

# Remigrant children in European schools

## Handbook for children in upper secondary education





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This paper was coordinated by Steluța Florentina Ciomaga (CJRAE Vrancea), with the support of:

Daniela Janet Popoiu (AAE VN)

Maria Cristina Popa (ULBS)

Cherry Hopton (ICI)

Anita Montagna, Giulio Iannis, Eleonora Durighello (CSP)

Manuela Pita (CREF)

Radmila Serafimoska, Metin Muaremi (CED)

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# Module 1

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## Academic anxiety & positive emotions

*Dear teenager,*

*We invite you to go through the next activities to discover your inner world, to discover the reasons that make you act in a specific way. We know that you are concerned about self-knowledge, about your image and the way others perceive you, about things that differentiate you from your peers, about the things that make you unique and original, so our activities will help you discover:*

*☞ what are your personal values and what are the most important values that guide your behaviour;*

*☞ that it is important to receive compliments, to learn how to accept compliments and how to make compliments, to increase your self-acceptance, to develop a positive self-image and increase your self-esteem;*

*☞ what you appreciate about people around you and what they appreciate about you;*

*☞ how to solve your every-day issues;*

*☞ what are the positive and defining aspects of your personality profile.*

*Each activity ends with a moment of personal reflection about what you learned about your inner world. You will learn that it is important to give yourself some time to reflect, a moment of peace and silence to think about yourself, about what happened during the day and how to act in the future to achieve a high self-esteem.*

*You will be invited to note in your personal diary different aspects that relate to the values that guide your behaviour, to the way you make and receive compliments, to what you appreciate about people around you and what they appreciate about you, to the specific way you solve your everyday issues and to the positive and defining aspects of you personality.*

**Activity 1:** *Consequences of my emotions<sup>1</sup>*

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**Overview** Through this activity you will be determined to analyse that any activity also has an emotional consequence and that there is a difference between rational emotional reactions and irrational emotional reactions.

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**Objective:** 📖 to develop your skills to analyse the consequences of emotions and rational and irrational emotional reactions

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**Materials:** paper & pencil

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**Time:** 40 minutes

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**Activity type:** individual activity

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**Target group:** high-school (14/15 to 18/19 years old pupils)

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1. Identify the positive consequences but also the negative consequences of the following emotional experiences: anger, happiness, depression, loneliness, surprise. Write them down in the table below.

<b>Emotion</b>	<b>Positive consequences</b>	<b>Negative consequences</b>
Happiness		
Anger		
Depression		
Loneliness		
Surprise		

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<sup>1</sup> taken from Vernon, A. (2006). *Consilierea în școală. Dezvoltarea inteligenței emoționale. Clasele IX-XII*. Cluj-Napoca: Editura ASCR

2. Write down how you react when you are happy, angry, depressed, when you feel lonely, when you are surprised.

Emotion	your reaction / behaviour
Happiness	
Anger	
Depression	
Loneliness	
Surprise	

3. Write down how people around you react when they are happy, angry, depressed, when they feel lonely, when they are surprised.

Emotion	other people reaction / behaviour
Happiness	
Anger	
Depression	
Loneliness	
Surprise	

Which of the above-mentioned reactions are irrational reactions (which can hurt some people or destroy certain things)? Which of the above-mentioned reactions are rational reactions, which have positive consequences for both yourself and others? Check all the reactions recorded and put a plus (+) next to each reaction you consider rational and a minus (-) next to the reactions you consider irrational. Think about the consequences of the two categories of reactions!

### Debriefing and evaluation

- ☞ What did you learn doing this activity?
- ☞ How can you use these things you have learned on your activity at school?
- ☞ What have you learned about the consequences of rational / irrational reactions to your emotional experiences?

### Suggestions for follow-up activities

Write down in your personal journal two situations in which you had rational reactions as a result of emotional experiences. Why do you think this happened? What kind of emotional reaction do you have? What kind of emotional expression do you consider to be “healthier”? What you can do to increase the frequency of this type of expression?

**Activity 2:** *I can manage my negative emotions!*<sup>2</sup>

**Overview** Through this activity you will become aware that each of us is facing different negative moods, it is important to identify the most effective strategies for overcoming them; the activity puts you in a position to analyse the guilt and shame and identify the most effective strategies for managing these conditions.

**Objective:** 📖 to develop your skills to analyse the existence of negative emotional states and identify strategies for managing these states

**Materials:** paper & pencil

**Time:** 40 minutes

**Activity type:** individual activity

**Target group:** high-school (14/15 to 18/19 years old pupils)

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### Instructions

1. Think about how you would feel in the situations described in the table in Appendix 1. Specify how you would act to overcome these emotional experiences. Write it down!

2. Describe a situation in which you experienced a profound sense of guilt, as well as a situation in which you experienced a profound sense of shame. How did you act to overcome these emotional experiences? Write it down!

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<sup>2</sup> taken from Vernon, A. (2006). *Consilierea în școală. Dezvoltarea inteligenței emoționale. Clasele IX-XII*. Cluj-Napoca: Editura ASCR



3. Ask your friends / colleagues if they were in similar situations (if they felt guilty / ashamed). How did they act to remove the guilt / shame? Write down at least 2 strategies from those used by them.

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### Debriefing and evaluation

- 📖 What did you learn doing this activity?
- 📖 How can you use these things you have learned on your activity at school?
- 📖 What you learned about managing negative emotional experiences?

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### Suggestions for follow-up activities

Make a brief interview with one of your parents, a teacher who teaches at your class, with at least two classmates / friends. Write down the answers to the questions and reflect on those answers!

- 📖 Do you think that guilt and shame are “healthy” emotions?
- 📖 Do you think people like to be ashamed or guilty?
- 📖 Do you think there is any way to avoid these feelings?
- 📖 How can we act to decrease the intensity of guilt / shame?
- 📖 The way we act is common to everyone or is a particular one, individualized?

**Appendix 1**

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Situation	How did you feel?	How would you act to overcome these emotional experiences?
I took a low grade in the semesterly paper / evaluation test. My mother reproaches me that she works for me and I do not strive enough to take high marks.		
I lied that I took a high test grade to be allowed to go to a party with my friends.		
I hid from my parents that I was drinking alcohol at the party and that I was sick afterwards. I couldn't learn the next day and the history teacher evaluated me and gave me a low mark.		
My father went to work abroad and was convicted of working without legal documents. I can't tell this to my colleagues.		
I returned to my hometown after staying with my parents in Greece. There I studied for 6 years, in Greek. I cannot speak correctly and write correctly in my native language. Colleagues are amused by the associations of words I make and by the difficulties I have to express myself.		

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I went to school for 3 years in Italy. Now I'm back home. My classmates and schoolmates call me the "Italian".

---

I do not understand what the teacher teaches us in mathematics. I learned in a school in the UK where the requirements were not so high. I feel like I can't handle it here, even though I was a good student there.


---

The family forced me to leave the country, together with them, in Spain. There my parents had good jobs, well paid, but it was hard for me to settle in with the new school and new colleagues. Now they have decided to return to their homeland. I feel that it is difficult for me to settle in. I don't know how to make it easier for me.

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**Activity 3:** What do I do when I feel concern / fear / anxiety<sup>3</sup>

**Overview** Through this activity you are invited to analyse the reasons for the emotions of worry / fear / anxiety, the causes / consequences of these experiences and the most effective strategies for managing these experiences.

**Objective:**  to develop your skills to identify the most effective strategies to reduce anxiety / fear / anxiety

**Materials:** paper & pencil

**Time:** 40 minutes

**Activity type:** individual activity

**Target group:** high-school (14/15 to 18/19 years old pupils)

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### Instructions

1. For each statement in the table in Appendix 1, write down the condition you have experienced, respectively if you have felt concern, fear or anxiety in the given situation, as well as how often the respective experience has occurred.

2. Now, select the situations in which you have frequently felt anxiety / fear / worry and write how you have overcome these situations. What strategies have you adopted to reduce anxiety and fear in those situations?

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<sup>3</sup> taken from Vernon, A. (2006). *Consilierea în școală. Dezvoltarea inteligenței emoționale. Clasele IX-XII*. Cluj-Napoca: Editura ASCR

3. Present a situation where you felt anxiety / fear / concern in the context of an evaluation test. What strategies for managing negative emotional experiences have you used?

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### **Debriefing and evaluation**

- 📄 What did you learn doing this activity?
- 📄 How can you use these things you have learned on your activity at school?
- 📄 What did you find out about anxiety / fear / worry management strategies?

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### **Suggestions for follow-up activities**

#### **Write down in your personal diary...**

- 📄 What emotions management strategies have you experienced?
  - 📄 What emotion management strategies do you plan to experience?
  - 📄 What emotions management strategies have you experienced in manifesting anxiety of assessment?
  - 📄 What emotions management strategies do you intend to experience in anxiety evaluation??
-

## Appendix 1

Behaviour	Worry / anxiety / fear	Often	Sometimes	Never
Parents quarrel because of your school results				
Conflicts between parents because of the money needed for your additional training				
The reproaches your parents make when you consume alcohol				
The pressure placed on you to have school progress just like your elder brother / sister.				
Your grades and your school performance				
Discuss with your parents about your future				
Dating with your friends, without knowing the parents (they consider your entourage harmful).				
The way parents talk to you about your future.				
Classmates' opinions about your school results.				
Teachers' opinions about your school results.				
Lack of popularity				

Behaviour	Worry / anxiety / fear	Often	Sometimes	Never
Communicating what you know during class when you are asked about school content.				
Communicating with classmates.				
The degree of understanding of the requirements of the tests				
Degree of understanding of oral messages during classes				
The way you are involved in solving projects in groups, in different study disciplines.				
The way you scored for what you know in certain study disciplines.				
Your involvement in extracurricular activities				
Your sports performance				
Requests from teachers to solve various administrative tasks within the school / classroom.				

**Activity 4:** *I am responsible for my emotions*<sup>4</sup>

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**Overview** Through this activity you are in a position to analyse the fact that negative emotions are caused by the way we look at and analyse a situation and to realize that we are responsible for your own emotions.

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**Objective:** 📖 to develop your responsibility for one's own emotional experiences

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**Materials:** paper & pencil

---

**Time:** 40 minutes

---

**Activity type:** individual activity

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**Target group:** high-school (14/15 to 18/19 years old pupils)

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### Instructions

1. Read the situation described below and answer the questions given!

Irina receives the result from the evaluation exam at geography. She finds out that she only got 70 points out of the 100 possible. She learned for 2 weeks for this test and was convinced that she had solved most of the requirements. She was expecting a very good result and she is now disappointed. She thinks her parents will be disappointed too. He does not understand how she achieved this result. She had intended to go to the Faculty of Geography, but knows he does not know what else to do. Should the college entrance exam be as difficult as this evaluation is?

She looks at the list of her colleagues' grades and sees that a new colleague from another country scored 95 points on the test. She is surprised because this new colleague is speaking with difficulty and seems to not always understand what she is being told. She looks at her colleague and finds that he is smiling quietly and pleased. Irina thinks that the teacher did not evaluate the two tests objectively and intends to go and ask her to explain why she got such a low score.

