

Remigrant children in European schools

Optional course for lower secondary education





Published with the financial support of the European Commission within the Erasmus + project "Education 4 Remigrants" (2018-1-RO01-KA201-049201). The EDU4R project is coordinated by Centrul Județean de Resurse și Asistență Educațională Vrancea, in partnership with Asociația Alternative Educaționale Vrancea, Universitatea Lucian Blaga din Sibiu, Intercultural Iceland (Iceland), Centro de Recursos Educativos e Formacao (Portugal), Center for Education and Development (North Macedonia) and Centro Studi Pluriversum (Italy).

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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Chapter 1

General information about the curricula

Title of the optional course: *Education for diversity*

Type: optional course

Number of hours each week: 1

Curricular area: counselling

Target groups: pupils in lower secondary education (10-14 years old)

1.1. Information about the necessity and utility of the course

The analysis of the educational issues associated with remigration¹ and potential solution that schools could implement in order to facilitate the integration of the remigrant pupils (research conducted within the Education 4 Remigrants project) showed that teachers and pupils in 4 countries (Romania, Italy, Portugal and North Macedonia) are receptive to the specific needs of the remigrant pupils and agree on the educational solutions.

In terms of educational effects of remigration, the respondents are more receptive to the immediate and visible effects (limited involvement in

¹ Centrul Județean de Resurse și Asistență Educațională Vrancea. *Remigrant children in European schools. Research on methodological aspects of reintegrating the remigrants*. Odobești: Editura Alternative Educaționale.

extracurricular activities, limited skills and competencies and limited academic performance) compared with the potential long-term effects (skipping classes and eventually quit school).

In integrating the remigrant pupils in education, the most important activities are perceived to be the linguistic preparation classes and integration of cooperative learning in the teaching methodology (as this is, probably, the only teaching methodology that can facilitate the integration and participation of the pupils not fluent in the language used in teaching). Also, additional classes and activities for remigrants and using group work and group activities are highly evaluated by both teachers and native pupils.

In terms of the needed action for the institutional development of the schools to better respond to the specific needs of the remigrant pupils for their reintegration, the most important activities are perceived to be the training of the teachers and the development of an adapted curriculum.

The research results clearly show that there is a need for an adapted curriculum that proposes additional activities based on the cooperative learning methods that will tackle the main issues of the remigrant pupils: limited involvement in extracurricular activities, limited skills and competencies and limited academic performance, but will also increase their interest in education and minimizing their tendencies of skipping classes.

This optional course, focusing on the education for diversity, will answer the identified educational needs through some activities to be implemented with the whole class (remigrant and native pupils) as a big group, working together and learning together. Consequently, teachers interested in implementing such activities in their classes now have an efficient tool and the didactic resources to help him plan its activities.

Each teacher could adapt our proposed curriculum according to the specific needs of his pupils and the context of its educational intervention in order to enhance the results.

Different competencies can be addressed, different activities can be added (for instance, evaluation activities, if the specific implementation context asks for evaluation), different objectives can be set for specific activities so that the educational objectives in a specific context can be reached.

This optional course can be implemented by all teachers working with remigrants to assist them into their efforts for the social and educational reintegration, but the activities are designed to be used with the whole class (remigrants and natives) as it can have a positive impact on all the children, irrespective of their migration background.

1.2. Competencies to be developed to the pupils

General competencies

1. awareness (self-awareness) & acceptance of diversity in education
2. intercultural competence & communication skills

Specific competencies

- ☞ decreased assessment anxiety, especially for remigrant children
- ☞ ability to express positive emotions
- ☞ self-esteem, especially for remigrant children
- ☞ self-confidence, especially in educational activities
- ☞ awareness to stereotypes and prejudice
- ☞ ability to think beyond the stereotypes
- ☞ self-awareness
- ☞ abilities of self-evaluation
- ☞ abilities to integrate in multicultural groups
- ☞ decreased social anxiety, especially for remigrant children
- ☞ awareness to the importance of career planning
- ☞ abilities to make informed career decisions
- ☞ intercultural skills
- ☞ decreased anxiety of communication and integration in diverse groups

1.3. Values and attitudes to be developed

- ☞ respect for human dignity and human rights
- ☞ openness and respect for cultural diversity
- ☞ positive attitude for diverse others, irrespective of their values, opinions, culture or migration background
- ☞ empathy
- ☞ interest in intercultural communication and dialogue

1.4. The educational contents

Module 1. Academic anxiety and positive emotions

Module 2. Self-esteem

Module 3. Stereotypes

Module 4. Self-knowledge

Module 5. Group cohesion

Module 6. Career development

Module 7. Benefits of diversity

1.5. The correspondence between the specific competencies and the contents

General competence	Specific competences	Content
1. awareness (self-awareness) & acceptance of diversity in education	<ul style="list-style-type: none"> ☞ decreased assessment anxiety, especially for remigrant children ☞ ability to express positive emotions 	Module 1. Academic anxiety and positive emotions
1. awareness (self-awareness) & acceptance of diversity in education	<ul style="list-style-type: none"> ☞ self-esteem, especially for remigrant children ☞ self-confidence, especially in educational activities 	Module 2. Self-esteem
2. intercultural competence & communication skills	<ul style="list-style-type: none"> ☞ awareness to stereotypes and prejudice ☞ ability to think beyond the stereotypes 	Module 3. Stereotypes
1. awareness (self-awareness) & acceptance of diversity in education	<ul style="list-style-type: none"> ☞ self-awareness ☞ abilities of self-evaluation 	Module 4. Self-knowledge
2. intercultural competence & communication skills	<ul style="list-style-type: none"> ☞ abilities to integrate in multicultural groups ☞ decreased social anxiety, especially for remigrant children 	Module 5. Group cohesion
1. awareness (self-awareness) & acceptance of diversity in education	<ul style="list-style-type: none"> ☞ awareness to the importance of career planning ☞ abilities to make informed career decisions 	Module 6. Career development
2. intercultural competence & communication skills	<ul style="list-style-type: none"> ☞ intercultural skills ☞ decreased anxiety of communication and integration in diverse groups 	Module 7. Benefits of diversity

1.6. Methodological suggestion for practical activities

As the research data² showed, the methodology for implementing the activities for integrating the remigrants in education should be focused on group activities and cooperative learning, so most of the activities that we propose through this optional course are using this methodology.

Specific methodological suggestions for the practical activities are presented for each activity, but there are some general suggestions:

☞ the teacher should ask the pupils to repeat all the requirement, so as to make sure that all the pupils have understood what to do and their behaviour does not reflect misunderstandings of their tasks;

☞ the teacher should use a simple language, which the pupils will understand, and to adapt their vocabulary to the specific of the pupils, including the remigrant ones;

☞ the teacher should use predominantly questions that do not involve yes / no answers, questions that make pupils think and give elaborate answers;

☞ the teacher sets the rules of communication, negotiating them with the pupils (i.e. “we do not interrupt” and “announce when we want to say something by raising our hand”);

☞ the teacher should organize the activities in ways that involve pupils who do not speak in public, enable them to say what they have felt in certain situations, but without putting pressure on them; the teacher underlines the importance of everyone participating to the activities;

☞ the teacher should state from the beginning what the goals of the activity are, so that children know what is about to happen and what is expected from them;

☞ the teacher should encourage critical thinking and pupils’ self-evaluation skills, as well as their ability to evaluate the activities and the results;

☞ the teacher should encourage group work, collaboration and communication between pupils in all the activities;

☞ the teachers should keep in mind the limited life-experience of their pupils and adapt the activities according to their level of understanding;

☞ the teacher should encourage pupils to speak up when and if an activity is not reaching its results, so that he could adapt the future activities in order to develop the competencies that should be acquired through this course.

² Centrul Județean de Resurse și Asistență Educațională Vrancea. *Remigrant children in European schools. Research on methodological aspects of reintegrating the remigrants*. Odobești: Editura Alternativă Educațională.

1.7. Methodological suggestions for evaluation

As this optional course is focused on the development of specific skills and competencies, and not on a specific content, the authors consider that the evaluation process should be focused more on the evaluation of the activities and the learning process.

For countries that impose an evaluation of pupils, portfolio can be used for evaluating the competencies that pupils acquired or developed; this portfolio can include all the worksheets and other results of activities that pupils participated during the semester / school year, as a measure of pupils' implication in tasks and the results they obtained.

For countries that don't impose an evaluation of pupils, the authors consider that rubrics³ can be used for evaluating the implemented activities and the effects of those activities. Rubrics can be used after each activity (in the debriefing and evaluation stage of the activity) or after each module / at the end of the course. It is important that teachers should elaborate the rubrics in collaboration with children (both remigrants and natives) so that pupils can easily understand what is expected from them and how will the results be measured.

For evaluation, it is important that teachers note what went well, what went less well, possible changes for future delivery, student feedback etc. after each activity, so that he has a quick evaluation of the activity and its results, but also ideas about improving future activities. Teachers should value all the ideas from self or from students on how to improve the future sessions. Also, the individual work submitted by pupils should help teachers to understand where any deficits lay and how future activities with that class could be improved.

³ Brebuleț, S.D. *Remigrant children in European schools. Methodology for teachers training*. Odobești: Editura Alternative Educaționale.

1.8. Proposed planning of the activities per school year and per semester

This proposed planning is based on the structure of the school year in Romania (35 school weeks, 15 in the first semester, 20 in the second semester), but it can be adapted to the specific structure of the school year in the school it will be implemented or to the specific rules in that school (to include specific evaluation activities, for instance).

First semester			
Learning unit	Specific competencies	Content	Week
Module 1. Academic anxiety and positive emotions	<ul style="list-style-type: none"> 📖 decreased assessment anxiety, especially for remigrant children 📖 ability to express positive emotions 	Introduction & theoretical input	Week 1
		Practical activities	Week 2
		Practical activities	Week 3
		Practical activities	Week 4
		Evaluation	Week 5
Module 2. Self-esteem	<ul style="list-style-type: none"> 📖 self-esteem, especially for remigrant children 📖 self-confidence, especially in educational activities 	Introduction & theoretical input	Week 6
		Practical activities	Week 7
		Practical activities	Week 8
		Practical activities	Week 9
		Evaluation	Week 10
Module 3. Stereotypes	<ul style="list-style-type: none"> 📖 awareness to stereotypes and prejudice 📖 ability to think beyond the stereotypes 	Introduction & theoretical input	Week 11
		Practical activities	Week 12
		Practical activities	Week 13
		Practical activities	Week 14
		Evaluation	Week 15

Second semester			
Learning unit	Specific competencies	Content	Week
Module 4. Self-knowledge	<ul style="list-style-type: none"> 📖 self-awareness 📖 abilities of self-evaluation 	Introduction & theoretical input	Week 16
		Practical activities	Week 17
		Practical activities	Week 18
		Practical activities	Week 19
		Evaluation	Week 20
Module 5. Group cohesion	<ul style="list-style-type: none"> 📖 abilities to integrate in multicultural groups 📖 decreased social anxiety, especially for remigrant children 	Introduction & theoretical input	Week 21
		Practical activities	Week 22
		Practical activities	Week 23
		Practical activities	Week 24
		Evaluation	Week 25
Module 6. Career development	<ul style="list-style-type: none"> 📖 awareness to the importance of career planning 📖 abilities to make informed career decisions 	Introduction & theoretical input	Week 26
		Practical activities	Week 27
		Practical activities	Week 28
		Practical activities	Week 29
		Evaluation	Week 30
Module 7. Benefits of diversity	<ul style="list-style-type: none"> 📖 intercultural skills 📖 decreased anxiety of communication and integration in diverse groups 	Introduction & theoretical input	Week 31
		Practical activities	Week 32
		Practical activities	Week 33
		Practical activities	Week 34
		Evaluation	Week 35

1.9. Bibliography

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Vernon, A. (2006). *Consilierea în școală. Dezvoltarea inteligenței emoționale. Clasele I-IV*. Cluj-Napoca: Editura ASCR

Online resources:

www.funzo.co/games/my-identity/

https://aspira.org/sites/default/files/U_III_M_1_SA.pdf

<https://pjp-eu.coe.int/documents/1017981/10762748/Act4.pdf/72056fbc-a9cb-fa09-9a18-263a9d1b6b93>

<https://pjp-eu.coe.int/documents/1017981/10762748/Act12.pdf/91190b7f-1ced-934c-59a8-8b6f669191c1>

<https://pjp-eu.coe.int/documents/1017981/10762748/PREMS+042218+T-kit4+WEB.pdf/37396481-d543-88c6-dccc-d81719537b32>

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www.icye.org/wp-content/uploads/2017/06/NFE-Handbook-May-2017.pdf

www.ventureteambuilding.co.uk/johari-window-team-building-activity/

www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-4-diversity

Chapter 2

Proposed activities, with methodological details for Module 1. Academic anxiety & positive emotions

Activity 1: *Help or difficulty?*⁴

Overview through this activity the students of the secondary school are put in a position to learn that some emotions are constructive, helpful, while others are not beneficial, but rather prevent us from evolving, developing, carrying out activities

Objective: to develop students' abilities to correctly identify beneficial, constructive emotions but also less beneficial emotions

Materials: strips of paper on which various emotions are noted

Time: 45 minutes

Target group: gymnasium (10/11 to 14/15 years old)
whole class, remigrants and native pupils

⁴ taken from Vernon, A. (2006). *Consilierea în școală. Dezvoltarea inteligenței emoționale. Clasele V-VIII*. Cluj-Napoca: Editura ASCR

Instructions for teachers

Help students distinguish between different types of emotions; thus, you help them to realize that they can avoid the bitter emotions they do not help or cope in a way different from the way they treat the emotions that help them.

