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Project title: DE-SCHOOLING IN SCHOOL: Re-shaping school practices to bring motivation, grit and choice in disadvantaged youth learning- 2015 -1-RO01-KA201-015049

O2 HANDBOOK OF LEARNING PACKAGE:

THE SAFE SPOT

Activity Leading Organization:

Eurosucces Consulting

Participating Organisations:

Liceul tehnologic "Ioan Slavici"

Centrul de Reeducare Buzias

Highgate Private School Limited

Mersin İl Milli Eğitim Müdürlüğü

Sabiha Ciftci Mesleki ve Teknik Anadolu Lisesi



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O2 HANDBOOK OF LEARNING PACKAGE: THE SAFE SPOT

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Chapter I: Introduction

The project **De-Schooling In School: Re-shaping school practices to bring motivation, grit and choice in disadvantaged youth learning** is a KA2 Erasmus + project with the main objective to *move away from traditional education methods*, thus the reference to de-schooling, and move toward *new and innovative learning methods and practices* which can offer motivation and choice to the students. These innovative learning practices will be relevant to the labour market and will be extracted from specific research. They will equip the students with 21st century skills, such as entrepreneurial skills, to become competent when entering the labour market.

The target groups of the project are: **Students and Disadvantaged youth**

- having unemployed parents or over-employed parents, no time for children support;
- with immigrant background or parents working abroad;
- with poor results in primary school;
- lack of motivation and self-confidence, lack of learning skills;
- presenting high risk of marginalization, non- belonging to small community, non-discovered talents or non-recognized competencies;
- lacking positive school-experience etc.

O.2. - HANDBOOK OF LEARNING PACKAGE: THE SAFE SPOT is the intellectual output realized through the contribution of the whole partnership, and represents a PACKAGE OF SERVICES in the form of direct interventions dedicated to the students, in order to reach the assumed aim: to bring motivation, grit and choice in students' life.

The conceptual development of the interventions, followed by the piloting and implementation is what we define as the process of 'DE-SCHOOLING IN SCHOOL': the components of the services will be developed and delivered first as non-curricular activities. The package will cover some of 21th century skills, and each of the 5 modules are coordinated by one of the partners, according to their expertise. The global coordination of the partnership work is realized by 'Eurosuccess Consulting'.

The activities were designed and delivered by the partners, as non-curricular activities, in the period of December 2015 –July 2016). The handbook content is organized within the previously defined 5 Modules, each of this covering 3-5 case studies developed and monitored by the staff of the project partners, as a result of shared responsibilities and international cooperation.

MODULE:	COORDINATING PARTNER:	CONTRIBUTORS:
Module 1 O2.1. AWARENESS RAISING AND EXPRESSING THE UNIQUENESS OF OWN IDENTITY , addressing students' individual motivation, engagement, drive Personal development requires a reorientation of the person in distress towards a new meaning in relation to the new context created, revitalization of the psychic system and identification of personal resources. Students will discuss topics of	Mersin İl Milli Eğitim Müdürlüğü	<p>P.1. Ildiko Pataki</p> <p>P.2. Alina Zamosteanu, Marioara Bilba</p> <p>P.4. Antreas Antreou</p>

interest for their age and find their own solutions that could be applied in their specific situation.		Eleftheria Andreou P.6. P.7. Kadriye GİRGEÇ Mehmet Zahit KUTLU
M.2. O2.2. SELF-EXPRESSION USING ANY FORM OF CREATION: drama, sculpture, etc. (cultivation of innate student talent and inclinations, critical thinking and creative knowledge acquisition, self-realization or even self-creativity, out of school. Various workshops will be organised, such as, drama, forum theatre, image theatre, sculpture etc. Working in pairs and in a group, the students will exercise a range of creative (storytelling, writing, collage and music) and social (team-work and communication) skills; in the process confidence and self-esteem is expected to grow, and these are skills and features that students can transfer into their school and community, life in order to develop stronger relationships.	Centrul de Reeducare Buzias	P.1. Acvilina Manzur Ildiko Pataki P.2. Alina Zamosteanu, Marina Simonetti P.4. Arlette Shohmelian P.6. P.7. Pelin SAĞLAM Kemal ÇELİK
M.3. O2.3. CONNECTION WITH THE WORLD OF WORK: employability-entrepreneurship-project management (applied project management in small group activities – professional skills, for employability, attractiveness. The reality based component of this workshop will be ensured by involving employers in the form of an internship, promoting an exclusively project based learning approach.	Eurosucces Consulting	P.1. Raluca Staicu Luminița Nani P.2. Alina Zamosteanu, Marina Simonetti P.3. P.4. Vangelis Eleftheriou Kristian Theochari P.6. P.7. Esra KARLIK ARIN Sibel İNAN
M.4. O2.4 .LIFE SKILLS: housing, budgeting, cooking, volunteering and sense of community belonging, fund raising. Most of the students report and deploy severe symptoms - the lack of	Highgate Private School Limited	P.1. Lavina Cernescu Simina Mariş

contact, communication, support from their family – for very different reasons: unemployed parents, overemployed, immigrants, emigrants, or simply ignorant parents, without knowledge and skills to offer the needed environment for their children. In these interventions parents also will be involved.		<p>P.2. Alina Zamosteanu, Marina Simonetti</p> <p>P.4. Leigh Fox</p> <p>P.6.</p> <p>P.7. Sevinç DAL Ecmel Necmiye TÜTÜNCÜ</p>
M.5. O2.5. AFFILIATION: school, family, gangs, etc. (real problems, and problem solving skills, strategies, competence – small group activities , project based) During these sessions specific groups will be created around real problems, and the students will be assisted to find together the most suitable solution, thus through these experiences we envisage to empower students in their problem solving skills and strategies, as transferable acquisitions.	Sabiha Ciftci Mesleki ve Teknik Anadolu Lisesi	<p>P.1. Titus Slavici Anamaria Bauer</p> <p>P.2. Alina Zamosteanu, Marioara Bilba</p> <p>P.4. Maria Theochari</p> <p>P.6.</p> <p>P.7. Aziz ERDEN Mehmet Rifat DOĞAN Emine ACAY ÜLKÜR</p>

The elements are fully innovative both in content and delivery: type of interaction among actors, locus of control and power distribution, empowering the students to take the responsibility for their own correct decisions and future.

This handbook aims to help professionals interested in the design of innovative activities for preparing the disadvantaged students to begin school, in which they will be supported for the improvement of their learning performances. This handbook is a dynamic one, open for continuous development and improvement, and encourage adaptation for the clients` individual needs.

Conceptual delimitations and background

WHY DE-SCHOOLING? AND WHY DE-SCHOOLING IN SCHOOL? AND WHY RESHAPING SCHOOL PRACTICES IN ORDER TO BRING MOTIVATION, GRIT AND CHOICE IN DISADVANTAGED YOUTH LEARNING?



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THE AIM of our project is to bring motivation, grit and choice in learning, and we promote practices based on research –not theories – through a `de-schooling` approach.

THE CONCEPT AND THE PRACTICES of DE-SCHOOLING are at heart of our project and interest, because the current teaching (and not very often learning) practices are non-attractive from the students perspectives, if the provided learning outcomes are not fully relevant for the labor market needs.

AS TARGET we assumed to develop a **non-curricular program** and after piloting to transfer the efficient components into the curricular activities, in this way to re-shape and improve the quality of teaching-learning environment.

THE TARGETED `DISADVANTAGED YOUTH` is a large category, covering various type of situations that negatively influence individuals life chance, to access a job offering professional satisfaction, personal fulfilment, wealth and health, to realize their potential.

THE CHALLENGE FOR OUR INTERNATIONAL PROJECT TEAM is to prove that is possible to re-shape the school practices, within and outside the school by offering a proper environment for better performing students.

WE CONSIDER DISADVANTAGED EACH STUDENT HAVING ANY obstacle for self-realization, as having unemployed parents or over-employed parents, no time for children support; immigrant background or parents working abroad; poor results in primary school, lack of motivation and self-confidence, lack of learning skills; risk of marginalization, non- belonging to small community, non-discovered talents or non-recognized competencies; lack of positive school-experience etc.

THE CONCRETE NEEDS approached by the partnership cover COMMON NEEDS of the partners, for which they work together to find common solution, and SPECIFIC NEEDS of each partner country, for which transnational transfer among partners will be the encouraged solution. These needs are approached by the various case studies developed by partners.

Our intervention is designed for the lower and upper secondary level education.

THE MAIN GOAL of the proposed program is to equip the students to meet future challenges, to be prepared for their different and various roles - as employees, or employers, citizens and parents, managers and civil servants – to achieve their full potential as adults.

THE OUTCOMES OF THE PROGRAM that we are going to develop and deliver to students (O2) are the set of transferable knowledge and skills, defined conceptual as ``21st century skills``, and we accept the challenge to pilot our interventions in countries with visible disparities and interesting similarities documented by research evidences. We expect that the program will be efficient in each context, both concerning the common and the locally specific needs, so the further multiplication for other schools and countries will be assured.

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The students from our target group, are assessed through PISA test¹ concerning their ability and knowledge before they enter the secondary school. From this perspective the three partner countries –Romania (RO), Turkey (TR) and Cyprus (CY) have similar main PISA 2012 scores (ex. 445, 448, 440 points for mathematics), and similar proxy target, to reach the EU average **494 points**, on medium term. The tabel below presents the mean scores also for Reading and Science, for partner countries and the OECD average.²

General rank:		MEAN SCORE (points)		
		Mathematics	Reading	Science
46	CYPRUS	440	449	438
45	ROMANIA	445	438	439
44	TURKEY	448	475	463
	OECD countries average	494	496	501

According to these results our countries are within the group which shows scores below OECD average, together with Greece, Serbia and Bulgaria.

While PISA assesses the extent to which students have acquired key knowledge and skills that are essential for full participation in modern society, at 15 age, near the end of compulsory education, we consider that this is a common and reliable assessed starting point for the education during the secondary school, which has to take into consideration all the strengths and lacks in the students performances.

Beside general scores the PISA report offer some interesting comparisons which permit to our program designers to take into the consideration also the causes of the various targeted phenomenon:

- RO and TR have one of the highest percentage of students attending government or public schools (99,4 % and 100%);
- TR has one of the lowest score in problem-solving performance (454 points);
- RO has one of the highest percentage of students who skip classes or days of school (57,5%);
- CY has one of the lowest ratio of students to teaching staff in socio-economically disadvantaged schools (9,73 students/teacher);
- Among partners we have situations with the lowest and highest percentage of students in schools whose principals and/or teachers have considerable responsibility in choosing which textbooks are used (4% vs. 99%)

¹ <https://www.oecd.org/pisa/keyfindings/pisa-2012-results-overview.pdf>

² <https://www.oecd.org/pisa/keyfindings/pisa-2012-results-overview.pdf>

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All these general aspects assessed at national level become more relevant in organizations much more exposed to the risk of low performance.