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<sup>4</sup> taken from Vernon, A. (2006). *Consilierea în școală. Dezvoltarea inteligenței emoționale. Clasele IX-XII*. Cluj-Napoca: Editura ASCR



- ☞ How does Irina feel?
- ☞ How does she think her parents will feel?
- ☞ How does Irina's colleague feel?
- ☞ How do you think the geography teacher will feel if approached about the test result?
- ☞ Who is responsible for most of the identified negative emotions?
- ☞ Who is responsible for most of the positive emotions identified?
- ☞ Were there any situations in your student life where it was more difficult to accept responsibility for your own emotions 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 their own lives?
- ☞ What have you learned about accepting responsibility for your own emotions?
- ☞ What can you do next time you realize that you have to take responsibility for your own emotions?

2. Describe a situation in your personal life in which you took responsibility for your own emotional experiences.

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### Debriefing and evaluation

- ☞ What did you learn doing this activity?
- ☞ How can you use these things you have learned on your activity at school?
- ☞ What did you learn about responsibility for your emotions?

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### Suggestions for follow-up activities

Make a note in your diary!

- ☞ When have you ever accused someone of their own emotions?
  - ☞ When did you accept responsibility for your own emotions?
  - ☞ How would you do if you were put back in the situations mentioned above?
-

**Activity 5:** *How I think and what emotions I have*<sup>5</sup>

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**Overview** Through this activity you are in a position to analyse the fact that emotional problems are caused by your thoughts and to analyse that solving emotional problems involves changing the way you think about the given / experienced situation.

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**Objective:** 📖 to develop your skills to manage one's own thoughts to solve personal emotional problems.

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**Materials:** paper & pencil

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**Time:** 40 minutes

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**Activity type:** individual activity

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**Target group:** high-school (14/15 to 18/19 years old pupils)

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**Instructions**

1. Imagine that the situations presented in Appendix 1 took place and that you were part of them. Establish and write down what you thought and felt for each situation.
2. Write at least 3 personal examples of similar situations, stating what you thought and felt.

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**Debriefing and evaluation**

- 📖 What did you learn doing this activity?
  - 📖 How can you use these things you have learned on your activity at school?
  - 📖 What happens to our emotions when we change our way of thinking about a situation?
- 

**Suggestions for follow-up activities**

Write a 5-minute essay with the title: “My thoughts can influence my emotions”.

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<sup>5</sup> taken from Vernon, A. (2006). *Consilierea în școală. Dezvoltarea inteligenței emoționale. Clasele IX-XII*. Cluj-Napoca: Editura ASCR

**Appendix 1**

<b>Situation</b>	<b>What I thought</b>	<b>What I felt</b>
<p>My parents go to work abroad. I'll stay home with my grandparents. Over a year they will take me and them.</p>		
<p>The English teacher gives me a low grade because I do not like this discipline. He always tells me I can do more (knowing that I can handle German better).</p>		
<p>My colleague has been learning in Iceland for a while. He cannot adapt to the requirements in our school. He is upset all the time and doesn't have very good grades.</p>		
<p>My mother has the choice between leaving with my father in another country to make a better living or to take care of me and my younger sister. We really need money, but we also need to stay with our parents.</p>		
<p>I was in a camp where there were many children who studied for a while abroad.</p>		

**Situation**

**What I thought**

**What I felt**

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I do not do well at school because in the country I came from the requirements were not the same.

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I speak Italian very well. I would like the foreign language I study to be Italian, not English / French. That is how I could be very good at a subject.

---

In Spain I reached a certain level of performance swimming. I was the best in school. Here at the new school I do not swim. I can't handle football. Even in sports I have lower grades than my colleagues.

---

My mother tells me that they will make an effort to go back to Spain if I do not manage in the new school. But I know that it would be very difficult for us all to do this.

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My classmates consider me different because I had different cultural and educational experiences.

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The teachers created educational contexts in which I had the opportunity to show what I learned by living and studying in another country.

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## Module 2

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### Self-esteem

*Dear teenager,*

*We invite you to go through the next activities to discover the emotional universe that represents you, the consequences of your actions, the way that you can control your negative emotions, to learn about the personal responsibilities for your emotions and about the links between thoughts and emotions.*

*The way you feel, the way you live determines you to behave one way or another. We know that you are concerned about self-knowledge and that self-knowledge about your emotional profile is important to develop in a positive and harmonious way, so our activities will help you discover that:*

- ☞ any activity has emotional consequences and there is a difference between rational emotional reactions and irrational emotional reactions;*
- ☞ each of us have different negative emotions and it is very important to identify the most effective strategies to overcome those negative feelings;*
- ☞ each of us experience anxiety or fear and it is very important to correctly identify the causes and consequences of those emotions and the most effective strategies to overcome those negative feelings;*
- ☞ the negative emotions are caused by the way we perceive and analyse specific situations; it is important to be aware of our own responsibility for our emotions;*
- ☞ our emotional issues are caused by our own thoughts and changing our emotions is dependent of changing the way we think about that situation.*

*Each activity ends with a moment of reflection about your emotional universe. You will learn that it is important to give yourself some time to reflect, a moment of peace and silence to think about yourself, your emotions and their consequences, about managing the negative emotions and your own responsibility for your emotions, about the links between thoughts and emotions.*

*Your personal diary will become a very useful tool in analysing your strategies for managing negative emotions, your responsibility for what you feel and live, your personal action style to live in a positive emotional state.*

**Activity 1:** *My values*<sup>6</sup>

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**Overview** Through this activity you will identify your personal values and determine which are the most important values that guide your actions.

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**Objective:** ☞ to raise your awareness of the personal values that determine the ways to act in different contexts

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**Materials:** paper & pencil

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**Time:** 40 minutes

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**Activity type:** individual activity

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**Target group:** high-school (14/15 to 18/19 years old pupils)

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**Instructions**

1. Read the possible situations from Appendix 1 and pay attention to the details. For each situation, decide how you will act and write it down!

2. Carefully read the list from Appendix 2, which contains several values. Extract the ones you think are most important and then rank them. If you feel the need, you can add any other value that you consider important. The list is for guidance only.

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**Debriefing and evaluation**

- ☞ What did you learn doing this activity?
  - ☞ How can you use these things you have learned on your activity at school?
  - ☞ What you learned about your personal values and how they guide your actions in life?
- 

**Suggestions for follow-up activities**

Talk to a teacher about top personal values! Periodically, it looks at and analyses the top of personal values and decides whether it remains the same or if you change something!

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<sup>6</sup> taken from Cazacu, A., Boteanu, I. (2016). *Culegere de exerciții de dezvoltare personală*. Suceava: Editura George Tofan

## Appendix 1

Imagine that you won 100,000 euros in the lottery. Then write on a sheet of paper, as detailed as you can, what you would do with this money. Then think about what made you allot the money that way. What is important to you in your life?

When you reach old age, what would you like to be able to say about the life you have lived until then?

Remind yourself of a more difficult decision you faced. When you opted for the choice, what were the factors, the values that mattered to you?

Imagine entering a magic shop where you can buy absolutely anything, that is, whatever you can represent. If you came to such a store, what products would you put in your cart?

## Appendix 2

**List of values:**

authenticity	responsibility	tolerance
creativity	freedom	health
safety	amusement	self-accomplishment
generosity	work	utility
kindness	success	diversity
personal authority	professional achievement	communication
ambition	love	humanity
collegiality	wisdom	quiet
faith	honour	knowledge
dignity	courage	understanding
respect	optimism	ambition
sincerity	beauty	appreciation
equality	integrity	peace
perseverance	patience	friendliness

**Your personal top 10 of personal values**

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1.

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2.

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3.

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4.

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5.

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6.

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7.

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8.

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9.

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10.

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**Activity 2:** *Compliments*<sup>7</sup>

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**Overview** Through this activity you will learn 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.

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**Objective:** 📄 to develop your skills to accept compliments and to make compliments.

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**Materials:** paper & pencil

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**Time:** 40 minutes

---

**Activity type:** individual activity

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**Target group:** high-school (14/15 to 18/19 years old pupils)

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**Instructions**

1. Describe two situations in which you have complained. How did you feel? Write it down.

2. Describe two situations in which you have been complimented. How did you feel? Write it down.

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<sup>7</sup> taken from Vernon, A. (2006). *Consilierea în școală. Dezvoltarea inteligenței emoționale. Clasele IX-XII*. Cluj-Napoca: Editura ASCR

3. What were the reasons for your decision to make compliments? What were the reasons behind the decision of others to compliment you? Write it down!

**Remember!**

Be honest and responsible when complimenting, without feeling embarrassed!  
Accept compliments without being embarrassed!

It is important to develop your personal responsibility in complimenting and receiving compliments without feeling embarrassed, in order to increase the level of self-acceptance.

Exercises daily to receive and offer compliments, both in school and out of school.

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**Debriefing and evaluation**

- 📖 What did you learn doing this activity?
- 📖 How can you use these things you have learned on your activity at school?
- 📖 Why it is important to learn to do compliments and to receive compliments?

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**Suggestions for follow-up activities**

Record in the personal diary the compliments you make and the ones you receive. Discuss what you wrote down with a friend. Identify what you feel when you make compliments and what you feel when you receive compliments.

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<b>Activity 3:</b>	<i>Self-presentation</i> <sup>8</sup>
<b>Overview</b>	Through this activity you will learn to put together the positive and defining aspects of your personality profile
<b>Objective:</b>	☞ to develop your self-presentation skills through written materials
<b>Materials:</b>	paper & pencil
<b>Time:</b>	40 minutes
<b>Activity type:</b>	individual activity
<b>Target group:</b>	high-school (14/15 to 18/19 years old pupils)

### Instructions

1. Complete the statements in Appendix 1. Think of an attractive way of presentation, because later you will expose the diploma in your room. You can choose to use drawing, graphics etc.

2. Conduct a self-presentation to participate in the selection of students for an international mobility internship in which activities will be carried out to prevent and combat violence. The international mobility activity lasts 5 days, takes place in Spain, and the selected students will work together to make posters, films and materials useful in the activities of preventing and combating the violence organized in the World Week against violence. Students from 6 EU countries other than yours will participate in the international activity.

Use the template in Appendix 2 to present yourself.

Remember!

Describe yourself briefly, thinking about the benefit you will get. Highlight the qualities and personality traits useful in interpersonal relationships, collaborative activities, violence prevention and combat activities, teamwork activities, and the contribution you can make to the team you work with. Be honest, do not distort reality, but highlight the qualities, abilities and skills you have and recommend you to participate in this activity internationally.

<sup>8</sup> taken from Cazacu, A., Boteanu, I. (2016). *Culegere de exerciții de dezvoltare personală*. Suceava: Editura George Tofan

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### **Debriefing and evaluation**

- 📖 What did you learn doing this activity?
  - 📖 How can you use these things you have learned on your activity at school?
  - 📖 How you will capitalize on what you have learned about self-presentation?
- 

### **Suggestions for follow-up activities**

Discuss with a teacher how you made your self-presentation. Request feedback!