The teacher asks questions that do not involve yes / no answers.

The teacher sets the rules of communication (we do not interrupt and announce when we want to say something, raising our hand).

Involve students who do not speak in public to say what they have felt in certain situations, but without putting pressure on them.

Underline the idea that it is important for each student to correctly identify the emotions experienced in certain situations.

Reformulate and summarize periodically what the students are saying or invite the students to do so.

State from the outset what the goals of the activity are so that children know what is going to happen.

Tasks and procedure

1. Warm-up activity

Teamwork⁵: Divide children into small teams and allow them time to discover the characteristics they have in common (e.g. culture, appearance, personal tastes, hobbies). Ask each team to give itself a name based on their shared qualities. Each group then introduces themselves to the others and explains their name.

2. Presenting theoretical aspects

The concept of emotion is presented; then we talk about the emotions that help us in different situations and about the emotions that prevent us from carrying out our actions properly. The emotions that help us are usually the ones that please us; they give us energy and lead us to positive things. The emotions that do not help us are those that lead to negative relationships with others, to negative feelings towards ourselves, to bad dispositions, or, perhaps, to inappropriate behaviours.

3. Group activity

The class is divided into groups of four students, counting from 1 to 4. Each group of 4 students will receive an envelope with a set of strips on which a series of words that designate are written.

⁵ taken from Council of Europe. (2008). *Compassito – a manual on human rights education for children!*. Strasbourg: Council of Europe Publishing.

The set for each group contains the following words that designate emotions: loved, scared, worried, sad, patient, confused, nervous, offended, embarrassed, jealous, ashamed, frightened, happy, guilty, bad, comfortable, changer, discouraged, frustrated, frustrated, brave, awful, sensitive, terrible, angry, helpless, different, joyful, hateful, depressed.

4. In each group, students will sort the words received into 2 categories: emotions that help and emotions that prevent. If students feel that there are emotions that do not fall into either of these two categories, they will create a third category, entitled "Help and prevent". As the words sort, students are encouraged to share their personal experiences, illustrating the emotions analysed.

5. When all the words in each group are finished, a **representative comes and goes on the board**, under the headings Help / Prevent all the words on which there was a consensus. Also, note the words included in the category Help and prevent.

6. The plenary discusses the category Aids and hinders, asking for clarifying examples from each group of students.

7. We discuss ways to manage emotions that prevent us (students give examples and analyse them in plenary).

Debriefing and evaluation

- Which list has the most words? Does it help? Does it prevent? Does it help and prevent?
 - Was it difficult for you to categorize certain words? Why?
 - What do you think differentiates the emotions that help us from those that don't help us?
-

Suggestions for follow-up activities

Write down in your diary what kinds of emotions you usually have (emotions that help you or emotions that prevent you). What kind of emotions would you like to have? What do you do if you have emotions that don't help you? Who could you discuss these with?

Activity 2: *What I think and how I feel*⁶

Overview this activity causes students to realize that sometimes emotional reactions change depending on how much they know about a situation and how they analyse the situation

Objective: to develop pupils' abilities in order to raise awareness that emotional reactions change depending on how they analyse a particular situation

Materials: paper & pencils
sheets with daily life situation examples

Time: 45 minutes

Target group: gymnasium (10/11 to 14/15 years old)
whole class, remigrants and native pupils

Instructions for teachers

Emphasize the idea that when thinking has changed or we have new information, emotions can change too. It is important for students to understand that they can change their emotions by changing their thoughts or ideas.

The teacher asks questions that do not involve yes / no answers.

The teacher sets the rules of communication (we do not interrupt and announce when we want to say something, raising our hand).

Involve students who do not speak in public to say what they have felt in certain situations, but without putting pressure on them.

Underline the idea that it is important for each student to correctly identify the emotions experienced in certain situations.

Reformulate and summarize periodically what the students are saying or invite the students to do so.

State from the beginning what the goals of the activity are so that children know what is going to happen.

⁶ taken from Vernon, A. (2006). *Consilierea în școală. Dezvoltarea inteligenței emoționale. Clasele V-VIII*. Cluj-Napoca: Editura ASCR

Tasks and procedure

1. Warm-up activity

The Chain⁷: Ask children to stand in a circle with their eyes closed. Move them around, attaching their hands to each other so that they make a knot. Then tell them to open their eyes and try to untangle themselves without letting go of their hands.

2. Individual activity

The teacher announces the students that they will work individually. Each student receives a file with 3 situations described (Appendix 1). They will analyse the situations and note the emotional experiences that they think they would have at the beginning of the situation but also in the second stage, after finding out more details about the situation.

3. Pair activity (work)

Discuss in pairs and present the emotions you have noted in the two stages. Are they similar? Are they different? Why are they similar? Why are they different?

4. Presenting ideas to the audience

Some of the emotions noted are presented and analysed in plenary.

5. Individual activity

Give 2 examples of situations similar to those described. Write down your emotions (at first and after you get more details about the situation). Present your idea.

Debriefing and evaluation

- Did your emotions change in each of the situations described? Why do you think they have changed?
 - Is anyone who has had the same Emotion in a situation? Why?
 - In the same situation have we had different emotions for some of us? Why do you think some people have different emotions? - How do you think emotions change?
-

Suggestions for follow-up activities

Note in your personal diary...

Think about a past situation where your emotions changed after learning more about that situation? Give examples.

What do you think you can do to change your feelings about a particular situation?

⁷ taken from Council of Europe. (2008). *Compasito – a manual on human rights education for children!*. Strasbourg: Council of Europe Publishing.

Appendix 1

The presented situations

Emotion

You ride a bicycle when another child calls out on the street: “Hey, you! You stole my bike! Bring my bike back! Several people stop and try to understand what is going on.”

You stop and when you prepare to tell him it's your bike, the other child looks better and says “Oh, I'm sorry, I thought it was mine. I just bought one with the money I have been saving for two years.”

You are in a store and a woman runs to the exit, knocking you out.

In a few minutes you hear someone say that the woman had just found out that her child had been taken to emergency room.

Go to class on the school aisle and, by mistake, overtake a fifth-grade girl. She comes back and yells at you, telling you that you are blind and inattentive.

Later that same day, he apologizes, saying he was in a bad mood, because he had studied for the history test, and yet he took a low grade.

Activity 3: *How strong*⁸

Overview this activity causes students to become aware of how intense / strong their emotional experiences are in certain situations, but also to discover that their emotional intensity decreases after a certain period

Objective: to develop pupils' abilities to raise awareness of the power / intensity of emotional experiences in certain situations

Materials: three cardboard boxes, labelled: strong, medium and weak
lists of situations "How strong?" & scissors

Time: 45 minutes

Target group: gymnasium (10/11 to 14/15 years old)
whole class, remigrants and native pupils

Instructions for teachers

Explain to the students that the intensity of emotions varies.

Explain to the students that people sometimes have strong emotions about certain events but that over time their intensity decreases.

Explain to the students that emotions can be easier to control if we change our way of thinking.

Encourage students to record in their diary situations where they had very strong emotions but their intensity decreased after a period.

Encourage students to record in their diary situations in which they have acted consciously to change the intensity of their emotions.

Encourage students to approach you to discuss the situations recorded in the diary.

Tasks and procedure

1. Presenting theoretical aspects

The teacher explains the existence of a variation of intensity of all types of emotions (from positive to negative). The same event can produce very intense emotions, medium intensity emotions or low intensity emotions. The same event can produce very intense emotions at the beginning of it and emotions that gradually decrease as the intensity

⁸ taken from Vernon, A. (2006). *Consilierea în școală. Dezvoltarea inteligenței emoționale. Clasele V-VIII*. Cluj-Napoca: Editura ASCR

consumes. Examples are given (the joy experienced when we receive a desired gift, the fear of a test paper for which we have not prepared much etc).

2. Individual activity

Each student receives a sheet with some daily situations (Appendix 1).

The teacher asks the students to read each situation carefully, to complete the emotions they think they would have and to tick the level of Emotions intensity. After students complete the emotion and identify its intensity, ask them to cut the record with the respective situations into individual strips.

The teacher reads the first situation, and 5 volunteer students mention what emotions they would experience in the situation. Then, the students are invited to put the strips with the first situation in one of the 3 boxes, depending on the level of emotional intensity experienced.

The procedure is resumed for all 14 situations in the worksheet.

Debriefing and evaluation

- Have you all responded to a given situation with the same emotion?
 - Have you all responded to a given situation with the same intensity of emotions?
 - How do you explain the differences in the felt emotion or intensity of the emotion?
-

Suggestions for follow-up activities

Note in your personal diary...

Situations in which you had very strong emotions but their intensity decreased after a period (when you gave various evaluation tests, for example).

Situations in which you acted consciously to change the intensity of your emotions. How did you do it?

Appendix 1

Instructions: Read each of the following situations. Identify how you felt in that situation and the intensity of the emotions produced by the event.

1. Someone steals your bicycle.	Emotion <input type="text"/>	Intensity <input type="checkbox"/> strong <input type="checkbox"/> medium <input type="checkbox"/> weak
2. Your parents punish you for a week.	Emotion <input type="text"/>	Intensity <input type="checkbox"/> strong <input type="checkbox"/> medium <input type="checkbox"/> weak
3. Your best friend moves.	Emotion <input type="text"/>	Intensity <input type="checkbox"/> strong <input type="checkbox"/> medium <input type="checkbox"/> weak
4. You have a Math test tomorrow.	Emotion <input type="text"/>	Intensity <input type="checkbox"/> strong <input type="checkbox"/> medium <input type="checkbox"/> weak
5. You go buy new clothes.	Emotion <input type="text"/>	Intensity <input type="checkbox"/> strong <input type="checkbox"/> medium <input type="checkbox"/> weak
6. You were elected class president.	Emotion <input type="text"/>	Intensity <input type="checkbox"/> strong <input type="checkbox"/> medium <input type="checkbox"/> weak
7. A colleague offends you.	Emotion <input type="text"/>	Intensity <input type="checkbox"/> strong <input type="checkbox"/> medium <input type="checkbox"/> weak
8. You have just won the first place at the school Math Olympics.	Emotion <input type="text"/>	Intensity <input type="checkbox"/> strong <input type="checkbox"/> medium <input type="checkbox"/> weak
9. You can watch TV until late, and you see your favourite TV show.	Emotion <input type="text"/>	Intensity <input type="checkbox"/> strong <input type="checkbox"/> medium <input type="checkbox"/> weak
10. You can't find your jacket and the bus is coming.	Emotion <input type="text"/>	Intensity <input type="checkbox"/> strong <input type="checkbox"/> medium <input type="checkbox"/> weak
11. The Maths semesterly paper is due and you have not studied much.	Emotion <input type="text"/>	Intensity <input type="checkbox"/> strong <input type="checkbox"/> medium <input type="checkbox"/> weak
12. Your friend did not keep a secret.	Emotion <input type="text"/>	Intensity <input type="checkbox"/> strong <input type="checkbox"/> medium <input type="checkbox"/> weak
13. You took a low mark.	Emotion <input type="text"/>	Intensity <input type="checkbox"/> strong <input type="checkbox"/> medium <input type="checkbox"/> weak
14. Your mother punished you for your low grades at school.	Emotion <input type="text"/>	Intensity <input type="checkbox"/> strong <input type="checkbox"/> medium <input type="checkbox"/> weak

Activity 4: *Thermometer of emotions*⁹

Overview this activity is designed to help students understand that emotions change over time, for a variety of reasons: maturing the individual, diversifying concerns, changing the way they look at the world and life, changing strategies to approach problems

Objective: to develop pupils ‘skills to analyse changes in emotions over time for various reasons

Materials: situations for the “thermometer of emotions”
one thermometer of emotions for each situation & crayons

Time: 45 minutes

Target group: gymnasium (10/11 to 14/15 years old)
whole class, remigrants and native pupils

Instructions for teachers

Underline the idea that emotions change over time, for a variety of reasons: individual reaches adulthood, diversifying concerns, changing the way we look at the world and life, changing strategies to approach problems.

Give clarifying examples to illustrate the above idea.

Support students in group activities to reach consensus.

Focus the final discussion on assessment anxiety and the emotions experienced by students in such situations.

Tasks and procedure

1. Warm-up activity

Tasks Fireworks¹⁰: Assign small groups to make the sounds and gestures of different fireworks. Some are bombs that hiss and explode; others are firecrackers imitated by handclaps; some are Catherine Wheels that spin and so on. Call on each group to perform separately, and then the whole group makes a grand display.

⁹ taken from Vernon, A. (2006). *Consilierea în școală. Dezvoltarea inteligenței emoționale. Clasele V-VIII*. Cluj-Napoca: Editura ASCR

¹⁰ taken from Council of Europe. (2008). *Compassito – a manual on human rights education for children!*. Strasbourg: Council of Europe Publishing.

2. Face to face activity

The teacher asks the students to think about a time when they were really afraid, such as before a semesterly paper, a school competition or a paper for assessing their knowledge. As they give examples, ask them how they felt after the event ended. Emphasize that emotions change, sometimes because of the change of situation, sometimes because of changing our thoughts about the event.

3. Group activity

The teacher divides the students into groups of 4. Each group receives a set of cards with situations (Appendix 1) and a “Thermometer of emotions” for each situation.

