EDUCATION 4 REMIGRANTS
2018-1-R001-KA201-049201

Remigrant children in European schools

Optional course for upper secondary education

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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 upper secondary education (15-18 years old)

1.1. Information about the necessity and utility of the course

The analysis of the educational issues associated with remigration[1] 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 extracurricular activities, limited skills and competencies and limited academic

[1] Centrul Judeţean de Resurse şi Asistenţă Educaţională Vrancea. *Remigrant children in European schools. Research on methodological aspects of reintegrating the remigrants*. Odobeşti: Editura Alternative Educaţionale.

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	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	self-esteem, especially for remigrant children self-confidence, especially in educational activities	Module 2. Self-esteem
2. intercultural competence & communication skills	awareness to stereotypes and prejudice ability to think beyond the stereotypes	Module 3. Stereotypes
1. awareness (self-awareness) & acceptance of diversity in education	self-awareness abilities of self-evaluation	Module 4. Self-knowledge
2. intercultural competence & communication skills	abilities to integrate in multicultural groups decreased social anxiety, especially for remigrant children	Module 5. Group cohesion
1. awarenees (self-awareness) & acceptance of diversity in education	awareness to the importance of career planning abilities to make informed career decisions	Module 6. Career development
2. intercultural competence & communication skills	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 data[2] 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 Judeţean de Resurse şi Asistenţă Educaţională Vrancea. *Remigrant children in European schools. Research on methodological aspects of reintegrating the remigrants*. Odobeşti: Editura Alternative Educaţionale.

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 rubrics[3] 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] Brebuleţ, S.D. *Remigrant children in European schools. Metodology for teachers training*. Odobeşti: Editura Alternative Educaţionale.

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	🗐 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	🗐 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	🗐 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	🗐 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	🗐 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	🗐 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	🗐 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

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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

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Chapter 2

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

Activity 1:	*Emotional reactions and consequences*[4]
Overview	this activity causes students to analyse that any activity also has an emotional consequence and that there is a difference between rational and irrational emotional reactions
Objective:	to develop pupils' abilities to analyse that any activity has emotional consequences, determining emotional reactions that can be rational or irrational
Materials:	A4 sheets of paper & writing tools
Time:	45 minutes
Target group:	high-school (14/15 to 18/19 years old) whole class, remigrants and native pupils

[4] taken from Vernon, A. (2006). *Consilierea în şcoală. Dezvoltarea inteligenţei emoţionale. Clasele IX-XII*. Cluj-Napoca: Editura ASCR

Instructions for teachers

Put students in a position to reflect on the fact that there are times when we delve into negative emotional experiences that do us no good; highlight that we have the opportunity to choose, being aware that analysing the consequences of emotions can be extremely useful in controlling the situation.

Emphasize the idea that emotional expression is a choice and argue the need to identify and perpetuate positive emotional reactions.

Emphasize the importance of individual reflection activities, given that we are responsible for your own path and your own emotional evolution.

Tasks and procedure

1. Presenting theoretical aspects

The teacher presents theoretical aspects about consequence, explaining that any situation entails a consequence. These can be positive or negative. An example is given. The idea of the importance of evaluating the consequences is emphasized, for a better understanding of feelings and behaviours. The teacher explains that both positive and negative consequences are associated with emotions. Often, people feel that there are no positive consequences for negative emotions, but they are wrong. For example, if a person is depressed, he or she may receive additional attention from others, attention that may even help to eliminate depression.

2. Pair work / activity

Each pair receives a worksheet. The requirement is to identify what is considered to be the negative and positive consequences of the mentioned emotions. Finally, the answers of the whole group are presented.

Requirement: Identify a positive and a negative consequence for the following emotions: angry, happy, depressed, confused, sad, lonely.

3. Presenting theoretical aspects

Reactions are analysed as the consequence of experiencing certain emotions. Examples are given: if you feel depressed, you may stay in bed all day, frowning, staying away from friends, or even drinking alcohol or smoking excessively. If you are nervous, it is possible to throw things, consume alcohol, drive fast or hide your anger by keeping it inside yourself.

4. Face to face activity

A list of words that express common emotions is written down on the board and it is drawn up with the students.

5. Group activity

In groups of four students, 4 of each emotion recorded on the board are distributed. The requirement is to identify all the ways in which someone who would experience the emotions given could react.

Possible reactions are then presented and noted on the board. The idea that some reactions are more rational than others is discussed. Irrational reactions can hurt some people or destroy certain things. Have the students check the list again and put a (+) next to each reaction they consider rational and a (-) next to the irrational reactions. Discuss the consequences of rational reactions and of irrational reactions.

Debriefing and evaluation

- Why was it difficult to identify consequences of emotions? Why do you consider it important to analyse the consequences?
- Why was it difficult to find examples of (rational / irrational) emotional reactions?
- Which reactions were easier to identify, rational or irrational?
- What is the difference between rational and irrational reactions?
- What are the consequences of rational reactions to emotions? What about irrational reactions?

Suggestions for follow-up activities

Reflect and analyse!

Have you ever been overwhelmed by an emotion, even though the consequences didn't help you? Why did you do this?

The next time you experience such an emotion whose consequences are not at all desirable, what will you do about it?

What kind of emotional reaction characterizes you?

What kind of emotional expression do you consider to be "healthy"? What can you do to increase the frequency of this type of expression?

Activity 2:	*Indisposition/guilt/shame*[5]
Overview	this activity is developed to make the students aware that each of us is experiencing different states of mind, it is important to identify the most effective coping strategies overcoming indisposition as a transient state of mind; also the activity puts the students in a situation to analyse the guilt and shame and to identify the most effective strategies for managing these conditions
Objective:	to develop pupils' abilities to analyse the existence of illness, guilt, shame and identify strategies for managing these conditions
Materials:	worksheets & writing tools
Time:	45 minutes
Target group:	high-school (14/15 to 18/19 years old) whole class, remigrants and native pupils

Instructions for teachers

Emphasize the idea of the normality of the illness as long as it does not become a common situation and as long as it is managed efficiently.

Underline the idea of asking for help when the illness becomes permanent and can no longer be properly managed.

Encourage students to identify strategies to overcome the state of illness. Encourage the students to become responsible for overcoming the states of illness.

Underline the idea that guilt and shame are natural emotions, but often it is not necessary to experience them if we are willing to be open and sincere.

Emphasize the importance of open and honest communication to lessen the feelings of guilt and shame.

Tasks and procedure

1. Theoretical procedure

The teacher presents the concepts of mood and sadness, giving examples and then asking students to exemplify them. It is emphasized that it is natural to feel unwell

[5] taken from Vernon, A. (2006). *Consilierea în şcoală. Dezvoltarea inteligenţei emoţionale. Clasele IX-XII*. Cluj-Napoca: Editura ASCR

and to have transient moods, but if they start to become frequent and difficult to overcome, it is advisable to discuss the problem with your parents or a school counsellor.

It is discussed what students do when they experience transient moods and how they affect their behaviour. The connection between transient moods and behaviours is emphasized, presenting a series of examples regarding the effects of these states (changes in eating behaviour, exaggeration at the smallest incidents, etc.).

2. Individual activity

Each student writes down at least one situation in which he or she has experienced a transient state of mind and describes how they affected their behaviour.

3. Pair activity

The situations noted in the previous individual activity are presented, discussed and analysed.

4. Theoretical presentation

The teacher defines and analyses the concepts of guilt and shame.

5. Individual activity

Students are invited to describe a situation in which they experienced a profound sense of guilt and a situation in which they experienced a profound sense of shame. Point out that what they will write will be strictly confidential, unless they want to share those thoughts with others.

6. Plenary debate

How would you feel if you took low grades on semesterly papers and assessment tests / if you lied to your parents or friends / if your parents consumed alcohol / if someone in your family did something wrong? Guilty? Ashamed?

How would you act to overcome these emotional experiences?

Ask students to give examples of situations where they felt guilty or ashamed. Look at the examples. How do we remove guilt and shame?

Debriefing and evaluation

- What are the consequences of the illness? How can we overcome the state of illness?
- Do you consider guilt and shame to be "healthy" emotions?
- Do you think people like to be ashamed or feel guilty?
- Do you consider that there is any possibility to avoid these feelings?
- How can we act to decrease the intensity of guilt / shame?

Suggestions for follow-up activities

Note in your personal diary!...

Do you consider yourself to be an often indisposed person?

How do you feel in the company of the indisposed people?

What do you think you can do next time you feel unwell / indisposed?

How have you acted to remove the feelings of shame? What about those of guilt?

Activity 3:	*Concern / fear / anxiety*[6]
Overview	this activity causes students to analyse when they are experiencing emotions of concern / fear / anxiety, what are the causes / consequences of these experiences and which are the most effective strategies for managing these experiences
Objective:	to develop pupils' abilities to develop the most effective strategies to lessen their concern/ fear / anxiety
Materials:	worksheets & writing tools
Time:	45 minutes
Target group:	high-school (14/15 to 18/19 years old) whole class, remigrants and native pupils

Instructions for teachers

Underline the idea that everyone experiences anxiety, worry, fear, but each one identifies the most beneficial strategies for managing these experiences.

Emphasize the need to identify the consequences of these emotional experiences, with a motivational role for designing healthy strategies for managing those emotions.

Tasks and procedure

1. Presenting theoretical aspects

The teacher presents the concepts of worry, fear and anxiety. Examples are provided and students are also asked to exemplify. Students are also invited to identify causes and consequences of worry, fear and anxiety.

There is a synthesis of the ideas, which are written down on the board, respecting the structure: Living / causes / consequences / management strategies. To make it easier the analysis starts from concrete examples.

[6] taken from Vernon, A. (2006). *Consilierea în şcoală. Dezvoltarea inteligenţei emoţionale. Clasele IX-XII*. Cluj-Napoca: Editura ASCR

2. Individual activity

Each student receives a worksheet with the following requirements: Check each statement if you have felt concern, fear or anxiety in the given situation, and how often that experience has occurred (Appendix 1).

3. Group activity

Identify strategies to reduce worry, anxiety and fear from the situations presented in the worksheet

After students complete the task, one student from each group presents the strategies identified. These are analysed in plenary.

The strategies for managing the negative emotional experiences generated by the evaluation situations are discussed and analysed.

Debriefing and evaluation

- Do you consider it normal for people to experience such emotions? Is there a certain intensity beyond which these emotions can be considered "unhealthy"?
- Was it difficult to identify causes, consequences and strategies for managing anxiety, anxiety, fear?

Suggestions for follow-up activities

Note in your personal diary…

What strategies for managing said emotions have you experienced?

What emotion management strategies do you intend to experience?

What emotion management strategies have you experienced in manifesting anxiety of assessment?

What emotions management strategies do you intend to experience in the manifestation of anxiety evaluation?