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**Appendix 1**

**MY DIPLOMA**

The most important achievement of my life



The most important success of my life



The most important event in my life




The most important goal I achieved



The most important decision I made



The most important people in my life





<b>Activity 4:</b>	<i>Appreciations</i> <sup>9</sup>
<b>Overview</b>	Through this activity you will reflect on what you appreciate about the people around you and what they value about you.
<b>Objective:</b>	☞ to develop your analytical skills of what we appreciate about those around us / what those around us appreciate
<b>Materials:</b>	paper & pencil
<b>Time:</b>	40 minutes
<b>Activity type:</b>	individual activity
<b>Target group:</b>	high-school (14/15 to 18/19 years old pupils)

### Instructions

1. Think about the significant people in your life, whom you are in different relationships with. Write the names of these people in the first column of the table in Appendix 1. Also mention the type of relationship you have with that person (brother, friend, boyfriend, parent, colleague, friend, etc.). Then write down what you appreciate in the relationship with that person, as well as what that person appreciates in the relationship with you.

2. Think about what you have invested in your relationships (e.g. time, respect, communication, availability, etc.) and what you have received in return. Write it down! (in the second table in Appendix 1).

### Debriefing and evaluation

- ☞ What did you learn doing this activity?
- ☞ How can you use these things you have learned on your activity at school?
- ☞ How we act to improve our relationships with others?

### Suggestions for follow-up activities

Write a 5-minute essay entitled “The positive thing in a relationship”.

<sup>9</sup> taken from Vernon, A. (2006). *Consilierea în școală. Dezvoltarea inteligenței emoționale. Clasele IX-XII*. Cluj-Napoca: Editura ASCR

**Appendix 1**

Name & type of relationship	What I appreciate in the relationship	What he/she appreciates in the relationship

Things you have invested in your relationships

What you have received in return



**Activity 5:** *How I solve my problems*

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**Overview** Through this activity you are invited to analyse how you solve the problems you face in your daily life.

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**Objective:** 📖 to develop your skills to analyse ways of solving problems in daily life

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**Materials:** paper & pencil

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**Time:** 40 minutes

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**Activity type:** individual activity

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**Target group:** high-school (14/15 to 18/19 years old pupils)

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**Instructions**

1. Write down the problems you have faced in the last 3 months.

2. What solutions have you identified for solving them?

3. Who did you call to help you solve these problems?

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4. How did you feel after you solved the problem?

5. If you were in a similar situation would you act the same?

6. What have you learned from the above situations?

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### Debriefing and evaluation

- 📖 What did you learn doing this activity?
- 📖 How can you use these things you have learned on your activity at school?
- 📖 How we act to solve our problems?

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### Suggestions for follow-up activities

Talk to a trustworthy person about your problems and how you solved them.

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## Module 3

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### Stereotypes

A short story can help you understand what stereotypes are. Read it and reflect on it.

*A shepherd was spending a lot of time with his sheep, on a beautiful meadow in the mountains. One day a wolf eats a sheep. The angry shepherd goes into the woods and shoots the wolf. The next day, another sheep is eaten by a wolf. The angry shepherd walks back into the forest and shoots the wolf. The third day is the same. Another wolf eats a sheep and runs into the forest. The shepherd, angrier this time, goes after him and shoots him.*

*On the fourth day a sheep disappears. The shepherd, very nervous, goes into the woods and shoots another wolf. After two hours, the sheep that was missing from the flock comes back. It was not eaten by the wolf.*

Stereotypes generate unjustified behaviours based on an individual evaluation of those we interact with. Based on some information we have and which, for the most part, has not been verified, we act without looking at the person in front of us as an individual, but as part of a group about which we have heard good or less good things.

People are different and similar at the same time. It is normal to learn to relate to them in the light of general knowledge that rises over the group they belong to. For example, it is good to know how far we have to be to a European Nordic and a Latin, which will certainly be closer to us.

When it comes to the negative aspects, it is necessary to understand that they cannot be attributed to a person just because he or she is part of a group. It is an assumption that is separate and that generates destructive emotions.

Many times, when we meet new people, we experience a feeling of unease. It's natural. Instinctively we are programmed to defend ourselves in front of the unknown. In the rush to look for information about the one we interacted with or not (it may be a

discussion about someone), to know how to relate to him or her, we quickly get to the negative information passed from word to word, which can be or not applied to the person concerned. Here we have an important turning point.

We can choose to look at the person in question by establishing bridges based on what we have in common, such as being human, having emotions, feelings, desires, behaviours that, although different, have the same purpose, to create interaction. Or we can cover the person with stereotypical information, not giving him the real chance to interact with us.

We are all responsible for the world we create. There is no option to opt out. Silence or lack of reaction can be discriminatory behaviour in itself. So, let us notice the similarities that unite us and, on the basis of them, seek the understanding of those around us!

**Activity 1:** *Diversity rap*

**Overview** This activity aims to raise your level of awareness regarding humanity, as a generally valid and common feature of people, despite their diversity.

**Objective:** 📱 to raise your awareness to the common factor of people regardless of race, ethnicity, religion, gender or other characteristics

**Materials:** smartphone & speakers  
paper & pencil  
photos with different human faces, from different parts of the world, race, ethnicity, religion, or gender

**Time:** 180 minutes

**Activity type:** individual activity

**Target group:** high-school (14/15 to 18/19 years old pupils)

**Instructions**

Choose a genre of music that you listen to most often.

View as many photographers with people from as many different places on the planet. Analyse the photos you see. People are different! However, they share a common place: Earth.

Compose a song to convey the message: We are different, but so are we. In the song, try to harmonize as many different aspects of people from all over the world.

The song should have at least two stanzas. For the negative you can choose one from the Internet or you can keep up with a simple percussion, depending on the musical genre chosen.

**Debriefing and evaluation**

The product can be posted on a social network / blog / page for young art creators, etc. with an anti-discrimination message. The evaluation can be done with friends and discussions can be held in open comments on the social page / blog / page for young art creators etc.

**Suggestions for follow-up activities**

Choosing songs that carry positive messages, which encourage the availability of noticing the similarity in the human variety and making a podcast or an album to be listened to with classmates or friends.

**Activity 2**      *Teenager profile*

**Overview**      In this activity you will experience the impact of prejudice by knowing the perceptions of colleagues about their own person.

**Objective:**      ☞ to experience the impact of various views of the known and unknown on personal human characteristics that could describe the person himself

**Materials:**      magazines & newspapers  
 or  
 PC / Laptop & internet connection

**Time:**            120 minutes

**Activity type:**   individual activity

**Target group:**   high-school (14/15 to 18/19 years old pupils)

**Instructions**

Read media sources (online or on-paper) that contain articles discussing issues related to teens that have your own personal characteristics (age, gender, communication with parents, social media).

Take at least an hour to read as many sources as possible and to get at least three of the problems listed. Extract at least three common characteristics (clothing, gender, communication through social networks) that are treated differently in various areas of the globe.

Think about differences in perspective and culturally impregnated human behaviours. Complete the table below. If you think that fields can be added, fill in the table with other columns.

Country / locality	Clothing	Gender	Communication by means of social networks

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### Debriefing and evaluation

Think about how you were treated, at this age, with the characteristics discussed above, in a culture on a different continent.

- 📖 What did you learn doing this activity?
- 📖 How can you use these things you have learned on your activity at school?

---

### Suggestions for follow-up activities

Read laws from different countries on discrimination issues. Compare them with the legislation in your country. Complete the table below.

Country	Similarities with legislation in my country	Distinctions

**Activity 3:**      *The poet*

---

**Overview**      In this activity you will use your linguistic creativity to compose a poem to be told to a newcomer, on the first day of your arrival at the new school.

---

**Objective:**      📖 to exercise acceptance by self-motivation and by visualizing the positive impact of expressing it in various forms

---

**Materials:**      paper & pencil  
                         coloured pencils

---

**Time:**            30 minutes

---

**Activity type:**   individual activity

---

**Target group:**   high-school (14/15 to 18/19 years old pupils)

---

**Instructions**

Take at least 30 minutes to compose the poem (you can extend it if you feel it necessary). In the poem composed, the following words and / or their derivatives must be found:

*approved, admitted, received, acknowledged, pleasant, friend, trust, understanding, send, consensus, send, covenant, harmony, assent, acceptance, compromise, embrace, promise*

---

**Debriefing and evaluation**

The poem can be read to a family member or close person and its message can be discussed. Check if you managed to convey the intended message.

- 📖 What did you learn doing this activity?
  - 📖 How can you use these things you have learned on your activity at school?
- 

**Suggestions for follow-up activities**

When a new colleague enters the class, he / she belongs to, after he / she is recited the welcome poem composed, he / she may be offered to share the feelings he / she had when receiving the class. The message can be verbal or in the form of a letter to new colleagues.

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**Activity 4:** *Teacher for a day*

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**Overview** The activity involves the study of a case of discrimination on the basis of a stereotype and the perceptual reconfiguration by transposing into the role of teacher with the corresponding level of decision power.

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**Objective:** ☞ to analyse the specific situation in which the stereotype prevents a correct evaluation

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**Materials:** paper & pencil

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**Time:** 45 minutes

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**Activity type:** individual activity

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**Target group:** high-school (14/15 to 18/19 years old pupils)

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***Instructions***

Read the text in Appendix 1 and pay attention to all the details.

After reading, compose an essay explaining the decision made, imagining that you are in the position of teacher.

The essay must be argumentative, have a minimum of one page and a maximum of two, and contain at least three arguments that underpin the decision taken.

---

**Debriefing and evaluation**

Self-assessment based on the given requirements:

- ☞ Does the essay have three additions?
  - ☞ Is it within the required limits?
  - ☞ Is the decision presented from the teacher's position?
  - ☞ What did you learn doing this activity?
  - ☞ How can you use these things you have learned on your activity at school?
- 

**Suggestions for follow-up activities**

Try to find solutions to problems in which you find discriminatory issues, considering a role that could intervene in solving the situation.

---

## Appendix 1<sup>10</sup>

An incredible case of discrimination took place in Baia Mare. A Roma child was removed from the ice rink after only taking a few shifts, though he had paid the ticket. The manager said he had the right to select his clientele and asked the boy to leave.

The 14-year-old boy was accompanied by a young man who wanted to do a good deed, to help some poor children. So, he came to Samson, the 14-year-old, who offered him clothes, sweets, a skateboard and an hour at the ice rink. He paid him the ticket, and even gave him a pair of new socks. But the manager asked the boy to leave immediately, after only a few minutes, reasoning that he was dirty and that "they have the right to select their clientele".

Cătălin Jurj, the young man who accompanied the boy to the ice rink, recounts: "A week ago, I was in the old centre with a friend who knew Samson and she asked if he was hungry. He replied that he would like to buy her eggs, and my friend and I took more food. Bread, eggs, bananas. The boy opened a banana for him and one offered it to me. The boy's gesture impressed Cătălin, so he decided to do, in his turn, a nice thing for him, to bring him a little joy of holidays. He learned that he has six brothers and that he doesn't take it easy. He took the initiative and several people mobilized on the social network Facebook, where they managed to raise some money for him. "We collected about 400 lei and I knew from our last discussion that he would like a skateboard. So, on Wednesday night we found him in the old town again and took him to a store to buy him clothes and food and gave him the skateboard. I promised him I would get him a ticket at the ice rink, because a few days ago when we met, I was at the ice rink and he said he wanted to go with the skates. I wanted to give up my time and I asked the administrator to give other smaller skates to give the boy, but he refused us, because he had dirty socks" says Catalin. So, this time he bought him a pair of new socks and paid him the ticket for an hour. "I left him at the ice rink and left for pizza. When we returned, he was very enthusiastic and came to us, with the skates on his feet. Then the manager saw him and told him that he was no longer allowed on the ice. "In vain they tried to convince the manager, he said clearly and reluctantly that he had the right to select his clientele.