Student Requirement: Discuss what emotions you think you would have in the situations presented; who do you think would be the predominant emotion in the situation described? Write down the emotion on the situation sheet and specify the Emotions intensity on a scale from 1 to 10. Then move the thermometer indicator to the appropriate “temperature”.

For each situation, after discussion and analysis, the dominant emotion and its intensity are noted. The 4 students in each group must reach a consensus for both requirements.

Each group sets out the situations, the emotions experienced and the thermometers corresponding to the emotional intensity.

Debriefing and evaluation

- How did you come to a consensus on the predominant emotion and its intensity?
- Why do you think some of these situations led to more intense emotions, and some to less intense emotions?
- Why do you think some of you have had more or less strong emotions in certain situations than other colleagues?
- Imagine that two days have already passed since the events described. Do you think your emotions would change? What do you think would happen if two months or two years passed? Would your emotions change again? Why?

Suggestions for follow-up activities

For the next class ...

Think of a time when feelings for something or someone changed you? Why do you think this happened? Give examples.

Do you think emotions change only because of time, or do you think you can do something to change them? What did you do to change your feelings about something?

Appendix 1

I do not know how to swim, although all my colleagues know.	My best friend asked another colleague to spend the night at his place when he was home alone.
An older colleague threatened me.	I took a low grade at the maths Olympics and my mother is upset.
I was accused of cheating at the biology test.	Class 8th colleagues laughed at my outfit.
I took a 4 (F) at the English semesterly paper.	I did not have time to learn history and the teacher will check our knowledge.
I was called to the headmaster's office.	I was late for the first hour.
I forgot my Chemistry homework at home.	My colleagues are laughing at my weight.
My mother went abroad to work there.	My grandmother died.
I lost my pocket money for a month, money my dad gave me.	My parents argued with me.
My dog is sick.	I did not know how to solve my mathematics homework.
I won the chess competition.	My friend didn't invite me to his birthday party.

Activity 5: *Physiological emotions / reactions / behaviour*¹¹

Overview this activity is designed to support students in identifying the connection between emotions and physiological reactions but also to differentiate between Emotion and behaviour

Objective: to develop pupils' abilities to identify the connection between emotions and physiological reactions but also to differentiate between emotion and behaviour

Materials: the outline of the human body, in natural size, drawn on a large sheet
“Feeling / Acting” worksheets & pencils & a large envelope
strips of paper on which the following words are written that describe emotions: awful, helpless, terrible, grim, full of hatred, confused, scared, angry, hurt, embarrassed, jealous, ashamed, dizzy, guilty, discouraged, frustrated, worried, sad, exalted, happy

Time: 45 minutes

Target group: gymnasium (10/11 to 14/15 years old)
whole class, remigrants and native pupils

Instructions for teachers

Explain to the students that greater control over behaviours manifested by an emotion gives them greater control over their own lives.

Underline the idea that it is important for each student to correctly identify the link between emotions and physiological reactions.

Underline the idea that it is important for each student to differentiate between Emotion and behaviour.

Ask for examples from students about the emotions they experience in the school environment and their physiological reactions.

Ask for examples from the students about the behavioural reactions manifested as a result of the negative emotions experienced in the school environment (fear of low grades, fear of failure, fear of assessment tests, fear of not being ridiculous in oral assessment tests, etc.).

¹¹ taken from Vernon, A. (2006). *Consilierea în școală. Dezvoltarea inteligenței emoționale. Clasele V-VIII*. Cluj-Napoca: Editura ASCR

Tasks and procedure

1. Brainstorming

The teacher asks the students to think about as many words as they can describe emotions. These are written on the board.

The teacher explains that when we live intensely some emotions physiological also appear : when you are sad you can feel something tight in your chest; when you are scared your palms sweat and you feel an empty stomach; when you are angry your face becomes red. Students give other examples and mark the areas around the body that are affected by emotional experience.

The teacher then explains that changing the thinking about a situation can reduce the intensity of emotions and including the physiological manifestation. For example, if you think that a mistake in the math test is not a terrible thing, then the intensity of physiological experiences decreases too.

2. Group activity

Groups of four students are formed. Each group receives an envelope with strips of paper on which the following words are noted: awful, helpless, terrible, grim, hateful, confused, scared, angry, hurt, embarrassed, jealous, ashamed, dizzy, guilty, discouraged, frustrated, worried, sad, exalted, happy.

Each student extracts a word from the envelope. The teacher explains that each extracted word presents an Emotion and that, usually, when we experience an Emotion, we behave in a certain way (for example, when we are angry, we throw things, we say different ugly things to others or we speak alone). Then the teacher asks for two similar examples from the students to check if they understood the difference between Emotion and behaviour.

Each group receives a worksheet entitled "Feeling / I behave". In groups the students will choose at least 10 emotions and record how they behaved when they experienced that emotion. Finally, each group presents examples of emotions and behaviours.

Debriefing and evaluation

- What can you do to prevent the onset of physiological reactions when the emotion is very intense?
- Why do you think physiological reactions are positive / negative?
- What are the most common physiological reactions against emotional manifestations?
- When do the most intense physiological manifestations occur? When are emotions positive or emotions negative?
- What physiological reactions would you like to experience more often?

- What physiological reactions would you like to experience less often?
 - How can you act to decrease the intensity of physiological reactions?
 - Have you identified behaviours for all of your emotions?
 - Do you usually have several types of behaviours for positive or negative emotions?
 - Why do you think it's important to understand the difference between behaviour and emotion?
-

Suggestions for follow-up activities

Note in your personal diary...

The most common physiological reactions I have when ...

I have the most intense physiological reactions when ...

Do you think that just because you have a particular Emotion, you have to behave in a certain way? Can you give an example of a time when you had a certain Emotion and chose to behave differently than you expected?

Are there behaviours that you would like to change and not have when you experience a certain Emotion?

Chapter 3

Proposed activities, with methodological details for Module 2. Self-esteem

Activity 1: *Who is...*¹²

Overview this activity causes students to understand that a person's performance does not turn that person into a better or worse person

Objective: to develop pupils' abilities to understand that performance level in a field does not make us better or worse people

Materials: the story "The game"

Time: 45 minutes

Target group: gymnasium (10/11 to 14/15 years old)
whole class, remigrants and native pupils

Instructions for teachers

Explain to the students that performance in an activity (sports, intellectual, school, extracurricular, etc.) does not turn that person into a better or worse person.

¹² taken from Vernon, A. (2006). *Consilierea în școală. Dezvoltarea inteligenței emoționale. Clasele V-VIII*. Cluj-Napoca: Editura ASCR

Explain to the students that people sometimes win, others lose in competitive situations, which does not turn them into better or worse people.

Encourage students to record in their personal diary situations in which they participated in a competition and won and analyse how they felt; have they become better people?

Encourage students to record in their personal diary situations in which they participated in a competition and did not win and analyse how they felt; have they become less good people?

Encourage students to record in their diary situations in which they will act consciously to change their tendency to put the equal sign between success and good student and failure and bad / poor / less good student.

Encourage students to approach with a colleague / parent / teacher to discuss situations recorded in the diary.

Tasks and procedure

1. Story telling

The teacher tells the following story.

Alice and Marc got together to play a chess game their classmates can attend too. The first moves were routine, after which Alice played to gain advantage. Marc goes on the offensive, moves a piece and captures the bishop of the game partner. Alice moves accordingly and catches a pawn. The game continued very tightly. Those watching the game were increasingly curious about the outcome. Who will win? Alice or Marc? What move will Alice make to take advantage? What about Marc? Marc makes a move that puts Alice in difficulty ... but not for long. Then Marc makes a wrong move and the game ends. Alice wins this chess match.

2. Analysis of the situation

- a. Starting from the performance of the two at chess, can we know whether or not they are good students at school?
 - b. Starting from the performance of the two to chess, can we know whether or not they are students who are accepted by their colleagues?
 - c. Starting from the performance of the two at chess, can we know if they get along well at home with their brothers and sisters?
 - d. Starting from the performance of the two at chess, can we know if they are good chess players or not?
 - e. What do we actually know about these two children?
-

3. Pair activity

Present and discuss a situation where you lost something and a situation where you won something. If you lost did you become a less good or bad person? If you won did you become a better person? Is winning or failure relevant to a competition for analysing a person's way of life?

Debriefing and evaluation

- If we participate in a competition, a competition, can we be evaluated based on the result obtained, as good or bad people?
 - How do we deal with situations in which we participate in various school competitions (competitions, Olympics, etc.) and do not get the best result? Do we claim that we are less good or bad students?
 - How do we deal with situations in which others participate in various school competitions (competitions, Olympics, etc.) and do not get the best result? Do we claim that they are less good or bad students?
 - What conclusion can we draw from this activity?
-

Suggestions for follow-up activities

Make a note in your diary...

1. Situations where you participated in a competition and won. How did you feel? Have you considered that you are a good student / good person?
 2. Situations in which you participated in a competition and did not win. How did you feel? Did you consider yourself a less good student / a less good teacher?
-

Activity 2: *My power...*¹³

Overview this activity causes the students to realize how strong is the confidence that we are able to solve certain situations, in order to carry out various actions

Objective: to develop pupils' abilities to raise awareness of the power of confidence in their own strengths to solve certain tasks

Materials: worksheet "My power..."

Time: 45 minutes

Target group: gymnasium (10/11 to 14/15 years old)
whole class, remigrants and native pupils

Instructions for teachers

Emphasize the idea that we have more power than we think we have to solve certain situations in our daily lives.

Underline the idea that each of us can find resources to solve problems in our daily lives, that each of us has the power to take action to change the way we look at the world and life, to change strategies to approach problems.

Give clarifying examples to illustrate the above idea. Support students in their individual activities. Encourage communication in activities in pairs.

Focus the final discussion on anticipating the mode of action when they will face certain problems, on the awareness of the power we have in solving certain problems, on developing the belief that any problem has a solution.

Tasks and procedure

1. Warm-up activity

How do you think it would be if we had a magic wand to use when we have certain problems, when we have to overcome obstacles, or solve something?

The teacher explains later that each one of us has this magic wand s and it is the feeling of the inner power that we show when we have a problem to solve.

¹³ taken from Vernon, A. (2006). *Consilierea în școală. Dezvoltarea inteligenței emoționale. Clasele V-VIII*. Cluj-Napoca: Editura ASCR

2. Individual activity

Each student solves the tasks in the “My power” worksheet; they are asked to identify several solutions to the following problems:

- a. A classmate urges you to drink alcohol at a party.
- b. A colleague is laughing at the clothes you are wearing.
- c. You found out that your brother / sister didn't want to take you to a party you were invited to.
- d. You have a very difficult subject to do in mathematics and you do not know how to solve it. You have one more night to solve it.
- e. During class break I don't talk to you.
- f. Tomorrow it is the selection for various sports teams (handball, volleyball, soccer, etc.). You don't know what sport to choose in order to be successful.
- g. You have a lot to learn for your native language thesis.

3. Activity in pairs

In pairs, students discuss and analyse the solutions identified.

4. Plenary discussions

- What solutions have you identified to the given problems?
 - How did you come up with these solutions?
 - Are there universal solutions for certain problems?
 - When do you have a problem how do you act to find a solution?
 - Who do you rely on asking for help?
 - Have you ever felt the need to have a magic wand to solve your problems?
 - If we do not have such a wand, how do we proceed to find the best solutions?
-

Debriefing and evaluation

- How will you do when you have a problem to solve?
 - What methods will you apply to resolve the situation?
-

Suggestions for follow-up activities

Discuss with a colleague...

Think about a time when you were worried that you could not solve all the tasks for the next day. Why do you think this happened? How did you act at that time?

Do you think that if you were still in that situation you would act the same? How would you do it? What is different now from that moment?

Activity 3: *Accept or change!*¹⁴

Overview this activity is designed to support students in learning what aspects of the self can change and what aspects of the self cannot change and must be accepted as they are

Objective: to develop pupils' abilities to identify aspects of the self that can be changed and aspects of the self that cannot be changed and must be accepted as such

Materials: worksheet "Accept or change"

Time: 45 minutes

Target group: gymnasium (10/11 to 14/15 years old)
whole class, remigrants and native pupils

Instructions for teachers

Explain to the students that there are aspects of the self that we can change but also aspects of the self that we cannot change and we must accept them as they are.

Underline the idea that it is important for each student to realize the importance of accepting things that cannot be changed (e.g. height). Emphasize the idea that it is important for each student to be aware of the importance of the intervention on things that can be changed (e.g. attitude towards classmates), in order to increase the quality of social relations in the class of students, as well as the quality of social life in general.

Ask for examples from students about the situations in which they have acted to change certain aspects of their lives.

Encourage them to describe how they felt during this process.

Ask for examples from students about situations in which they have learned that they cannot intervene to change something. How did they feel? What did they do?

Underline the idea that sometimes if we change our behaviour, we can improve the relationships with those around us but also the quality of our lives (e.g. if we smile at our colleagues and greet them, we can improve our relationships with them).

Underline the idea that there are things we cannot change and that accepting them as they are leads to harmony with ourselves and implicitly with those around us.

¹⁴ taken from Vernon, A. (2006). *Consilierea în școală. Dezvoltarea inteligenței emoționale. Clasele V-VIII*. Cluj-Napoca: Editura ASCR

Tasks and procedure

1. Individual activity

Each student receives the “Accept or change” worksheet (Appendix 1).