Appendix 1

Issue	emotion	frequency
Parents' argument	❑ concern ❑ anxiety ❑ fear	❑ frequently ❑ sometimes ❑ never
Money	❑ concern ❑ anxiety ❑ fear	❑ frequently ❑ sometimes ❑ never
Parents' alcohol consumption	❑ concern ❑ anxiety ❑ fear	❑ frequently ❑ sometimes ❑ never
Social pressure	❑ concern ❑ anxiety ❑ fear	❑ frequently ❑ sometimes ❑ never
Grades and school progress	❑ concern ❑ anxiety ❑ fear	❑ frequently ❑ sometimes ❑ never
Future	❑ concern ❑ anxiety ❑ fear	❑ frequently ❑ sometimes ❑ never
Meetings	❑ concern ❑ anxiety ❑ fear	❑ frequently ❑ sometimes ❑ never
Own image	❑ concern ❑ anxiety ❑ fear	❑ frequently ❑ sometimes ❑ never
Sex	❑ concern ❑ anxiety ❑ fear	❑ frequently ❑ sometimes ❑ never
Drugs (alcohol, cigarettes)	❑ concern ❑ anxiety ❑ fear	❑ frequently ❑ sometimes ❑ never
Nuclear war	❑ concern ❑ anxiety ❑ fear	❑ frequently ❑ sometimes ❑ never

Issue	**emotion**	**frequency**
Work	❑ concern ❑ anxiety ❑ fear	❑ frequently ❑ sometimes ❑ never
Other people's opinions	❑ concern ❑ anxiety ❑ fear	❑ frequently ❑ sometimes ❑ never
Lack of popularity	❑ concern ❑ anxiety ❑ fear	❑ frequently ❑ sometimes ❑ never
Performances	❑ concern ❑ anxiety ❑ fear	❑ frequently ❑ sometimes ❑ never
What we say	❑ concern ❑ anxiety ❑ fear	❑ frequently ❑ sometimes ❑ never
Body weight	❑ concern ❑ anxiety ❑ fear	❑ frequently ❑ sometimes ❑ never
Athletic and others	❑ concern ❑ anxiety ❑ fear	❑ frequently ❑ sometimes ❑ never
AIDS	❑ concern ❑ anxiety ❑ fear	❑ frequently ❑ sometimes ❑ never
Sickness	❑ concern ❑ anxiety ❑ fear	❑ frequently ❑ sometimes ❑ never
Up bringing	❑ concern ❑ anxiety ❑ fear	❑ frequently ❑ sometimes ❑ never
Acceptance	❑ concern ❑ anxiety ❑ fear	❑ frequently ❑ sometimes ❑ never

Activity 4:	*How I control my emotions*[7]
Overview	this activity determines the students to analyse how important is the control of their emotions, but it also determines them to identify effective ways of emotional control
Objective:	to develop pupils' abilities to recognize their own emotions and to become responsible for their control
Materials:	worksheet "Control of one's emotions" & writing tools
Time:	45 minutes
Target group:	high-school (14/15 to 18/19 years old) whole class, remigrants and native pupils

Instructions for teachers

Explain to the students that by personal control we understand the ways of controlling their emotions.

Explain to the students that these methods of personal control require the analysis of situations.

Underline the importance of personal responsibility for your own emotional control.

Tasks and procedure

1. Presenting theoretical aspects

The teacher presents and analyses together with the students what is meant by emotional control, by personal responsibility in the control of their own emotions, by effective ways of emotional control.

2. Individual activity

Students are invited to individually solve the requirements of the given worksheet (Appendix 1).

3. 3. Plenary debate

The situations in the worksheet are presented and analysed.

[7] taken from Vernon, A. (2006). *Consilierea în şcoală. Dezvoltarea inteligenţei emoţionale. Clasele IX-XII*. Cluj-Napoca: Editura ASCR

Debriefing and evaluation

Who is responsible for most of the emotional issues written on the answer sheet?

Were there any situations for which it was more difficult to accept responsibility compared to other cases?

What does it mean to accept responsibility for an emotion?

Have you ever blamed someone for your own emotions or, on the contrary, accepted responsibility for other people's feelings?

What have you learned about accepting responsibility for your own emotions?

What can you do next time you realize that you either take responsibility for the feelings of others or don't take responsibility for your own emotions?

Suggestions for follow-up activities

Reflect on the following!

When have you ever blamed someone for your own emotions?

When did you accept responsibility for your own emotions?

How would you react if you were put back in the situations mentioned above?

Appendix 1

Situation	Who has control?	Give your own examples!	For your own examples, also describe how you managed to control your emotions
you took a low grade on an exam and accuse the teacher because you are upset about it.			
you refuse to meet someone and later hear that person has gone out, got drunk and was very depressed.			
parents don't let you stay out as much as other friends in your circle, which upsets you a lot			
friends encourage you to take some alcohol, and when you get home, your parents realize and punish you, which is why you get really angry			
a classmate asks you to tell her the answers to an exam, but you refuse it, and the colleague gets very upset			
you have been dating a person for quite some time, but at one point you feel like you want to end the relationship, which you do. The next day, however, you find out that the person tried to kill himself			

Activity 5:	*Thoughts and emotions*[8]
Overview	through this activity students are put in a position to analyse the fact that emotional problems are caused by thoughts and to analyse that solving emotional problems involves changing the way they think about the given / lived situation
Objective:	to develop pupils' abilities to manage their own thoughts to solve personal emotional problems
Materials:	worksheet "thoughts and emotions" & writing sheets & writing tools
Time:	45 minutes
Target group:	high-school (14/15 to 18/19 years old) whole class, remigrants and native pupils

Instructions for teachers

Underline the importance of how to analyse a situation, to avoid emotional problems.

Emphasize the idea that we can call an outside person to communicate about a stressful situation, in order to clarify our thoughts about that situation.

Emphasize the need to develop personal responsibility in managing one's emotions through the control of how to think / analyse certain situations.

Tasks and procedure

1. Individual activity

Students are given the worksheets with instructions (Appendix 1).

2. Plenary debate

All situations in the worksheet (those given as an example) are discussed and analysed. The situations specified by the students are also discussed and analysed, depending on how open they are to present them in front of the class.

3. Pair activity

A particular case from the worksheet is presented and analysed in pairs. Students choose their pair!

[8] taken from Vernon, A. (2006). *Consilierea în şcoală. Dezvoltarea inteligenţei emoţionale. Clasele IX-XII*. Cluj-Napoca: Editura ASCR

Debriefing and evaluation

- When we change our thoughts and beliefs about a particular situation, what happens to our emotions?
- Can the thoughts of all situations be changed?
- Have you ever changed your emotions about a particular situation, changing your thoughts? How much did this help you?

Suggestions for follow-up activities

Write a 5-minute essay entitled: How can I apply the information presented in this activity in my daily life?

Appendix 1

Imagine that the situations presented have actually taken place and that you were part of them. Determine what you felt and thought in each case.

Situations	*Emotions*	*Thoughts*
The high school principal announces that the freshmen's ball / graduation banquet will not be held during the current school year.		
Parents don't allow you to go to the high school / college / university you want to study.		
The way of conducting the high school graduation exam is changed.		
A new exam is introduced at the high school level, which can bring big changes in your life (another school unit, other teachers, another group, according to the mark obtained in the 2 written exams).		
After finishing high school, you want to stay in college in your hometown to be with friends, but parents disagree, because college is not very good.		
Your boyfriend / girlfriend is starting to date someone else.		

Give at least 3 personal examples of similar situations, stating what you thought and felt.

Situations	*Emotions*	*Thoughts*

Chapter 3

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

Activity 1:	*Self-assessment*[9]
Overview	this activity causes students to identify and analyse the characteristics of a low self-esteem
Objective:	to develop pupils' abilities to analyse the characteristics of low self-esteem
Materials:	"Self-assessment" list & pencils
Time:	45 minutes
Target group:	high-school (14/15 to 18/19 years old) whole class, remigrants and native pupils

Instructions for teachers

Put students in a position to reflect on the fact that there are times when the way we self-assess ourselves can have positive or negative consequences on our own person, our evolution, social relations, the level of adaptation to the demands of the world and life.

[9] taken from Vernon, A. (2006). *Consilierea în şcoală. Dezvoltarea inteligenţei emoţionale. Clasele IX-XII*. Cluj-Napoca: Editura ASCR

Put students in a position to reflect on the fact that a positive self-image attracts actions and positive evolution, while a negative self-image attracts negative actions and consequences.

Encourage students to realize that self-assessment, positive self-image, high self-esteem are consequences of their own actions and thoughts; emphasize that they have the opportunity to choose, being aware that analysing the consequences of personal actions can be extremely helpful in building a positive self-image.

Emphasize the idea of personal responsibility for a positive self-image and constructive self-assessment.

Emphasize the importance of individual reflection activities, given that we are responsible for our own path and evolution in constructing self-image, self-esteem.

Tasks and procedure

1. Presenting theoretical aspects

The teacher presents theoretical aspects about self-esteem, self-image and self-assessment. The teacher explains that self-assessment has its roots in personal achievements, in awareness of the qualities that have been harnessed for certain personal achievements, in celebrating success for accomplishing a certain thing, in capitalizing on the principle of small steps to overcome certain obstacles, in capitalizing on experience and feedback, in achieving medium and long term goals. The positive image about ourselves determines us to behave in a fashion that leads to the development of a positive self-esteem.

The self image synthesizes the self-perception of our own physical, emotional, cognitive, social and spiritual characteristics.

The self-image influences our behaviours. A positive self-image can facilitate the achievement of personal goals, because a good self-image gives you enthusiasm, energy and determination to overcome the obstacles that are perceived as challenges in achieving the goals. A positive self-image contributes to the development of harmonious interpersonal relationships, to educational and professional performance.

The negative self-image leads to decreased motivation to initiate or complete an activity (because the person does not trust their own strengths) and avoidance behaviours (“what is the point of trying, anyway I will not succeed”, “it's hard”, “I'm not able”, “I do not go to the interview because I am not good enough, so there is no point...”).

2. Individual activity

Students fill in the worksheet (Appendix 1).

3. Debate

- What have you learned about self-esteem?
- What was it like when you identified characteristics for others?
- How was it when you identified characteristics for your own person?
- Are there any features on this list that you think do not characterize teenagers? What are these and why? Are there others that you think should have been added?

Debriefing and evaluation

Have you ever experienced any of these features? How do these affect your life? (This information will only be provided voluntarily, at the students' free choice.)

Suggestions for follow-up activities

Reflect and analyse!

When was the last time you experienced a situation similar to the ones in the list presented?

What did you think? What did you feel? How did you act?

The next time you experience a situation similar to the ones in the list presented, what will you do about it? How will you act? Who will you discuss or collaborate with to overcome the moment?

Appendix 1

Instructions: *Read each statement carefully. Mention if you've noticed the feature described to someone you know. Then check with another graphic sign if that description represents you.*

Feeling as if you cannot integrate
Feeling guilty
Thinking that you should do more or do better
Feeling that you have no value because of the things you have done
Being ashamed
Feeling tracked by past events
Feeling overwhelmed by the things you have done in the past
Regret
Failing to get over past events
Feeling it's too late to be happy and valuable
Thinking about suicide; to think you have no value, so what is the meaning of life
Having eating disorders (overweight, bulimia or anorexia); to believe that you don't deserve anything, so what is the point of treating your body well
Smoking, drinking, consuming drugs; feeling that you have no value, so what is the point in treating yourself well

Activity 2:	*Make a statement!*[10]
Overview	this activity is developed to make students aware of the importance of using positive affirmations to increase self-esteem
Objective:	to develop pupils' abilities to analyse the importance of using positive affirmations to increase self-esteem
Materials:	list of "Self-esteem" & paper & pencils
Time:	45 minutes
Target group:	high-school (14/15 to 18/19 years old) whole class, remigrants and native pupils

Instructions for teachers

Underline the importance of reducing and eliminating self-talk, in order to develop a positive self-esteem.

Emphasize the importance of using positive affirmations to increase self-esteem. Encourage students to practice using positive messages in relationships with others as well as in relationships with their own people.

Encourage students to become responsible for forming and developing a positive self-esteem. Emphasizing the idea that talking openly about what we think about ourselves and asking for help can be decisive for our personal evolution and for living in harmony with ourselves and others.