In his defence, the owner and manager of the ice-skating rink, Horațiu Popa, says he knows the boy and that he has forbidden them to go with the skates because he disturbed the other children. "I know the boy well, you saw that he knows how to skate. He was here again and I often left the ice rink for free, only to disturb the other children. He pushes them. He bothers them. And I told him I wouldn't leave him anymore, "he explains. The man also complained that he started receiving threats on the same social network. Cătălin Jurj is the vice-president of the "Pintea Viteazul" Student League and, together with several colleagues, says he is already working on a referral to the National Council for Combating Discrimination. "My colleagues are already working on this, but I think that a consumer right has been violated, so we will probably file a complaint in this regard," he said. In the meantime, the young people were mobilizing on the same social network and they agreed to boycott the ice rink, so that at noon, at least, there was no one on the ice.

---

<sup>10</sup> article retrieved from [https://adevarul.ro/locale/baia-mare/caz-incredibl-discriminare-baia-mare-copil-14-ani-etnie-roma-dat-afara-patinoar-1\\_58539c645ab6550cb87a86c8/index.html](https://adevarul.ro/locale/baia-mare/caz-incredibl-discriminare-baia-mare-copil-14-ani-etnie-roma-dat-afara-patinoar-1_58539c645ab6550cb87a86c8/index.html)

**Activity 5:** *In the park / in the airport*

**Overview** The activity involves moving your attention from differences to similarities, with the intention of noticing the similarities between people despite the many differences that could generate stereotypes.

**Objective:** ☞ to note similarities noticed to people in a lot of a park or airport

**Materials:** paper & pencil

**Time:** 45 minutes

**Activity type:** individual activity

**Target group:** high-school (14/15 to 18/19 years old pupils)

**Instructions**

You will go to a park or airport and sit in a place where you can record your observations. For ten minutes you will notice the people passing by you. Turn your attention to their clothing, physical aspects (hair colour, eyes, skin), social behaviours, snatches of conversations, etc. People are different! However, they have common aspects.

Use the template in Appendix 1 and write down the ones requested. If you find it useful or outline your own fields.

After completing each column, try to write a sentence that summarizes or notices commonalities noticed by observed people.

**Debriefing and evaluation**

Did you manage to make notes in each column? Which aspects were the easiest to see? Which do you think have the greatest weight in building a value judgment?

☞ What did you learn doing this activity?

☞ How can you use these things you have learned on your activity at school?

**Suggestions for follow-up activities**

For a week you listen to music specific to the place where you live. Find a song in which you can find as many of the common features observed in the set that you described in the record.

**Appendix 1**

Clothing	Physical aspects	Social behaviours	Snatches of conversation
<b>Common aspects you could see</b>			

## Module 4

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### Self-knowledge

*“The more you know yourself, the more patience you have for what you see in others” – Erik Erikson<sup>11</sup>*

*We often think that we know ourselves, thus taking our feelings, acts and behaviours for granted. What if we try to answer to the question: “Who are you?” This question requires that we take a closer look at ourselves and answers many more questions in order to get to the answer to the first one. When we are trying to understand ourselves, we certainly understand better other people’s behaviour and acts which leads to more fruitful communication.*

*In order to create and maintain positive relationships with yourself and thus with other people, in this module you will find activities on the topic of identity, self-knowledge and self-awareness which have been designed for an individual use. These activities will help you create a clearer picture of yourself and with that, create a clearer picture of the people around you and their behaviours and deeds, thus giving you the required tools for successful communication and relationship.*

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<sup>11</sup> [https://www.goodreads.com/author/quotes/31652.Erik\\_H\\_Erikson](https://www.goodreads.com/author/quotes/31652.Erik_H_Erikson)

**Activity 1:** *Draw Yourself*

**Overview** This activity is useful to help you explore the way you see yourself.

**Objective:** ☞ to provide a better understanding of the ways you see yourself

**Materials:** paper & pencil & coloured pencils  
music (optional)

**Time:** 40 minutes

**Activity type:** individual activity

**Target group:** high-school (14/15 to 18/19 years old pupils)

---

### Instructions

Find the place where you feel comfortable and make sure you have calm atmosphere (for this purpose you could use the music) and the right conditions that will help you relax and think about yourself.

When you feel ready, start drawing on the sheet of paper. Think about the things which are important for you: attitudes, behaviours, characteristics, fears, struggles and difficulties and do not focus on physical characteristics. Think about how other people see you and how you see yourself. Try to present this with a drawing. Use as much time as you need to finish your drawing.

When you have finished with the drawing, have a look at it and analyse it. Write a short paragraph where you will describe what the drawing represents.

Answer the following questions:

- ☞ How do you feel?
  - ☞ Was it hard to separate the ways you see yourself and the ways others see you?
  - ☞ Was it difficult to choose how to draw that?
  - ☞ What have you discovered about yourself?
- 

### Debriefing and evaluation

- ☞ What did you learn doing this activity?
  - ☞ How can you use these things you have learned on your activity at school?
- 

### Suggestions for follow-up activities

You could share your drawing with a person that you feel comfortable with and ask how they see the drawing.

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

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**Activity 2:** *The onion of identity*

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**Overview** This activity will help you better understand the concept of identity and its layers.

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**Objective:** 📖 to improve your personal insight of the layers of identity

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**Materials:** paper & coloured pens & markers  
music (optional)

---

**Time:** 30 minutes

---

**Activity type:** individual activity

---

**Target group:** high-school (14/15 to 18/19 years old pupils)

---

### Instructions

Print out sheet with the model “The Onion of Identity” (Appendix 1). You can use the following example or create your own model.

Carefully examine the model of the “Onion of Identity” and think about your layers of identity. Write as many things as possible in order to fill in the circles. Take as much time as you need.

When you have completed the model, have a look at it and examine it. Write a short paragraph to interpret it.

Answer the following questions:

- 📖 What did you learn about yourself?
  - 📖 How was it to think about the different layers and fill them in?
  - 📖 How was it to retell the model of “The Onion of Identity”
- 

### Debriefing and evaluation

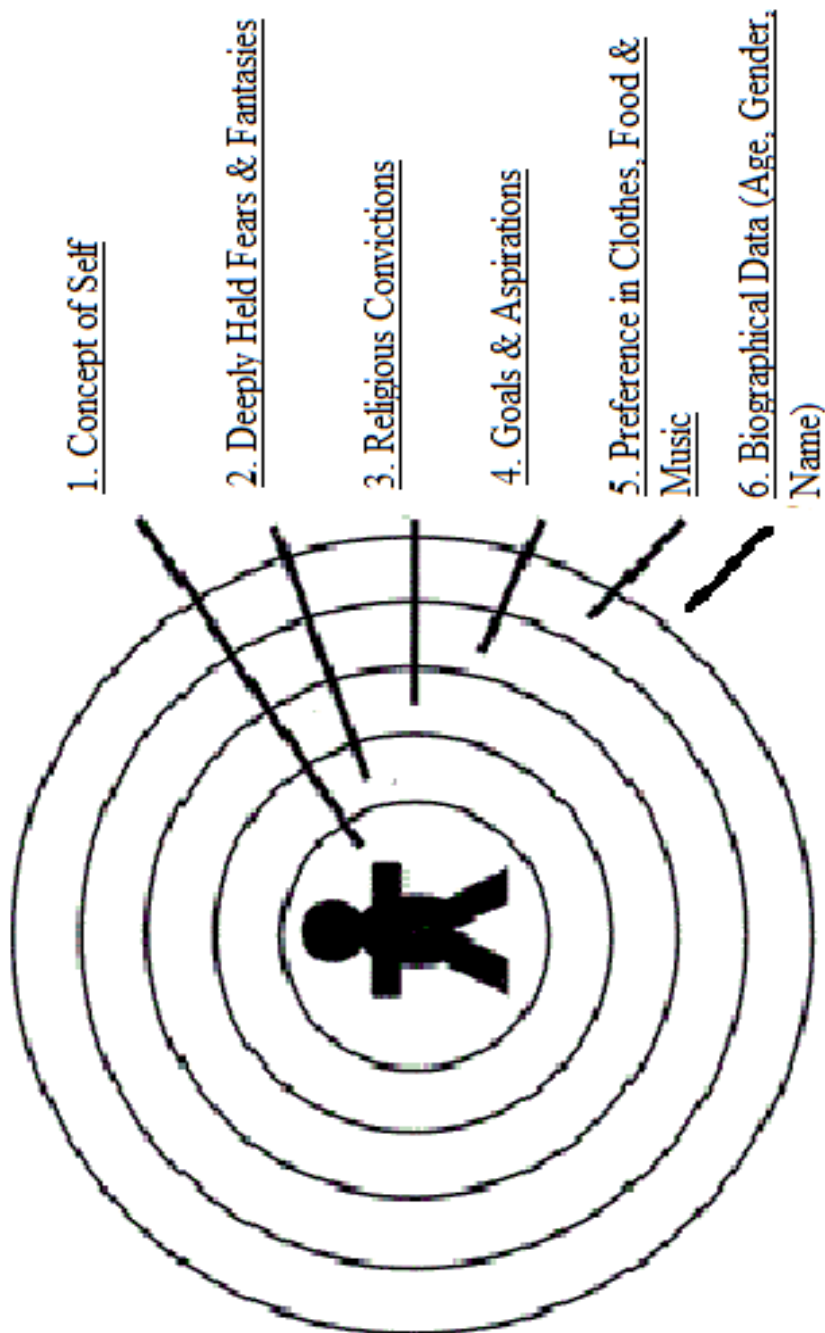
- 📖 What did you learn doing this activity?
  - 📖 How can you use these things you have learned on your activity at school?
- 

### Suggestions for follow-up activities

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

---

Appendix 1





**Activity 3:** *Who are you***Overview** This activity helps you deepen your self-knowledge.**Objective:** 📄 to deepen your self-knowledge**Materials:** 20 slips of paper & pencil  
music (optional)**Time:** 20 minutes**Activity type:** individual activity**Target group:** high-school (14/15 to 18/19 years old pupils)**Instructions**

Find a place where you feel most comfortable and, if you wish, play some calming music in the background that will help you think and be relaxed.

Take one slip of paper and answer the question “Who are you?” Repeat this with all of the remaining slips of paper.

Now look at the 20 slips of paper that you have filled in with answers to the question “Who are you?” Get rid of 5 slips, which you consider are the least important for you. Now get rid of 5 more slips and so on, until there are only 5 slips of paper left.

Read the 5 slips of paper out loud.