2. Plenary discussion

- In what situations can you take action to bring about change?
- In what situations can you not act to bring about change?
- What are the most common situations?
- Which situations do you have no control over? Why? Which situations do you have a high level of control over? Why? In what situations is the control you have low, but it is still present?
- How can you act to change your attitude towards colleagues, your relationship with your teachers, your relationship with your parents, your relationship with your friends?
- What can we do about situations we cannot change?
- Did you ever say that you cannot change a situation, when, in fact, you could change something?
- How could you act next time when you think you can't change a situation?

3. Pair activity

Give examples of situations in which they have acted to change certain aspects of your life. How did you feel? What did you do?

Give examples of situations in which you learned that you cannot intervene to change something. How did you feel? What did you do?

Debriefing and evaluation

It presents a situation where you could change something but you didn't because you weren't sure you could do it. How did you feel? How do you feel now when you are aware that you could make a change? Describe the steps you will take to bring about change.

Suggestions for follow-up activities

Make a note in your diary ...

I can change myself ... and I feel ...

I can't change myself ... and I feel ...

Are there any issues you would like to change in yourself or in relationships with others and do not know how to proceed? Talk to a teacher about these things.

Appendix 1

Read each word and think about how much you can change the given situation. Note, on a scale from 1 to 5, where 1 is *I can't change at all* and 5 is *I can change completely*, how much do you think you can change the given situation.

Nose	1	2	3	4	5
------	---	---	---	---	---

Height	1	2	3	4	5
--------	---	---	---	---	---

Weight	1	2	3	4	5
--------	---	---	---	---	---

Skin colour	1	2	3	4	5
-------------	---	---	---	---	---

Mark from school	1	2	3	4	5
------------------	---	---	---	---	---

Attitude towards colleagues	1	2	3	4	5
-----------------------------	---	---	---	---	---

Relations with teachers	1	2	3	4	5
-------------------------	---	---	---	---	---

Relationship with parents	1	2	3	4	5
---------------------------	---	---	---	---	---

Hair colour	1	2	3	4	5
-------------	---	---	---	---	---

The clothes	1	2	3	4	5
-------------	---	---	---	---	---

Age	1	2	3	4	5
-----	---	---	---	---	---

Relationship with friends	1	2	3	4	5
---------------------------	---	---	---	---	---

Activity 4: *Who matters?*¹⁵

Overview this activity is designed to support students in understanding the importance of self-acceptance, despite the risk of being disapproved by others

Objective: to develop pupils' abilities to understand the importance of self-acceptance

Materials: paper & pencil

Time: 45 minutes

Target group: gymnasium (10/11 to 14/15 years old)
whole class, remigrants and native pupils

Instructions for teachers

Underline the idea that they are at the age when social pressure is very high. Often children act in a certain way, not because they would like to do so, but because of the desire to be accepted by colleagues / friends, being aware that the way to behave is one that goes against the moral or the values they adhere to.

Underline the idea that it is more important to accept yourself as you are as a value constellation, despite the risk of being rejected / disapproved by others around you. Give clarifying examples to illustrate previous ideas.

Support students in carrying out individual activities / in pairs / in groups.

Focus your conclusions on the importance of self-acceptance, with your own value universe, in accordance with social norms and rules, despite the risk of being disapproved by some of your colleagues or friends.

Tasks and procedure

1. Individual activity

Write down a situation in which you did something that you were proud of, which was very well done, but which your colleagues/friends laughed at, criticized you.

¹⁵ taken from Vernon, A. (2006). *Consilierea în școală. Dezvoltarea inteligenței emoționale. Clasele V-VIII*. Cluj-Napoca: Editura ASCR

2. Pair activity

Present the recorded situations. Why do you think this has happened?

3. Group activity

In groups of four, students read and analyse the following situations. Then complete the scenarios ...

- a. Sorina is a very hard-working student, who learns well and takes very good marks without making very big efforts; even if he raises his hand all the time, even if he finishes first what he has to do or helps the other children...
- b. Toni is a very good actor, but most of his friends are in school sports teams. He finds himself no longer participating in the preselection for the school play because...
- c. Diana knows the difference between good and bad, but she wants to integrate into the most popular band in the class. When friends encourage her to behave badly with a teacher, she does, because...
- d. Mihai knows that cheating is a bad thing, but when a colleague asks him to come up with his answer sheet as the evaluation test from history, he gives them because...

4. Plenary discussions

- How did you complete the scenarios? Why?
- Have you encountered similar situations? How did you act? What did you feel?
- How do we feel when we do something that we know is wrong?
- How do we feel when we do something that does not correspond to our way of being, thinking, not relating to the world and life?
- Do you think it is better to act according to the tea you know is good or to get the approval of others?
- Do you think it's better to risk being disapproved of by others and to have a good opinion about yourself and your decisions or to do what your friends want?

Debriefing and evaluation

- Give examples of situations in which you have acted to be in harmony with your way of being, with your personal values, with your own conception of the world and life. How did you feel?
- Give examples of situations in which you have acted to please others. How did you feel?
- What we choose?

Suggestions for follow-up activities

For the next hour ...

Think of a situation where you acted to be in harmony with your way of being, with your personal values, with your own conception of the world and life. How did the others react? What did you feel? How would you act if you were in the same situation again?

Think of a situation where you acted to be accepted by others, to the liking of your colleagues. How did the others react? What did you feel? How would you act if you were in the same situation again?

Activity 5: *Who owns control*¹⁶

Overview this activity is designed to assist students in identifying and recognizing the degree of personal control over events

Objective: to develop pupils' abilities to identify the degree of personal control over life events

Materials: worksheet "Who has control" & paper & pencil

Time: 45 minutes

Target group: gymnasium (10/11 to 14/15 years old)
whole class, remigrants and native pupils

Instructions for teachers

Explain to the students that they have much greater personal control over the events than they realize.

Explain to students that it is important to take responsibility for the events in their life, which will result in increased power and personal control.

Encourage students to record in their diary situations in which they have assumed responsibility for how they acted.

Encourage students to record in their diary situations in which they have not assumed responsibility for how they acted. Encourage students to approach you to discuss the situations recorded in the diary.

Tasks and procedure

1. Individual activity

Answer YES or NO to the following question: Do you think you have control over the events in your life? Write down the answer!

2. Individual activity

Students receive the worksheet (Appendix 1) and individually solve the requirements.

¹⁶ taken from Vernon, A. (2006). *Consilierea în școală. Dezvoltarea inteligenței emoționale. Clasele V-VIII*. Cluj-Napoca: Editura ASCR

3. Pair activity

Give examples of 2 situations in which you think you had a high degree of personal control. How did you feel?

Give examples of 2 situations in which you feel that you did not have a high degree of personal control. How did you feel?

Debriefing and evaluation

- What is the degree of personal control we have over the events in our lives?
 - If we consider that we do not have too much control over the events in our life, what can we do about it?
 - Which do you think is the optimal degree of personal control?
-

Suggestions for follow-up activities

Write in your diary ...

1. Situations in which the degree of personal control was high ... How did you proceed?
 2. Situations in the degree of personal control was a low one ... How did you proceed?
What would you do if you were in the same situation again?
-

Appendix 1

Read each of the following situations and decide who was at fault for each of the following situations: you or others.

You took a very low score in an evaluation test at the end of the school year.

You did not collaborate with colleagues to carry out the project for the biology class.

You didn't have the money to buy a gift with your classmates because you spent something else.

Your group did not learn the roles for the play.

You were persuaded to enter a neighbour's yard illegally.

You laughed at the colleague who did not know the correct answers when evaluated.

You missed meeting with classmates because your friends in the neighbourhood convinced you that it is more important to go with them to the movie, even if you had plans with classmates.

Have you identified any situation where it was only your fault for doing so? Explain!

Have you identified any situation where it was only the fault of others because you acted in this way? Explain!

Chapter 4

Proposed activities, with methodological details for Module 3. Stereotypes

Activity 1: *The rhythm and I*

Overview the activity aims to help the secondary school students to control and express their feelings by touching different musical rhythms, as complex as possible

Objective: to increase awareness on the fact that feelings can also be expressed through musical means-rhythm, not just by words or reactions

Materials: different percussion instruments

Time: 45 minutes

Target group: gymnasium (10/11 to 14/15 years old)
whole class, remigrants and native pupils

Instructions for teachers

Depending on the number of students in the class, 3-4 groups will be created. The teacher will make the percussion instruments available to the whole class. Each group will be able to use one or as many tools as it deems necessary.

The teacher will be an example for the class. He will perform with the help of body percussion (clapping, walking, kicking ...) or percussion instruments that he has at

hand, to express the life he has at that moment. Depending on the rhythm heard, the class must express the state that the teacher was able to convey. The one who guesses first will be the one who touches the next rhythm. It will be like this, for one, two students, until everyone understands what to do.

Tasks and procedure

At the group level, each student will beat the rhythm, which expresses the most faithful experience of the moment. The group colleagues will have the task to guess the state that the student who has beat the rhythm has managed to convey. Then at the group level they will establish a common experience and achieve a single rhythm, which they have the task of performing together in front of the whole class, and this will express their state.

At the end they will watch other films and musical compositions (instrumental) at which they will follow the rhythm and also discuss the state that they have transmitted. The musical fragments must be chosen to be as diverse as possible, in order to experience as wide a range of experiences and feelings as possible. The debate is made after each musical fragment.

Debriefing and evaluation

At the end of the activity each group will have a rhythm, expressing the experiences of the members of the group at that time.

Suggestions for follow-up activities

When they have a state of joy or agitation, excessive nerves, instead of slipping and exaggerated exits, focus on a rhythmic exercise and create one as complex and more in tune with his experience. The student can come in front of the class whenever he or she has an intense experience, has created a special rhythm and wants to share it at the class level.

Activity 2: *Read and predict*

Overview the activity aims to develop creativity, help students get out of pattern, formulate their own ideas, find an original solution to get out of different situations

Objective: to increase awareness on diversity of opinion as part of everyday life and acceptance and use of different opinions lead to progress

Materials: worksheet
notebook & writing tools

Time: 45 minutes

Target group: gymnasium (10/11 to 14/15 years old)
whole class, remigrants and native pupils

Instructions for teachers

The teacher prepares the story that he will read to the pupils (Appendix 1).

Tasks and procedure

Students read the text, only until the next STOP! After each snippet, for 3 minutes, students write a prediction, with what they think will happen. After their own ideas have been exposed, through mutual reading in a group of 3-4, some texts are read, for the whole class.

Read the following paragraph and confront, the prediction with what is read.

Debriefing and evaluation

The group discussion at the end of the story is focused on becoming aware of our projection for the future and that they are not always accurate or based on reality.

Suggestions for follow-up activities

In a future activity, students are suggested to make a drawing in which to present a moment of the parable, which I present to colleagues in the group of 4-5 pupils.

Appendix 1

A GOOD TIME TO THANK ALL THOSE WHO ARE NEARBY!!!

A mouse looked from its crack in the wall and saw the peasant and his wife opening a package.

“What food did you bring?” the mouse wondered ... He quickly realized it was a trap.

The mouse carefully slipped into the yard and gave the alarm:

“It's a trap in the house, it's a trap in the house!”

STOP!

The chicken cooped up and took off, then raised her head and said: “Mr. Mouse, I see that this is affecting you, but for me it has no relevance. I can't allow this to affect me.”

The mouse then turned to the pig and said: “It's a trap in the house, it's a trap in the house!”

The pig was sorry for him, but he answered: “I'm very, very sorry, Mr. Mouse, but all I can do is pray. I assure you that you will be found in my prayers”.

The mouse then went to the cow and said: “It's a trap in the house, it's a trap in the house!”

The cow told him:

STOP!

“Oh my! Mr. Mouse, I'm very sorry for you, but it's really not an emergency for me”.

And so, the mouse returned to the house, with his head bowed and as small as possible, to face alone the trap set by the peasant.

That very night in the house there was a noise ... Like the noise of a trap where a mouse was caught.

STOP!

The peasant's wife hurried to see what had been caught. In the darkness, she did not realize that a poisonous snake had caught its tail in the trap.

The snake bit the peasant's wife. The peasant took her to the hospital as quickly as possible and when she brought her home, she still had a fever.

Everyone knows that the best treatment for fever is fresh chicken soup, so the peasant took a knife and went to the poultry yard to get the main ingredient for soup...

STOP!

But his wife didn't recover, so her friends and neighbours came to take care of her and stayed with her all day. To give them food, the peasant had to cut the pig.

The peasant's wife did not recover, and soon died.

At the funeral a lot of people came, and the peasant had to cut the cow to feed everyone.

The mouse was watching from his crack in the wall, filled with sadness.

So, the next time you hear that someone is having a problem and you feel like this doesn't concern you, remember: When one of us is threatened, we are all at risk...

We are all involved in this journey called life. We need to take care of each other and make an extra effort to encourage each other.

Remember...

Each of us is a vital thread in the background of the other person!

Our lives are interfering, and this is not random.

Activity 3: *We are similar, yet different*

Overview this activity is focused on achieving self-knowledge and others and experiencing positive affective states, by belonging to the group

Objective: to increase pupils' awareness on the differences and similarities with others while cultivating availability and tolerance

Materials: tokens
writing instruments
posters

Time: 45 minutes

Target group: gymnasium (10/11 to 14/15 years old)
whole class, remigrants and native pupils

Instructions for teachers

The teacher announces the activity and the proposed objectives.