Emphasize the importance of open and honest communication in order to develop a positive self-esteem.

Tasks and procedure

1. Pair activity

Pupils receive the list with some statements and tasks (Appendix 1).

2. Individual activity

Using the list from the previous activity, consider that you might be in those situations. Build positive messages to support yourself! Write it down!

[10] taken from Vernon, A. (2006). *Consilierea în şcoală. Dezvoltarea inteligenţei emoţionale. Clasele IX-XII*. Cluj-Napoca: Editura ASCR

3. Debate

- Was it difficult to write positive messages?
- In which situation was it easier to write positive messages?
- What are the consequences of these messages? What are the consequences for those around you? But for your own person?
- Have you encountered such situations in reality? How did you act? What were the results?

Debriefing and evaluation

- What are the consequences of positive messages?
- How can we enhance others self-esteem?
- Is it our responsibility to do something in our daily life, in situation like the ones in your worksheet?
- Are we always aware of the importance of positive messages?
- What can we do to increase the awareness of the importance of using positive messages?

Suggestions for follow-up activities

Write down in your personal diary!

Make a daily plan to use positive messages for yourself and those around you!

Appendix 1

Instructions: *Think of a friend in these situations. Build positive messages to support it! Write it down!*

Feeling as if you cannot integrate	
Feeling guilty	
Thinking that you should do more or do better	
Feeling that you have no value because of the things you have done	
Being ashamed	
Feeling tracked by past events	
Feeling overwhelmed by the things you have done in the past	
Regret	
Failing to get over past events	
Feeling it's too late to be happy and valuable	
Thinking about suicide; to think you have no value, so what is the meaning of life	

Activity 3:	*Personal power*[11]
Overview	this activity causes the students to analyse their personal power to control the reactions in different life situations and to exercise their personal power to control the reactions in different life situations
Objective:	to develop pupils' abilities to exercise their personal power to control reactions in various life situations
Materials:	paper & pencils
Time:	45 minutes
Target group:	high-school (14/15 to 18/19 years old) whole class, remigrants and native pupils

Instructions for teachers

Underline the idea that many people often perceive themselves as powerless over their own person. It is important that they discover ways in which they can influence events and exercise control over their own thoughts and actions.

Invite students to identify situations in which they have demonstrated power over their own person. Encourage them to identify their experiences and the consequences of these situations.

Invite students to identify situations in which they have demonstrated that they have no power over their own person. Encourage them to identify their experiences and the consequences of these situations.

Encourage students to exercise their personal power to control reactions in various life situations.

Tasks and procedure

1. Brainstorming

The word "power" is written on the board. Students give as many ideas as to what power means. Then each idea is analysed and discussed. The ideas that have positive connotations and the ideas that have negative connotations are grouped. It is concluded that power can be analysed and interpreted in both directions, and in some

[11] taken from Vernon, A. (2006). *Consilierea în şcoală. Dezvoltarea inteligenţei emoţionale. Clasele IX-XII*. Cluj-Napoca: Editura ASCR

situations, people only look at power from a negative perspective.

2. Pair activity

Analyse the following situations: you are invited to a film, to a concert; you are involved in an extracurricular activities project; you are involved in an exchange of best practices internationally, with students from other countries; you are involved in the debate club because you have specific skills for this art; you are involved in high school sports because you have done performance sports.

Discuss in pairs and conclude about: who makes the decisions in those situations? Who has greater power in the situations described? How can we exercise our personal power? What are the consequences of the decisions taken? Decreasing personal power or increasing personal power? Is it beneficial to analyse the above situations in terms of personal power / power of others? Where is the border and how would it be ideal for things to happen?

3. Individual activity

Write down two situations in which you have exercised your personal power and two in which you have not. What did you think? What did you feel? What were the consequences? How would you do if these situations recurred?

Debriefing and evaluation

- Was it difficult to identify situations in which you exercised your personal power?
- How would you define the concept of power in terms of what the person can or can't do?
- Do you tend to use and abuse your personal power?
- What can prevent you from using your personal power? What can you do to overcome these obstacles?
- What you learned from this activity and would this help you become a stronger person?

Suggestions for follow-up activities

Write down in your personal diary…

What strategies for managing personal power in different situations have you used?

What strategies for managing personal power in different situations do you intend to experience?

Is there an optimal level of manifestation of personal power? How do you feel when you reach this level?

Activity 4:	*What matters to me*[12]
Overview	this activity causes students to analyse personal values, to rank them and to identify the connection between values and behaviour
Objective:	to develop pupils' abilities to recognize their own value universe and to analyse the relationship between the value constellation and how to act and behave
Materials:	paper & pencils
Time:	45 minutes
Target group:	high-school (14/15 to 18/19 years old) whole class, remigrants and native pupils

Instructions for teachers

Explain to the students that it is desirable to act in accordance with what they say they value, to distinguish between their own values and those of others and to understand that if they do not feel good when they do something, it is certainly not something they consider as a value.

Encourage students to analyse personal values, prioritize them, and identify the connection between personal values and how they act and behave. Encourage students to identify situations in which they did not act in accordance with their personal values. What were the consequences?

Encourage students to argue and reflect on the importance of raising awareness of the personal value universe, the importance of designing and carrying out daily actions in accordance with the cherished values.

Underline the importance of personal responsibility for building your own value universe, for actions in accordance with this value universe.

Tasks and procedure

1. Brainstorming

What do we mean by value? Students give more ideas about what they mean by

[12] taken from Vernon, A. (2006). *Consilierea în şcoală. Dezvoltarea inteligenţei emoţionale. Clasele IX-XII*. Cluj-Napoca: Editura ASCR

value. We analyse each idea issued and make a list of all the ideas that can be correlated with the concept of value.

2. Group activity

In groups of four students, you build a definition of the concept of value, starting from the ideas we have just analysed. The definitions are noted on the flipchart sheets, presented and exposed.

It concludes, emphasizing the idea that what is good, desirable and important is valuable. The value is chosen independently, is valued by the one who chose it and determines the individual to act accordingly.

3. Individual activity

Select from the list of general values given (money, friends, school activities, positive social relationships, health, freedom, justice, abundance, truth, fairness, honesty, fun, stability, happiness, faith, love, enthusiasm, excellence, courage, wisdom , integrity, beauty, ambition, calmness, kindness, celebrity, compassion, comfort, discipline, balance, family, independence, integrity, intimacy, freedom, teamwork, peace, perfection, power, safety, stability, success) 10 values which you consider to be most important to you.

Compare your list with your bank colleague's list. How common are they? How different are they? Why?

4. Plenary discussions

Describe situations in which you acted and behaved in accordance with the assumed values. Why did you choose to do so? How did you feel? What were the consequences of this mode of action?

Debriefing and evaluation

- Have you independently chosen the values that guide your existence? How did you find out that you appreciate these values?
- How would you find that you act in accordance with the values?
- What did you learn about your own values from this activity?
- What can you do if you do not appreciate the values that other people hold?
- Have your values changed in recent years? In what way? Do you think they will continue to change?

Suggestions for follow-up activities

Make a top 10 of your most important personal values.

Ask a parent to do the same.

Compare the lists and explain the differences!

Activity 5:	*You are great*[13]
Overview	through this activity, pupils are put in a position to analyse the fact that it is important to accept compliments, to learn how to accept compliments but also how to make compliments, to increase the level of self-acceptance, to develop a positive self-image, to develop a positive self-esteem
Objective:	to develop pupils' abilities to accept compliments and to make compliments
Materials:	-
Time:	45 minutes
Target group:	high-school (14/15 to 18/19 years old) whole class, remigrants and native pupils

Instructions for teachers

Emphasize the importance of complimenting honestly and without feeling embarrassed. Underline the importance of accepting compliments without feeling embarrassed.

Emphasize the idea that by accepting compliments without feeling embarrassed, we will develop a higher level of self-acceptance.

Emphasize the need to develop personal responsibility in complimenting and receiving compliments without feeling embarrassed and with the aim of increasing the level of self-acceptance.

Encourage students to practice receiving and offering compliments daily, both in school and out of school.

Tasks and procedure

1. Brainstorming

What is the compliment? Students state their personal ideas about what a compliment means. Then these ideas are analysed in plenary and a definition of the compliment is constructed, giving them the ideas stated. The definition is written on

[13] taken from Vernon, A. (2006). *Consilierea în şcoală. Dezvoltarea inteligenţei emoţionale. Clasele IX-XII*. Cluj-Napoca: Editura ASCR

the board.

2. Individual activity

Reflect on two situations when you complimented someone. Write them down.

Reflect on two situations in which you have been complimented. Write them down.

3. Plenary discussions

What were the reasons behind the decision to make compliments? What were the reasons behind the decision of the others to compliment you?

How did you feel when complimented? How did you feel when you were complimented?

4. Pair activity

Partner no.1 compliments partner no. 2, using an original one or one of the previous examples. Partner no. 2 must accept the compliment, then discuss how he/she felt. Students will then change the discussion partners and repeat the process.

5. Plenary discussions

How did you feel when complimented someone? How did you feel when you were complimented? How much did the role-playing situation differ from the actual situation?

- What do you think it says about receiving a compliment?
- If you do not feel well when you receive a compliment, what can you do about it?
- Do you often compliment people of the opposite sex or the same sex?
- What do you think about giving compliments?

Debriefing and evaluation

- Share with your colleague the situations where you have complimented people of the opposite sex. How did you feel?
- Share with your colleague situations where you have complimented same-sex people. How did you feel?
- Share with your colleague in situations where you have received compliments from people of the opposite sex. How did you feel?
- Share with your colleague situations where you have received compliments from people of the same sex. How did you feel?

Suggestions for follow-up activities

Write a five-minute essay with the title “I receive and offer compliments”.

Chapter 4

Proposed activities, with methodological details for Module 3. Stereotypes

Activity 1:	*The human face*
Overview	this activity aims to increase the level of awareness of high school students regarding humanity, as a generally valid and common feature of people, despite their diversity
Objective:	to raise pupils' awareness on the common factor of people regardless of race, ethnicity, religion, gender, or other high coverage characteristics that could generate stereotypes
Materials:	photos with different human faces, from different parts of the world, different race, ethnicity, religion, or gender scissors & glue A3 sheet, on which the outline of a human face is printed laptop, projector & speakers
Time:	45 minutes
Target group:	high-school (14/15 to 18/19 years old) whole class, remigrants and native pupils

Instructions for teachers

The teacher provides the necessary materials in advance, depending on the number of students. He will work with small groups of 4-5 students.

For initial attention, students are invited to watch a video with a message for the activity they are about to carry out (https://www.youtube.com/watch?v=4Iiycfiq1Zs). Through music, images and lyrics, the video conveys the idea of equality between people, reinforced by the beauty of diversity. Students are invited to deduce the message of the material.

Then we present the technique of accomplishing the products, specifying that the members of the group are the ones who decide on the product design.

Tasks and procedure

Each team of students will receive the necessary materials. The teacher will briefly explain the task. The final product for each team will be a collage made on the A3 support by filling the empty face outlined with small pieces cut or broken from the photos provided. Students will use pieces of all the photos and paste them onto the support surface until completely covered. The final work will contain the shape of a human face, from which race, ethnicity, religion or gender cannot be distinguished.

Debriefing and evaluation

The papers will be presented in front of everyone and they will be analysed, following the answer to one question: *What do the collage faces have in common*?

Suggestions for follow-up activities

The products of the activity can be posted in the exposed work area of the students or in the corridors inside the school, under an exhibition title chosen by the students.