We strongly believe that each child can reach its own potential through a personalised educational pathway, while they are motivated to make their choice and are encouraged and supported to demonstrate grit in everyday activities, in their life. These are the main common characteristics of the support actions developed and implemented by each partner – each case study will show the piloted way for motivating students and cultivate their grit in every context!

In this way, we value the existing disparities among partners, which permit **to pilot the common tools in various conditions, and later to adapt them for other schools and countries.**

SCHOOL PRACTICES need to keep pace with the general development of the society, with the increasing needs and requirements of the labour market, sometimes a serious pressure for the educational systems. But most of the schools tends to preserve the contents and methods from their practice, that already demonstrated their usefulness. The teachers, whose practice is based on a reproduction of the techniques that were used by their educators, are one of the most serious obstacle for the needed innovation. The teachers personal learning experiences are their main practice for mastering their profession - while they perform in a new era, in a modified environment, so that they are expected to embrace a quite flexible, innovative approach. **This requirement push the teachers beyond their zone of comfort, in a space where they don't have direct experience, they don't have role models among their former educators – they are expected to do something new, never seen before, to be creative, innovative and open for new experiences, selfconfident concerning their resources for these real projects in relation with their students, project which are never repetitive!**

THE STUDENTS PERSPECTIVES are based on their expectation towards the learning process combined



with the need of the society, of the labour market. The successful graduates profile include some basic characteristics, they are expected to be motivated, to take the most adequate choice concerning their career, to work hard for a certain goal, to be perseverant and task oriented, to find new solution for new problems and to be open for the coming challenges.

The World Economic Forum's **Future of Jobs report** highlights³ that the technological

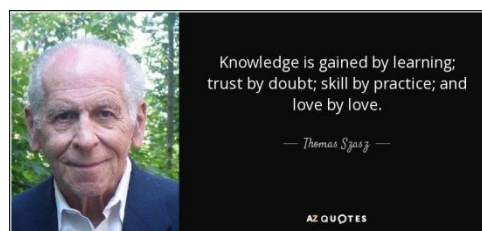
³ <https://www.weforum.org/agenda/2016/08/10-skills-you-need-to-thrive-tomorrow-and-the-universities-that-will-help-you-get-them/>

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and social shifts that define our world, have a strong influence also on the workforce, and produce serious changes concerning the requirements in terms of skills that are appreciated by the employers.

One can observe a certain shift in the top 10 skills: critical thinking and creativity became more important (from 4 to rank 2 and from 10 to rank 3) while the Complex problem solving skill maintains its leading position. It is important to mention that many of these skills are not correlated directly with cognitive performances, instead they are expressing non-cognitive skills and personality traits, which are valued and measured during the recruiting process.

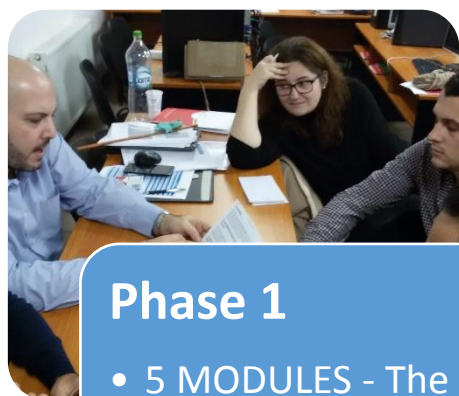
But for practitioners the most challenging question is related to the context that enable students to acquire these skills. All these skills can not be taught from textbooks, they need to be practiced during intense people to people interactions, by thinking critically and managing relationships, being intelligent emotionally while facing new problems and identifying, inventing new solutions together with others; expressed so clear by this quote from Thomas Szasz:



OUR PROJECT AIMS TO ANSWER THE TWO PERSPECTIVES OF THE TEACHING-LEARNING PROCESS, by reshaping the school practices (teachers needs and perspective) by bringing choice, grit and motivation in students life (pupils perspective)

The intervention of the project is built according to the conceptual background of **The 21st century skills**, considered as reference for the learning outcomes for the teaching-learning activities.

During the first phase of the project the proposed activities are implemented **in a noncurricular context**, and later, the second phase aims to transfer into the **curricular context** some of the findings and the most successful activities. **In this way the traditional school practices are reshaped, based on the activities that previously were considered relevant only for an extracurricular context or homeschooling approach.**



Phase 1

- 5 MODULES - The Safe Spot
- NON-CURRICULAR ACTIVITIES
- **DE-SCHOOLING**



Phase 2

- 5 MODULES - transfer in
- CURRICULAR ACTIVITIES
- **... IN SCHOOL**

During the first year of the project (first phase), each partner developed and implemented activities covering a set of desired competencies, grouped in **five Modules**; through the monitoring and selfreflective process the findings were structured in **case studies**, for each of the five modules. The case studies are integrated and presented in distinct chapter of the O.2.Handbook, each module had as coordinating responsible one of the project partners.

The expert team involved in the implementation of the modules- activities, based on these innovative experiences, developed the **Toolkit for educators**, including the description of the main elements of the experience and useful recommendations for those who will try to adapt in their context the presented activities.

The target group of these activities were the students and their teachers, and for some of the specific activities also parents and school partners were involved. (annex target groups / partners, and calendar of the activities)

The list of the competencies correlated with the modules, can easily be recognised in the main actual trends that envisage to create a comprehensive understanding of what should be taught, what need to be learned, what should be demonstrated as learning outcome and later as skills, that enable the graduates to follow the chosen career path, towards the labor market.

Some of the references used for building our approach are the following

Reference 1. 21st century learning / skills framework ⁴

Reference 2. Non-cognitive skills and personality traits⁵

⁴ http://www.p21.org/storage/documents/docs/P21_framework_0816.pdf

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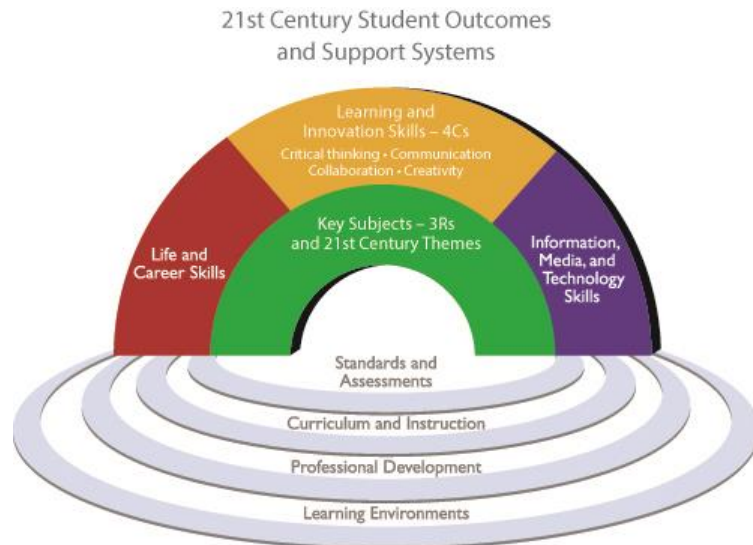
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REFERENCE 1. 21ST CENTURY LEARNING ⁶

THE FRAMEWORK FOR 21ST CENTURY LEARNING was developed by the P21 Partnership for 21st century learning, based on practitioners and experts input. The scheme defines the elements and the interconnections between the skills, knowledge, behaviors, expertise, and support systems that students need for a successful life and citizenship.

This framework is used by many educators and schools, being at the centre of the learning process, and they consider that following these learning outcomes, the students are more engaged in the learning process and graduates are better prepared for the challenges of the 21st century!



Source: <http://www.p21.org/our-work/resources/for-educators#defining>

The 21st century students outcomes are divided in 4 categories of skills:

Key Subjects and 21st Century Themes - include English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics. In addition, schools must integrate into key subjects: **the 21st century interdisciplinary themes**, like Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy; Civic Literacy; Health Literacy; Environmental Literacy Learning and Innovation Skills.

Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in today's world and those who are not. They include: Creativity and Innovation; Critical Thinking and Problem Solving; Communication; Collaboration

Information, Media and Technology Skills - we live in a technology and media-driven environment, we need to navigate in an abundance of information, to deal with rapid changes in everyday technology, and for this we need to demonstrate some of functional skills, such as: Information Literacy; Media Literacy; ICT (Information, Communications and Technology) Literacy.

⁵ <http://ftp.iza.org/dp5743.pdf>

⁶ http://www.p21.org/storage/documents/docs/P21_framework_0816.pdf

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Life and Career Skills help us to navigate complex life and work environments, together with thinking skills, content knowledge, and social and emotional competencies, including: Flexibility and Adaptability; Initiative and Self-Direction; Social and Cross-Cultural Skills; Productivity and Accountability; Leadership and Responsibility.

In order to make learning relevant, personalized, and engaging – a sound **support system** is needed, ensuring that each student has access to the learning experiences through which will be able to build the 21st century competencies. This support includes elements of standards and assessment, curriculum, professional development and learning environment.

The 25 case studies presented in this handbook under the five modules⁷ admit as learning outcomes at least the marked “21st century student outcomes”, as it is presented in **Annex. Nr.**

...

REFERENCE 2. NON-COGNITIVE SKILLS AND PERSONALITY TRAITS⁸

The education and training systems are invited to invest serious resources in the innovations concerning the development and valorisation of the non-cognitive skills and the personality traits. This became very important since the labour market relevance of these skills is clear recognised and demonstrated. This is reflected also by the Top 10 skill, identified in the World Economic Forum’s **Future of Jobs report**⁹, skills that are not measured and certified through examinations, tests, skills that are not developed explicitly during education and training.

The literature concerning these skills admit that they are developed during the education period; the emotional intelligence can be improved during the whole life, and all these non-cognitive skills has a definitory influence on the global performance of the persons. This is why these are carefully assessed during the recruiting process, and for the educational sector, having the dual role, both social and economic, is a crucial question to invest in the development of these skills together with the cognitive ones. These abilities, as important as cognitive skills for individual development and career success include social skills, leadership and motivation, and involve important personality traits. The cognitive skills, only because they are easily measurable by recognised international test, are not more important than the non-cognitive ones! As James Heckman, the Nobel Prize winner argued: „ ... the preoccupation with cognition and academic ‘smarts’ as measured by test scores to the exclusion of social adaptability and motivation causes a serious bias in the evaluation of many human capital intervention...”¹⁰

⁷ **Module 1:** AWARENESS RAISING AND EXPRESSING THE UNIQUENESS OF OWN IDENTITY, **Module 2:** SELF-EXPRESSION USING ANY FORM OF CREATION **Module 3:** CONNECTION WITH THE WORLD OF WORK **Module 4:** LIFE SKILLS **Module 5:** AFFILIATION

⁸ <http://ftp.iza.org/dp5743.pdf>

⁹ <https://www.weforum.org/agenda/2016/08/10-skills-you-need-to-thrive-tomorrow-and-the-universities-that-will-help-you-get-them/>

¹⁰ <http://www.nber.org/papers/w7288.pdf>, POLICIES TO FOSTER HUMAN CAPITAL James J. Heckman

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Is important to mention that while the cognitive skills are measured by national and / or international tests taken by students, the non-cognitive skills are usually self-reported. The results of the cognitive tests may reflect both cognitive competences and non-cognitive skills, both having a strong influence to school results and career success.