Try to answer the following questions:

- 📄 How did you feel during the activity?
- 📄 Was it difficult to answer the question the first time?
- 📄 How was it to find 20 answers to the question?
- 📄 Did you learn something new about yourself?
- 📄 Was it difficult to get rid of some of your answers? Why?
- 📄 Does the remaining 5 answers best describe who you are?

**Debriefing and evaluation**

- 📄 What did you learn doing this activity?
- 📄 How can you use these things you have learned on your activity at school?

**Suggestions for follow-up activities**

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

**Activity 4:** *Johari Window*<sup>12</sup>

---

**Overview** This activity will help you assess your own personality and learn more about yourself and how others perceive you.

---

**Objective:** 📖 to increase your personality awareness

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**Materials:** paper & pencil  
music (optional)

---

**Time:** 120-180 minutes

---

**Activity type:** individual activity

---

**Target group:** high-school (14/15 to 18/19 years old pupils)

---

### Instructions

Print out the following handouts (Johari Window – Appendix 1, list of adjectives – Appendix 2) or simply copy them on a sheet of paper.

If you have access to the Internet, you could use this link as an online alternative for the activity: <https://kevan.org/johari?>

Take a look at the list of adjectives and choose 5 of them that you think best describe you. Write them on a separate sheet of paper.

After you are done with that, ask couple of people that you feel comfortable with (your parents/relatives/friends/classmates/teachers) to do the same for you, that is to choose 5 adjectives from the list that they think best describe you.

After you are done with that, write the adjectives in the Johari window following these criteria:

- 📖 Public self – Adjectives that are circled by you and others are placed here.
- 📖 Other self – Adjectives that are circled only by the others are placed here.
- 📖 Hidden self – Adjectives that are circled only by you are placed here.
- 📖 Unknown self – Adjectives that are not circled by anybody are placed here.

After you have written down all the adjectives, review your window.

---

<sup>12</sup> <http://www.ventureteambuilding.co.uk/johari-window-team-building-activity/>

Try to answer the following questions:

- 📄 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 into your everyday life?
- 

### **Debriefing and evaluation**

- 📄 What did you learn doing this activity?
  - 📄 How can you use these things you have learned on your activity at school?
- 

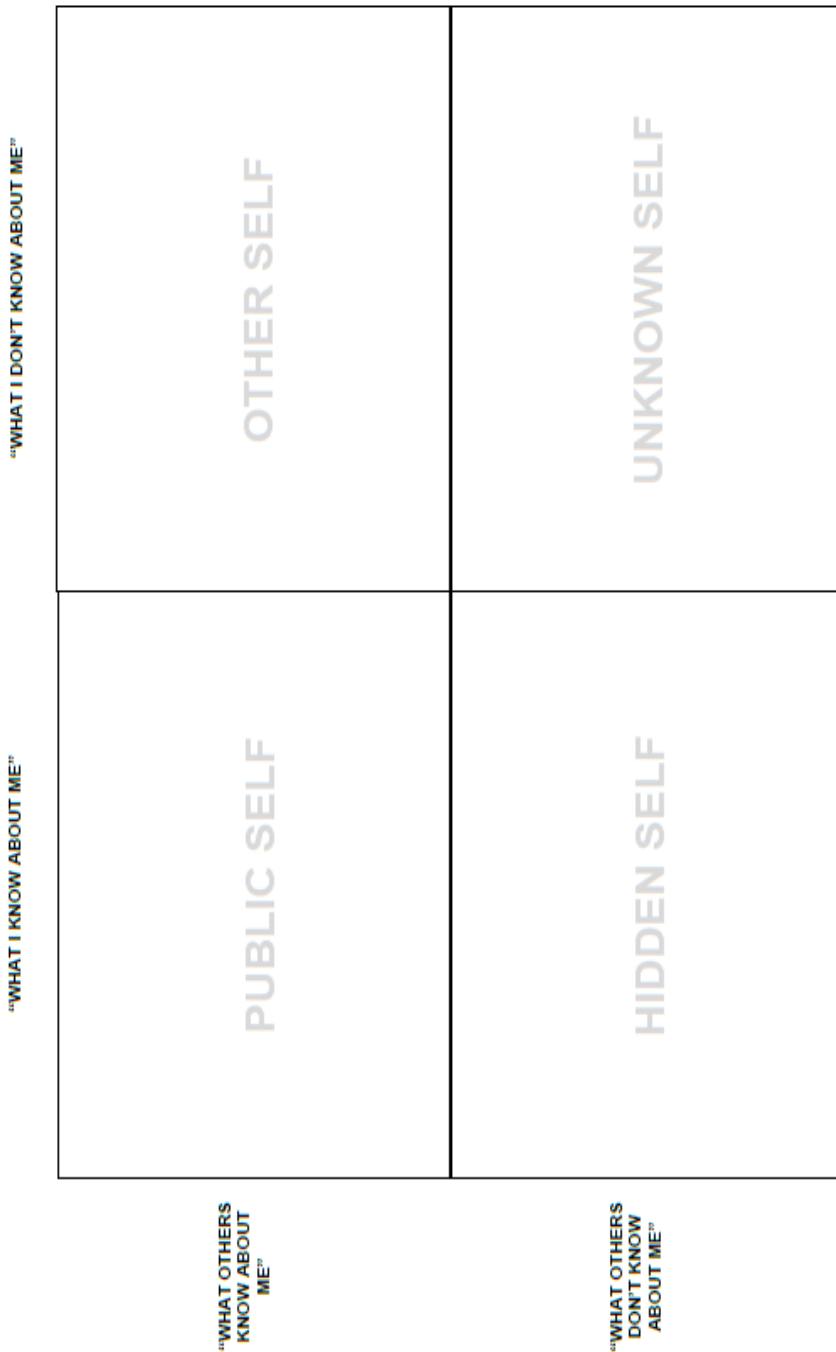
### **Suggestions for follow-up activities**

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

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Appendix 1

# JOHARI WINDOW WORKSHEET



**Appendix 2**

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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*<sup>13</sup>

**Overview** This activity will help you deepen your awareness of how different situations and people could be perceived differently from certain perspectives and with limited knowledge about the actual situation.

**Objective:** ☞ to develop your understanding of how we could be perceived by others in various ways as well as vice versa

**Materials:** paper & pencil  
pictures / internet access

**Time:** 60 minutes

**Activity type:** individual activity

**Target group:** high-school (14/15 to 18/19 years old pupils)

---

### Instructions

Take a look at the pictures in Appendix 1.

What do you think is happening in the pictures? Choose one picture and try to write the story of what is happening in it according to you. If you wish, you could do this with as many of the suggested pictures as you want.

After you are done with writing the story, read the caption for each picture bellow and find out what is the actual situation that is presented in the picture.

Think about the following questions:

- ☞ 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?
- 

<sup>13</sup> adapted from <https://pjp-eu.coe.int/documents/1017981/10762748/Act6.pdf/b8988fd1-3572-e68b-17e7-52028b9dbe67>

Here are the titles of the pictures:

Picture 1: Fermin Pena attempts to repair a broken pipe in Caracas, Venezuela.

Picture 2: Hot rod and racing enthusiasts of all ages, in vehicles of all shapes and sizes, came to watch or to take part in the 65th Bonneville Speed Week, which ended Friday, at the Bonneville Salt Flats in Utah.

Picture 3: A Palestinian youth practiced his skills in the acrobatic sport of parkour over the ruins of houses in the Shejaiya neighbourhood, east of Gaza City.

Picture 4: Too much sun in London? People standing up a new skyscraper known as the Walkie-Talkie; the glare off the building's skin is so intense that it apparently melted part of a Jaguar parked nearby.

Now think about it and try to answer the following questions:

- 📖 In what ways did your thoughts and perceptions change when you read the actual story?
- 📖 What happens if you look at it again after you have read the story? Do 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?

---

### **Debriefing and evaluation**

- 📖 What did you learn doing this activity?
- 📖 How can you use these things you have learned on your activity at school?

---

### **Suggestions for follow-up activities**

Try to do this with other pictures that you might find in newspaper or on the Internet.

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Appendix 1<sup>14</sup>



Picture 1



Picture 2



Picture 3



Picture 4

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<sup>14</sup> <https://learning.blogs.nytimes.com/2015/02/27/10-intriguing-photographs-to-teach-close-reading-and-visual-thinking-skills/>



## Module 5

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### Group cohesion

*Societies in general are constantly seeking this cohesion, and a number of factors can hinder the achievement of this social connection. That's why it is important to think about global problems in the society together and try to find solutions for it.*

*It can be very interesting to discover things about the place where you live now and reflect about the importance of Community Cohesion for inclusion in the society in order to promote a friendly way of living, even if it is in a new place, from where we don't know very much at the beginning...*

*Empathy is the ability to put yourself in another person's place or to see a situation from another person's point of view. Someone who is empathetic can relate to another person's feelings, thoughts, and experiences. In other words, someone who has empathy can feel what another person is feeling or can at least imagine what that person might be experiencing. When you have empathy, you are able to put yourself "in another person's shoes" or to see a situation "through another person's eyes."*

*Culture is beautiful but without the help of travel, we really would be one-dimensional. The greatest challenge today is accepting that there are differences among us. That's why it can be very interesting to discover it and accept it as a reality of the society which can contribute to a better social cohesion.*

*As you are young, did you ever imagine meeting your favourite idol? Or, did you ever picture yourself competing in some big event in front of a large crowd and winning? It can be interesting to think that your hero is still alive and could inspire you. It might be fun for you to ask some questions to your hero.*

**Activity 1:** *Lifestyle and values promoted in media*

---

**Overview** This activity uses media messages to help you to develop your critical thinking in order to contribute to better understand the reality in this society.

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**Objective:** ☞ to develop your skills to analyse the values promoted in media using advertisement ads as the source of media messages

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**Materials:** laptop / PC  
images from advertisement campaigns

---

**Time:** 90 minutes

---

**Activity type:** individual activity

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**Target group:** high-school (14/15 to 18/19 years old)

---

### Instructions

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

Why do you think advertisers create different ads for different audiences?

Reflect on the advertisement campaigns against plastic in the ocean.

☞ Describe the people that you see in the ads.

☞ What kind of lifestyle and values are promoted in the ads?

Create an advertisement campaign of a glass of water for different people. (Example: teenagers/retired people/fishermen)

Put it somewhere in your house and wait until somebody comments it.

---

### Debriefing and evaluation

☞ What did you learn doing this activity?

☞ How can you use these things you have learned on your activity at school?

☞ Do you believe that you could help somebody with your ad experience?

---

### Suggestions for follow-up activities

Take a look at two different TV news and compare the type of ads in both TV channels (for instance, [www.euronews.com/live](http://www.euronews.com/live) and a TV channel from your country).

---

**Activity 2:** *Community cohesion where you live*

---

**Overview** This activity takes pupils to understand that Community Cohesion must be a common vision and a shared sense of belonging for all groups in the society.

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**Objective:** 📄 to develop your skills of contributing to the community cohesion

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**Materials:** paper & pencil  
pictures from magazines and newspapers

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**Time:** 45 minutes

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**Activity type:** individual activity

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**Target group:** high-school (14/15 to 18/19 years old)

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**Instructions**

Think about what is community cohesion for you?