Activity 2:	*How do others see me?*
Overview	in this activity students will experience the impact of prejudice by knowing the perceptions of their colleagues about their own person
Objective:	to increase pupils' awareness on the impact of different opinions of classmates on one's own
Materials:	A4 sheets for each student, on which each name is written down markers & double adhesive tape
Time:	45 minutes
Target group:	high-school (14/15 to 18/19 years old) whole class, remigrants and native pupils

Instructions for teachers

The teacher will have a brief conversation about the impact that the opinions of those around us have on our own person and about the probability that these opinions are wrong, despite the frequency we meet.

In the space where the activity is carried out, the furniture should be arranged in such a way as to ensure the free movement of the students.

The teacher will explain how the game is played.

Tasks and procedure

Each student will receive an A4 sheet according to the model in Appendix 1.

Each student has the freedom to put the sheet with his own name where he wants in the space of the room where the activity is carried out, so that it can be written on it (on the bench, on the wall, on the window, etc.).

Students will walk through the classroom and for 15 minutes they will write their opinions on the sheets of their colleagues.

After the time expires, each student takes his / her sheet and reads quietly the opinions sent by colleagues in writing.

Debriefing and evaluation

At the end, the teacher invites the students who want to share to the group:

1. What was the most surprising message found in your colleagues' opinions? And why?
2. Which aspect mentioned in writing by colleagues is not true?
3. What additions / explanations would you like to bring to a certain aspect found in the personal file?

Suggestions for follow-up activities

Students could receive the suggestion to write a Diary Page two days after the game was played, in which to confess the impressions left by the messages received from their colleagues.

Appendix 1

PUPILS'S NAME

What does she/he look like?	
What does he / she talk like?	
What does he/she wear?	
How does he/she behave with me?	
How does he/she behave with others?	
One word that describes him/her	

Activity 3:	*You are welcome!*
Overview	in this activity students will use their linguistic creativity to compose a poem to be told to a newcomer, on the first day of arrival in the new school
Objective:	to practice acceptance through self-motivation and by visualizing the positive impact of expressing it in various forms
Materials:	A4 sheets & writing tools (coloured pencils, pens) little notes with words & bowl / cloth bag
Time:	45 minutes
Target group:	high-school (14/15 to 18/19 years old) whole class, remigrants and native pupils

Instructions for teachers

The teacher will prepare the necessary materials in advance. To awaken students' creativity, they will write different words (from the list below, which can, of course, be completed) on the notes. The activity is carried out in small groups (3-4 students). The teacher does not intervene in the process of group composition.

Prior to the start of the composition, one member from each team will extract five tickets from the bowl / sack. The five words extracted should be used in the poem to be composed.

The following words (and their derivatives) can be used:

approved, admitted, received, acknowledged, pleasant,
friend, trust, understanding, consensus, agreement, pact,
harmony, assent, acceptance, compromise, embrace, promise

Tasks and procedure

In groups, students will compose a poem with an encouraging message for an eventual new colleague who has just arrived in their class. The message of poetry must be one of acceptance and friendship. In the lyrics composed, each group will use all five extracted words. The poem will have a minimum of three verses, four verses each. The measure and rhyme of the lyrics are up to them.

Debriefing and evaluation

Finally, the poems will be read by a representative of each group, in front of their colleagues. A poem can be chosen and it will be learned by all classmates and used when receiving a new colleague in the classroom.

Suggestions for follow-up activities

When a new colleague enters the community, after being recited the welcome poem, he may be offered to share the feelings he had during the reception in the classroom. The message can be verbal or in the form of a letter to new colleagues.

Activity 4:	*What would you do?*
Overview	the activity involves studying a case of discrimination based on a stereotype and perceptual reconfiguration through group analysis
Objective:	to develop pupils' skills to analyse a specific situation in which the stereotype prevents a correct evaluation
Materials:	The text – case study A4 sheets & writing instruments
Time:	45 minutes
Target group:	high-school (14/15 to 18/19 years old) whole class, remigrants and native pupils

Instructions for teachers

The teacher will divide the house into small groups of students. He / She will provide the material for reading. Each group will study it and comment, then discuss it with the others.

Tasks and procedure

Students will have 10 minutes to read, in small groups, the text in Appendix 1.

After reading the text, there will be a discussion about its content and the stereotypes encountered.

Debriefing and evaluation

Students will return to groups and answer the following questions in writing:

- What could the boy do in the text to meet the fear of the stereotype attached to his ethnicity?
- What could the woman in the text do to assess the situation before letting the stereotype appear?

Suggestions for follow-up activities

In the classroom there will be a panel where students can write down their name when they have managed to break away from a conscious stereotype and react assertively despite prejudices. The notes should be discussed and highlighted during group discussions.

Appendix 1

Yesterday at 4 o'clock.

"Wait, girl!"

Someone could be heard a few yards behind me shouting after me. I turned around: there was a strange Gypsy. George Coșbuc Square has always seemed a dangerous place to me. I started to hurry, I was cold, the scarf covered my mouth and nose and I put my hat on my head in a way I could barely see.

"Wait, just for a moment, don't you hear?!"

I hoped he would leave me alone; I hastened my pace. I felt that he is still following me. I was scared. I held on to my bag and anticipating losses: how long would it take me to recover the documents? I didn't have much money with me, the phone - it would have been the third time when I would be robbed.

"Hold that girl!", the gypsy had begun to shout at another gypsy near whom I was just walking looking into the ground. I was glad when the second Gypsy ignored him.

"Girl, don't you hear?!"

He shouted once more and started running towards me. I had stuck my hand in my bag. I took a deep breath; I stopped and went back. It was just then that he had come next to me. He was about 30 years old and was wearing dirty and torn out clothes. He smelled like alcohol.

"You lost this."

He held out his dirty hand. He was holding my bracelet. My Swatch bracelet received along with a ring for St. Michael and Gabriel. I could cry. I couldn't say a word. I was staring into his eyes. After all, I could say something, my voice was trembling.

"Thank you. Thank you very much, "

He gave me my bracelet. He left.

Source: Prejudice is a plastic bracelet, taken from the blog *http://www.andressa.ro*

Chapter 5

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

Activity 1:	*Draw yourself*
Overview	this activity involves activities that help pupils explore the way they see themselves and the way others see them
Objective:	to develop pupils' understanding of the ways we see ourselves and the ways others see us
Materials:	coloured pens and markers & enough paper for one sheet per person device with speakers, to play music in the background
Time:	45 minutes
Target group:	high-school (14/15 to 18/19 years old) whole class, remigrants and native pupils

Instructions for teachers

Make sure you set a calm atmosphere, so that the pupils can have the right conditions to reflect on themselves. Use some calm music to achieve this.

Make sure everyone is quiet and working on their drawing. Do not walk too much around as to not disturb pupils' concentration.

This activity can be done after the activity "Who Are You" as it continues to

explore the topic of self-knowledge on a deeper level, on the grounds created by the mentioned activity.

Tasks and procedure

1. At the very start of this activity, instruct pupils that the first part will be a silent activity. Distribute one sheet of paper per participant and enough coloured pens and markers. Tell them that they will have 10 minutes to think about how other people see them and how they see themselves. Instruct to draw this on their paper. Tell them to think about the things that they want to share which are important for them: attitudes, behaviours, characteristics, fears, struggles and difficulties, and not to focus on physical characteristics. Play some calm music in the background.

2. Ask pupils to present their drawing and what they mean by each element.

3. After this, move on to discuss what participants have discovered about themselves and the others.

Debriefing and evaluation

- Did you like this activity? Was it useful?
- Was it difficult to think about the ways you see yourself and the ways other see you?
- Was it difficult to choose how to draw that?
- Did you discover anything interesting about yourself?
- Did you discover anything interesting about the others?
- How similar/different do you think you were from each other?
- What can you say after the presentations, how diverse the group is? How do you find that?
- What should we be aware more in interactions with others?

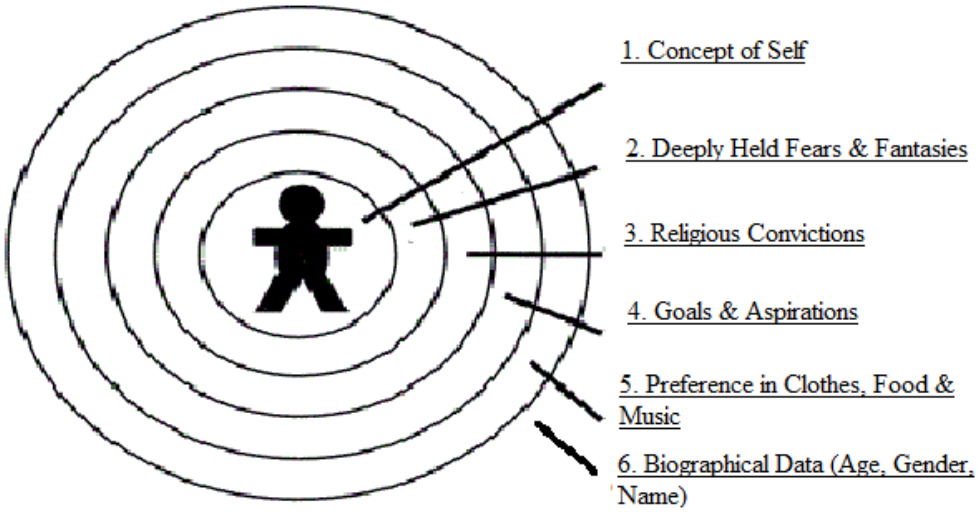
Suggestions for follow-up activities

Further activities on the topic, such as “Johari Window”

Activity 2:	*The onion of identity*
Overview	this activity helps pupils to contemplate on a deeper level the concept of identity and self-knowledge
Objective:	to stimulate pupils to look deeper into personal layers of identity as well as into others' layers of identity
Materials:	enough paper for one printed sheet with "The Onion of Identity" model per person coloured pens & markers & flipchart paper device with speakers, to play music in the background (optional)
Time:	45 minutes
Target group:	high-school (14/15 to 18/19 years old) whole class, remigrants and native pupils

Instructions for teachers

Print out sheet with the model "The Onion of Identity". You can use the following example or create your own model.



Tasks and procedure

1. Present to pupils “The Onion of Identity” and what each layer means.

2. Distribute one sheet per pupil and instruct them on writing as many things possible on the sheet of paper that you are going to distribute that has “The Onion of Identity” chart on it. Give them enough time, until everyone has finished.

3. Now, tell pupils to walk around the room and find partner to present themselves using the information that they wrote on the paper. Instruct them on interacting with more partners. Allow enough time for this part.

4. Ask pupils to come back to plenary. Ask them to share if they found some interesting information about their partners and continue to debriefing and evaluation.

Debriefing and evaluation

- What did pupils learn about themselves? What did they learn about others?
- Was it hard to look for words to write on “The Onion of Identity” sheet of paper?
- Where pupils surprised to find similar/different aspect of their own identity and others?
- How did pupils 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 pupils’ identity that pupils 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.

Suggestions for follow-up activities

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

Activity 3:	*Who are you?*
Overview	this activity helps students deepen their self-knowledge
Objective:	to deepen pupils' self-knowledge
Materials:	20 slips of paper per each pupil one paper box device with speakers, to play music in the background (optional)
Time:	45 minutes
Target group:	high-school (14/15 to 18/19 years old) whole class, remigrants and native pupils

Instructions for teachers

Make sure you set a calm atmosphere for this activity. You can use some calm and quiet/silent music to reach this effect.

Put one paper box in the middle of the circle.