He/she also participates in the activity, distributing tokens on posters, to be an example and at the same time to achieve his /her integration in the group.

Tasks and procedure

The children receive tokens they will write their name on and then place them in as many positions on the pre-prepared poster (Appendix 1).

Debriefing and evaluation

Those who find themselves on a poster, form a discussion group and for 10 minutes discuss the experiences they had, the advantages of the respective situations, the problems arising, then the alternatives for solving the problems.

After 10 minutes the group changes. Other groups are initiated, until the time expires. By individual analysis and then frontal activity, the first two groups, the most numerous, with a common feature, and two groups, the least numerous, are highlighted on the posters.

They find an explanation for these features.

Suggestions for follow-up activities

The pupils can create, at home, a poster of themselves, based on the things that they expressed about themselves in this activity.

Appendix 1

	prefers the colour red
	is left-handed
	has green eyes
	has blue eyes
	travelled abroad
	slept in the tent
	has blonde hair
	likes pizza
	has at least one collection
	is born in summer
	is born in spring
	is born in autumn
	is born in winter
	plays a musical instrument
	plays a sport

Activity 4: *How my colleagues see me?*

Overview this exercise aims for a better knowledge by confronting the personal opinion with the opinions issued by the colleagues, achieving an open, secure atmosphere, conducive to authentic communication

Objective: to optimize pupils' self-image by comparing the self-image and social image

Materials: sheets of paper & needles with twine & writing tools

Time: 45 minutes

Target group: gymnasium (10/11 to 14/15 years old)
whole class, remigrants and native pupils

Instructions for teachers

The teacher will participate in the execution with the same rights and duties as the students.

Use the title Recommendations in no way Negative Features. Coming as a recommendation, colleagues will be perceived as helping, while called Negative Traits, will be perceived as critical.

Tasks and procedure

The students help each other to catch on their backs, two cards: one for Positive Features and one for Recommendations.

The students walk through the free space of the classroom and write on the notes of their colleagues, whom I know well enough, a Positive Character and a Recommendation.

Debriefing and evaluation

After this exercise, each student will reflect on how they are perceived by their peers. Identify those traits that he attributes to himself and those traits he would not consider to have.

Suggestions for follow-up activities

In a future exercise, each student will set a goal for personal development, based on the recommendations offered by colleagues.

Activity 5: *The double*

Overview this exercise is a good opportunity for every child to exercise their ability to express spontaneously, in a short time, personal experiences, present states, future plans, achievements etc.

Objective: to develop pupils' ability to respect the rules and attention to the rules

Materials: -

Time: 45 minutes

Target group: gymnasium (10/11 to 14/15 years old)
whole class, remigrants and native pupils

Instructions for teachers

The teacher will participate in the execution with the same rights and duties as the students.

Tasks and procedure

Stage 1. Groups of four 4 are made. Establish, in each group of 4, who keeps track of time and in what order one succeeds at exposure. For 2 minutes, each student talks about it and communicates what he / she feels: personal experiences, moment states, future plans, achievements etc.

Stage 2. After 8 minutes, a volunteer will come in front of the class and will be the protagonist.

Classmates ask him questions about what they want to know. He does not answer, but the colleagues in the small group he was part of. In turn, they sit behind the protagonist and answer questions.

Stage 3. The protagonist comments only to the answers with which he does not agree.

Debriefing and evaluation

After this exercise, each student will reflect on how they are perceived by their peers.

Suggestions for follow-up activities

The exercise can also be taken in another form: each one to talk about it as if it were a geometric form, a relief form, a character from a novel, a ruler, a chemical substance, a phenomenon of nature.

Chapter 5

Proposed activities, with methodological details for Module 4. Self-knowledge

Activity 1: *Flower of identity*¹⁷

Overview this activity helps pupils grasp the complexity and variability of the concept of identity

Objective: to stimulate pupils to reflect on what defines one's identity and look for commonalities and differences among others pupil's aspects of identity

Materials: enough sheet of papers
coloured pencils for all pupils

Time: 45 minutes

Target group: gymnasium (10/11 to 14/15 years old)
whole class, remigrants and native pupils

Instructions for teachers

Cut sheets of paper in the form of petals, one petal for each group.

¹⁷ adapted from <https://pjp-eu.coe.int/documents/1017981/10762748/PREMS+042218+T-kit4+WEB.pdf/37396481-d543-88c6-dccc-d81719537b32>

Tasks and procedure

1. Explain to pupils that you will ask them to think of some of the elements that define their identity.
2. Split pupils into subgroups of 4-6 people and hand each participant sheets of paper and pens, and the group one big petal.
3. Ask each pupil individually to draw on a sheet a flower with petals. In each petal, ask them to write elements that define them. Leave it up to pupils to define what “elements” are: pupils might put social roles (sister, father, friend), values, activities etc.
4. Once pupils have drawn their flowers of identity, ask them to share them among their group and define a common element for the group. Let them write it on the big group petal. The common element does not have to be taken from the individual flowers; it could be a new element created by the group together.
5. Bring all the groups together to present their big petals.

Debriefing and evaluation

- How did pupils proceed to choose the elements of their individual flower? How easy/difficult was it?
- In the subgroups, what was the process for identifying the common petal? What did pupils appreciate in other flowers? What did they learn about others? And about themselves?
- Who defined one’s identity? What is the role of the other people in this process?
- What can be said about identity from this activity? Is identity a fixed concept?
- In reality, are the different elements of identity separated (on different petals) or interlinked? If they are interlinked, how do they influence each other?

Suggestions for follow-up activities

Further activities on the topic, such as “From exclusion to integration”

Activity 2: *Who are I?*¹⁸

Overview this activity involves buzz groups, brainstorming, drawing and group discussion to explore issues of identity and self- knowledge

Objective: to increase understanding of the concept of identity and widen self-knowledge

Materials: enough paper for one sheet per pupil
coloured pens & markers
device with speakers, to play music in the background (optional)

Time: 45 minutes

Target group: gymnasium (10/11 to 14/15 years old)
whole class, remigrants and native pupils

Instructions for teachers

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.

Tasks and procedure

1. At the very start of the workshop, explain that pupils 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 pupils to consider the eight to ten most

¹⁸ 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.

important aspects of their identity and to draw their personal star. Ask pupils 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.

2. Tell participants 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).

3. Now come back into plenary and continue to debriefing.

Debriefing and evaluation

- What did people learn about themselves? Was it hard to decide which ten most significant aspects of their identity were?
 - Were people surprised at the results of comparing stars? Did they have more or less in common than they expected?
 - 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?
 - 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.
 - 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?
-

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: *Self-knowledge dixit cards*

Overview this activity helps pupils contemplate the aspects of their identity in a social context

Objective: to widen pupils' self-knowledge and deepen their self-understanding

Materials: Dixit cards

Time: 45 minutes

Target group: gymnasium (10/11 to 14/15 years old)
whole class, remigrants and native pupils

Instructions for teachers

Lay out Dixit cards (for instance, those in Appendix 1, or search online for others if necessary) on the ground in the middle of the circle.

At step 3, you can tell pupils that the ones that are ready can just start talking, so as to give them enough time to think and contemplate about the cards and their representation.

Tasks and procedure

1. Ask pupils to sit in a circle and put dixit cards on the ground in the middle of the circle.
 2. Ask pupils to carefully look at the cards and choose two cards: one that represents how they look on the outside, what impression do they give to others and how other people see them, and a second one that represents what they look like on the inside. Allow enough time until everyone has found their cards.
 3. Ask pupils to come back to plenary and instruct pupils to share their two cards and explain how they represent them and why they chose them.
-

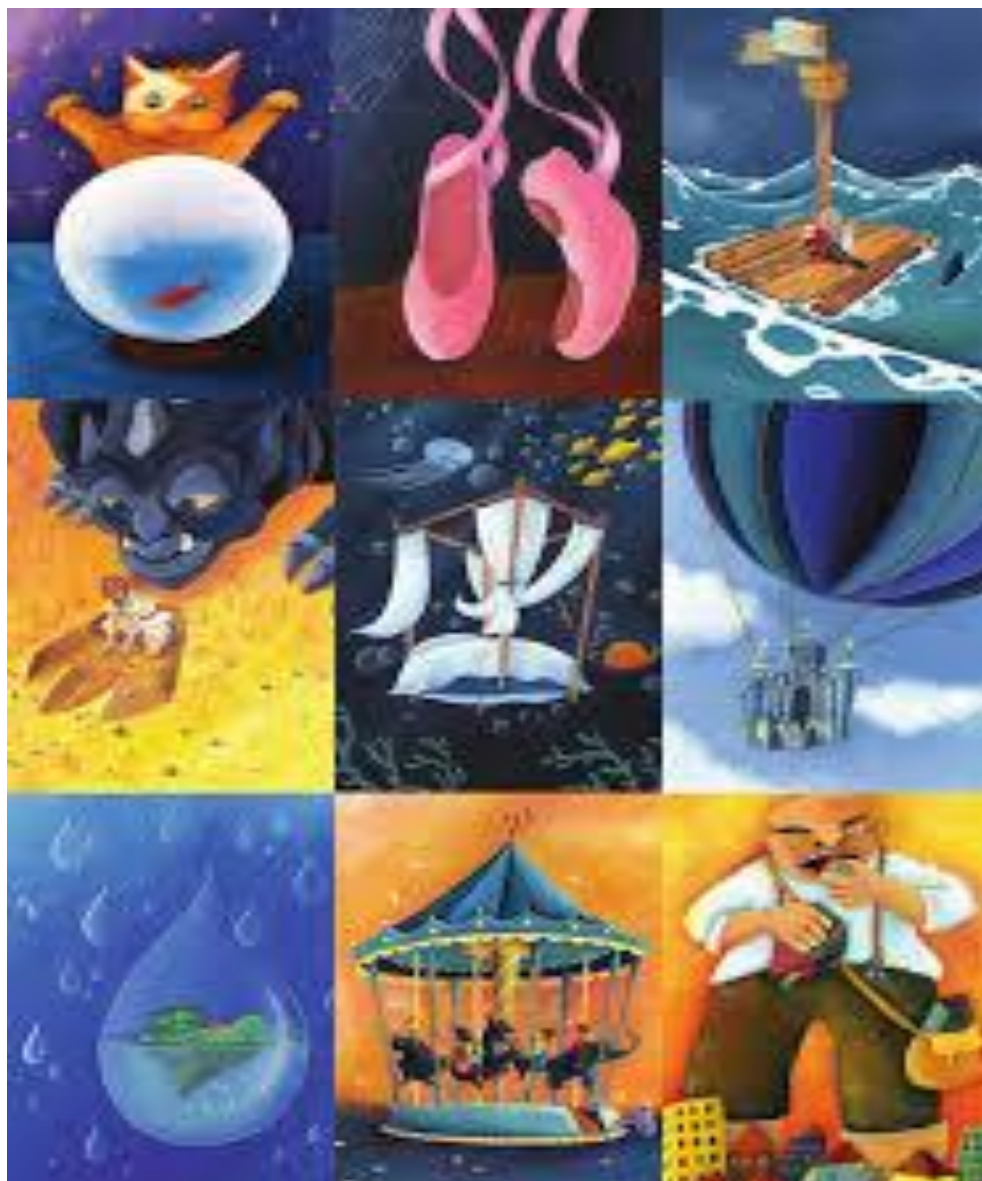
Debriefing and evaluation

- How was the activity?
 - How did/do you feel?
 - How was it to think about the two aspects, how you are being perceived by others and by yourself? Why?
 - What have you learned about yourself?
 - What have you learned about the others?
-

Suggestions for follow-up activities

This activity could be done after the activity “Who Are I?”

Appendix 1





Activity 4: *Me, myself and we*¹⁹

Overview this activity touches the topic of identity and encourages pupils for gaining a deeper self-knowledge

Objective: to increase pupils' awareness of one's own identity, what is important for us, and how we share it with others

Materials: 3 previously printed photos by each participant

Time: 45 minutes

Target group: gymnasium (10/11 to 14/15 years old)
whole class, remigrants and native pupils

Instructions for teachers

This activity requires previous preparation. Before the day of the activity, you should tell pupils to think about who they are, what is their place in society and something that represents their cultural belonging. Tell pupils to take three photos that will represent each aspect:

- one self-portrait saying something about who they are;
- one image of a place relevant to their identity and participation in society;
- one symbol or object representing their cultural belonging.

If you want to make it more fun, you can tell pupils to organize their photos in a way that they will want them to be put out at an exhibition, and organize the activity as such.

Tasks and procedure

1. Ask each pupil to share their three photos, tell what they represent to them and why they chose to capture those images.
 2. After each pupil has shared their photos, continue to debriefing and evaluation.
-

¹⁹ adapted from <https://pjp-eu.coe.int/documents/1017981/10762748/Act13.pdf/77a3a010-8eee-01b7-c0bd-4e6e4806d7ad>

Debriefing and evaluation

- How did you feel during the activity?
 - How did you proceed to find the three pictures?
 - What did you find out about yourself?
 - What did you learn about others when looking at their pictures?
 - What does this activity have to do with intercultural learning and cultural affiliations?
 - What different aspects did people include in their identity and cultural affiliations?
-

Suggestions for follow-up activities

This activity could be followed by “Where do you stand?” in order to reflect on various perspectives on social issues experienced by participants.