If we understand that community is a group of people living in the same place. Cohesion forms a united whole?

So now, prepare your own poster about the country where you live, following our instructions (in Appendix 1 you have an example of such a poster):

- 📄 Select some pictures from newspapers and magazines
- 📄 Cut them and put it on a paper sheet
- 📄 Place your post it on the place you like ...i.e. on the wall of your room
- 📄 Ask a relative or a friend to identify what you can see in the image.
- 📄 Ask also what the image represents.
- 📄 Evaluate the impact that this has on a person or in a community.

Write your reflection about it and share it with a friend.

---

### Debriefing and evaluation

- 📄 What did you learn doing this activity?
  - 📄 How can you use these things you have learned on your activity at school?
  - 📄 Do you think that community cohesion is important? Why?
- 

### Suggestions for follow-up activities

Identify/research an event that has had an impact on today`s society.  
Explain what the event is and the impact it had for the community cohesion.

---

## Appendix 1

Example of a poster for this activity:



**Activity 3:** *If I were you...*

**Overview** You know that the best way to help your friend is to support him and let him know that you're there for him. You've got to feel emotions yourself to see those same feelings and respond to them.

**Objective:** ☞ to develop your understanding of yourself and the emotions and needs of others

**Materials:** a mirror  
paper & pencil

**Time:** 60 minutes

**Activity type:** individual activity

**Target group:** high-school (14/15 to 18/19 years old)

### Instructions

Look at a mirror and try to see somebody else on the other side of the mirror.

Write some questions that you would like to ask to that person. For example: imagine that the other person is an old man: what would you like to ask him?

Possible suggestion of questions:

- ☞ What is your name?
- ☞ What do you like best in your country?
- ☞ What is your job?
- ☞ What do you dislike in your country?
- ☞ How old are you?
- ☞ What is the weather like in your country?
- ☞ What country are you from?
- ☞ What types of food is your country popular for?
- ☞ If you could live in another country for the rest of your life, where would you live?
- ☞ If you could change one thing in the country where you live now, what would that be?

Create the Europass Mobility of the Other Person of your imagination, using: <https://europass.cedefop.europa.eu/editors/en/cv/compose>

### Debriefing and evaluation

- ☞ What did you learn doing this activity?
- ☞ How can you use these things you have learned on your activity at school?
- ☞ Do you think that this experience can be useful for you in the future?

### Suggestions for follow-up activities

Create your own Europass Mobility using the same tool.

**Activity 4:** *Cultural differences*

---

**Overview** This activity intends to take you to understand the cultural diversity through a critical thinking methodology in order to promote inclusion and better understanding among the classmates.

---

**Objective:** 📖 to develop your skills of evaluating and explaining one's own and other people's habits and activities

---

**Materials:** computer & internet connection

---

**Time:** 60 minutes

---

**Activity type:** individual activity

---

**Target group:** high-school (14/15 to 18/19 years old)

---

**Instructions**

Watch the movie „Cultural differences – National Geographic”  
<https://www.youtube.com/watch?v=BT0kzF4A-WQ>

Take notes about similarities and differences among different cultures, observed in the movie.

Try to find what the people in the movie have in common, what unites them.

Reflect about it, especially in what concerns the behaviour and register your opinions.

Share your ideas with your relatives/friends.

---

**Debriefing and evaluation**

- 📖 What did you learn doing this activity?
  - 📖 How can you use these things you have learned on your activity at school?
  - 📖 Could you find what unites people around the world., in this movie?
- 

**Suggestions for follow-up activities**

If you visit a supermarket, it could be interesting to look around the products being sold there and from where they come. You can even organize a world map of the products sold in the supermarket in order to come to the conclusion that, nowadays, the world is smaller than we imagine and the things we eat or drink are very similar all over the world.

---

**Activity 5:** *My hero*

**Overview** Wisdom is the store of knowledge that a society or culture has collected over a long period of time. As you are young, you can learn a lot from the older persons, which can help you to find your way in this world.

**Objective:** 📖 to increase your self-confidence

**Materials:** paper & pencil  
pictures

**Time:** 60 minutes

**Activity type:** individual activity

**Target group:** high-school (14/15 to 18/19 years old)

**Instructions**

Who is your favourite hero? Find out three reasons why you like this person.

- 1.
- 2.
- 3.

Clearly describe your hero. How do think that your hero influences your life and your decisions? What emotions do you feel when you think about your hero?

Do you feel more confident when you think about your hero?

Prepare ten questions that you would like to ask to your hero.

---

### **Debriefing and evaluation**

- 📖 What did you learn doing this activity?
  - 📖 How can you use these things you have learned on your activity at school?
  - 📖 Thinking about your hero could make you feel more confident for your daily life?
- 

### **Suggestions for follow-up activities**

You can try to send your questions to your hero...maybe you will be lucky and get the answers someday.

---



## Module 6

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### Career development

*When thinking of your future, you need to remember that it is hard to dream something you do not know about. This is why you will find here some activities which will help you explore careers. During the school years, we learn a lot about the school subjects, but we mainly study things that have happened in the past. We often forget about the future!*

*In this module, you will find a series of activities about the ingredients you might need to start thinking of your future. The ingredients that help young people build their career in their life journey are called career management skills and this module will offer a first chance to focus on the future and to explore careers.*

*The first activity of the module focuses on a fundamental skill for the future. In ancient Greece, the Delphi Oracle was very famous as people were visiting it from far away in order to ask a wise priestess called Pythia questions about their future. Before meeting the priestess and hearing her answers to their questions, the entrance of the temple was offering them a first clue. At the entrance of the temple, there was a memorable sign claiming: “Know yourself!”. When thinking of the journey to your future, remember then that the first ingredient is all about you. You need to be aware of your strengths and interests, of what you like, of what you are good at and of what you dream of. The first activity will therefore help you discover yourself and will ask you to present yourself with an original portrait.*

*After this, you will then have the chance to explore careers and to hear stories of different people. These activities are about something called career learning which is known to be fundamental for widening young people horizons. You will discover here the story of Shama, a young researcher with a passion for biology. You will then become a journalist and will interview a professional to find out more about a job you are not familiar with or you are very interested in.*

*You will get to know many careers and unexpected details of some jobs. These will help you add some ingredients to your future dreams!*

*Once you have done these activities, you will have a quiz time where you can find out if you can recognize different careers. Be careful when you will read what these professionals do in their daily life!*

*The last activity will take you to a journey to imagine the future of the world and of careers. Get ready with your imagination to draw the world of the future. You will be guided in the discovery of the major factors which are transforming societies and shaping the jobs landscape. Many of the jobs children in primary schools will do when they will enter the labour market do not exist yet. Here your turn to imagine the future job landscape.*

**Activity 1:** *This is me!*

**Overview** The activity promotes self-exploration and self-awareness with the creation of a personal profile.

**Objective:** 📄 to promote self-awareness of strengths and interests

**Materials:** paper & pencil

**Time:** 30 minutes

**Activity type:** individual activity

**Target group:** high-school (14/15 to 18/19 years old)

**Instructions**

Present yourself filling in the different areas of the personal profile. In this activity, you will create a personal ID card.

Start presenting some details about yourself (name, age, where you are from, where you live)

Myself box

List five strengths you have

Strengths box

List five things you like or you like doing

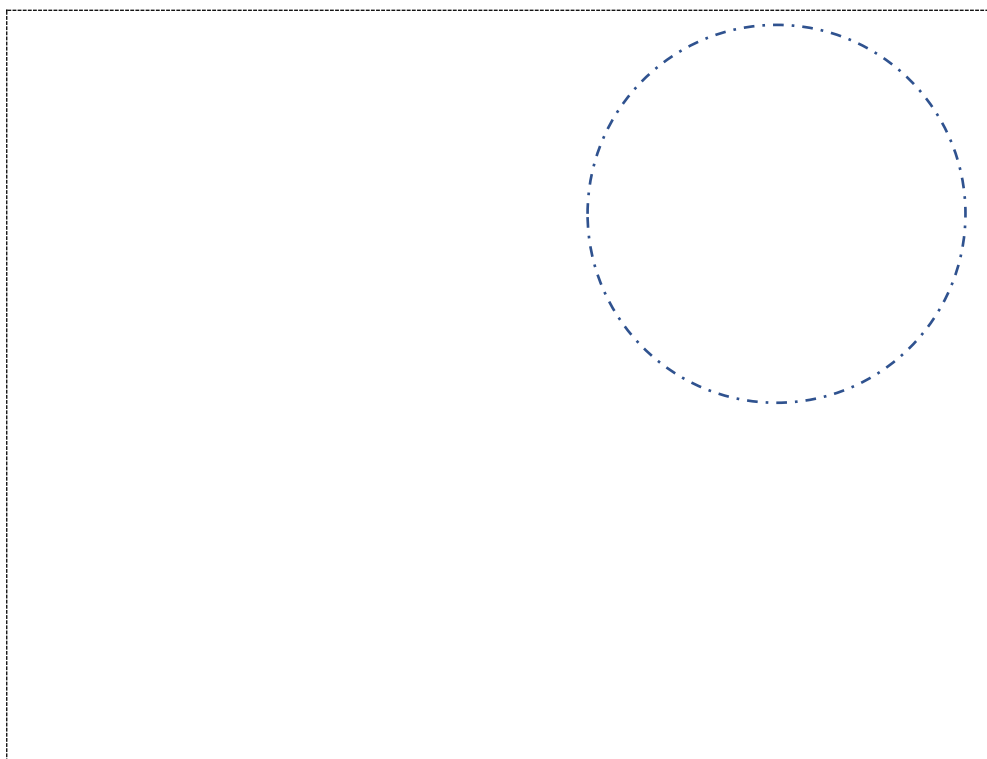
Interests box

List two things you are not very good at and that you wish to improve

Improvement box

Create now a portrait of yourself. Feel free to use the technique you prefer. You can draw yourself; you can make a collage using cut-outs from magazines and newspapers, you can draft a “logo” (a personal representation of your personality). Remember that this will need to represent you. Add details about what you like and your strengths. Write in the little cloud on the right corner of the picture a motto, a tag line or a quote which represents yourself.

To get the most out of this activity, video record while you present yourself. This will be a useful exercise for your future. Do not be shy! You will have to introduce yourself so many times in your life!



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### Debriefing and evaluation

- 📖 What did you learn doing this activity?
- 📖 How can you use these things you have learned on your activity at school?

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### Suggestions for follow-up activities

Why don't you try to add dreams or aspiration to the passport?

---

**Activity 2:** *Careers exploration: meet Shama*

**Overview** This activity promotes the exploration of careers and contra-stereotypical role models via the presentation of one professional profile.

**Objective:** 📖 to promote the child’s knowledge of the world of work and careers while fighting career stereotypes

**Materials:** the story of Shama & ID form career

**Time:** 30 minutes

**Activity type:** individual activity

**Target group:** high-school (14/15 to 18/19 years old)

**Instructions**

Meet now a new young professional! Read her story in Appendix 1 and create a career passport of her profile using the form below.

Name of the career:	
What does she do in her job?	
Which are the main tools?	
Where does she work?	
What did she study to do her job?	