Tasks and procedure

1. Instruct pupils that they will be working in pairs. Distribute 20 slips of paper to each pupil.

2. Tell pupils that they will have to ask their partner just one question, "Who Are You?" and write their answer on one empty slip of paper. The answers should be one word only and pupils will be taking turns. Continue with this until each pair has exhausted their slips of paper.

3. Tell pupils to give the slips of paper with their partner's answers to their partner and take their answers.

4. Tell pupils to get rid of 5 slips of paper which they consider are the least important for them. Instruct pupils "to throw" their answers in the paper box in the middle of the room. Now tell pupils to get rid of 5 more answers. Now, ask pupils to carefully examine their answers and get rid of one answer and so one until they are left with only five answers.

5. Ask each pupil to read the answers that they have left with.

Debriefing and evaluation

- How did you feel during the activity?
- Was it difficult to answer the question the first time?
- Was it getting easer each time to answer the question or it was getting more difficult?
- Was it difficult to answer the question with one word only? Why?
- Did you learn something new about yourself or your partner?
- Was it difficult to get rid of your parts of identity? Why?

Suggestions for follow-up activities

Further activities on the topic, such as “Draw Yourself”

Activity 4:	*Johari Window*[14]
Overview	in this activity, each pupil will assess their own personality and each other's personality using the Johari Window. Through this activity, each pupil will learn more about themselves and more about how others perceive them
Objective:	to increase pupil's awareness of their own personality
Materials:	one sheet of paper per pupil with the Johari Window model one sheet of paper per pupil with 55 adjectives device with speakers, to play music in the background (optional)
Time:	45 minutes
Target group:	high-school (14/15 to 18/19 years old) whole class, remigrants and native pupils

Instructions for teachers

This activity is useful for increasing each pupil's personality awareness but also for cultivating trust between classmates. Often, there are overlaps and differences between one's self-perception and what others perceive — the Johari Window is an excellent tool to bring these to our attention.

If you have access to Internet and enough computers for each pupil, you can perform this activity online. The Johari Window assessment can be found at http://kevan.org/johari

Tasks and procedure

1. Present to students the Johari Window model (Appendix 1) and what each "window" represents.

2. Split students into groups of 5 (that will be sitting in small circles) and give each pupil one sheet of paper with 55 adjectives on it (Appendix 2). Give each pupil of the group a pen of different colour than the rest of the group. Instruct pupils on writing their name on the top of the paper, each pupil with the colour that they have been given.

[14] adapted from www.ventureteambuilding.co.uk/johari-window-team-building-activity/

3. Ask pupils to carefully read the adjectives and circle 5 or 6 adjectives that they think best describe them. Make sure, everyone is using their colour the whole time.

4. After they are done with this, ask pupils to pass their paper to the pupil sitting to their right, and take the paper from the pupil sitting to their left. Now, ask pupils to circle 5 or 6 adjectives that according to them best describe their classmate. Continue with this, until each pupil has received their paper back.

Give one sheet of paper with the Johari Model on it to each pupil. Instruct that they will have to write the adjectives from the previous paper into this window model. Give the following instructions:

Organize the adjective in the following ways:

a. Arena – Adjectives that are circled by you and others are placed in Arena.

b. Façade – Adjectives that are circled only by you are placed in Façade

c. Blind Spot – Adjectives that are circled only by the others are placed in Blind Spot

d. Unknown – Adjectives that are not circled by anybody are placed in Unknown

3. Ask pupils to review their own Johari Window and then move on to debriefing.

Debriefing and evaluation

- How easy or difficult was it to select the adjectives to describe yourself?
- How easy or difficult was it to select the adjectives to describe your classmates? Why?
- After reviewing your complete Johari Window, what were you surprised by?
- What can you do to reduce your Blind Spot and/or Facade, and move those traits into your Arena instead?
- How can you apply what you learned about your personality and your teammates' personalities into your everyday work?

Suggestions for follow-up activities

This activity could be followed up by the activity "Every picture tells a story".

Appendix 1

JOHARI WINDOW WORKSHEET
"WHAT I KNOW ABOUT ME"
"WHAT I DON'T KNOW ABOUT ME"
"WHAT OTHERS KNOW ABOUT ME"
"WHAT OTHERS DON'T KNOW ABOUT ME"
PUBLIC SELF
OTHER SELF
HIDDEN SELF
UNKNOWN SELF

Appendix 2

able	dependable	intelligent
accepting	dignified	introverted
adaptable	energetic	kind
bold	extroverted	knowledgeable
brave	friendly	logical
calm	giving	loving
caring	happy	mature
cheerful	helpful	modest
clever	idealistic	nervous
complex	patient	sensible
confident	powerful	sentimental
independent	proud	shy
ingenious	quiet	silly
observant	reflective	spontaneous
organized	relaxed	sympathetic
self-assertive	religious	tense
self-conscious	responsive	trustworthy
wise	searching	warm
witty		

Activity 5:	*Every picture tells a story*[15]
Overview	this activity helps pupil deepen awareness of how can people look at things from different perspective and how this could shift their perspective. Also, this activity helps pupils understand how they could be mistakenly perceived by other people
Objective:	to develop pupils' understanding of how our images of other people influence our interpretation of their behaviour and vice versa
Materials:	pictures related to the theme addressed
Time:	45 minutes
Target group:	high-school (14/15 to 18/19 years old) whole class, remigrants and native pupils

Instructions for teachers

This activity can be preceded by "Man/mouse" to show that although we believe we are seeing the same thing, our perception is biased by preconceptions.

Select a picture that relates to the theme you are addressing in your activity. Cut the picture into two pieces in such a way that each half separately "tells a story", but which when put together gives a "different story". Stick the two halves on separate sheets of paper. Make enough copies for one per participant.

Tasks and procedure

1. Tell the group that you are going to give each of them a picture and that, individually, they must write down what they think the picture is about, who the characters are, what is happening, where the action is taking place, etc.

2. Give each participant a copy of the first half of the picture and five minutes to think and write their story.

3. Now ask the participants to share what they wrote. This can be done in small groups.

4. Now give out the second half of the picture and ask people to review their impressions of what they have seen.

[15] adapted from https://pjp-eu.coe.int/documents/1017981/10762748/Act6.pdf/b8988fd1-3572-e68b-17e7-52028b9dbe67

Debriefing and evaluation

- What did you think the picture was about?
- Who were the people in the picture?
- Where were they? What were they doing?
- What were your assumptions based on what you saw on the picture?
- How did you translate the different details that are in the photo and what did you assign to the characters because of them?
- In what ways did your thoughts and perceptions change when you saw the whole picture?
- What happens if you look at it again in a wider context and get a different point of view? Would you look at the people in the picture any differently?
- How can we translate this to an everyday situation? Moreover, how can we get on an individual level?
- What should we be more careful when making assumptions and interacting with others?

Suggestions for follow-up activities

This activity can be followed by the activity “Alternative narratives”. Understanding how our perception is shaped by the (limited) information we have helps participants understand the relevance of different story types and the importance of bringing alternative narratives into the mainstream.

Chapter 6

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

Activities 1-2:	*Lifestyle and values promoted in media*
Overview	this activity uses media messages to help students to develop their critical thinking in order to contribute to an easier inclusion of remigrants can be a reality
Objective:	to develop critical thinking by analysing and discussing the values promoted in media using advertisement ads
Materials:	laptop, projector, images from advertisement campaigns digital photo-cameras
Time:	2 X 45 minutes
Target group:	high-school (14/15 to 18/19 years old) whole class, remigrants and native pupils

Instructions for teachers

Discuss how advertisers create their ads for a specific niche market, often distinguished by age, ethnicity, gender, income level, geographical region etc.

- Discuss why do you think advertisers create different ads for different audiences?
- Ask to students divide in groups of 3-5.
- Show the images of different advertisement campaigns.

Tasks and procedure

Ask students to list the qualities of peoples who are shown in the ads.

Discuss in groups what kind lifestyle and values are promoted in ads. Presentation from each group.

Ask students to create an advertisement campaign of glass of water for different subcultures.

Students should make short peace of text and take of photo to make an ad for glass of water.

Each group have to make presentation of created ad of glass of water and motivate they conception.

Discuss with pupils which ad was more successful and why.

Debriefing and evaluation

Group self-evaluation and reflection about the use of lifestyle and values promoted in media

Suggestions for follow-up activities

1. Essay about media and media literacy in the context of education of your country and your personal experience like teacher.
2. Personal project using media like a tool for creating a media message.

Essay should affirm student media literacy competencies to access, analyse, and evaluate media messages in individually and socially meaningful ways across a variety of contexts. Second part of homework – project should show student ability individually work with chosen media creating media messages and reflecting on them.

Activity 3-5:	*Tasting different cultures*
Overview	this activity takes pupils to understand the world in an intercultural perspective, in language classes or as a S.T.E.A.M. project in all subjects
Objective:	to develop pupils' ability to use language in real life intercultural situations
Materials:	-
Time:	3 X 45 minutes
Target group:	high-school (14/15 to 18/19 years old) whole class, remigrants and native pupils

Instructions for teachers

The teacher talks to the students about some of the countries where Portuguese emigrants went to live and work, in the world: Brazil, France, Germany, Angola, Venezuela, United States of America and Canada. A movie about "trying school lunch around the world": https://www.youtube.com/watch?v=ylk-VdZSrSY

It can be a good starting point, just to motivate the students to investigate in the web.

Next step: the teacher takes 6 groups of flags (Brazil, France, Germany, Venezuela and U.S.A. and Canada), as many as the number of the students, in order to form 6 groups. The students pick up a flag and find out other students with the same in order to form a group.

Tasks and procedure

The teacher uses Problem Based Learning and S.T.E.A.M. methodology approach:

- **Asks** a question to all the six groups of students: What differences and similarities you can find between Portuguese and your chosen country? Justify it with examples and exploring it.

- Students divide themselves inside the group in order to start **investigating**

- With the materials that they got from the internet, they **create** their own document after changing ideas and **discuss** it inside the group.

- Students **reflect** about the results of their work and prepare the final document to

present in the class

- Students **present** their final work to the class.

Debriefing and evaluation

Group self-evaluation and a quiz prepared by the teacher about the countries involved in this lesson.

Suggestions for follow-up activities

Presenting their final work to the parents and writing the family conclusions as a homework to take to the classroom.

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 students' understanding of different professional profiles and to offer evidence of contro-stereotyipical 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:	high-school (14/15 to 18/19 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 areas 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 students 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 students 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 students about the different roles some of them will have:

- 2 students can be the official interviewers and can chair the session.
- 1 student can be the tools expert (“which are the main tools?”)
- 1 student can be the curiosity expert (“curiosity”)
- 1 student can be the context expert (“where can she/he work? who are her/his colleagues?”)
- 1 student 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 student 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, students are invited to summarize the professional profile met (activity led by the teacher who will ask students to share what written in the different sections of the ID form).

Few minutes should be given to the students to reflect on aspects of interest discovered during the activity. Students 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 student 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 students 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 and careers while fighting career stereotypes
Materials:	supporting material for teachers, possibly a projector and a computer
Time:	45 minutes
Target group:	high-school (14/15 to 18/19 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).

Students 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, students 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 students 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 students 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 students to review the professional profiles and ask students to list the features of each of the profile mentioned in the game.