The **European Council¹¹** identified **eight key competencies** within the European Framework for Key Competencies for Lifelong Learning, which include both COGNITIVE (1,2,3,4) and TRANSVERSAL (5,6,7,8) skills.

Key Competences¹²

Competences are defined here as a combination of knowledge, skills and attitudes appropriate to the context. Key competences are those which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment.

The Reference Framework sets out eight key competences:

- 1) *Communication in the mother tongue;*
- 2) *Communication in foreign languages;*
- 3) *Mathematical competence and basic competences in science and technology;*
- 4) *Digital competence;*
- 5) *Learning to learn;*
- 6) *Social and civic competences;*
- 7) *Sense of initiative and entrepreneurship; and*
- 8) *Cultural awareness and expression.*

The key competences are all considered equally important, because each of them can contribute to a successful life in a knowledge society. Many of the competences overlap and interlock: aspects essential to one domain will support competence in another. Competence in the fundamental basic skills of language, literacy, numeracy and in information and communication technologies (ICT) is an essential foundation for learning, and learning to learn supports all learning activities. There are a number of themes that are applied throughout the Reference Framework: critical thinking, creativity, initiative, problem solving, risk assessment, decision taking, and constructive management of feelings play a role in all eight key competences.

Personality traits are very important components of transversal skills, and are factors that contribute to the development of these skills.

The COGNITIVE ABILITIES are very often identified with intelligence and the ability to deal with abstract problems; are measured by IQ and other standardised test on reading, science and maths (like the OECD Program for International Student Assessment –PISA).

The NON-COGNITIVE skills are weakly correlated with measures of intelligence, such as the IQ score. One of the accepted taxonomy of the personality factors in the FIVE FACTOR MODEL¹³

¹¹ <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32006H0962>

¹² <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32006H0962>

Funded by the Erasmus+ Programme of the European Union known also as The Big Five, also called the OCEAN model: **O**penness, **C**onscientiousness, **E**xtraversion, **A**greeableness, **N**euroticism. (see also https://en.wikipedia.org/wiki/Big_Five_personality_traits).

„Openness measures the degree to which a person needs intellectual stimulation, change, and variety. **Conscientiousness** is the preference for following rules and schedules, for keeping engagements and the attitude of being hardworking, organized and dependable, as opposed to lazy, disorganized and unreliable.

Extraversion is the preference for human contacts, empathy, gregariousness, assertiveness and the wish to inspire people.

Agreeableness is the willingness to help other people, act in accordance with other people interests and the degree to which an individual is co-operative, warm and agreeable versus cold, disagreeable and antagonistic.

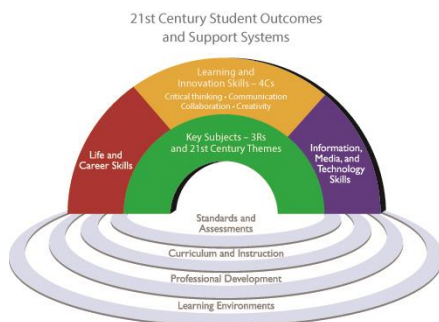
Neuroticism Emotional stability encompasses dimensions such as nervous versus relaxed and dependent versus independent, and addresses the degree to which the individual is insecure, anxious, depressed and emotional rather than calm, self-confident and cool”.

Source: <http://ftp.iza.org/dp5743.pdf>

Within our project we are clear oriented towards these non-cognitive skills, which are not enough valued and appreciated by teachers, and generally by educational systems, mostly because they are not measured by national exams and other international tests, while the real life, the employers and the various life context requires the mastering of these skills. This is one of the paradox-challenge that we try to understand, and propose a solution, through which these skills will reach their real importance in the school practices (first with extracurricular contexts, later transferred in curricular ones).

THE SECOND YEAR OF THE PROJECT, PHASE 2 will be dedicated to the SUPPORT SYSTEM that will help the school organizations to produce the desired outcomes at the student level.

The partnership will be interested in topics that include: **21st century standards, assessments, curriculum, instruction, professional development and learning environments as they are visualised by the `rainbow`.**



The activities will focus on:

- the 21st century interdisciplinary themes within the key subjects
- Engage and motivate students in solving meaningful and real-life problems
- practice useful feedback on student performance, embedded into everyday learning
- support teachers for the competency-based approach to

learning

¹³ <http://www.personalityresearch.org/bigfive.html>, see for the Theorists Table



Funded by the Erasmus+ Programme of the European Union

- encourage innovative learning methods, inquiry- and problem-based approaches and higher order thinking skills
- promote ways teachers find opportunities for integrating 21st century skills, tools and teaching strategies into their classroom practice
- include project-oriented teaching methods
- demonstrate that deeper understanding of subject matter can enhance problem-solving, critical thinking, and other 21st century skills
- Enables 21st century professional learning communities for teachers
- Cultivates teachers' ability to identify students' particular learning styles, intelligences, strengths and weaknesses
- Helps teachers develop their abilities to create environments that support differentiated teaching and learning
- Support professional learning communities that enable educators to collaborate, share best practices and integrate 21st century skills into classroom practice
- Allow equitable access to quality learning tools, technologies and resources
- Provide 21st century architectural and interior designs for group, team and individual learning
- Support expanded community and international involvement in learning, both face-to-face and online

The results of the second year activities will be presented in O.3.

Annex Nr..... correlation table (the 21st century skills addressed directly or implicitly by these Modules, are marked with *)

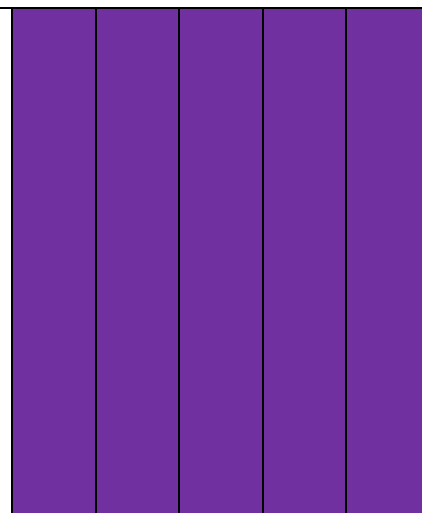
21st century skills	M.1.	M.2.	M.3.	M.4.	M.5.
Life and Career Skills Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills. FLEXIBILITY AND ADAPTABILITY * Adapt to Change * Adapt to varied roles, jobs responsibilities, schedules and contexts • Work effectively in a climate of ambiguity and changing priorities Be Flexible * Incorporate feedback effectively • Deal positively with praise, setbacks and criticism * Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments INITIATIVE AND SELF-DIRECTION * Manage Goals and Time; Set goals with tangible and intangible success criteria; Balance tactical and strategic (short & long-term) goals • Utilize time and manage workload efficiently; Monitor, define, prioritize and complete tasks without direct oversight; * Be Self-directed Learners; Work Independently • Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise • Demonstrate initiative to advance skill levels towards a professional level; Demonstrate commitment to learning as a lifelong process * Reflect critically on past experiences in order to inform future progress SOCIAL AND CROSS-CULTURAL SKILLS * Interact Effectively with Others; Work Effectively in Diverse Teams • Know when it is appropriate to listen and when to speak • Conduct themselves in a respectable, professional manner • Respect cultural differences and work effectively with people from a range of social and cultural backgrounds * Respond open-mindedly to different ideas and values * Leverage social and cultural differences to create new ideas and increase both innovation and quality of work PRODUCTIVITY AND ACCOUNTABILITY * Manage Projects * Set and meet goals, even in the face of obstacles and competing pressures * Prioritize, plan and manage work to achieve the intended result Produce Results • Demonstrate additional attributes associated with producing high quality products including the abilities to: * Work positively and ethically * Manage time and projects effectively; Multi-task * Participate actively, as well as be reliable and punctual; Present oneself professionally and with proper etiquette		* * * * * * *	* * * *		

<ul style="list-style-type: none"> * Collaborate and cooperate effectively with teams; Respect and appreciate team diversity * Be accountable for results <p>LEADERSHIP AND RESPONSIBILITY</p> <ul style="list-style-type: none"> * Guide and Lead Others * Use interpersonal and problem-solving skills to influence and guide others toward a goal • Leverage strengths of others to accomplish a common goal • Inspire others to reach their very best via example and selflessness • Demonstrate integrity and ethical behavior in using influence and power Be Responsible to Others * Act responsibly with the interests of the larger community in mind 					
<p>Learning and innovation skills Learning and innovation skills increasingly are being recognized as those that separate students who are prepared for a more and more complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.</p> <p>CREATIVITY AND INNOVATION</p> <p>Think Creatively</p> <ul style="list-style-type: none"> * Use a wide range of idea creation techniques (such as brainstorming) * Create new and worthwhile ideas (both incremental and radical concepts) * Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts Work Creatively with Others * Develop, implement and communicate new ideas to others effectively * Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work * Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas * View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes <p>Implement Innovations</p> <ul style="list-style-type: none"> • Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur <p>* CRITICAL THINKING AND PROBLEM SOLVING</p> <ul style="list-style-type: none"> • Reason Effectively; Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation * Use Systems Thinking; Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems <p>Make Judgments and Decisions</p> <ul style="list-style-type: none"> • Effectively analyze and evaluate evidence, arguments, claims and beliefs • Analyze and evaluate major alternative points of view • Synthesize and make connections between information and arguments • Interpret information and draw conclusions based on the best analysis 					