Activity 5: *World of images?*²⁰

Overview this activity improved pupils' understanding of how they might perceive other people and how they might be perceived themselves

Objective: to raise pupils' awareness on how easily people make assumptions on the basis of physical appearance

Materials: sticky notes, 8-10 photographs of people

Time: 45 minutes

Target group: gymnasium (10/11 to 14/15 years old)
whole class, remigrants and native pupils

Instructions for teachers

Print 8 – 10 photographs of different persons. The photographs should be chosen randomly; they can be photos of friends and family, public figures, etc.). Choose pictures of people from different countries, regions and backgrounds. Place the photographs in different parts / corners of the classroom (on the floor, on a soft board, flipchart stands or the wall...), and around each photograph, place a few blocks of sticky notes and pens.

Tasks and procedure

1. Instruct the group to look at the photos of different people and write one or two words describing the persons in each photo.
2. The group should work silently placing brief descriptions to the photos.
3. The participants can counter the descriptions of others by placing other descriptions beside them. Thus, a silent discussion will take place among participants for each photograph.
4. Once the group has written descriptions for all the photographs, present the people in the photographs, thereby confronting the group with the descriptions it had made and also the assumptions they used to describe what they saw on the photographs.

²⁰ adapted from www.icye.org/wp-content/uploads/2017/06/NFE-Handbook-May-2017.pdf

Debriefing and evaluation

- What did you learn?
 - On what do we base our initial impressions of people?
 - What are the first things we notice about a person from their photograph?
 - How can we translate this to a real-life context when we don't know people enough?
 - How our assumptions influence our further behaviour towards these people?
 - Have you even been perceived in a wrong way? How did you feel?
 - What should we be more cautious of when making assumptions and interacting with people?
-

Suggestions for follow-up activities

This activity could be followed by “Every Picture Tells a Story”.

Chapter 6

Proposed activities, with methodological details for Module 5. Group cohesion

Activities 1-5: *Collective narrative/illustration*

Overview this activity has the focus in social cohesion, in order to make students understand that we are persons with similarities although some of us come from different cultures

Objective: to develop pupils' communication, creative and writing skills by exchanging experiences/information about oneself and others

Materials: one sheet of lined paper & one A3 cardboard paper per group
used magazines, supermarkets and other stores catalogues
pencils & rubbers & scissors & glue & coloured pens and markers
adhesive transparent tape at least 1,5cm width & dictionaries

Time: 5 x 45 minutes

Target group: gymnasium (10/11 to 14/15 years old)
whole class, remigrants and native pupils

Instructions for teachers

The teacher will need to show two images: a computer mouse and a real mouse that will be useful as a starting point for the students (Appendix 1).

The teacher starts the lesson by explaining:

- the class will be divided in groups of three pupils;
- bearing in mind the two images, they will have to write a narrative and illustrate it;
- pupils can use different languages in their narrative based on the different cultures of the remigrant pupils;
- pupils will have to present their final works to the class orally;

The groups will have to create an “artistic/collective book” (the compilation of the whole narratives and illustrations).

Tasks and procedure

The teacher projects two pictures of a computer mouse and a real mouse to the class and gives a sheet with the necessary guidelines. The students are informed that they will work in groups of 3. They have to write a narrative bearing in mind the two mice.

Stages (steps or instructions):

1. In order form the groups, the teacher writes the names of the whole pupils in the class in small pieces of paper and then puts them in a small box and picks up one name at a time. The pupils will be randomly assigned per group. This way, no one would feel rejected;

2. Give each group the guideline sheet, the support sheet and an identification sheet. Then, tell pupils to fill in the identification sheet: they will have to create a name for their group, choose the spokesperson, a pupil responsible for writing the narrative and another one for the graphic sector;

3. Tell pupils that when they finish the narrative and the illustration, they have to decide who is going to be the narrator, the computer mouse and the real mouse;

4. Tell pupils to start writing their narratives by hand;

5. Tell pupils, in order to correct their errors/mistakes, they can use dictionaries, their teachers’ help and ask other pupils from other groups to help them;

6. Remind pupils that they can use different languages in their narratives;

7. Tell pupils to start creating and illustrating their narratives. Remind them that they can use mixed techniques (drawing, painting, gluing – see Appendix 2)) and different types of materials;

8. When faster students have finished their tasks, they can help some weaker students. It is important to make the students aware that this task is about collaboration and working together;

9. Monitor and give help where needed;

10. Tell each group to present their work to the class orally;

11. Tell each group to join together and to start creating the “collective book” (the compilation of the whole narratives and illustrations).

Debriefing and evaluation

- Did you like this activity?
- Was it difficult to work in groups and exchange ideas with your classmates?
- How did you feel about the diversity in the group?
- Was it easy to present the narratives orally to the class?

Suggestions for follow-up activities

- Presenting their illustrated narratives to other classes.
- Preparing a school exhibition.
- Creating an individual illustration at home with the help of their parents about each one's culture heritage and presenting it to the class or building a collective book.

Appendix 1. Mouse vs. mouse



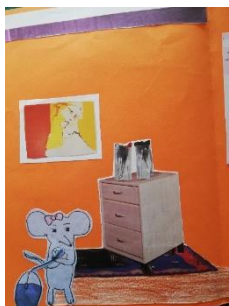
Appendix 2. Support Sheet

Mixed Techniques: Mixed technique is the use of various techniques or materials to create an artwork. When combining more than one technique in a single work, we say that this work was done using the mixed technique.



collage, drawing and painting

Gluing Technique: In the gluing technique, the most used material is paper, however, all types of materials can be applied. When working with glues, a stiffer support should be used than the materials to be glued.



Chapter 7

Proposed activities, with methodological details for Module 6. Career development

Activity 1: *Interview a professional*

Overview this activity represents a powerful way to promote pupils' understanding of different professional profiles and to offer evidence of contro-stereotypical role models

Objective: to develop pupils' knowledge of the world of work and careers while fighting career stereotypes

Materials: the ID form for the students to fill in

Time: 45 minutes

Target group: gymnasium (10/11 to 14/15 years old)
whole class, remigrants and native pupils

Instructions for teachers

The activity requires the presence (live or recorded) of a professional who is willing to share her/his story. This might happen during a specific activity at school (e.g. inviting a parent or a professional at school) or during a school trip. The structure of the activity can be also used in the form of a group work to be done at home.

It is recommended that the teacher liaises with the professional prior to the interview and shares the structure of the interview.

Regardless of the setting of the interview, teachers are invited to be particularly cautious not to strengthen career stereotypes and are recommended to plan the calendar of interviews at the beginning of the school year as this might help plan interviews that cover several types of work.

During the session, students will be provided with an ID form which they will be invited to fill in. The teacher is invited to allocate specific responsibilities to different children according to the section suggested in the ID form.

The teacher should coordinate the interviewers in the interview process.

It is recommended to save 5 minutes at the end of the activity for thanking the professional and asking children to summarize what heard during the interview.

Tasks and procedure

Prepare the setting and allocate a visible place to the professional.

Give the students the ID form (Appendix 1) and instruct the pupils about the different roles some of them will have:

- 2 pupils can be the official interviewers and can chair the session.
- 1 pupil can be the tools expert (“which are the main tools?”)
- 1 pupil can be the curiosity expert (“curiosity”)
- 1 pupil can be the context expert (“where can she/he work? who are her/his colleagues?”)
- 1 pupil can be the “important ingredients” expert (“what skills does she/he need? What things should she/he like to be able to do this job?”). The pupil responsible for this section can be invited by the teacher to ask specific questions regarding intercultural skills.
- 1 pupil can be the future expert (“the future of this career” – in the section together with “curiosity”).

The teacher invites the responsible students to ask questions to the professional and invites all the students to take notes to fill in the ID form. The 2 official interviewers are invited to coordinate the session together with the teacher.

Debriefing and evaluation

In the last five minutes of the activity, children are invited to summarize the professional profile met (activity led by the teacher who will ask pupils to share what written in the different sections of the ID form).

Few minutes should be given to the pupils to reflect on aspects of interest discovered during the activity. Pupils are invited to fill in a dedicated session on the ID form.

Suggestions for follow-up activities

This activity can be repeated with different professional profiles throughout the school year and each pupil can create a personal encyclopaedia of professional profiles.

The information collected during the interview can also be used to create a class encyclopaedia/diary (e.g. posters or in a digital format). Professional profiles can be grouped according to different sectors or types of work. This activity can be done after Activity 4. Discover types of work.

It is recommended to plan in advance the type of professional profiles which the pupils will meet in order not to offer a biased range of experiences (e.g. only science professions).

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

Activity 2: *Guess who!*

Overview this activity represents a gamified way to present careers to students. This enriches their understanding of the world of work and highlights the importance of intercultural skills

Objective: to develop pupils' knowledge of the world of work while highlighting the value and importance of intercultural skills

Materials: supporting material for teachers, possibly a projector and a computer

Time: 45 minutes

Target group: gymnasium (10/11 to 14/15 years old)
whole class, remigrants and native pupils

Instructions for teachers

The teacher is invited to print out or to have access to the supporting material (printed or on a computer).

Children can work individually or in groups. It is recommended to have small groups. The teacher should read out loud the features of the professional profile to be guessed and the first who gives the correct answer receives a point. The use of a PowerPoint presentation projected might help students see the list of features presented. If the projector is not available, children 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 children to ask questions to which the teacher can only answer yes or no.

This version of the game could be done after Activity number 1. Interview a professional. In this case, pupils would be familiar with the description of a professional profile and would be better at asking specific questions.

If considered a valuable plus for the activity, the teacher can add more intercultural competences in the list of features.

At the end of the game, the teacher can ask pupils to review the professional profiles they have seen in the game and to list the features they remember.

Tasks and procedure

Prepare the setting and, in case of playing in groups, divide children into small groups.

Decide together how many points are needed to win (decide it according to the number of groups or of pupils in the class, if played individually).

Explain the rules of the game to the pupils and start reading the list of features as in the supporting material.

Debriefing and evaluation

Once the game is over, ask the children to review the professional profiles and ask children to list the features of each of the profile mentioned in the game.


If there is still time, ask pupils to describe the type of work the different professionals come from.

Suggestions for follow-up activities

This activity can be repeated with different professional profiles. Once pupils get to know the game, they can be invited to lead it and to create the professional profiles with their features for the guessing part.


The information collected during the game can also be used to create a class encyclopaedia/diary (e.g. posters or in a digital format). Professional profiles can be grouped according to different sectors or types of work. This activity can be done after Activity 4. Discover types of work or can be matched with Activity 1. Interview a professional.

Appendix 1

 GUESS WHO!


- Being physically active or on your feet
- Using a computer
- Explaining ideas and information to people
- Organising or supervising people
- Speaking in front of groups of people
- Dealing with people from different cultures
- Working with babies, children or teenagers
- Teaching or training

TEACHER

 GUESS WHO!


- Solving problems
- Being interested in physics
- Working with technical drawings and diagrams
- Working with electricity or electronics
- Using maths to solve technical or scientific problems
- Being creative
- Understanding the uses of computers

COMPUTER ENGINEER

 GUESS WHO!


- Being physically active or on your feet
- Organising or supervising people
- Being creative
- Being accurate with numbers
- Working under pressure
- Working with different cultural tradition
- Working in a noisy place
- Working evenings or weekends
- Working with food

CHEF

 GUESS WHO!


- Being accurate with numbers
- Being accurate and paying attention to detail
- Providing a service to members of the public
- Using your hands in a skilful way
- Being aware of different styles and different cultures
- Understanding how colours and shapes are used
- Working with technical drawings and diagrams
- Working with clothes or textiles

DRESSMAKER

 GUESS WHO!


- Providing information
- Understanding the use of computers
- Presenting ideas and information in writing
- Using a foreign language
- Dealing with people who might have different background
- Providing a service to members of the public
- Organising and storing information
- Working with books and magazines

LIBRARIAN

 GUESS WHO!

- Teamwork
- Organising or supervising people
- Being physically active or on your feet
- Working under pressure
- Making decisions that affect other people
- Facing dangerous situations
- Being interested in aircraft or air transport
- Being part of the Army

ARMED FORCED PILOT

 GUESS WHO!

- Using maths to solve technical or scientific problems
- Making decisions that affect other people
- Deciding on the best way to use resources, e.g. people, money or equipment
- Being interested in the science and uses of materials
- Protecting or improving the environment
- Understanding the uses of computers
- Working with technical drawings and diagrams
- Working with buildings and infrastructures

ARCHITECT

 GUESS WHO!


- Understanding how colours and shapes are used
- Being accurate with numbers
- Working in a studio
- Teamwork
- Using the technical and creative skills of photography
- Being creative
- Designing or styling

ILLUSTRATOR

 GUESS WHO!


- Using your hands in a skilful way
- Being interested in human biology
- Being physically active or on your feet
- Keeping accurate records or reports
- Dealing with distressing situations
- Working evenings or weekends
- Understanding and taking into account people's feelings, views or behavior (sometimes dealing with people from different cultures)
- Dealing with sick people

NURSE

 GUESS WHO!


- Lifting or carrying heavy things
- Dealing with paperwork
- Working evenings or weekends
- Being away from home regularly
- Understanding how machinery or equipment works
- Local travel
- Working with vehicles

LORRY DRIVER

 GUESS WHO!

- Dealing with paperwork
- Providing information
- Making agreements through negotiating and bargaining
- Keeping accurate records or reports
- Influencing people's decisions or actions
- Being interested in aspects of law (eg. business, personal, criminal)
- Being able to work with people with different backgrounds
- Working sometimes in tribunals

LAWYER

 GUESS WHO!