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

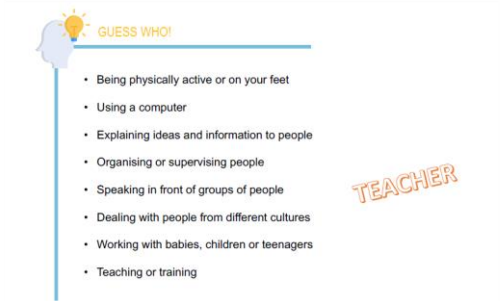
Suggestions for follow-up activities

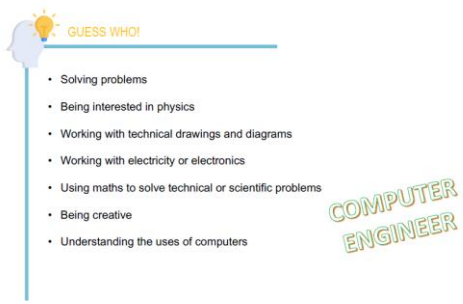
This activity can be repeated with different professional profiles. Once pupils get to know the game, they can be invited to lead it and to create the professional profiles with their features for the guessing part.

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.

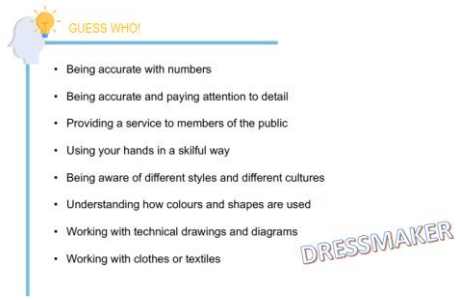
This activity can be done after Activity 4. Discover types of work or can be matched with Activity 1. Interview a professional.

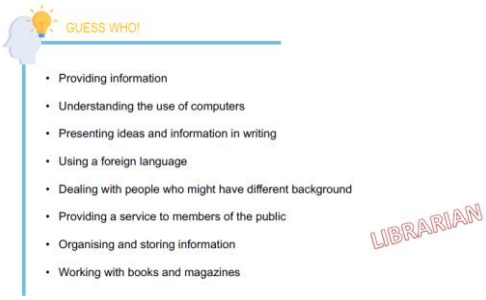
Appendix 1

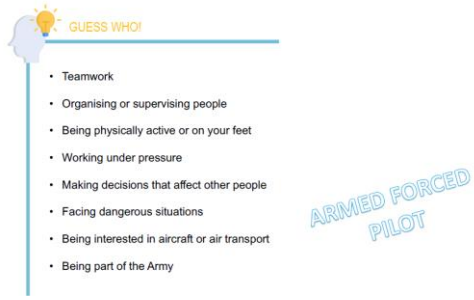

GUESS WHO!
Being physically active or on your feet
Using a computer
Explaining ideas and information to people
Organising or supervising people
Speaking in front of groups of people
Dealing with people from different cultures
Working with babies, children or teenagers
Teaching or training
TEACHER

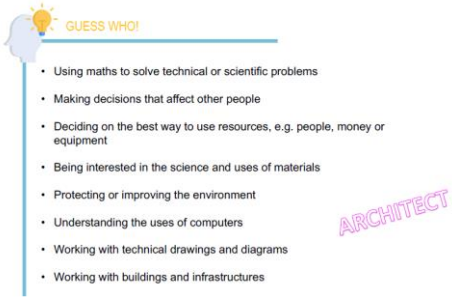

GUESS WHO!
Solving problems
Being interested in physics
Working with technical drawings and diagrams
Working with electricity or electronics
Using maths to solve technical or scientific problems
Being creative
Understanding the uses of computers
COMPUTER ENGINEER

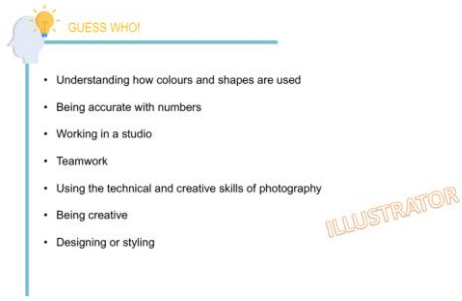
GUESS WHO!
Being physically active or on your feet
Organising or supervising people
Being creative
Being accurate with numbers
Working under pressure
Working with different cultural tradition
Working in a noisy place
Working evenings or weekends
Working with food
CHEF

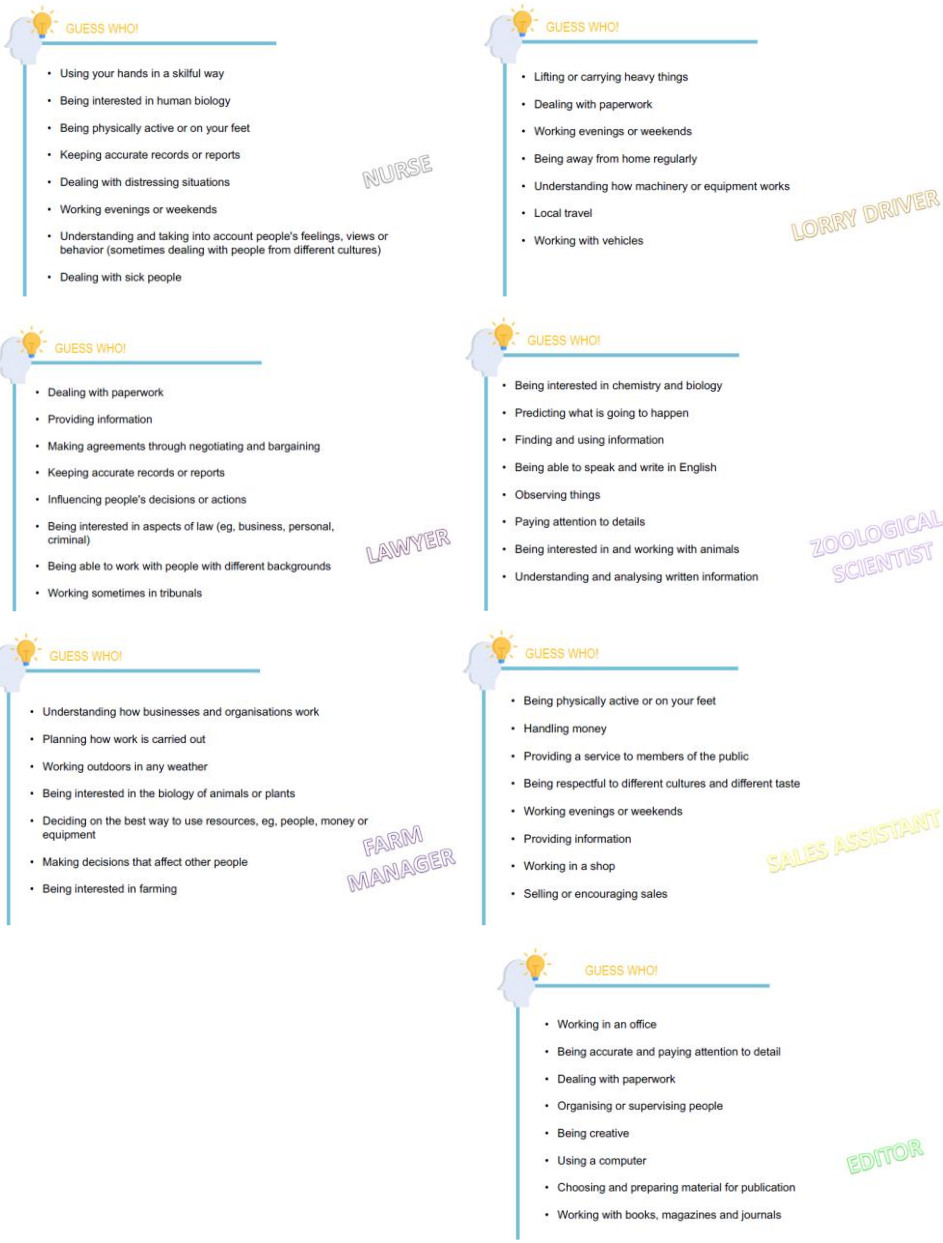

GUESS WHO!
Being accurate with numbers
Being accurate and paying attention to detail
Providing a service to members of the public
Using your hands in a skilful way
Being aware of different styles and different cultures
Understanding how colours and shapes are used
Working with technical drawings and 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:	high-school (14/15 to 18/19 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 students into small groups.

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

Task 2. Ask now students to choose all those skills which are 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, students 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.

Suggestions for follow-up activities

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.

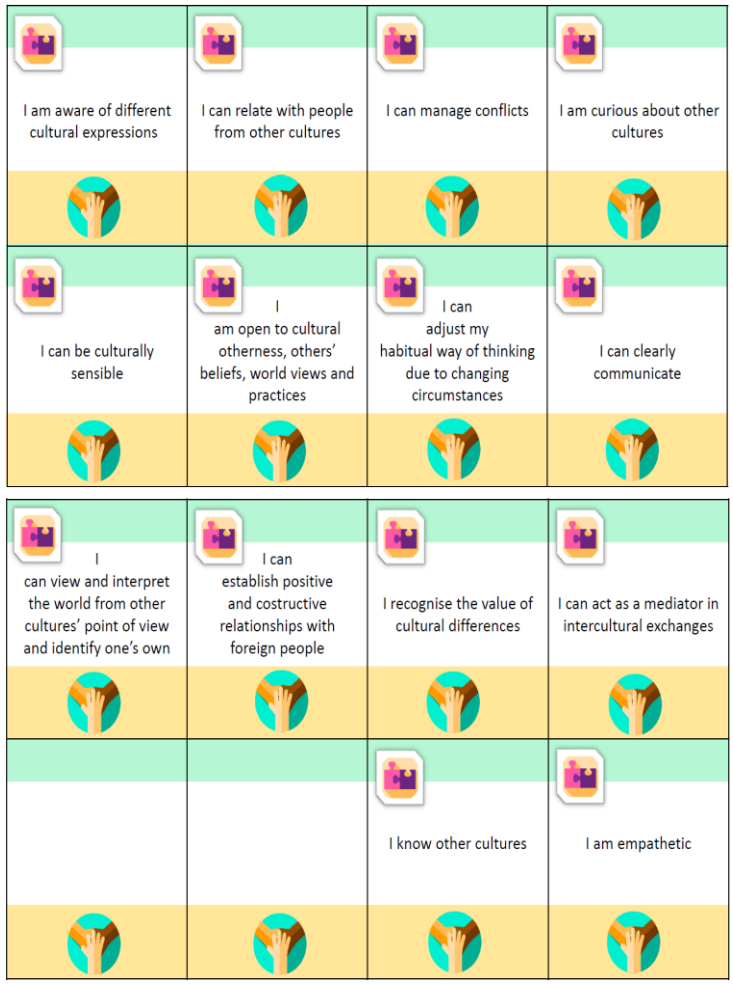
The information collected during Task 3 can also be used to create a class encyclopaedia/diary (e.g. posters or in a digital format) of professional profiles which can be enriched with the skills profile.

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 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



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:	high-school (14/15 to 18/19 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 students 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 students 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).

Students will be invited to visit the other group 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 (students 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
2. doing practical work
3. driving vehicles
4. local travel
5. cleaning or clearing up
6. working with food and drink
7. repeating the same short tasks
8. repairing things
9. working with vehicles
10. working with metal
11. working with wood

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:	high-school (14/15 to 18/19 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 and some decks of skills (one each 5/6 students).

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 define a personal profile with strengths and interests.

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.

Tasks and procedure

Print out the material and give one form to each pupil. In certain settings, if all students have a smartphone, the activity can be run using the Note functionality of the smartphone.