<ul style="list-style-type: none"> * Reflect critically on learning experiences and processes Solve Problems * Solve different kinds of non-familiar problems in both conventional and innovative ways * Identify and ask significant questions that clarify various points of view and lead to better solutions * COMMUNICATION AND COLLABORATION * Communicate Clearly * Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts * Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions * Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade) * Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact * Communicate effectively in diverse environments (including multi-lingual) Collaborate with Others * Demonstrate ability to work effectively and respectfully with diverse teams * Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal * Assume shared responsibility for collaborative work, and value the individual contributions made by each team member 					
<p>Key Subjects and 21st Century Themes.</p> <p>Key subjects include:</p> <ul style="list-style-type: none"> • English, reading or language arts; • World languages; • Arts; • Mathematics; • Economics; • Science; • Geography; • History ; • Government and Civics <p>In addition to these subjects, we believe schools must promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:</p> <ul style="list-style-type: none"> * Global Awareness * Using 21st century skills to understand and address global issues * Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts * Understanding other nations and cultures, including the use of non-English languages Financial, Economic, Business and Entrepreneurial Literacy * Knowing how to make appropriate personal economic choices * Understanding the role of the economy in society * Using entrepreneurial skills to enhance workplace productivity and career options Civic Literacy * Participating effectively in civic life through knowing how to stay informed and understanding governmental processes * Exercising the rights and obligations of citizenship at local, 					

<p>state, national and global levels</p> <ul style="list-style-type: none"> * Understanding the local and global implications of civic decisions <p>Health Literacy</p> <ul style="list-style-type: none"> • Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that enhance health • Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction • Using available information to make appropriate health-related decisions • Establishing and monitoring personal and family health goals • Understanding national and international public health and safety issues <p>Environmental Literacy</p> <ul style="list-style-type: none"> * Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems * Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.) * Investigate and analyze environmental issues, and make accurate conclusions about effective solutions * Take individual and collective action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues) 					
<p>Information, Media and Technology Skills People in the 21st century live in a technology and media-driven environment, marked by various characteristics, including: access to an abundance of information, rapid changes in technology tools, which need the ability to collaborate and make individual contributions on an unprecedented scale.</p> <p>INFORMATION LITERACY - Access and Evaluate Information</p> <ul style="list-style-type: none"> * Access information efficiently (time) and effectively (sources) * Evaluate information critically and competently Use and Manage Information * Use information accurately and creatively for the issue or problem at hand * Manage the flow of information from a wide variety of sources * Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information <p>MEDIA LITERACY - Analyze Media</p> <ul style="list-style-type: none"> • Understand both how and why media messages are constructed, and for what purposes • Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors • Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media Create Media Products 					

- Understand and utilize the most appropriate media creation tools, characteristics and conventions
 - Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments
- ICT (Information, Communications and Technology) LITERACY** - Apply Technology Effectively
- Use technology as a tool to research, organize, evaluate and communicate information
 - Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy
 - Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies



Chapter II: Modules

Module 1:

O.2.1.AWARENESS RAISING AND EXPRESSING THE UNIQUENESS OF OWN IDENTITY

Coordinator:

Ahmet Callut Şahin **Mersin Milli Eğitim Müdürlüğü**

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The aim of this module is to offer relevant case studies and operational toolkit for the concrete problems related to awareness raising and expressing the uniqueness of own identity. This topic covers students' individual motivation, engagement and drive.



Personal development requires a reorientation of the person in distress towards a new meaning in relation to the new context created, revitalization of the psychic system and identification of personal resources.

Students will discuss topics of interest for their age and find their own solutions that could be applied in their specific situation.

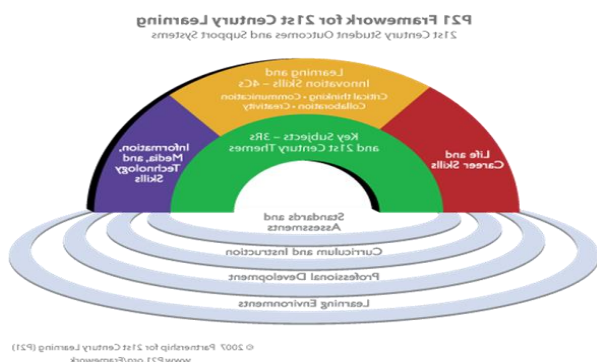
The 8 Key competencies, from the perspective of LLL are defined as combination of knowledge, skills and attitudes – that a person need for personal fulfilment, active citizenship, social inclusion and employment. The Reference framework¹⁴ sets the following competencies.

- Communication in the mother tongue;
- Communication in foreign languages;
- Mathematical competence and basic competences in science and technology;
- Digital competence;
- Learning to learn;
- Social and civic competences;
- Sense of initiative and entrepreneurship; and
- Cultural awareness and expression.

The Cultural awareness and expression is the most strongly related competence to our topic of M.1. Module AWARENESS RAISING AND EXPRESSING THE UNIQUENESS OF OWN IDENTITY, but there is not a complete overlapping between them.

Our module is linked to the *Frame of the 21st century skills*,¹⁵ through the LIFE AND CAREER SKILLS

component. Students need to develop and perform Life & career skills which enable them to realise their own potential in the very complex work and life environment. The essential **Life & career skills** include



- Flexibility & Adaptability**
- Initiative & Self Direction**
- Social & Cross-Cultural Skills**
- Productivity & Accountability**

Leadership & Responsibility

All these skills and behaviors are not directly linked to a certain subject taught in school, but all they are required to be mastered in almost each life-situation.

These skills include conceptual components but the very important attitudinal – behavioral components are demonstrated and developed during practical activities.

¹⁴ <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32006H0962>

¹⁵ <http://www.p21.org/our-work/p21-framework>

EVERY PERSON IS UNIQUE

Every person is unique, unusual and special with his/her own individuality. Whether good or bad, every person has different traits to walk on the earth themselves. These traits are driving force for individuals to achieve their objectives. There are many individual differences that every person brings from birth as latent abilities. Environment where persons grow up in, their families and then schools start to shape their personality.

Having brainstorm during project meetings, we have come to idea of some basic peculiarities of uniqueness. These latent talents or abilities from the birth, skills learners gain during their experiences, the qualifications they need to strive in life, their past life experiences from family life, determination and passion for particular long term goals and strengths are the features make each person unique.

Having said some introductive information about uniqueness, how can a person express himself/herself and how to learn about their abilities for desire for life expectations? How can a person find ways to discover about their talents for their willingness to live happily? What ways and tools can be used for individuals to achieve their goals and who will decide these tools to reach them? Why do some individuals achieve more than others of equal rights?



If a person does not know who he/she is, it is not easy for them to start discovering their potential. Every person needs to have equal opportunities to identify or get knowledge about their talents. Each person must be given a chance to have information about their natural abilities that they bring from birth and find ways how to build their weaknesses into strengths. The things look different in the class, none of learners come to schools with the same interests, cultural values, prior educational experiences, personal experiences, their learning styles and readiness levels. Teachers are to find new ways to support every student fairly/equally in physical surroundings, with in and outdoor atmosphere. Changes in learning environment influence students' knowledge about their differences and skills positively.

Learners must be given the opportunity to find out what they love doing, what makes them happy or unhappy, their life expectations for better future. Practises to learn what they are good or bad at to live their dreams let learners accept differences and be aware of differences.

There are several approaches, methods or techniques to let learners be active in learning process. It is important for teachers to assess every step in learning in their class each year and use a variety of teaching methods to make sure that every student has the same opportunity to learn and engage in learning process. Differentiated instruction is one of them and it makes a great contribution to meet individual needs in a classroom or outdoor activities. Moreover, student-centered teaching lets learners be in the center of activities by doing what they are learning. So teachers can differentiate content of lesson, process, products or where the learning takes place,

the use of ongoing assessment and flexible grouping for a successful learning. We know that the people who are fond of refining their knowledge and skills, they are not good at doing almost everything, they always try to find out their unique side and they work every single minute to improve their competences.

Three Pillars of Effective Uniqueness **please mention reference source!!**

Philosophy	Principles	Practices
<ul style="list-style-type: none"> • Diversity as normal and valuable • Accepting responsibility for maximum progress for each learner • Recognizing and removing barriers to equity 	<ul style="list-style-type: none"> • Environment • Quality of curriculum • Assessment • Leading and managing in a flexible classroom 	<ul style="list-style-type: none"> • Think of students' readiness, interest and learning profile with his/her learning styles • Instructions based on student needs and nature of content • Teaching up • Respectful tasks • Flexible groupings

Student/Learner-based learning:

Educators are on the way, making their learners to take more responsibility of their own learning. „*The evidence of the benefits to learning in construction of learning, collaborative learning, metacognition, teacher/student partnership in learning, and meaningful assessment in real-world contexts are that children in learner-centered environments achieved more and at higher levels while being more engaged.*”¹³ (Kumar, Anil, Student – Centred Learning: A Teacher –Student Choice Model Of Learning, (www.rmodernresearch.com) Volume I, Issue I, 2016.) When students play role in learning, this enhances students' learning the content and having selfawareness of their learning abilities. When instructors with learners decide about the tools or materials that help learners to be encouraged in creative thinking with their own qualities, students become aware of their skills and motivated. Learning-centered teaching has many different teaching methods to reach knowledge. In student-learnig centered teaching, the teacher focuses on what the learners are learning and how it happens and how can they use this new gained ability/knowledge/behaviour in learning. Learners either individually or in a group work, they can find solutions to real world problems with the help of problem-based learning.

Learners' involvement in learning process let them interact with materials and anyone in the group as well. Being active in learning lets the instructor know students individually. Encouraging students to think creatively, group works and presentations promotes deeper understanding of the content. This engagement leads students' outcomes and also increases motivation. Motivation in learning brings learners' satisfaction and academic achievements.

When learners find new ways to discover their uniqueness, they can use knowledge to solve problems from real life and become more motivated. What's more, learners have the ability to go on to learn and communicate with their knowledge both in and outside of the classroom. The more active students are in learning the more confident they are to develop effort in learning. This effort influences the perseverance in learning and its quality and quantity.

Human development is a process in which most of people show unique characteristics in physical, behavioural, cognitive and emotional growth. In the early stages of life—from birth to childhood, childhood to adolescence, and adolescence to adulthood—enormous changes take place and these changes all affect every step in every person's life. This process let each person develop attitudes and values that shape choices, relationships and understanding in our life. Most of educators and researchers mention it as an average. The educational levels and steps are organized and classified according to average competences of learners. The most important thing here is that what happens to the rest who are out of this average, gifted learners, children with special educational needs and the other disadvantaged groups. Educational levels are trying to meet all individual differences in learning. Students have different capacities for learning depending on their prior experience and heredity. When every single person feels that he/she is supported according to personal differences in school, at that time they are proud of being in the school and educated for better days. Schools must be ready to welcome every single individual according to their capacities.

Instructors primary role is to be a guide at creating environment for student learning, discuss the materials with learners. When teacher involves learners in plan of content, this motivates them and personal commitment in learning goes up. Instructors' responsibility is to help learners be active in learning for their performance in meaningful learning. Small groups in classes let teachers discuss and find solutions to problems. Creating projects with learners to cover their needs also promotes learning. In learner-based learning, learners need to understand why they need to learn the content and they need to be active in their learning with help of their individual capacities. The instructor's role is to create an environment in which students can learn and take their responsibility of learning.