- Being interested in chemistry and biology
- Predicting what is going to happen
- Finding and using information
- Being able to speak and write in English
- Observing things
- Paying attention to details
- Being interested in and working with animals
- Understanding and analysing written information

ZOOLOGICAL SCIENTIST

 GUESS WHO!


- Understanding how businesses and organisations work
- Planning how work is carried out
- Working outdoors in any weather
- Being interested in the biology of animals or plants
- Deciding on the best way to use resources, eg. people, money or equipment
- Making decisions that affect other people
- Being interested in farming

FARM MANAGER

 GUESS WHO!

- Being physically active or on your feet
- Handling money
- Providing a service to members of the public
- Being respectful to different cultures and different taste
- Working evenings or weekends
- Providing information
- Working in a shop
- Selling or encouraging sales

SALES ASSISTANT

 GUESS WHO!

- Working in an office
- Being accurate and paying attention to detail
- Dealing with paperwork
- Organising or supervising people
- Being creative
- Using a computer
- Choosing and preparing material for publication
- Working with books, magazines and journals

EDITOR

Activity 3: *Skills cards*

Overview this is an introductory activity to skills and to the link between skills and professional profiles

Objective: to develop pupils' awareness of the link between skills and professional profiles

Materials: the skills deck of cards
form for the description of the professional profile & results

Time: 45 minutes

Target group: gymnasium (10/11 to 14/15 years old)
whole class, remigrants and native pupils

Instructions for teachers

The teacher is invited to print out the skills deck and to cut it. It is recommended to have a deck each 4 pupils.

Pupils will work in groups of 4. It is recommended to have small groups to allow each pupil to actively contribute to the activity.

Each team should have a deck of card and the supporting material.

The game can be structured in different phases and the teacher is free to follow the instructions or to skip some activities according to the situation.

The teacher is invited to share the solution of each sub-activity at the end of each game.

It is important to give space to each group and give specific roles to pupils in each sub-activity in order to promote active engagement.

Tasks and procedure

Prepare the decks and the supporting material.

Divide children into small groups.

Task 1. Ask children to group the skills in categories, 5 minutes. Review the results collectively.

Task 2. Ask now children to choose all those skills which are, for example, about:

- Communication
 - Intercultural skills
 - Technical skills
 - Organisational skills
-

The categories proposed are just an example and the teacher can freely decide which categories to focus on.

Teachers are invited to propose several categories. As there are different classifications, children will need to be notified that the same skill can sometimes be in more than one group, 5 minutes.

Task 3. The teacher briefly presents a professional profile and pupils are invited to choose the skills associated to that profile. They can follow the supporting material or do it freely. The chosen skills will need to be divided into “essential” and “desirable” skills. The teacher gives a limited time for each professional profile and evaluates the correctness of the groups’ choices. It is important to highlight that some skills are essential and desirable for many jobs. This represents a chance to introduce the concept of soft skills. Another point which is worth mentioning regards the importance of intercultural skills. The supporting material includes a section where each professional profile is also described with intercultural skills. In the lists of skills provided to the teacher to assess the students’ work, there is a proposal for the intercultural skills associated with each professional profile. The teacher is invited to amend and review the list according to the setting, the profile and the focus of the activity.

Debriefing and evaluation

At the end of Task 3, pupils can be asked to regroup the skills and to define the categories chosen.



















Suggestions for follow-up activities









































This activity can be repeated with different professional profiles.

The information collected during Task 3 can also be used to create a class encyclopaedia/diary (e.g. posters or in a digital format) of professional profiles which can be enriched with the skills profile.















If this Activity is done after Activity 1, pupils can be asked as extra Task to create the skills profile of the professional interviewed.

Appendix 1. The skills deck of cards

 I can use my hands in a skillful way 	 I can do small and detailed tasks 	 I can fix things 	 I can safely use machines or equipment 
 I can explain things 	 I can give a presentation 	 I can listen to other people 	 I can ask questions to find things out 
 I can understand how people behave 	 I can teach and train 	 I can care for people 	 I can provide a service for people 
 I can deal with people in difficult situations 	 I can give people advice 	 I can persuade people 	 I am able to reach agreement with other people 
 I can record and store important information 	 I understand how computers work 	 I can use a computer 	 I can predict what is going to happen 
 I can think of new ideas and use my imagination 	 I can find and use information 	 I can solve problems 	 I can make evaluations 

 I can check and edit	 I can organise and store information	 I am good at maths	 I am good at statistics
			
 I have writing skills	 I can understand and analyse written information	 I can complete forms	 I have reading skills
			
 I speak a foreign language	 I can plan events or actions in advance	 I can make important decisions	 I can manage people and projects
			
 I can do things in the right order	 I can lead and motivate people	 I can support people	 I can pay attention to details
			
 I can observe things	 I have drawing skills	 I can design things	 I can care for animals
			
 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 manage conflicts</p> 	 <p>I am curious about 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 adjust my habitual way of thinking due to changing circumstances</p> 	 <p>I can clearly communicate</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 2

Essential skills

Desirable skills

Intercultural skills

Activity 4: *Discover types of work*

Overview the activity explores different types of work with a simple cards game

Objective: to widen pupils' overview of the world of work

Materials: the deck of features (some features are more frequent in the deck; this is foreseen by the game). 14 forms for each of the 14 types of work

Time: 45 minutes

Target group: gymnasium (10/11 to 14/15 years old)
whole class, remigrants and native pupils

Instructions for teachers

Prepare the deck (Appendix 1) and the supporting material. One deck is needed per class.

Divide children into small groups and allocate to each group a specific type of work (providing the supporting type of work forms – Appendix 2). The total number of types of work is 14. The teacher can decide if allocating all the types of if deciding to focus on a specific subgroup. The teacher will divide children into groups and the size of the group will depend on the number of types chosen. Each team is given a type of work form and each student is given a specific number of cards (divide the total number of cards by the number of students).

Children will be invited to visit the other groups in order to exchange cards and collect those which are relevant for their type of work.

The teacher is invited to monitor this part of the activity (children are usually very active) and to set the duration of the activity which should be at least 20/25 minutes. Time should be defined according to the number of types of work (the more the longer the session).

At the end of this part of the activity, pupils are invited to prepare the summary form for each type of work and to list some professional profiles.

Tasks and procedure

Print out the deck, cut it out. Print the 14 forms about the types of work.

Define how many types of work to investigate and divide pupils in groups accordingly.

Give each group a type of work form and give each student some cards (the number depends on how many types of work used).

Explain the instructions to the pupils: they will need to fill in their group's form with the right features of work. The cards they were given might or might not be relevant for that type of work and pupils will need to move around the groups to find and exchange the relevant cards. Allow pupils to move freely and monitor the activity.

Once the time is over, ask pupils to review the cards they collected and ask them to think of professional profiles which might be related to that type of work.

Debriefing and evaluation























Review the results collectively asking groups to present their type of work and to list the examples of professional profiles associated.

Suggestions for follow-up activities

























This activity can be enriched during further sessions by adding more detailed information regarding the professional profiles of each type of work.

This activity can be propaedeutic to Activity 1. Interview a professional and Activity 2. Guess who! which might provide further material to be added to the different types of work.





Appendix 1. The features deck of cards

Managing and influencing	Service to the Public	Scientific and technical	Nature and environment
			
Verbal communication	Practical skills	Social	Active
			
Analysing and Presenting Information	Numeric	Paperwork	Practical work
			
Sport, Leisure and Entertainment	Art and Design		
			
Being physically active or on your feet	Working outdoors in any weather	Lifting or carrying heavy things	Selling or encouraging sales
			
Being interested in using history	Working with babies, children or teenagers	Being interested in the biology of animals or plants	Understanding how businesses and organisations work
			

Presenting ideas and information in writing	Designing or styling	Protecting or improving the environment	Organising or supervising people
			
Being interested in aspects of law (eg, business, personal, criminal)	Using the technical and creative skills of photography	Being interested in the science of rivers, lakes and oceans	Deciding on the best way to use resources, eg, people, money or equipment
			
Preparing and using maps and charts	Understanding how colours and shapes are used	Being interested in Earth science	Planning how work is to be carried out
			
Explaining ideas and information to people	Working with animals	Solving problems with innovative ideas	Using statistical methods to find, analyse and present information
			
Drawing accurately	Working with plants	Making agreements through negotiating and bargaining	Finding and analysing information
			
Working with clothes or textiles	Being interested in farming	Co-ordinating people or activities	Providing information
			

Being creative	Being interested in geography	Influencing people's decisions or actions	Forecasting
			
Using your hands in a skilful way	Doing practical work	Making decisions that affect other people	Programming computers
			
Working with food and drink	Operating machines	Working with financial information	Understanding how machinery or equipment works
			
Providing a service to members of the public	Using maths to solve technical or scientific problems	Using the technical and creative skills of photography	Driving vehicles
			
Checking that people are following laws or regulations	Being interested in economics	Drawing accurately	Working with babies, children or teenagers
			
Being interested in household organisation and activities	Working out how much things are worth	Working with wood	Making agreements through negotiating and bargaining
			

Treating people carefully	Being accurate with numbers	Repairing things	Being interested in chemistry
			
Using statistical methods to find, analyse and present information	Being accurate and paying attention to detail	Being interested in buildings and other structures, and how they are built	Handling money
			
Working with metal	Providing health care or treatment to people	Being responsible for controlling or adjusting equipment	Dealing with paperwork
			
Working with vehicles	Understanding and taking into account people's feelings, views or behaviour	Working with technical drawings and diagrams	Keeping accurate records or reports
			
Doing small and detailed tasks	Repeating the same short tasks	Being interested in the science and uses of materials	Organising and storing information
			
Providing health care or treatment to people	Local travel	Being interested in human biology	Using keyboard skills
			

Cleaning or clearing up	Working with electricity or electronics	Being interested in physics	Helping people who have personal or social problems
			
Being responsible for other people's safety or well-being	Working with sound	Working with people with physical disabilities	Working with older children or teenagers
			
Being involved with music, drama or dance	Using the telephone	Working with people with learning disabilities	Working with older people
			
Being involved with sport or leisure activities	Speaking in front of groups of people	Helping people who have problems with their emotional well-being or mental health	Teaching or training
			
Asking questions to gain information	Teamworks	Giving advice	Working with babies or young children
			
Dealing with distressing situations			
			

Appendix 2. Types of work

Managing and influencing

1. planning how work is to be carried out
 2. organising or supervising people
 3. understanding how businesses and organisations work
 4. making decisions that affect other people
 5. selling or encouraging sales
 6. making agreements through negotiating and bargaining
 7. influencing people's decisions or actions
 8. solving problems with innovative ideas
 9. deciding on the best way to use resources, eg, people, money or equipment
 10. forecasting
 11. co-ordinating people or activities
-

Practical skills

1. using your hands in a skilful way
 2. being accurate and paying attention to detail
 3. understanding how machinery or equipment works
 4. drawing accurately
 5. working with food and drink
 6. repairing things
 7. doing small and detailed tasks
 8. working with vehicles
 9. using the technical and creative skills of photography
 10. working with metal
 11. working with wood
-

Service to the public

1. providing a service to members of the public
 2. checking that people are following laws or regulations
 3. treating people carefully
 4. being interested in household organisation and activities
-

Paperwork

1. dealing with paperwork
 2. keeping accurate records or reports
 3. using keyboard skills
 4. organising and storing information
-

Scientific and technical

1. being responsible for controlling or adjusting equipment
 2. being interested in chemistry
 3. being interested in buildings and other structures, and how they are built
 4. being interested in the science and uses of materials
 5. working with technical drawings and diagrams
 6. being interested in human biology
 7. being interested in physics
 8. working with electricity or electronics
 9. working with sound
-

Analysing and Presenting Information

1. explaining ideas and information to people
 2. finding and analysing information
 3. being interested in aspects of law (eg, business, personal, criminal)
 4. providing information
 5. presenting ideas and information in writing
 6. using statistical methods to find, analyse and present information
 7. forecasting
 8. preparing and using maps and charts
 9. being interested in using history
-

Active

1. being physically active or on your feet
 2. working outdoors in any weather
 3. lifting or carrying heavy things
-

Nature and environment

1. being interested in the biology of animals or plants
 2. being interested in geography
 3. working with animals
 4. protecting or improving the environment
 5. working with plants
 6. being interested in farming
 7. being interested in Earth science
 8. being interested in the science of rivers, lakes and oceans
-

Numeric

1. working with financial information
 2. using maths to solve technical or scientific problems
 3. being accurate with numbers
 4. handling money
 5. using statistical methods to find, analyse and present information
 6. forecasting
 7. working out how much things are worth
 8. programming computers
 9. being interested in economics
-

Verbal communication

1. explaining ideas and information to people
 2. making agreements through negotiating and bargaining
 3. giving advice
 4. teaching or training
 5. asking questions to gain information
 6. using the telephone
 7. speaking in front of groups of people
-

Sport, leisure and entertainment

1. being involved with music, drama or dance
 2. being involved with sport or leisure activities
-

Art and design

1. working with babies, children or teenagers
 2. designing or styling
 3. being creative
 4. understanding how colours and shapes are used
 5. drawing accurately
 6. working with clothes or textiles
 7. using the technical and creative skills of photography
-

Social

1. working with babies, children or teenagers
 2. providing health care or treatment to people
 3. being responsible for other people's safety or well-being
 4. understanding and taking into account people's feelings, views or behaviour
 5. giving advice
 6. teamworks
 7. helping people who have personal or social problems
 8. treating people carefully
 9. helping people who have problems with their emotional well-being or mental health
 10. dealing with distressing situations
 11. working with older people
 12. working with older children or teenagers
 13. working with people with physical disabilities
 14. working with babies or young children
 15. working with people with learning disabilities
-

Practical work

- | | |
|--------------------------------|-----------------------------------|
| 1. operating machines | 7. repeating the same short tasks |
| 2. doing practical work | 8. repairing things |
| 3. driving vehicles | 9. working with vehicles |
| 4. local travel | 10. working with metal |
| 5. cleaning or clearing up | 11. working with wood |
| 6. working with food and drink | |
-

Activity 5: *This is me!*

Overview the activity represents a structured moment for promoting self-exploration and self-awareness

Objective: to develop pupils' self-awareness of strengths and interests

Materials: the form "This is me!" & skills deck

Time: 45 minutes

Target group: gymnasium (10/11 to 14/15 years old)
 whole class, remigrants and native pupils

Instructions for teachers

The teacher is invited to print out a "This is me!" form for each student.