Present the activity to the students and ask them to think about their strengths and interests. Introduce the idea that, while at their age the educational experience is similar, on the other hand they have a profile of unique features and positive aspects which students are often not aware of.

Invite students to write a brief introduction of self in the dedicated space to introduce themselves (e.g. age, where they are from, school attended, etc.).

Then ask them to reflect on 3 strengths and 3 weaknesses. Provide students with the skills deck of cards to help them explore skills. Invite them to pick three skills they think are their strengths and three skills they think are their weakness.

Invite them to write 3 things they like (interests). Guide them in the exploration of interests inviting them to consider school subjects, hobbies and other aspects of their life.

Invite them to fill in the section on life aspirations. Clarify that it is not needed to specify the exact career they might want to pursue but that it is important to define an area/value/aspect of work and life they acknowledge as important.

To conclude, ask them to create a short 30 second presentation to be shared with the class. If the activity is done using smartphone, ask them to video record themselves.

Debriefing and evaluation

In the last 15 minutes of the activity, ask students to share the presentation of their character. Make sure that positive aspects are valued and suggest an applause to each student. 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 with the simulation of an interview. Students are invited to play different roles to further investigate the pupil's profile. The panel of interviewer can consist of three students in charge of interests, skills and aspirations, respectively. Prior to each interview, the entire class can collect some questions to be asked to the student interviewed.

Appendix 1

Name:	**Strenghts**
Introduction	
	Weakness
Interests	
My future	

Chapter 8

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

Activities 1&2:	*T shirts*
Overview	this activity helps learners will explore the origins and processes used in the production and consumption of clothing. They will work in small groups of 5 with each group member assigned a specific role
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 large world map – paper or projected. group instruction cards – 1 per group (Appendix 1) resource cards – 5 per group (Appendix 2) role badges – 1 set per group (Appendix 3) pens & paper self-assessment rubric (Appendix 4) crafting materials - optional
Time:	2 X 45 minutes
Target group:	high-school (14/15 to 18/19 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.

Ideally the trainer should be familiar with the concept of cooperative learning and the learners prepared for this way of working. Care must be taken in formulating the groups and roles. Make sure the self-assessment rubric is read before the task so that learners have an idea of what is expected of them.

Tasks and procedure

The teacher gives the resources to the pupils and short introduction; the procedure is described on the group instruction cards.

Debriefing and evaluation

In addition to the standard reflections on the session (what went well, what went less well, any adjustments or edits for future etc) Trainers should collect in self-assessment rubrics and make a note of where any differences are between self and teacher evaluations of performance and take their usual actions to pick up on any wide differences noted.

Suggestions for follow-up activities

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

Learners could be asked to construct a report, essay, academic poster on the concepts explored or a single aspect of their choice.

Appendix 1.

Task 1.

1. In your main groups look at the easily found labels of your clothing and note down the country of origin of the garment. Do this for all group members and then send the runner to mark these countries on the world map. You have 10 minutes.

2. Each group member should now take and read one of the 5 resource cards and make any notes they think are important. You have 10 minutes.

3. Share the key points about your resource card with the group; you have 2 minutes for each of you, so 10 minutes in total.

4. Using a 10-point scale, mark each of the 4 T shirts on your resource cards out of 10 for the following factors: 1. cost; 2. desirability; 3. quality and value; 4. conditions and pay for workers; 5. environmental considerations such as materials and transportation.

You have 13 minutes for this activity

Task 2.

1. Using the T shirt with the highest score as a model, prepare a 3 minutes presentation on the case for how and where you would source a T shirt (with a different logo – you can design this if you have time) for your school. What are the main considerations in your choice? You have 25 minutes for this activity.

2. Present your work to your colleagues; be short and concise, you only have 3 minutes.

Appendix 2.

Resource card 1.

This T shirt is designed by a famous recording artist. He is becoming well known for his fashion which is very expensive – the t shirt costs 500$.

The T shirt is made in Turkey at Factory XYZ who make T shirts for many different companies. Although the workers are paid the minimum wage for the country the factory has a fair reputation towards workers and is inspected by some of the design companies that use it. They do not use child labour.

The materials are sourced from all over the world but this T shirt uses some of their best and highest cost materials.

The T shirts are exported to the USA where they are distributed worldwide by other companies.

Although the quality of materials is good the design makes it delicate so it can easily be torn or become shabby.

When you buy this T shirt it might have been to three or more other countries before it gets to you and the components of it come from three countries in addition to Turkey where it is made.

The cost of producing this T shirt is 5$ but the advertising and packaging costs a lot more than that. The factory will only make 5000 of this design T shirts.

Resource card 2.

This T shirt is designed and made by a T shirt company in Italy. They are a workers cooperative and the workers own and run the company themselves using sustainable materials. All the workers are treated well and receive fair wages. They operate a Fair-Trade policy for all their materials.

The T shirt costs 7 euros to make and is sold at the company store for 25 euros.

Every T shirt they design and make 300 of but do not advertise and always use sustainable packaging.

The T shirts are well made and long lasting.

The company have a good reputation for quirky and current trends in their design but often these are copied by cheaper manufacturers who undercut prices with poor quality materials and poor conditions for workers.

Most of the T shirts are sold to local people and tourists as they are not distributed outside of Italy.

Resource card 3.

This T shirt is made by XYZ Company in Turkey who makes T shirts for many different companies. They produce 1000 plain T shirts a day which are sent all over the world. XYZ do not directly employ child labour and pay the minimum wage. They are considered a fair employer and whilst the factory is inspected the areas where the most expensive shirts are made tend to be the areas inspected with the area making the mass cheaper designs are not really looked at much.

These t shirts cost 3 Euros but the companies that they are sold to will add designs or labels and packaging and sell for different amounts varying from 6 euros to 100 euros. They can eventually be found in both high fashion and low-cost stores or sold for promotions – such as outside music venues or to promote a product or service.

The materials that these T shirts are made from are the cheapest and sometimes vary in quality. The materials are sourced globally and there is no check on issues such as use of child labour, fair and safe work conditions or environmentally damaging materials such as cheaper dyes.

The quality of these T shirts varies although they are not intended to last long and often become saggy or faded.

Resource card 4.

Disposable fashion tends to feature quickly manufactured and distributed shirts that use cheap materials and are generally only worn a few times. They might infringe copyright by using other companies designs/trademarks or similar names – Colce and Dabanna rather than Dolce and Gabbana.

Manufactured in factories where labour is cheapest and most unregulated sometimes using child labour and unsafe conditions. Often Bangladesh or China.

Disposable fashion is sometimes sold online or in large multinational stores that offer cheaper products that are mass produced. They are all about speed – of production, distribution and sale. It is claimed that something can be seen on a Paris catwalk on Monday, be manufactured in Bangladesh on Tuesday and be out in the world by the end of that week.

Whilst mass production and cheap materials keep the costs down the product may sell for a large profit margin because of its 'currency' or highly fashionable nature.

Most of these garments are thrown away after a few uses and some are highly critical of this 'throw away' fashion culture as it impacts on the environment and is not sustainable.

Resource card 5.

Background information

There are several factors to take into account when looking at the cost and concept of a t shirt.

1. The fabric. The largest cost of production components. It comes in various forms – Egyptian, Sea Island, Pima and the grade and type vary in cost and make differences in quality and longevity

2. The cost of manufacture is dependent on worker wages and conditions in the location of the factory. A worker in Italy might earn 100 times more an hour than a worker in Bangladesh

3. Economy of scale – the cost of a single shirt is much less if 10000 are made than if only 100 are made

4. Marketing – some t shirts are not advertised whilst others have vast budgets for fashion shows in Paris, London, Milan and New York with expensive models and fashion shoots and advertising in glossy magazines

5. Predicting trends, colours, popular culture concepts can all add to price if they are right – predict the wrong colour and the t shirt value goes down.

6. Politics and Ethics – can impact on cost. Association with a popular figure or a disgraced person? Child labour in the news? Rise in ethical consumption?

Appendix 3.

R E P O R T E R	you should make sure everyone has their cards and papers and that everyone understands what they are doing and how the tasks work.
R E A D E R	you should read the main cards and other instructions etc to the group and help others with reading and/or writing if they require
T I M E K E E P E R	you should keep a time plan and ensure you start and finish tasks on time
R U N N E R	you should fetch things the group needs. You should be the only person away from the group at any time
H A R M O N I S E R	you should notice and tell when group members give good ideas. You should make sure everyone is given a chance to speak and give their ideas.

Appendix 4.

	Always	**Mostly**	**Sometimes**	**Never**
During the tasks I listened and followed the instructions to the best of my ability				
I asked for help or offered help and/or support when needed				
I took turns and did not dominate conversations or ideas				
I played a full role in the group and was active and engaged in the tasks				
I kept my focus on the task and the group throughout				
I learned as much if not more from the process as I did from the final product				

Activity 3:	*Fact or opinion?*
Overview	this activity will introduce learners to a set of definitions and terms around media analysis and deconstruct news items to identify the occurrence of these concepts. They will isolate fact from opinion and be able to extend their critical thinking when consuming media. They will be encouraged to use diverse sources when seeking data and constructing own viewpoints
Objective:	to develop pupils' critical thinking, information selection and interpretation skills by working together under timed conditions
Materials:	pens & highlighters or coloured pens for underlining & paper media item (1 copy for each pair) & resource card (1 for each pair)
Time:	45 minutes
Target group:	high-school (14/15 to 18/19 years old) whole class, remigrants and native pupils

Instructions for teachers

The media items can be adapted and changed to fit local or current issues or to reflect program of study.

Teacher notes what went well, what went less well, possible changes for future delivery. Learners to use 2 star and a wish method via post it notes at end of class.

Tasks and procedure

1. Learners to form pairs and receive the media item (Appendix 1) and a resource card (Appendix 2). The teacher introduces the session.

2. Learners instructed to read media item and underline anything that is a fact and what is opinion.

3. Learners read resource card of definitions.

4. Using colour coding if desired learners underline any examples of the practices in the definitions.

5. Each pair shares with the main group one example of something in the media item that is not a fact but which is an example of any of the other concepts (dogma etc).

Debriefing and evaluation

Learners note 2 stars and a wish on two coloured post its (i.e. yellow for stars and green for wishes) and place them on the board/wall as they exit the session.

Suggestions for follow-up activities

Learners could be asked to use the terms covered in the session and apply them elsewhere to check learning has been retained.

Appendix 1

Vandals Wreck Play Park

A beautiful and popular play park was vandalised last night. Police stated that sometime between 2 and 7am criminals entered the park and destroyed some of the play equipment and wrote disgusting words on the swings. They also dug up the ground in places and left litter.

Mary Poppins a local councillor said 'My party are the only ones who are interested in the children of this community. We have spent a vast amount of money on this park, a fortune in fact'. However, Robin Hood a parent told us 'This park has been left to rot, the equipment is old and broken so it is not surprising that people do not respect it'

Our reporter visited the park and found that there were cans and bottles on the pavement outside indicating that teenagers used the park for drinking and drug taking. It is sad that this behaviour has become typical of teenagers. If they are not found and punished, we can expect our entire town to be destroyed by them.

Since last year there has been up to a 50% rise in cases of vandalism and although no one has been caught it is known that the culprits are young gang members all of whom attend the local school. It seems we have more gangs than we have proper families with a mother, father and their children.

Head teacher Mrs Brown was asked about teenage gang members at her school and said 'There is no evidence that the vandals attend this school or that the vandalism was caused by teenagers. In my opinion until the culprits are caught and found guilty, we should not guess who did it but use evidence. It is wrong to label teenagers without evidence'

Fred West leader of the Our People First party contacted us to say that in his opinion the problem is not caused by local people but by migrants who have recently swamped the local area and it seems like they are everywhere, thousands of them creating chaos and who do not have the same values as us and who do not care about our community.