Understanding learners' uniqueness

We have a better chance of learning when we use a combination of learning modalities rather than using just one in the class to reach every single student. We can start using learning profiles to have better understanding in creating materials when content of materials make sense for each student, we are on the right way. The more we understand our students, the better chance we have of meeting the diverse learning needs of all of our students. When we have in-depth understanding for how our students learn, there is a major impact on diagnosing student needs and planning effective supports.

Multiple intelligences and thinking styles inventories can be effective tools for gathering data about students.

To exemplify, we are going to use one many different self-awareness inventory tests and this is called Kolb Inventory of Cognitive Styles to learn about our learners' capacities and their learning styles. People learn better when they interact and collaborate with others during all the instructional tasks. Kolb's experiential learning theory works on two levels: a four stage cycle of learning and four separate learning styles. Much of Kolb's theory is concerned with the learner's internal cognitive processes. "Learning is the process whereby knowledge is created through the transformation of experience" (Kolb, 1984, p. 38).¹⁵ (Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development* (Vol. 1). Englewood Cliffs, NJ: Prentice-Hall.)

Kolb's learning styles have been adapted by two management development specialists, Peter Honey and Alan Mumford. They use a four-way classification that closely resembles that of Kolb but is simplified for use in a practical training situation. You can find out your own learning style by completing and scoring the following questionnaire. A description of the Honey and Mumford classification follows for use after the questionnaire has been scored. You can use it to understand your students and know them to be ready for their needs according to their levels.¹⁶

<http://www.clinteach.com.au/assets/LEARNING-STYLE-Kolb-QUESTIONNAIRE.pdf>

After implementation of questionnaire, instructors come to different learning styles. Visual learners are the ones take notes and want to sit in front of the class. They want the content to be visualized to remember easily. They like to see what they are learning. Illustrations and presentations with colourful pictures attract students to speak and write. Auditory learners are the second group who learn by hearing and listening. They want to hear about what is happening around, read loud to acquire and talk to themselves when they are bored. Kinesthetic learners the ones who learn by touching and being active in learning. Understanding student differences in a class help teachers maximize student engagement with learning. When we give them a chance to shape their interest and rewarding learning at the end make them become autonomous learners (Bruner, 1961)¹⁷. Feeding their curiosity lets them go for new challenges to grow and develop new skills for new qualifications.

Theory for readiness Uniqueness

- Zone of proximal development is critical for academic growth
- Student achievement does not occur when students practise what they already know, or when tasks cause on going frustration.
- There is no relationship between student achievement and teacher's ability to diagnose student's skill and provide appropriate tasks (Vygosttky 1962)

Theory for Interest-based Uniqueness

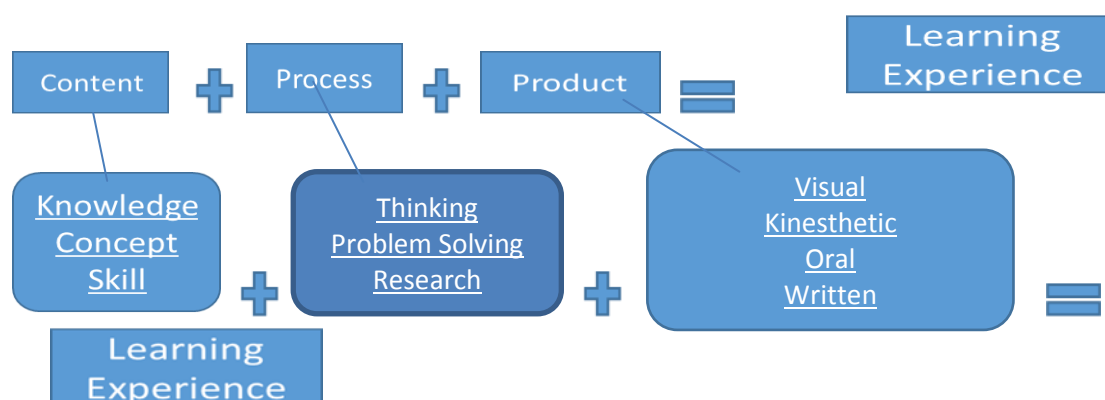
- Helping students pursue their interests can maximize student engagement with learning
- When their interest is tapped, learning is more likely to be rewarding and students are more likely to become autonomous learners

- Flow encourages the participant to seek out new challenges to grow and develop new skills needed to develop talent

(Bruner, 1961)

- Some teaching styles and approaches to learning may be advantageous to some students and disadvantageous to others
- Learning can be hampered due to cultural mismatches and gender mismatches
- Using varied approaches to teaching and learning leads to more efficient learning for more students (Banks, 1964)

The elements of a learning experience can be outlined as below;



Elements of Uniqueness

✓ **Content**

What is taught (*what students will learn and the materials which represent that learning*)

Applications

Learning outcomes

The big picture/generalizations/essential concepts and key questions

✓ **Process**

How it is taught (*activities through which students make sense of key ideas using essential skills*)

Applications

Inquiry-based learning

Hands-on activities

Concept Attainment

Technology

✓ **Product**

What is created (*how students demonstrate and extend what they understand and can do as a result of their learning*)

Applications

Written or oral reports

Performances

Models

Teachers may adapt one or more of these three curricular elements based on careful and continuous assessment of students' *readiness, interests, and learning profiles*.

Learning environment

Examples of differentiating learning environment at the elementary level include:

Making sure there are places in the room to work quietly and without distraction, as well as places that invite student collaboration;

Providing materials that reflect a variety of cultures and home settings;

Setting out clear guidelines for independent work that matches individual needs;

Developing routines that allow students to get help when teachers are busy with other students and cannot help them immediately; and

Helping students understand that some learners need to move around to learn, while others do better sitting quietly (Tomlinson, 1995, 1999; Winebrenner, 1992, 1996).

Excerpted from: Tomlinson, C. A. (August, 2000). Uniqueness of Instruction in the Elementary Grades.

Uniqueness Strategies:

- **High-level Questions**
Questions that draw on advanced levels of information, require leaps of understanding, and challenge thinking that are presented to the advanced learners.
- **Contracts/Management Plans**
An agreement between teacher and student in which the teacher grants certain choices about how a student will complete tasks, and the student agrees to use the choices appropriately in designing and completing work according to specifications.
- **Tiered Instruction/Assignments**
A technique by which all students are taught the same skill or concept with varied content, process and/or product, at a level that builds upon prior knowledge and prompts continued growth.
- **Learning Centers**
Stations or collections of material that learners use to explore topics or expand skills. Centers are designed to provide study in greater breadth and depth on interesting and important topics within a curriculum.
- **Interest Centers**
Activities that can provide enrichment for students who demonstrate mastery or competence with required work or who complete required assignments early.
- **Mentorships**
Program in which students work with a resource teacher, media specialist, parent volunteer, older student, or community member who can assist them in developing skills of production in a field of study.

Roles & Responsibilities in Uniqued Programming

Teachers: Teachers are the key players in providing challenging and interesting differentiated learning opportunities for their advanced learners.

Students aren't consumers of facts. They are active creators of knowledge. Schools aren't just brick-and-mortar structures -- they're centers of lifelong learning. And, most important, teaching is recognized as one of the most challenging and respected career choices, absolutely vital to the social, cultural, and economic health of a nation.

Traditionally, teaching was a combination of information-dispensing, custodial child care and sorting out academically inclined students from others. The underlying model for schools was an education factory in which adults, paid hourly or daily wages, kept like-aged youngsters sitting still for standardized lessons and tests.

Teachers were told what, when, and how to teach. They were required to educate every student in exactly the same way and were not held responsible when many failed to learn. They were expected to teach using the same methods as past generations, and any deviation from traditional practices was discouraged by supervisors or prohibited by myriad education laws and regulations. Thus, many teachers simply stood in front of the class and delivered the same lessons year after year, growing gray and weary of not being allowed to change what they were doing.

Teachers today should be encouraged to adapt and adopt new practices that acknowledge both the art and science of learning. They may understand that the essence of education is a close relationship between a knowledgeable, caring adult and a secure, motivated child. They grasp that their most important role is to get to know each student as an individual in order to comprehend his or her unique needs, learning style, social and cultural background, interests, and abilities.

Aside from rethinking our primary responsibility as directors of student learning, we teachers should also take on other roles in schools and in our profession. We are working with colleagues, family members, politicians, academics, community members, employers, and others to set clear and obtainable standards for the knowledge, skills, and values we should expect our children to acquire. We are participating in day-to-day decision making in schools, working side-by-side to set priorities, and dealing with organizational problems that affect their students' learning.

We may also spend time researching various questions of educational effectiveness that expand the understanding of the dynamics of learning. And we also should spend time mentoring new members of their profession, making sure that education school graduates are truly ready for the complex challenges of today's classrooms.

Reinventing the role of teachers inside and outside the classroom can result in significantly better schools and better-educated students. But though the roots of such improvement are taking hold in today's schools, we need continued nurturing to grow and truly transform learning landscape. The rest of us -- politicians and parents, superintendents and school board members, employers and education school faculty -- must also be willing to rethink our roles in education to give teachers the support, freedom, and trust they need to do the essential job of educating our children.

Parents/Caregivers

Parents or caregivers also play essential roles in the enrichment of their children's education. They can encourage appropriate differentiation by:

systematically collecting information and examples of their children's talents and interests

communicating information to school staff on a student's areas of strength, talent, and interest

developing an understanding of the nature of differentiation and its place in the continuum of g/t services in AACPS
understanding that teachers can not and should not differentiate all assignments and materials every day
encouraging students to let teachers know when assignments are a good fit and when they are not
volunteering in the classroom and helping to secure enrichment materials
providing meaningful advanced learning experiences outside the classroom.

There are different ways that you can form your groups:

- Homogeneous/ability/cluster grouping
- Heterogeneous/mixed ability grouping
- Individualised instruction/independent study
- Whole group instruction

What are the challenges, we all need to overcome?

Change, by nature, is not easy, especially when we (and our students) are used to doing things a certain way. VanTassel-Baska and Stambaugh (2005, as cited in Riley, 2009, p.661) stated that the following challenges will need to be overcome when initiating differentiation.

lack of teacher subject knowledge for advanced content differentiation, limited classroom management skills, attitudes and beliefs about learning, inappropriate curricular modifications, difficulty locating and using resources, lack of planning time, lack of administrative support, lack of pedagogical skills.

Qualitative Uniqueness in your class covers:

- ✓ Assessment for Learning (pre-assessment),
- ✓ Assessment in Learning (formative assessment)
- ✓ Assessment of Learning (summative assessment).

