON THE BUS AND IN THE MUSEUM			
I LISTENED TO MY TEACHER AND THE PEOPLE AT THE MUSEUM			
I COMPLETED MY WORK CORRECTLY			
I WAS KIND AND POLITE TO OTHERS			
I TRIED TO DO MY BEST			

When you have coloured in your faces ask a class brother or sister if they agree with you. If you don't want to change anything bring your sheet to the teacher and see if you both agree.

Appendix 4.3. Example of a more complex, academic rubric

1	2	3	4
Clear understanding of the task is demonstrated with all elements completed and submitted on time	Clear understanding of the task is demonstrated with most elements completed and submitted on time	Some understanding of the task is demonstrated with some elements completed and submitted on time	Little to no understanding of the task is demonstrated with few elements completed but submitted on time
Work shows good evidence of use of up to date and relevant research and studies	Work shows some evidence of research and relevant studies	Work shows little evidence of relevant research and studies	Work shows no evidence of relevant research and studies
Referencing and citation is clear and follows format	Most referencing and citation follow format	Some referencing and citation follow format	Little referencing or citation used
Spelling, punctuation and grammar is accurate throughout	Minor errors in spelling, punctuation and grammar	Substantial number of errors in spelling, punctuation and grammar	Poor spelling, punctuation and grammar throughout

Appendix 4.4. Example of a rubric containing academic, vocational and intercultural skills evaluation and feedback

	1	2	3
I chose and used the correct materials for the build	All materials were chosen correctly	Most materials were chosen correctly	Few or no materials were chosen correctly
I observed all health and safety considerations during the build	All health and safety measures were considered and followed	Most health and safety measures were considered and followed	Few or no health and safety measures were considered and followed
I communicated appropriately with others during the build	All communications with others were respectful and appropriate	Most communications with others were respectful and appropriate	Few or no communications with others were respectful and appropriate
My calculations were all correct	All calculations were correct	Most calculations were correct	Few or no calculations were correct

Note 1. The learner can self-evaluate, seek peer evaluation or the teacher can evaluate at any stage of the work process. For example, in this rubric, after choosing materials, the learner could consult with peers or teacher to check material choice and be given support to move toward the 1 standard. Thus, the learner understands that the process is important and directly impacts on the final result.

Note 2. For some groups, it might be necessary to break down each element into smaller rubrics in order to establish understanding of terms like appropriate communication etc. The statements of standards should be clearly understood and unambiguous for the learner, thus in some cases “appropriate communication” might need to be broken down into specific actions.

Activity 4: *Diversity theme evaluation session*

Overview this activity is used to briefly go over what happened in the session, final conclusions and eventually suggestions for the activities that the participating teachers will implement in their classes

Objectives:  to reflect on the activities and the individual and group achievements
 to develop new strategies to be implemented in the schools

Materials: evaluation sheets (Appendix 1), writing instruments

Time: 30 minutes

Group size: big groups (20-30 participants)

Instructions for trainers

1. Recap and remind of the three activities and emphasise how they relate to diversity and meaning of diversity in classroom (15 minutes)
2. In groups discuss if and how the activities will be used in with students. Which was most helpful? What are future intentions? Note these on post it notes and stick to common area. (15 minutes)

Debriefing and evaluation

1. Hand out evaluation sheet to be completed around viewing the post it's in group order.
2. Collect evaluation sheets and compare these with the training sessions and make any changes that are needed (10 minutes).

Tips for trainers

Encourage a real and objective evaluation of the activities that will optimize your future training sessions.

Suggestions for follow-up activities

Ask the participants to choose they preferred activity and implement it in their classes, ant after that discuss with the rest of the trainees the impact and effects of that activity.

Appendix 1. Evaluation sheet

	Yes	In part	No
<p>Step Forward activity</p> <p>Did you find this relevant and usable for your learners?</p> <p>Please add any comments.</p>			
<p>Me Too activity</p> <p>Did you find this relevant and usable for your learners?</p> <p>Please add any comments</p>			
<p>Rubric activity</p> <p>Did you find this relevant and usable for your learners?</p> <p>Please add any comments</p>			
<p>Were the materials and training methods interesting and engaging?</p>			
<p>Any other comments:</p>			