---

### **Debriefing and evaluation**

- 📖 What did you learn doing this activity?
  - 📖 How can you use these things you have learned on your activity at school?
- 

### **Suggestions for follow-up activities**

Imagine Shama in her work place, can you think of other professionals working with her? Try to guess!

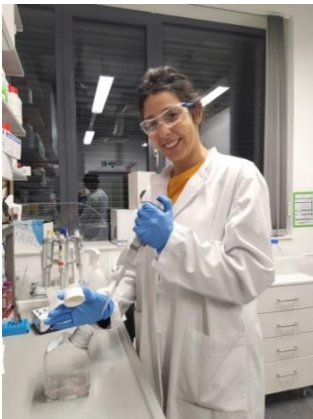
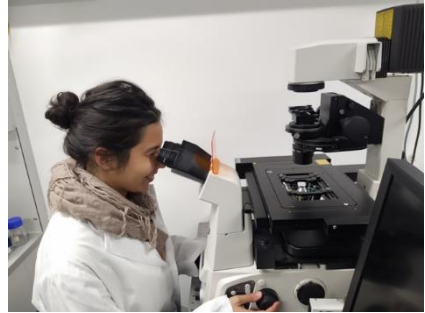
---

## Appendix 1

“Hi, my name is Shama. I grew up in Morocco and then moved to Italy for my university studies. After a bit of travelling all over Europe, I am now in Germany and I work at the University since 2016. My job is about new discoveries, about building new knowledge. I am a researcher in the field of biology and neuroscience.

My research group investigates how the brain works and explores how brain cells (called “neurons”) communicate and interact with each other.

The more we know about how neurons function the better we are able to regulate them, which means, for example, to invent new ways or treatments to help people who suffer from neurological diseases.



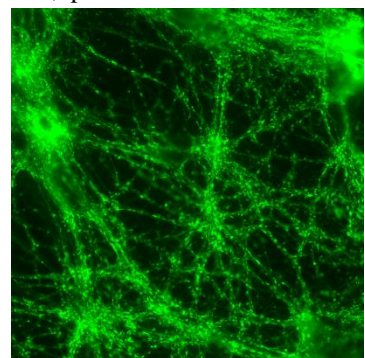
In order to study cells and their components we use super resolution microscopy. Even if the microscopes we use are extremely powerful, cells are full of water and everything is transparent there, so we are not able to distinguish the different components. In order to really see what is going on under the microscope, we need to play some kind of tricks. One trick is to attach little fluorescent particles to the components we want to explore. The preparation and the engineering of these fluorescent particles is part of the research process.

My task is to develop probes which link to certain parts of the cells. In this case, probes are the fluorescent molecules.

For this research, my colleagues and I use microscopes, lab pipettes, robotic machines which pipettes for me, gloves, tubes and masks.

I also use the computer to learn about studies of other scientists and see if I can adapt their tools in my work. An additional task of a researcher is to participate to conferences in order to exchange knowledge with peers, and to publish articles to present results.

Becoming a researcher means to study first the basics of a specific field (bachelor and masters) and then to specialise in a particular aspect and finally to commit oneself to patiently observe and explore in order to making new discoveries and expanding the body of knowledge.



**Activity 3:** *Real-life journalist*

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**Overview** This activity promotes the exploration of careers providing supporting material for the interview of a professional.

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**Objective:** 📖 to promote the child's knowledge of the world of work and careers

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**Materials:** ID form career

---

**Time:** 30 minutes

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**Activity type:** individual activity

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**Target group:** high-school (14/15 to 18/19 years old)

---

### Instructions

Now it is your turn to meet and interview a professional!

Find someone who does a job you find interesting, fascinating or curious. Use the questions below to ask him/her details about his/her career. Fill in the profile of this professional with all the details you can get from the interview.

---

### Debriefing and evaluation

📖 What did you learn doing this activity?

📖 How can you use these things you have learned on your activity at school?

---

### Suggestions for follow-up activities

This activity can be repeated with different professional profiles and you can create your personal encyclopaedia of professional profiles.

---



### 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 4:** *Guess who!*

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

**Objective:** ☑ to promote the child’s knowledge of the world of work while highlighting the value and importance of intercultural skills.

**Materials:** paper & pencil

**Time:** 20 minutes

**Activity type:** individual activity

**Target group:** high-school (14/15 to 18/19 years old)

---

**Instructions**

Try to match each professional with the right job description! You will discover many different professional profiles and curious details about them!

TEACHER	in my job, I use maths to solve problems. I work with technical drawings and with electronics. I understand the uses of computers.
CHEF	in my job, I provide a service to the public, I work with people who might have different backgrounds and offer information. I work with books and magazines.
COMPUTER ENGINEER	in my job, I pay attention to details, I observe things and predict what is going to happen. I am interested in chemistry and biology. I work with animals.
LIBRARIAN	in my job, I am physically active, I explain ideas and information to people, I deal with people from different cultures. I work with children or teenager.
ZOOLOGIST	in my job, I am creative. Sometimes I work evenings or weekends. I can work under pressure and I can supervise people. I work with different cultural traditions. I work with food.
SALES ASSISTANT	in my job, I am physically active, I handle money and I am respectful to different cultures and taste. I work in a shop and I sell/encourage sales.

---

Now you can verify your answers by looking in Appendix 1.

Now that you are familiar with this game, try to describe new professional profiles using the deck of cards about features of work (Appendix 2). Can you find the 5 most important aspects of work for a sales assistant? What about a plumber?

What about Shama? Use 10 cards to describe Shama's career profile. Check activity 2 to review what she does in her job.

---

### Debriefing and evaluation

📄 What did you learn doing this activity?

📄 How can you use these things you have learned on your activity at school?

---

### Suggestions for follow-up activities

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

---

## Appendix 1

TEACHER – in my job, I am physically active, I explain ideas and information to people, I deal with people from different cultures. I work with children or teenager.

CHEF – in my job, I am creative. Sometimes I work evenings or weekends. I can work under pressure and I can supervise people. I work with different cultural traditions. I work with food.

COMPUTER ENGINEER – in my job, I use maths to solve problems. I work with technical drawings and with electronics. I understand the uses of computers.

LIBRARIAN – in my job, I provide a service to the public, I work with people who might have different backgrounds and offer information. I work with books and magazines.

ZOOLOGIST – in my job, I pay attention to details, I observe things and predict what is going to happen. I am interested in chemistry and biology. I work with animals.


SALES ASSISTANT – In my job, I am physically active, I handle money and I am respectful to different cultures and taste. I work in a shop and I sell/encourage sales.

## 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 5:** *Imagine the future*

**Overview** This activity offers a first reflection on how the world is changing and on major phenomena which are shaping the future of the world and of careers.

**Objective:** ☞ to imagine the future of careers and reflect on the potentials of an intercultural world.

**Materials:** paper & pencil

**Time:** 60 minutes

**Activity type:** individual activity

**Target group:** high-school (14/15 to 18/19 years old)

**Instructions**

When you hear the words “the future”, what do you think of? This activity will take you to a journey to imagine the future of the world.

Let’s start thinking of what has changed and what might be changing in the next years.

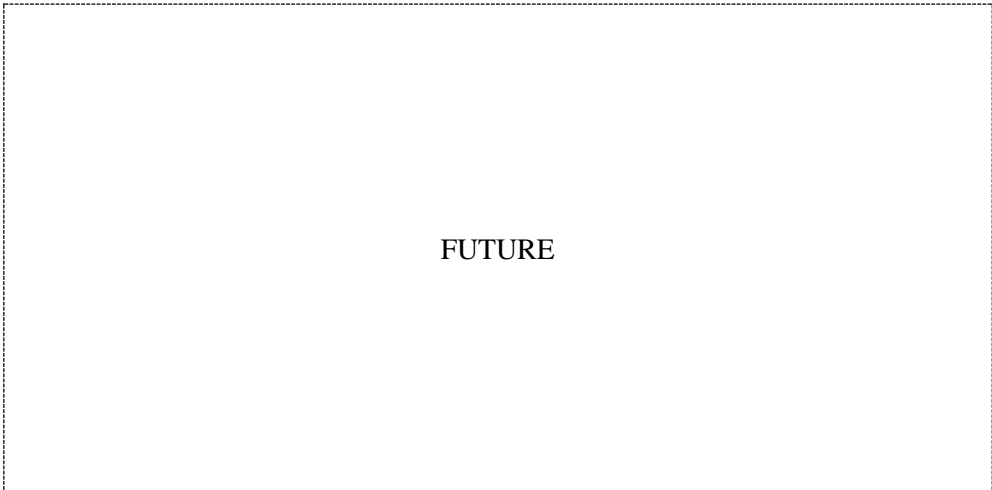
For each category, try to list things that have changed a lot in the last years and are likely to change in the future. See the examples for inspiration.

Technology	Robots, artificial intelligence, automation, .....
Environment	
Society	
Demography	

Starting from this, we would like now to shift our attention to the near future.

Please fill in the box with a word cloud (a collage of words written with different sizes according to the importance of each word) on the main trends and features of a future society. Think of how changes in technology, environment,

demography and society are shaping and will shape lives and careers of today's children. Design a word cloud of the future in the box below.



FUTURE

Together with climate changes and technological innovations, one of the main drivers of change is migration flows and globalization.

Now it is your turn to start imagining the set of skills which will be needed to manage this major change in society.

List below as many skills as possible which are grouped under the umbrella definition of intercultural skills: those abilities that lead to behaviours and communication that are effective and appropriate in an intercultural world.



In light of these premises, try to imagine a career that does not exist yet, but

---

which is likely to be needed in 20 or 30 years.

One of the most famous writer of science fiction, Isaacs Asimov, in 1983 was asked to predict the world in 2019 and he guessed that “mobile computerized object” will “penetrate the home”. He described that it would have been impossible to live without technology. He got it right and today many people’s jobs have to do with mobile phones.

On the same line, think of the changes in globalization: who will work in a future intercultural society?

Fill in the future career passport below.

Name of the career:	
What does she/he do in his/her job?	
Which are the main features of this job?	
Which are the main tools?	
Which skills does she/he need?	
Where does she/he work?	
Who are her/his colleagues?	

---

### Debriefing and evaluation

- 📖 What did you learn doing this activity?
- 📖 How can you use these things you have learned on your activity at school?

---

### Suggestions for follow-up activities

The creation of future careers can be done for different areas of change (e.g. technology or climate change).