AS A RESULT :

WHAT IS UNIQUE INSTRUCTION ...?



Uniqueness means tailoring instruction to meet individual needs.

What's Your Learning Style?

This test is prepared to have an idea about students' learning style, whether they are visual, kinesthetic or cognitive learners. Knowing this learning style about students' helps teachers to prepare appropriate lesson plans and classroom materials. The below test after being applied to 50 students in two different schools has provided us the information that every student is unique considering his/her learning style. This is a model test and can be developed according to student age-school-families-social disabilities etc.

What's Your Learning Style? For these questions, choose the first answer that comes to mind. Don't spend too much time thinking about any one question.

Question 1

When you study for a test, would you rather

- a) read notes, read headings in a book, and look at diagrams and illustrations.
- b) have someone ask you questions, or repeat facts silently to yourself.
- c) write things out on index cards and make models or diagrams.

Question 2

Which of these do you do when you listen to music?

- a) daydream (see things that go with the music)
- b) hum along
- c) move with the music, tap your foot, etc.

Question 3

When you work at solving a problem do you

- a) make a list, organize the steps, and check them off as they are done
- b) make a few phone calls and talk to friends or experts
- c) make a model of the problem or walk through all the steps in your mind

Question 4

When you read for fun, do you prefer

- a) a travel book with a lot of pictures in it
- b) a mystery book with a lot of conversation in it
- c) a book where you answer questions and solve problems

Question 5

To learn how a computer works, would you rather

- a) watch a movie about it
- b) listen to someone explain it
- c) take the computer apart and try to figure it out for yourself

Question 6

You have just entered a science museum, what will you do first?

- a) look around and find a map showing the locations of the various exhibits
- b) talk to a museum guide and ask about exhibits
- c) go into the first exhibit that looks interesting, and read directions later

Question 7

What kind of restaurant would you rather not go to?

a) one with the lights too bright b) one with the music too loud c) one with uncomfortable chairs

Question 8

Would you rather go to

a) an art class b) a music class c) an exercise class

Question 9

Which are you most likely to do when you are happy?

a) grin b) shout with joy c) jump for joy

Question 10

If you were at a party, what would you be most likely to remember the next day?

a) the faces of the people there, but not the names b) the names but not the faces c) the things you did and said while you were there

Question 11

When you see the word "d - o - g", what do you do first?

a) think of a picture of a particular dog b) say the word "dog" to yourself silently c) sense the feeling of being with a dog (petting it, running with it, etc.)

Question 12

When you tell a story, would you rather

a) write it b) tell it out loud

c) act it out

Question 13

What is most distracting for you when you are trying to concentrate?

a) visual distractions b) noises c) other sensations like, hunger, tight shoes, or worry

Question 14

What are you most likely to do when you are angry?

a) scowl b) shout or "blow up" c) stomp off and slam doors

Question 15

When you aren't sure how to spell a word, which of these are you most likely to do?

a) write it out to see if it looks right b) sound it out c) write it out to see if it feels right

Question 16

Which are you most likely to do when standing in a long line at the movies?

a) look at posters advertising other movies b) talk to the person next to you c) tap your foot or move around in some other way Source

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Your Score		
																	a	b	c
	c	c	c	b	c	a	c	b	c	c	b	c	b	b	a	b	2	6	8

Evaluation:

Three Different Learning Styles

Mostly a's: you may have a visual learning style. You learn by seeing and looking.

Visual Learners

- take numerous detailed notes

- tend to sit in the front
- are usually neat and clean
- often close their eyes to visualize or remember something
- find something to watch if they are bored
- like to see what they are learning
- benefit from illustrations and presentations that use color
- are attracted to written or spoken language rich in imagery
- prefer stimuli to be isolated from auditory and kinesthetic distraction
- find passive surroundings ideal

Mostly b's: you may have an auditory learning style. You learn by hearing and listening.

Auditory Learners

- sit where they can hear but needn't pay attention to what is happening in front
- may not coordinate colors or clothes, but can explain why they are wearing what they are wearing and why
- hum or talk to themselves or others when bored
- acquire knowledge by reading aloud
- remember by verbalizing lessons to themselves (if they don't they have difficulty reading maps or diagrams or handling conceptual assignments like mathematics).

Mostly c's: you may have a kinesthetic learning style. You learn by touching and doing.

Kinesthetic Learners

- need to be active and take frequent breaks
- speak with their hands and with gestures
- remember what was done, but have difficulty recalling what was said or seen
- find reasons to tinker or move when bored
- rely on what they can directly experience or perform
- activities like cooking, construction, engineering and art help them perceive and learn
- enjoy field trips and tasks that involve manipulating materials
- sit near the door or someplace else where they can easily get up and move around
- are uncomfortable in classrooms where they lack opportunities for hands-on experience
- communicate by touching and appreciate physically expressed encouragement, such as a pat on the back

My Style

My name is: Ender Sağlam

My learning style(s) is/are: Mostly kinesthetic

I learn touching and doing

This means I learn best when ...

- 1. I active and have frequent breaks**
- 2. Sitting near to door**
- 3. Getting a chance to experience or perform**

My strengths as a learner are:

Good at activities like cooking, construction, engineering and art.

How Uniqueness Can Strengthen Your Teaching

There is a small belief that learning profiles do not exist or, if they do exist, they have no place in classrooms.

The truth is that every teacher witnesses students learning in different ways.

For example, when I'm learning about **effective blended-learning practices, Project Based Learning or differentiated instruction** we will turn to a variety of resources.

We'll watch videos, read articles, talk to different experts via social networking, and look over models that make sense to us.

We have a better chance of learning when we use a combination of these learning modalities rather than using just one.

Learning Styles sample test and evaluation**Offer an Entry to Learning**

We all have similar experiences when learning. Some learning approaches simply work better for us than others.

If we learn through a variety of ways, then so do students. Therefore, our lesson planning should reflect a variety of ways to offer entry to learning by all students.

If you know that a student builds understanding best when she can watch a demonstration and then dialog about the content and it's implications, you should provide that experience.

While each student has different approaches to learning, learning preferences do overlap in groups of students. The result is activities that are accessible for small and large student groups.

We can start using learning profiles when we know the various ways that each of our students makes sense of content.



The more we understand our students, the **more efficient we can ensure their learning successes.**

When we have in-depth understanding for how our students learn, there is a major impact on diagnosing student needs and planning effective supports.

Multiple intelligences and thinking styles inventories can be effective tools for gathering data about students.

Sample lesson plan

..\Sample lesson plan\A sample Differentiated English Teaching Lesson.docx

National Secondary School Research Projects Contest for both in school and out of school activities

Purpose

to encourage the secondary school students to perform research in the fields of Natural and Social Sciences (mathematics, physics, chemistry, biology, computer sciences, geography, history and sociology) to direct their research and support their individual progress.

Requirements:

- be secondary school students from Turkey
- Each student can apply with only 1 project and each project can be prepared by a maximum of 2 students.
- Each project can be observed by only 1 adviser. An adviser can contemporaneously consult more than 1 project. Having adviser within projects however is not a necessity.
- Projects are prepared according to the 'Project Guide'.
- Applying or participating contestants with the same or similar projects in different project contests before the deadline of this Contest cannot apply.
- Contestants participating in "Energy Productivity Projects Contest" with the same project cannot apply.
- Application Period: January and/or February.

Awards :

* Medals and Certificates

* Additional points to the National University Examination for successful students for the first time of their entering the exam

* Students of successful projects can be sent to international project contests as representative of TÜBİTAK.

* Successful students in international project contests can claim a place in the State Universities without taking the National University Examination.

* Successful students in international project contests, who are placed in the fields of Natural Sciences at the Universities, are directly fellow of the National Undergraduate Scholarship Program.

PLEASE pg 19-21

Explanatation for these lesson plans for learning style. Are these some case studies? OR NOT?

This was implemented? Where? When? ...why?

The photos are taken... when? Where?

IF we include photos, they should be kept in their original format, without distortion!!

PLAN FOR PROJECT BASED LEARNING

<..\Sample lesson plan\tubitak bilim fuarlari\2015-2016-PROJE-HAZIRLAMA-EGZERSİZ.doc>



Lesson Plan for Learning Styles

SUMMARY

Students use a survey to identify their primary learning style and determine study habits that will help them to be academically successful based on their survey results.

OBJECTIVES

Students will . . .

- Discuss what a learning style is and how they're used in the classroom
- Complete a learning styles inventory
- Identify their own primary learning style
- Identify appropriate study habits based on their primary learning style
- Explain how they're going to communicate their needs to the adults in their life

ASSESSMENT	Students will be graded on four aspects of the learning styles inventory and reflection. There is a rubric on the second page of the worksheet. <ol style="list-style-type: none">1. Completeness2. Data accuracy3. Writing of the reflection and evaluation of his or her learning styles4. Mechanics: capitalization, grammar, punctuation, and spelling
PREPARATION	Photocopy “Learning Styles Inventory” (two pages) worksheet for each student Photocopy “More About Learning Styles” (one page) worksheet for each student
MATERIALS	Learning Styles Inventory worksheet (two pages) (included below) More About Learning Styles worksheet (one page) (included separately)
TIME REQUIRED	Two 45-minute class periods
GROUP SIZE	Class, group, individual

STEPS

Day 1

1. Discuss and define general learning style characteristics. Discuss how students do homework and the environment in which they work best when completing homework. Ask students to respond to the following two scenarios and choose which best describes their style.
 - a. You lie on the floor, with the radio on, munching a snack while you finish your homework assignment.
 - b. You sit at a desk, in a quiet room to finish your homework assignment.
2. Brainstorm other learning styles. You may include discussions about classroom environments and how they relate to learning. Discussion of negative learning environments may lead to a better understanding of students’ preferred learning style.
3. Discuss the three learning styles, using the worksheet information. Explain to students that there are different working environments in the classroom; for example, some people prefer to work where there is lots of visual stimulus and activity, others prefer a “hands on” approach. Some prefer written instructions, some like graphic images, others like to listen. Have students then go back to the original two scenarios and explain which learning style(s) they represent.
4. Before having students take the “Learning Styles Inventory” have them make a prediction about their primary learning style. Have them discuss their evidence with a partner or their group.