Appendix 2

Fact	**Definition**: a thing that is known or proved to be true. **Example**: *All humans need to breath*
Opinion	**Definition**: a view or a judgement formed about something not necessarily based on fact or knowledge. **Example**: *The cat is the most beautiful animal in the world*
Hyperbole	**Definition**: a form of exaggeration, often used to evoke strong feelings. **Example**: *There must have been 1000 people on the bus today.*
Dogma	**Definition**: a set of principles laid down by an authority as true but may be contested by other authorities. Often linked to things such as religion or politics where each group thinks their 'truths' are true although logically they cannot be. **Example**: *Our god is the only true god*
Propaganda	**Definition**: information that is biased or misleading in nature. Used to promote a political cause or point of view. **Example**: *Our party has delivered peace, wealth, happiness, a clean environment and jobs. Those who think otherwise are left wing agitators who want to destroy our way of life. We are the only party that can save our country from ruin. Vote for us because we are the only sensible choice.*
Use and abuse of statistics	**Definition**: data used without context or explanation. Data that is not valid or reliable. Picking specific sets of data and ignoring others. Racialisation of statistics. **Examples**: *small samples (100% of people asked ate peas yesterday – but I only asked the people that had dinner with me and we had peas). Lack of context (9 out of 10 cats preferred Yummy Brand cat food – what was the alternative?). 97% of the crime was committed by immigrants – but there were only three crimes and they all happened in an area where the population is 80% immigrant.*
Image selection and manipulation	**Definition**: use of a specific image that may not be representative of the event or location. Manipulation of the image either through technology or placement. **Example**: *Making the size of a crowd appear larger through choosing a close frame where it is most populated, adding people through tech, making the crowd appear smaller by photographic the outside of the group.*
Emotive language	**Definition**: use of terms designed to elicit an emotional response or to frame specific reactions. **Examples**: *child becomes 'sweet innocent child'. One sides soldiers are 'brave strong lions and heroes' whilst the other sides are 'evil murderers' whilst one sides bombs cause 'collateral damage' and the others 'murder civilians including children in cold blood'*

Activities 4&5:	*Family diversity*
Overview	this activity helps learners explore the functions and roles of the family, its diversity and the wider factors that impact on family forms
Objective:	to develop pupils' cooperation skills by working together in small groups, thinking critically about the nature of the family, understanding some sociological perspectives that seek to explain this
Materials:	tables and chairs set for each of the groups card with A B C D to label tables for Resource Card meeting resource cards (1 set per group) (Appendix 1) paper & pens
Time:	2 X 45 minutes
Target group:	high-school (14/15 to 18/19 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.

Be aware of any sensitive issues around family that may exist in the group and seek to mitigate these. Prepare learners for group work using skill builders, status treatments etc. Make groups prior to activity and ensure there is a good balance in terms of ability/confidence etc. Don't replicate friendship groups or allow free choice of group. Remember to circulate groups and roles over time.

Ensure they consider if it is possible for others to carry out the functions of the family, i.e. the state, forms other than nuclear etc.

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. Evaluation of either peer feedback or individual achievements against rubric should aid tutor reflection on activity.

Tasks and procedure

1. Introduce topic and group the learners

2. Ask whole group "what are the functions of the family" and write responses in list on a visible board or chart.

3. Distribute resource cards and instruct each group member to read one resource card.

4. Send all those with A, B, C or D resource cards to the table marked A, B, C or D where they will meet with holders of the same card and share, clarify discuss the information.

5. Return to home group and share the information on each resource card.

6. Short break

7. In your home group together predict the most common family form you think will exist 100 years from now and make a poster or mind map which explains your choice and the factors that influenced that choice.

8. Display your poster and invite questions from the other groups and trainer.

Debriefing and evaluation

The extension/follow up task could be evaluated by the teacher if outlined in the form of a rubric where the learner can understand what is expected in terms of content and standard (this is dependent on needs of wider curriculum). Peers could be issued a rubric to evaluate each groups poster for peer feedback as a simpler evaluation.

Suggestions for follow-up activities

Learners could be asked to complete an assessment where they compare and contrast two perspectives on the family.

Appendix 1

Resource card 1 - Functions of the family

There are differences of opinion about the functions of the family within Sociology however common themes include:

- **the physical maintenance of group members** – care for young, old or sick. Provision of nutrition and physical environment. Health and welfare aspects. Transmission of knowledge of these skills.
- **the addition and care of new members** of society through procreation or adoption – unlike many other species humans require a long period of care before maturity
- **socialisation** – introducing the young to the norms, roles and values of a specific society. This can include aspects of the stabilisation of adult personalities and the adapting to family roles hence all family members undergo forms of socialisation within family groups
- **social control** – both primary and secondary rules (universal or family specific) are taught and enforced. Punishments for rule breaking may be present
- **production, consumption and distribution of goods and services** – the focus will change dependent on wider society i.e. European families in the 17th Century were mainly sites of production (food, clothing) however in 21st Century they are more likely to be sites of consumption
- **affective nurturance** (love and belonging) – the family might be seen as 'the heart in a heartless world'.

It is clear that over time and between locations (historical and geographical) there are factors that influence how the above are carried out, the roles, the rules, the norms, the values and processes have, can and will change.

Individual experiences of family will differ even at the same time and place – for example not all families are loving.

Resource card 2 - Family forms

We should understand that even where the stereotypical nuclear family exists the internal structures, roles and norms can vary considerably. We must avoid making sweeping statements or generalisations about family such as 'In China families are X' – because there is no such thing as a standard, identical family. If you were to swap places with one of your classmates who on the surface seem to have the same family i.e. similar jobs and income, similar age and gender children, same location, religion and many other similarities you would quickly find that there are differences within the family norms and values.

- **stereotypical nuclear family** – this is a family with children born within marriage to the two present parents one male, one female (cis)
- **step family** – a family where a child from either parent's previous relationship exists.
- **blended family** – a family where both parents have children from previous marriages and remarry to form a new family
- **polygamous family** – where a husband has more than one wife
- **polyandrous family** – where a wife has more than one husband
- **fictive family** – non blood related but seen as performing the role of family such as being in care or a children's home or a gang
- **single parent family** – where only one parent of either gender is present. These tend to be female dominated
- **same sex family** – where two adults of the same sex form a family and may have children from previous relationships or who use technological or medical interventions to enable children
- **singletons** – individuals who live alone with no family (this form has had the largest increase in the 20th and 21st Century in the developed world)

Note: These are only a sample of the family forms that exist.

Resource card 3 - Sociological perspectives on the family

Functionalist View. As you would expect functionalists focus on the functions of the family and believe that these are universal. As they see all institutions in society (the family being one such institution) linked and only possible to function well if they work together. For example, the Stereotypical Nuclear Family has for functionalists been the 'best fit' for an Industrial society with other institutions such as the church, the media, laws, education etc all promoting the view that this is the norm and the 'best'.

A key criticism of Functionalist views on the family is that it ignores the 'dark side' of the family such as domestic violence and child abuse. Its position that nuclear families are needed for socialisation and control could be seen as ideological as it fails to challenge the social order – in fact it reinforces it. For most then the aim is to function rather than thrive and to be born into pre-set roles rather than choose for oneself.

Feminist View. We should note that there are several forms of feminism (Radical, Marxist, Liberal, Black) and each have different emphasis in their viewpoints and interests. Broadly they agree with Functionalists and Marxists that it is a conservative institution although both Feminists and Marxists differ from Functionalists in that they argue it benefits only a small group whereas Functionalists think it benefits the many. The beneficiaries for Feminists are men through a process known as Patriarchy.

For Feminists Patriarchy (ownership and control by males) has used ideology to construct institutions that are governed by male ideas rather than facts or equality considerations. This includes the belief that men are superior and so should make the rules and control institutions. Within the family this means gendered roles where the work of women is seen as lesser. These gendered roles can be maintained through both primary and secondary socialisation of the young through education, media, religion, legislation etc.

Issues such as domestic violence and sexual abuse are key concerns for feminists and the family home is the site of much of this crime – where it is defined as a crime. Married men have better physical and mental health than their single peers – the opposite is true for women.

Resource card 4 - Sociological perspectives of the family

Marxist View. Social Class is central to Marxism where your relationship to the 'Means of Production' (the way we make and distribute the resources we use).

- own and Control – ruling class or bourgeoisie
- manage – Middle class or petit bourgeoisie
- labour – Working class or proletariat
- economically inactive – underclass or lumpen proletariat

The wider social structures are determined by the ruling class in order to maximise their power and wealth. This means that the family form that is deemed acceptable at any given time is related to the means of production and Marxists argue that the rise of the nuclear family can be attributed to Industrialisation and the changes in other acceptable forms have been driven by technology in more recent years. They also point to the fact that the family has become a site of consumption rather than production so smaller units mean more consumption, technology needs fewer people and this has driven acceptance of more diverse family forms. Hence on the one hand it is no longer the norm to have large families or specific gender roles but on the other Welfare systems that support the economically inactive are being dismantled. Marxists show how propaganda can be used to socialise people into notions of ideal types over time – and the ideal type is the one that gives the most profit to the ruling classes.

Postmodernist View. Postmodernists argue that society has entered a chaotic stage where fast social change has left norms and values scattered and uncertain. Things such as the media have more influence on socialisation than in past times where religion or custom was important. Additionally, a globalised society means that roles, norms and values are exported and imported as humans move around and the media becomes global in its perspective as technology makes it hard to erect borders or controls to keep competing ideas at bay.

Hence family diversity is the norm – with varied structures and internal norms and values set at an individual level through choice. For Postmodernists there is nothing new, just rearrangements. Thus, hidden norms are now public. Critics argue that this is not universal and more descriptive of more affluent mobile individuals. It may not be as easy to live as a same sex couple or family in a small, religious, rural community as it might be in a largely secular city.

Resource card 5 - Influences on family forms

Family diversity is influenced by different things over time and between locations. Below are some structures and institutions that impact on family forms.

- **religion** – Religion as law or secular. Emphasis differs between religions in matters of sexual relationships, children, ownership etc. Faith observers may be more or less relaxed in their interpretation of core religious ideas
- **economy** – Primitive (hunter gatherer), Industrial, Technological. Low or high resources. Individuals as producers or consumers. Free market or state controlled
- **laws** – Equal or specific group dominance. Human Rights. Age of consent. Existence of welfare state or not. Care and protection of young. Gender based legislation. Divorce. Sexuality and Morality. One child policy.
- **technology** – global movement and communication. Birth control and fertility technology. Gender fluidity. Domestic labour. Work paid and unpaid.
- **education** – gendered or non-gendered. Free at point of consumption or paid. Amount and access. Political and religious controls. Curriculum. Role Models
- **media** – controlled or not. Private or state. Access. Production values and rules. Content values and rules. Propaganda. Advertising. Portrayal of gender. Ideal types. Deviance amplification.
- **health – life expectancy**. Infant mortality. Access to social care. Existence of welfare state or absence. Location and geographical impacts i.e. food shortages, natural disasters, overcrowding, housing shortages. Pollution.
- **resources** – shortages or surplus. Distribution of resources. Access to resources. Sustainability. Colonisation or invasion.
- **gender** – fixed or fluid acceptance. Specific roles governed by formal or informal laws and punishments. Presentation in education, media, literature. Role models. Equality or inequality and the extent of this.