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## Module 7

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### Benefits of diversity

*Diversity simply means “a range of difference”. Whilst diversity is found everywhere – in nature, politics, religion, culture, society etc these activities refer to diversity within education and learning. Clearly the best way to learn about diversity is within a diverse group but where that is not always possible thinking and reading about it can help us appreciate and manage diversity in practice.*

*Within education and learning we can see diversity in three key ways:*

- 📖 The diversity of education in terms of subjects, teaching and learning methods and assessments;*
- 📖 The diversity of the individuals and groups that we encounter within schools and educational organisations;*
- 📖 The diversity of skills and attributes that we need to learn and practice within education in order to be prepared for further education, work and the adult world.*

*Why do we need to think about diversity?*

*Because the world and our societies are ever changing and we need to understand and work with those changes. For example, today we have increasing numbers of people moving across the world and settling in countries other than their country of birth or their parents’ country of birth. This means additional diversity within our society and therefore our schools. Established ‘traditional’ social roles have changed – for example the type of work done by men and women has changed as have their social roles.*

*A century ago, it would be likely that you would follow the lives of your parents, living and working in similar ways to them, receiving the same limited education, probably surrounded by people who had the same religion, read the same books, had the same experiences etc. Whilst there was still diversity it was less than today. Sometimes you might hear people talk about those times as being 'better' than today and that diversity is a bad thing. However, today we can see that we have more choices, more experiences and can learn and do much more than when choices were limited.*

*The sorts of skills and attributes that we need to function in this diverse world are many but mainly we need to understand and appreciate that diversity is what fuels social progress and without it our societies stagnate.*

*The sessions in this workbook are designed to include both intercultural and academic/curriculum links to a range of subjects with a common theme of diversity.*

*It is not enough to tell people to appreciate the diversity in their class or wider society or to set an essay asking them to explain how this should be done. Rather, it is better to use a methodology which ensures learners work together with all their classmates not just friendship groups or in a passive scenario (quiet, in rows, listening to the teacher). In order to work together in a positive way and avoiding replication of the status groups that exist and the power structures and differences within the class it is better to train learners and to show through activities that they benefit from the diversity of the class – and the wider world. The introduction of Intercultural skills, work on class climate, status treatment and building the skills needed to work in groups can be delivered in tandem with other curriculum subjects. If this is not possible then the least that can be done is to encourage thinking in individuals about these concepts such as in the following activities.*

*The sessions are designed to prompt deeper thinking about the nature of diversity rather than simply 'teach diversity'. In addition to the diversity of the learner group the sessions cover diversity of materials or sources, micro and macro representations of diversity and include some skill building activities.*

*Learners should be able to explore diversity in terms of methods of delivery, the materials used, the forms of evaluation and the learner experiences.*

**Activity 1:** *T-shirts*

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**Overview** The origins and processes in the production and consumption of clothing

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**Objective:** ☞ to understand the nature and role of disposable fashion, capitalist consumption praxis and globalisation

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**Materials:** paper & pencil

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**Time:** 60 minutes

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**Activity type:** individual activity

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**Target group:** high-school (14/15 to 18/19 years old pupils)

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### Instructions

1. Look at the labels of your clothing and note down the country of origin of the garment. Check where these countries are on a map of the world. Does this tell you anything about the manufacture of T shirts? If you can think of anything note it down.

2. Now read the 5 resource cards (Appendix 1) which give information about T shirt production.

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

---

### Debriefing and evaluation

☞ What did you learn doing this activity?

☞ How can you use these things you have learned on your activity at school?

---

### Suggestions for follow-up activities

Using the T shirt with the highest score as a model prepare a 3-minute 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?

---

## Appendix 1

### 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.

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**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?

**Activity 2:** *Family diversity*

**Overview** This activity introduces the concept of family diversity alongside five tactics for learning and understanding written material.

**Objective:** 📖 to make you understand the basics of theory around family diversity

**Materials:** paper & pencil & coloured pencils

**Time:** 60 minutes

**Activity type:** individual activity

**Target group:** high-school (14/15 to 18/19 years old pupils)

**Instructions**

In Appendix 1 you can find five resources which are text based and concern sociological positions and explanations about family diversity.

There are at least 5 ways of ensuring you have understood and learned the material. select one of the techniques for each of the five resource cards.

1. copy a resource into a word cloud.  
<https://www.wordclouds.com/>

2. Read the passage and record it. Play it to yourself. Insert it into your favourite playlist.

3. Draw a poster representing the ideas and display it where you will see it often.

4. Turn the key ideas into a poem or song.

5. Highlight the key ideas then write a test for yourself and mark it.



**Debriefing and evaluation**

📖 What did you learn doing this activity?

📖 How can you use these things you have learned on your activity at school?

**Suggestions for follow-up activities**

Evaluate which method of learning worked the best for you and why.

### 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 17<sup>th</sup> Century were mainly sites of production (food, clothing) however in 21<sup>st</sup> 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.

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## 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.

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### **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.

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#### 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.

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## **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.
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**Activity 3:** *Nature poems*

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**Overview** This activity explores a range of poetic styles and language use.

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**Objective:** ☞ to develop your skills to value diversity by exploring the diversity of poetic form

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**Materials:** paper & pencil

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**Time:** 90 minutes

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**Activity type:** individual activity

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**Target group:** high-school (14/15 to 18/19 years old pupils)

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### Instructions

**A. Read the resources in Appendix 1 and pay attention to the details.**

In Appendix 1 you will find 4 resources which discuss 4 different forms of poetry. They are all on the theme of nature. After reading each of the resources note down two things you find positive about the form and one thing you find negative. Do this for each of the resources.

**B. Reflect**

1. Look back over the things that you found positive and negative about each form then choose the form you think makes most impact.

2. Now construct a short poem about nature (in its broadest sense) in the form you chose.

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### Debriefing and evaluation

☞ What did you learn doing this activity?

☞ How can you use these things you have learned on your activity at school?

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### Suggestions for follow-up activities

Find poems in the same form on other topics

Find other poem forms

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## Appendix 1

### Resource 1. Haiku

A Haiku is a Japanese form of poem. In the traditional form it consists of 3 lines and 17 syllables. The first line has 5 syllables, second line 7 syllables and the 3<sup>rd</sup> line has 5 syllables.

Haiku do not have titles, don't use abstract nouns, don't rhyme and are always in the present tense. They use few adjectives. Most of the Haiku poems are the observations of the writer around subjects such as love or nature.

The Haiku is considered to be more than a poem and more a way of looking at the physical world and seeing something deeper, such as the very nature of existence. It should leave the reader with a strong feeling or impression so the words are chosen with great care.

Syllable – the “building block” of a word. Usually the longer the word the more syllables. WE – has one syllable. WAT/ ER – two syllables. WAT / ER / ING – three syllables. Abstract noun – a word indicating an idea, quality or state rather than a concrete object e.g. danger, happiness. Present tense – relating to now, the present. E.g. “I am walking in the rain”. (Past tense would be “I walked in the rain”).

An example of a Haiku:

Sand scatters the beach  
Waves crash on the sandy shore  
Blue water shimmers

### Resource 2. Limerick

A limerick is a form of verse, usually humorous and sometimes rude. (It is also a City in Ireland).

It has a specific structure with 5 lines in which the 1<sup>st</sup>, 2<sup>nd</sup>, and 5<sup>th</sup> line rhyme. The 3<sup>rd</sup> and 4<sup>th</sup> lines are shorter and share a different rhyme.

Limericks were popularised in the 18<sup>th</sup> Century and were seen as transgressive – generally a kind of response to more ‘scholarly’ work which might be overblown and long. They are frequently used to criticise people, places and are rooted in folk culture.

Often, they start with the sentence “There once was a woman from Bucharest” (or any place) but as long as the structure is maintained it is a Limerick so any sentence can start a Limerick.

An example:

Nowt can compete with Romanian Roses  
The scent magnificent, enters our noses  
Red, Pink, Orange and White  
Every shade a total delight  
Water them daily with buckets and hoses

Or

There once was a young man from Rome  
Whose garden surrounded his home  
He planted some seeds  
And took out the weeds  
So, butterflies and insects could roam

### Resource 3. Rap

Rapping is one of the elements of hip hop. It is a form of rhyming lyrics delivered rhythmically over a musical background of sampling, scratching and mixing by DJs. Originally, rapping was called MCing.

It has origins in a variation of toasting found in reggae, funk and dub music, mixed with influences from jazz related performance poetry. Early artists in the area were people such as Gil Scott-Heron (The Revolution Will not be Televised and Whitey on the Moon in the late 60's and early 70's).

There are many formats from the classic rap battles where rappers improvise boasts and insults and attempt to upstage one another to laments about dead rappers or cult heroes to political content.

Critics point to associations with gang culture, drugs, guns and violence and disrespect to others, particularly women. However, some argue that it merely represents the life of some groups – particularly young, urban, poor. It is also the case that this form which also is associated with conspicuous consumption is only a sub set and there is a global perspective where rap is found in many countries taking many forms. Essentially it can be seen as 'the poetry of the street' and often is associated with taking a stance against the powerful be it the police or politicians.

An example:

<https://www.youtube.com/watch?v=eRLJscAlk1M>

The above link is for 'Dear Future Generations – Sorry'. Prince Ea.

Hey Fox News, if you don't think climate change is a threat  
I dare you to interview the thousands of homeless people in Bangladesh  
See while you were in your penthouse nestled  
Their homes literally washed away  
Beneath their feet due to the rising sea levels  
And Sara Palin – you said that you love the smell of fossil fuels

#### **Resource 4. Classical Poetry**

Most nations have poets who are seen as “national treasures” and their work has remained popular for centuries often forming part of a country’s national curriculum, sometimes leading to the impression that this is the only type of poetry.

Mihai Eminescu is perhaps the foremost poet of Romania born in 1850 in Moldavia. He was a prolific poet publishing first at the age of 16.

Classical poetry can take several forms and because the language can be in an old form may seem difficult for contemporary readers. Poets in this school are often grouped into ‘types’ such as the Romantic Poets, or they may be associated with a certain time or place or wider artistic forms.

Classical poetry is sometimes seen as being concerned with romance, death, beauty and nature however it has been concerned with political matters such as war and revolution. Some classical poetry can be very long, in fact more like a whole book. Some people might find the language and form difficult, whereas others find it fascinating to study, placing the poems into context in order to fully appreciate them.

An example:

Of all the ships the ocean rolls  
How many find untimely graves  
piled high by you upon the shoals  
O waves and winds, o winds and waves?  
How many a bird that leaves its bower  
And o’er the sky in autumn droves  
You beat and blindly overpower,  
O waves and winds, o winds and waves?

Mihai Eminescu



**Activity 4:** *Many hands*

**Overview** To examine the diverse individuals and groups involved in the processes, skills etc. that go into making, marketing, distributing an object.

**Objective:** ☞ to make you think about the world of work and production and the diversity of skills and resources involved

**Materials:** paper & pencil  
map of the world

**Time:** 45 minutes

**Activity type:** individual activity

**Target group:** high-school (14/15 to 18/19 years old pupils)

**Instructions**

Choose an object that is important to you – it can be anything from a table to a smartphone, pair of shoes – anything that has been produced and sold.

Make a table with the following headings – you might think of more and some may not be applicable:

- |                |  |
|----------------|--|
| ☞ invented     | ☞ distribution   |
| ☞ designed     | ☞ production (there may be several elements to this as production could be spread over different places) |
| ☞ materials    | ☞ selling  |
| ☞ power source | ☞ aftercare  |
| ☞ advertising  |  |

For each category give the types of workers and jobs involved

On the map mark each place that is involved in the making and selling of the object in question.

**Debriefing and evaluation**

- ☞ What did you learn doing this activity?
- ☞ How can you use these things you have learned on your activity at school?

**Suggestions for follow-up activities**

Comparison of other similar products by including cost and environmental impacts.