Day 2

1. Briefly review the learning styles you discussed during yesterday's lesson. Have students pair up with a student from another group and discuss their prediction and evidence before having them take the "Learning Styles Inventory."
2. Give students a copy of the "Learning Styles Inventory" worksheet. Have them pre-read the worksheet and discuss what they'll need to complete for the assignment, i.e. survey, bar graph, reflection. Review the rubric so they understand how they are demonstrating mastery.
3. Have students calculate the totals for each learning style, i.e. visual, auditory, and kinesthetic. Have them fill in the bar graph to visually represent their learning styles.
4. Hand out the "More About Learning Styles" worksheet and have students use a highlighter, marker or colored pencil to "highlight" the column that applies to their primary learning styles. Have them check-off the items that describe them in the "What you like and how you learn" section. Have students review the "Good study habits for you..." section, and have them pick two to three study habits they plan to use during the First Quarter to improve their academic success.
5. Review the directions for the reflection. If time permits, have them brainstorm on a separate sheet and discuss their ideas with a partner before writing their reflection. They do not have enough space to answer all of the questions, so have them choose a few to respond to in their reflection.
6. Have students peer review their written reflections to identify areas of strength and areas of need. Have students edit their reflections and then individually grade themselves on the rubric.
7. If time permits, have a few students share out their reflections.
8. Collect your class data for the number of students who are visual learners, auditory learners, and kinesthetic learners and send the data to Davia.Taylor@d11.org. Davia will be posting school-wide data to demonstrate how our students learn at JSAA. If you have some exemplar responses, I'd love to post those as well. Make sure to get student permission ;-)
9. Consider your own teaching and how you are already incorporating a variety of modalities, or how you may need to diversify your methods of instruction to meet the needs of your students.

VARIATION

Compile learning style preferences from the activity above and discuss with the class whether the classroom environment meets those needs. Students investigate and identify ways to modify the classroom environment.16

CASE STUDIES O.2.1.

O.2.1	
Case study Nr.1	END OF THE YEAR SPANISH PROJECT (PRESENT MYSELF / LIKES AND DISLIKES)
Proposed and implemented by:	HIGHGATE PRIVATE SCHOOL
Period and place of implementation:	April 2016, Highgate School
Participants:	20 students Year 7 (12-13 years old) and Year 8 (13-14 years old)
Staff involved:	Coordinator: Antreas Antreou Class Teacher/Monitoring: Eleftheria Andreou

The Year 7 students were asked to make a poster to present themselves while the Year 8 students were asked to write about their likes and dislikes. On the one hand, the poster was used in order for the students to revise the last topic covered in the Spanish lessons for this academic year. On the other hand, the project will be used by the teacher as an evaluation tool.

The Year 7 students were asked to include in their poster the following points:

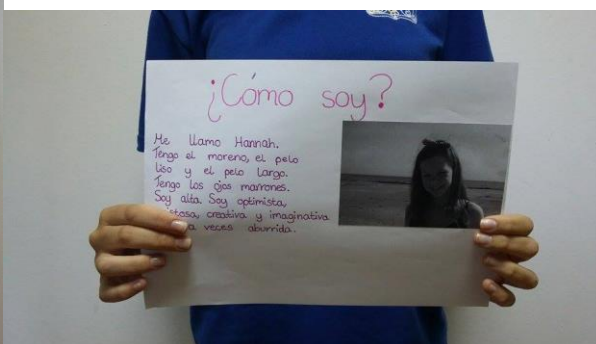
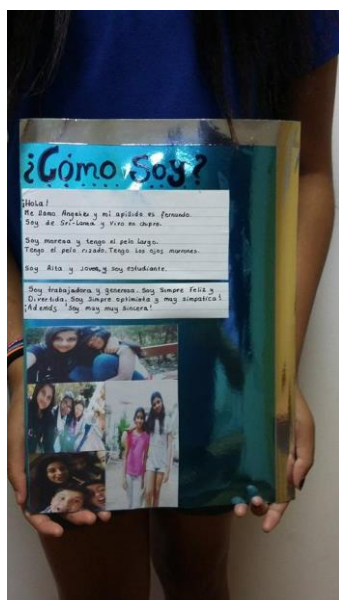
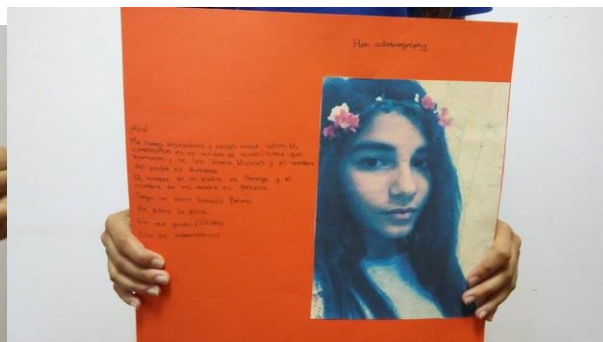
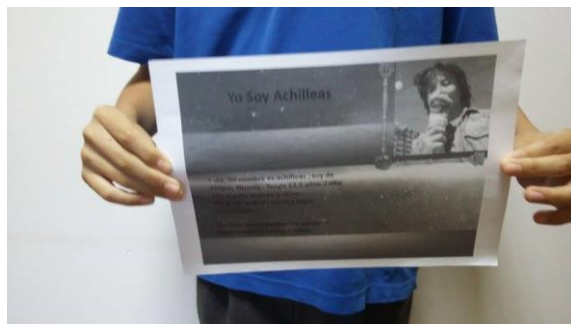
- ✓ Name and surname
- ✓ Nationality
- ✓ Place of residence
- ✓ Description of their physical appearance
- ✓ Description of their personality

The Year 8 students were asked to:

- ✓ Use verbs (gustar, encantar, odiar, volverse loco) as well as nouns to show their likes and dislikes
- ✓ Use adverbs of quantity

Students of both classes were asked to use text, pictures or any other resources they consider useful.

The Year 8 students were asked to make a poster to show their likes and dislikes. Again, in this way students were given the opportunity to revise and apply the knowledge



O.2.1	
Case study Nr.2	UNDERSTANDING THE OTHER PERSON'S PERSPECTIVE (EXPERIENTIAL LEARNING APPROACH)
Proposed and implemented by:	P.2. Reeducation Center Buzias
Period and place of implementation:	13 October 2015, The International Day of Education in Prison. Reeducation Center Buzias
Participants:	10 students from Theoretical Highschool Buzias (Liceul Teoretic Buzias) along with 10 participants from Buzias centre have been involved together in developing this activity.
Staff involved:	Activity coordinated by Marioara Bilba, educator

The activity has been developed as an experiential learning activity, involving students from community school and from Reeducation Center Buzias. 10 students from Theoretical Highschool Buzias (Liceul Teoretic Buzias) along with 10 participants from Buzias centre have been involved together in developing this activity.

The main objectives of the activity were: to develop the self-awareness regarding positive and negative emotions, to experience the other person's perspective, to emphasize that some experiences are universal and to reduce the gap between students that are in a re-education center and students from community.

Phase 1: Students from community "escorted" from school to the Re-education Center



The activity has been conducted by an educator and it has been organised in 13 October 2015, The International Day of Education in Prison.

Students from community school expressed their willing to be involved in this activity and the agreement to experience a day in prison. Therefore, during one day the 10 students from community school followed the same rules and activities as the youth from center.

Phase 2: Developing the activity: one day in center, experiencing the rules and activities in a re-education center



The day has been ended with a group discussion led by the educator responsible with the activity, involving students from community and students from the center. All the participants expressed their feelings, thoughts, worries, perspectives and experience of the day.



Phase 3: Interaction between students from community and from Re-education Center, sharing experience

At the end, each participant received a word-card and a motivational quote, having as a task to develop a short story/reflection of the day, integrating the word-card (e.g. optimism) and the motivational logo in experiential learning process.

O.2.1	
Case study Nr.3	YOU ARE WHAT / HOW YOU EAT (!) (?) (!)
Proposed and implemented by:	P.1. Liceul Tehnologic „Ioan Slavici” Timișoara
Period and place of implementation:	May, 2016 Brebu Nou, during the outdoor workshop offered to the students
Participants:	6 students from Liceul Tehnologic „Ioan Slavici” Timișoara
Staff involved:	Raluca Staicu & Ildiko Pataki responsible for design and delivery

The objective of our case study covers the following components of awareness and expressing uniqueness of self identity: Flexibility & Adaptability, Initiative & Self Direction, Social & Cross-Cultural Skills, Team and personal Productivity & Accountability, Leadership & Responsibility.

Two groups are created as a result of a small competition, and they are asked to prepare from the same ingredients a special snacks, for potential guests of a farmhouse.



Students split in the two groups, receiving the basket with the materials – for a tasty snacks. They are surprised and not taking initiative immediately.

They were **invited to cooperate**, and to put all their abilities in practice, in order to realise an attractive, interesting, tasty welcome snack, having a limited time for this task.

The context in which students were invited to prepare the snacks, (surprise, unexpected, not announced previously, etc.) offered the good possibility for them **to express themselves without restrictions**.

During the exercise the teams were monitored, **against a list of possible behaviors**, and the main session dedicated to the development and **awareness raising of self uniqueness was the feedback session**, built around the monitoring process of the exercise.

The monitors has the main role to observe the individual and group behaviors of the participants, and later to offer them a **personal and group feedback**, based on direct observation of their behaviors.

It is very useful to record the whole process, to make relevant photos and register the used expressions of the participants, in which they can recognize themselves with their positive and not so positive behaviors.

The feedback session offer the **whole space for participants to express themselves**, this time about a very concrete example, that was prepared-monitored and proposed for this debate.

Module 2: O.2.2.SELF-EXPRESSION USING ANY FORM OF CREATION

Coordinator:

*Marina Valdora Simonetti, **Centrul de Reeducare Buzias***

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Self-expression using any form of creation is the subject of the second module of this Handbook.

Using drama, sculpture, theatre, modeling, etc. the activities will target the cultivation of innate student talent and inclinations, critical thinking and creative knowledge acquisition, self-realization or even self-creativity, outside of school.



Centrul de Reeducare Buzias, International Woman Day, 2014, Festivity organized each year involving students as participants and educators as coordinators

Objectives, skills and outcomes

Self-expression using any form of creation is representing the second module of the Handbook of learning package: the Safe Spot. Using drama, sculpture, theatre, modeling, etc. the activities will target the cultivation of innate student talent and inclinations, critical thinking and creative knowledge acquisition, self-realization or even self-creativity, out of school. Various workshops will be organized, such as, drama, forum theatre, image theatre, sculpture etc. Working in pairs and in a group, the students will exercise a range of creative (storytelling, writing, collage and music) and social (team-work and communication) skills; in the process confidence and self-esteem is expected to grow, and these are skills and features that students can transfer into their school and community, life in order to develop stronger relationships.

Objectives

- To increase self-knowledge, awareness and well-being
 - To activate positive change
 - To draw on boosted self-confidence
 - To develop and enhance interpersonal skills
 - To develop emotional and social intelligence
-

Skills

During the activities will be developed personal and interpersonal skills, such as:

-
- Critical thinking – students will be stimulated to reflect in a critical way their experience, to question each situation and to evaluate their answers in a reflective way
 - Ownership – during the activities, will be introduced self-reflecting moments, will be encouraged self-evaluation and self-motivation attitude and will be stimulated the learning to learn key competence
 - Collaboration skills – involving students in activities, such as forum theatre they will develop new negotiation skills and will be more resilient
-

CASE STUDIES O.2.2.