The activity offers a moment for pupils to explore themselves and reflect on their strength and interests. It presents a structured activity where pupils are invited to create a character out of their own person, to define a personal profile with strengths and interests. The metaphor of a super hero with hidden super powers might be used with the youngest pupils.

The activity focuses on positive aspects of self, but it might be possible that some pupils would struggle to find and highlight positive aspects. In this case, the teacher is invited to ask pupils to work in pairs. The two members will be asked to highlight each other's positive aspects, respectively.

The activity combines different methodologies which help children find the way to express themselves which suits them the most.

Tasks and procedure

Print out the material and give one form to each pupil.

Present the activity to the pupils and ask them to think about their strengths and interests.

Invite pupils to write a brief introduction of self in the dedicated space. Then ask them to write 3 strengths and 3 things they like (interests). Guide them in the exploration of things they like while inviting them to consider school subjects, hobbies and other aspects of their life.

If needed, provide pupils with the skills deck of cards to help them explore skills. Invite them to pick three skills they think are their strengths.

Invite pupils to draw a portrait of self in the dedicated space and ask them to highlight the uniqueness of the character in the drawing. If needed, provide some example of famous artistic portraits (e.g. Van Gogh's self-portrait).

To conclude, ask pupils to create a short 30 second presentation to be shared with the class.

Debriefing and evaluation

In the last 15 minutes of the activity, ask pupils to share the presentation of themselves. Make sure that positive aspects are valued and suggest an applause to each pupil. Make sure that intercultural skills and diversity are presented as positive elements of uniqueness.

Suggestions for follow-up activities

The activity can be followed up adding:

- Weaknesses in order to define room for improvement.
 - Dreams and aspirations.
-

Appendix 1

Name:	Strengths
Introduction	Weakness
Interests	
My future	

Chapter 8

Proposed activities, with methodological details for Module 7. Benefits of diversity

Activities 1&2: *New Island World*

Overview Through this activity, learners will explore the relative value and contribution from a number of social roles and skill sets and select the most valuable for their group

Objective: to develop pupils' skills to work together in a team and associated intercultural skills, using critical thinking and compromise to complete the task

Materials: tables and chairs set for groups.
group instruction cards (Appendix 1 & Appendix 2)
role badges & pens & paper

Time: 2 X 45 minutes

Target group: gymnasium (10/11 to 14/15 years old)
whole class, remigrants and native pupils

Instructions for teachers

Take care making the groups. Groups to be made prior to task considering group mix i.e. skill levels. Also consider this when allocating roles. Ideally learners should be prepared in terms of use of roles, working in groups etc.

Ensure learners understand 2 stars and a wish feedback format. Ensure the learners do not see the session 2 instructions prior to the second session.

Be aware of learners assuming gender etc and ask/prompt “does it say that” rather than correct them.

Teacher notes what went well, what went less well, possible changes for future delivery, student feedback etc. Ideas from self or students on how to improve session.

Tasks and procedure

Activity 1. Individual read the group instruction card 1 (Appendix 1). Group work to compromise and make the decisions.

Activity 2. Group work to compromise and make new decisions based on the new information from instruction card 2 (Appendix 2). Public presentation of the decisions. Feed-back for each group.

Debriefing and evaluation

Peer feedback to groups: two starts and a wish (two things they liked and one thing they wish had been different/better/added).

Suggestions for follow-up activities

Learners could be asked to write a story based on either their choices of Island population or a scenario where only their friendship or peer group were selected and what disadvantages or advantages there might be.

Reference could be made to texts (i.e. Lord of the Flies) or film/tv (Lost) that use similar themes.

Appendix 1. Group instruction card 1

You are in a boat out at sea. It is about to sink and there is only one lifeboat with room for 5 people. In the distance is an Island. You know that you will not be found quickly and may have to survive on the Island for some months even years. Luckily the Island has fresh water and enough resources to survive although there are dangers such as venomous snakes, and you will have to be resourceful enough to hunt and build shelters and plan for rescue.

There are 10 people on board and 10 objects. However, you only have room for 5 people and 5 objects.

As a group you must decide which 5 objects and people you will take to the Island for the best chance of survival.

Task 1: Discuss in your group and choose the 5 people and 5 objects you will take in the boat. Remember you need to find ways of compromising if you cannot decide.

Task 2: When the teacher tells you, send one member of your group to another group and see if they have ideas you did not think of and report back to your main group.

Task 3: In the next session you will need to present your choices and the reasons for them to the whole group so start to prepare this. Write down your decisions and the reasons for them.

Appendix 2. Group instruction card 2

Remember your decisions (5 people and 5 objects to be taken in to the boat) from the past activity.

Now you have some new information:

- the tool box is empty
 - the poet is the only one that knows how radio transmitters work
-

Task 1: Check your choices and decide (as a group) if you want to make any changes. Remember you need to find ways of compromising if you cannot decide.

Task 2: Decide how you want to present your choices to the whole group and finalize your presentation; it should not be longer than 5 minutes.

Task 3: present your decisions and the reasons to the main group; they will give you feedback in 2 stars and a wish format.

Appendix 3. Resource card “people & objects”

People

The Captain – a 37 year old woman who is an experienced sea captain and a good and fair leader who works very hard. She has overcome many difficulties in her career and is strong and healthy. She is afraid of snakes.

The Cook – a 55 year old man who is a great cook but known for his short temper. He is very strong but only has one arm.

The Nurse – a 26 year old man who is a very capable nurse. He is meticulous about his clinic and the equipment and takes great pride in the hygiene of his clinic. He is a vegan.

The Millionaire – owner of the shipping company. Is 68 years old and is a sibling of the President of the country.

The Millionaires partner – is 35 and has had some health problems but is now fully recovered. One of their many hobbies is sailing.

The Engineer – 40 year old man. Single. Has worked on the ship since he was 20. He does not like socialising and has no friends. He is an avid reader of all subjects. He told the nurse that he cannot swim.

Twin 1 – a passenger. 24 years old and travelling to an outpost to study the wildlife as part of a post graduate course. Very practical and outdoorsy. Strong and healthy.

Twin 2 – a passenger. Twin to twin 1 so also 24s year old. An artist travelling with her sister to the outpost to draw and photograph the wildlife. Has impaired mobility since an accident some years ago and can only walk short distances.

The Stowaway – escaping her country where she is a political dissident. She was found a few days ago hiding in the lifeboat. No one speaks her language but the twins have taken time to communicate with her and they are able to reach understanding to an extent. She is in her 30s, she was weak when found but is now much stronger. She was a Doctor in her country and has worked in refugee camps along the border during her escape from her country.

The Poet – a philosophical 35 year old man from Iceland. He has lived a solitary life as an adult writing and living in nature.

Objects

A first aid kit

A gun

A bow and arrow

A smart phone

An axe

Water container with 24 hours' worth of water for 5 people

A spade

6 assorted rabbits male and female

A broken radio transmitter

Rope

Activities 3&4: *The diversity factor*²¹

Overview this activity makes the pupils explore the advantages of diversity in society

Objective: to develop pupils' skills to work together in a team and associated intercultural skills

Materials: tables and chairs set for each of the groups.
activity resource card (1 for each learner) (Appendix 1)
self-evaluation rubric for intercultural skills
craft and dress up materials (desirable but not essential)

Time: 2 X 45 minutes

Target group: gymnasium (10/11 to 14/15 years old)
whole class, remigrants and native pupils

Instructions for teachers

This activity assumes that learners have done some work previously on the meaning of diversity and are familiar with working constructively in groups. As time is required to carry out the 'judging' activity the amount of time needed will vary. Small groups could complete in 45 minutes but larger groups would need 2 x 45 minutes.

Teacher notes what went well, what went less well, possible changes for future delivery, student feedback etc. Ideas from self or students on how to improve session. Teacher can view groups sheets and judging comments for additional evaluation.

Tasks and procedure

1. Introduction to activity. Place learners into pre-arranged groups and distribute 1 resource card (Appendix 1) per learner.
 2. Learners undertake tasks as per resource card including decisions about how they will present their audition.
 3. Short Break
-

²¹ adapted from www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-4-diversity

4. Each group present their auditions 5 minutes per group (total time as per group numbers).
 5. During the auditions learners who are not active complete the judge comments as per their worksheet but do so on separate paper and hand to the teacher who should give to the appropriate group on completion of all auditions.
 6. Groups receive their feedback to read together and discuss.
-

Debriefing and evaluation

Rubric for each learner to evaluate their performance on intercultural skills; if time permits, teacher can discuss some individual answers in the group, with the permission of the respective pupil.

Suggestions for follow-up activities

Learners could be asked to examine their rubric and set goals to improve on their ratings.

Appendix 1

Does your music group have the Diversity Factor?

Your task is to create a music group to enter the Diversity Factor.

Your group should celebrate diversity, and appeal to our diverse population.



Task 1: Creating.

To take part in the audition, you need to create the following:

- music group name
- music group members (think about a diverse range of people)
- statement that sums up why your music group has the Diversity Factor
- some sample track or album names
- lyrics and / or dance moves
- style notes – clothes, make up, sets, influences

Tick each box when you have completed each task. Then decided how you will present yourselves at the audition. Remember you will be judged on how you celebrate diversity and have diverse appeal.

You have 40 minutes to complete this part of the task.

Task 2: Judging.

During the auditions of each group you will play the role of judges as individuals. On a separate sheet of paper, you should note the group's name and write down two positive comments and one area for development (two things they did well, one thing that needs to improve). You should do this during the audition.

Task 3: Reviewing.

At the end of the auditions pass your sheets to the teacher to hand to each group. With your home group look at the comments from the whole group and discuss them.

Activity 5: *We are people*

Overview this activity helps learners to explore the diversity within their group

Objective: to practice pupils’ skills of working together in small groups to explore how diverse their class is

Materials: tables and chairs set for groups.
large sheet of paper per group
post-it notes & pens

Time: 45 minutes

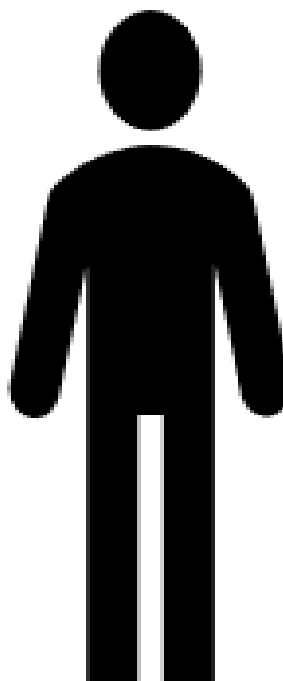
Target group: gymnasium (10/11 to 14/15 years old)
whole class, remigrants and native pupils

Instructions for teachers

Groups to be made prior to task considering group mix i.e. skill levels. Also consider this when allocating roles. Ideally learners should be prepared in terms of use of roles, working in groups etc.

Outline of a person (draw round a person on paper/board/wall/floor) sectioned (as per illustration following) into areas either prior by teacher or as a group task at outset dependent on time. It would be useful to use role cards for this activity to ensure all learners have access to the task and are able to give their responses. You could also use a drawing of a tree with leaf post its. You could use two different colours post its to denote the all/some categories.

Teacher notes what went well, what went less well, possible changes for future delivery, student feedback etc. Ideas from self or students on how to improve session.



Tasks and procedure

1. Introduction to task and distributing resources.

In small groups audit each individual and write their categories onto a post it notes under the headings “All of us” (i.e. breathing, go to school, eating) and “Some of us” (i.e. male, catholic, drives etc.).

2. Individuals place their post its onto the group paper and the group ensure that the division “all” and “some” is correct.

3. One person per group goes to the large drawing of a person and place their groups post its on it, making sure they keep the all/some categories separate. Where they have identical post its place one on top of the other or group closely.

Whilst one is doing this task the rest decide how to complete the following statements:

- “Our class is diverse because.....”

- “The diversity of the group helps us because.....”.

Each group reads their statement to the whole class.

Debriefing and evaluation

The statements made in the last stage of the task should indicate if the objectives of the session have been met and where further discussion or work is required.

Suggestions for follow-up activities

This could link with curriculum for Geography, Sociology, Psychology or could be used as a starting point to examine the wider aspects of diversity (social/human, biological, sources etc). There could be further discussion about how the diversity of the class differs from the diversity of all humans (not all go to school) or how the diversity of the class might differ if they were in another society.