O.2.2	
Case study Nr.1	THIS IS ME IN 5 YEARS
Proposed and implemented by:	P.1. Liceul Tehnologic „Ioan Slavici” Timișoara
Period and place of implementation:	January - March 2016 at The Safe Spot from Liceul Tehnologic „Ioan Slavici” Timișoara
Participants:	15 students from Liceul Tehnologic „Ioan Slavici” Timișoara
Staff involved:	Ildiko Pataki & Acvilina Manzur responsible for design and delivery

The activity is designed to students, within a session of „vision building” a vision of their personal and professional perspective in 5 (+/-) years.

The students are invited to select interesting, representative, curious images, from various magazines, and build from these a poster, using the collage technique.

The process is joyful, because the magazines create a stress-less environment, and help students for free imagination, without any restrictions.

During the process of selecting and processing the pictures the students receive assistance, but the most important opportunity is to start a dialog with the students, about their wishes, some of them conscious, others still at unconscious level.

The exercise could be considered an introductory session for the series of meetings dedicated to understand our own feelings, hopes, resources, limitations, vision and to use our creativity to overcome obstacles.



Outcomes developed during the piloted activities



O.2.2	
Case study Nr.2	PHOTO WORKSHOP
Proposed and implemented by:	P.2. Reeducation Center Buzias
Period and place of implementation:	June-July & October 2015 Reeducation Center Buzias
Participants:	5 young offenders, coordinated by 2 educators from Re-Education Center Buzias and 1 educator from Meridianos Association Spain.
Staff involved:	2 educators, and 1 educator from Meridianos Association Spain.

The project has been developed through collaboration between National Administration of Penitentiary Romania and Meridianos Association Spain (the biggest association in Spain that is implementing the public-private partnership inside the prison system).

A workshop has been organized including all the technical resources necessary for editing (software) and photo printing, as well for video recording.

The activities were developed during June-July 2015, involving 5 young offenders, coordinated by 2 educators from Re-Education Center Buzias and 1 educator from Meridianos Association Spain.

The aim of the project targeted two layers:

1. Prison educators, which were trained in specific techniques and which developed and educative tool, in order to be used in the daily work with the inmates
2. Young offenders, which, at the end of the project had new acquired skills: general (e.g. discipline at the working place, team work etc) and specific (related with the photo workshop, photo design, video recording and editing). These new skills could be useful in order to facilitate the social insertion after release.

The activities have been valorized in October 2015 during the *International Conference Let's Walk, Let's Talk Together!*, organized by the National Administration of Penitentiary Romania and Meridianos, Spain in Bucharest. During this conference an exhibition has been organized reflecting the young offenders' work and it has been presented by the young offenders, invited to this Conference.

Developing the workshop



International Conference Let's Walk, Let's Talk Together!, Bucharest, October 2015, Exhibition (posters developed during the workshop)



International Conference Let's Walk, Let's Talk Together!, Bucharest, October 2015, youth participants at the conference accompanied by one Educator and congratulated by the General Director of National Administration of Penitentiary Romania, Mr. Catalin Bejan



Cards developed during the workshop in order to reflect youth' experience, feelings, thoughts and delivered as a gift for the participants at the Conference

O.2.2.	
Case study Nr.3	PUBLIC SPEAKING -SELF EXPRESSION
Proposed and implemented by:	HIGHGATE PRIVATE SCHOOL
Period and place of implementation:	September – October 2015 at Highgate School
Participants:	40 students (12-16 years old) of Highgate school and 40 students (12-16 years old) of Heritage Private School in Limassol
Staff involved:	Coordinator: Arlette Schohmelian

- Students underwent extensive training in public speaking where they learned 'The Art of Public Speaking' and all its different aspects, Students learned everything from delivery of speech, vocal expressions, body language, audience execution and attitude.

. Activities developed with youth



- The training led the students to come up with a personal speech which allowed them to take part in internal and inter-school public speaking competitions, as well as international ones.



- Highgate Private School hired an expert in Public speaking from 'Young Future Leaders' www.youngfutureleaders.com to train the students in Public speaking.



O.2.2.	
Case study Nr.4	LIFE IS RECYCLING
Proposed and implemented by:	SABIHA CİFTÇİ MESLEKİ VE TEKNİK ANADOLU LİSESİ
Period and place of implementation:	04th April-24th April,2016 Akkent 100.yıl Ortaokulu
Participants:	12 6th,7th,8th grade students participated.
Staff involved:	2 teachers coordinated and 4 teachers monitored.



The students' page separators for the books by using waste felt pieces

AIM: The teachers coordinated a Recycle Project in one of our schools. The students got a lot of unused recycling materials and created new products by using natural and recyclable materials in their school. This activity is very important for our students because this helps them to understand the importance of waste materials, and develop their abilities and creativity.



The students 'studies from egg boxes and they are shaped so they got beautiful flower templates and painted them than paste around the old mirrors and old photo frames

The products of the Project were great. We completed our Project, after work we sold our products. Here are some of our creative products:

The students made a picture on a canvas from unused colorful buttons.



Heat the bottles. The students got beautiful and decorative flower pots.



The students studied quilling necklace and flowers to create decorative designs. The students studied “quilling”. It is an art in Europa. Quilling or paper filigree is an art form that involves the use of strips of paper that are rolled, shaped, and glued together to create decorative designs..





We painted stones and made ladybirds. We created flowers from pet bottles.

We glued the small stones, which we got from the beach, on the tins and unused glasses and photo frames, so we had decorative designs.

The students brought the old and unused glasses, tin boxes and photo frames and covered the surface with the Pebble stones collected from the seaside. So they became new pencil boxes, flower pots or photo frames.



The students made decorative objects by using pieces of tulle and parts of the old guipure and little pulleys.

This is our new book case on the school wall, after we sold our products.

So we earned money and had a new book case on the school wall. I hope you will like our Works. We had funny and interesting books of their interests for the library.

The form of the book case means "READ".
"In Turkish **OKU** means 'READ' in English."

TAKE A BOOK, **READ** AND BRING
BACK....



By this Project, the students realized their abilities. The Works were very creative.

The creativity of the students increased. The students discovered their talents and increased their self-confidence. It's more enjoyable to read for the students anymore....

Module 3: O.2.3. CONNECTION WITH THE WORLD OF WORK

Coordinator:

Giorgos Giorgakis, Anastasia Liopetriti, Pambos Giorgakis **Eurosucces Consulting**

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Pelin Sağlam

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The goal of this module is to present the importance of the link between education and the world of work, and the most important skills needed in order to thrive in the labour market.



Objectives, skills and outcomes

One of the main priorities of the educational system is to properly educate and teach to the students, among other things of course, how to become responsible adults and, by extension, how to successfully enter the labour market after their graduation. One important factor of this is the opportunity that should be given to the students not only to cultivate valuable skills that will help them in the future, but also to build those skills in a way that is pleasant, interesting, intriguing and fulfilling for them. This can ultimately increase their love for knowledge and help them develop their critical thinking. There are certain key skills and competences which play a crucial role in people being successful in the labour market, and we will see those in more detail below.

EQ – Emotional Quality/Intelligence

With this term, we refer to the ability to:

- Understand not only our personal emotions but also the emotions of others
- Create motives for us to achieve certain goals
- Manage effectively our emotions as well as our relationships

Even though this particular skill is not an academic one, it can have a certain influence in succeeding professionally and is often neglected by a lot of people. The authors at the online blog Entrepreneur write that success is strongly influenced by personal qualities such as perseverance, self-control and skill in getting along with others.

Workers with high EQ are better able to work in teams, adjust to change and be flexible. No matter how many degrees or other on-paper qualifications a person has, if he or she doesn't have certain emotional qualities, he or she is unlikely to succeed. As the workplace continues to evolve, making room for new technologies and innovations, these qualities may become increasingly important.

In his books, *Emotional Intelligence: Why It Can Matter More than IQ* and *Working With Emotional Intelligence*, Daniel Goleman presents **five categories of emotional intelligence**.

1. **Self-awareness:** If a person has a healthy sense of self-awareness, he understands his own strengths and weaknesses, as well as how his actions affect others. A person who is self-aware is usually better able to handle and learn from constructive criticism than one who is not.
2. **Self-regulation:** A person with a high EQ can maturely reveal her emotions and exercise restraint when needed. Instead of squelching her feelings, she expresses them with restraint and control.
3. **Motivation:** Emotionally intelligent people are self-motivated. They're not motivated simply by money or a title. They are usually resilient and optimistic when they encounter disappointment and driven by an inner ambition.
4. **Empathy:** A person who has empathy has compassion and an understanding of human nature that allows him to connect with other people on an emotional level. The ability to empathize allows a person to provide great service and respond genuinely to others' concerns.

5. **People skills:** People who are emotionally intelligent are able to build rapport and trust quickly with others on their teams. They avoid power struggles and backstabbing. They usually enjoy other people and have the respect of others around them.



Communication skills

Shirley Taylor, in her [blog](#), explains that communication is at the heart of every organisation. Everything you do in the workplace results from communication. Therefore good reading, writing, speaking and listening skills are essential if tasks are going to be completed and goals achieved. As you develop your career you will find various reasons why successful communication skills are important to you, for example:

To secure an interview -You will need good communication skills to make sure your application letter is read and acted upon.

To get the job You will need to communicate well during your interview if you are to sell yourself and get the job you want.

To do your job well You will need to request information, discuss problems, give instructions, work in teams, interact with colleagues and clients. If you are to achieve co-operation and effective teamwork, good human relations skills are essential. Also, as the workplace is also becoming more global, there are many factors to consider if you are to communicate well in such a diverse environment.

To advance in your career Employers want staff who can think for themselves, use initiative and solve problems, staff who are interested in the long-term success of the company. If you are to be seen as a valued member of the organisation, it is important not just to be able to do your job well, but also to communicate your thoughts on how the processes and products or services can be improved.

The importance of communication skills are often listed in the "top four" job skills which predict both employee and employer satisfaction. Poor communication is often a reason that employees quit jobs or look elsewhere to find other opportunities.

Entrepreneurship skills

In a growing number of classrooms, learning about entrepreneurship is a thriving tradition. By simulating a business launch, students engage in critical thinking and deepen their financial literacy. They gain experience collaborating with team members and networking with outside experts.

"This kind of experience teaches students important life skills," says fifth-grade teacher Francie Kugelman from Dahlia Elementary in Los Angeles. **"For some, it's also planting the seed that someday they'll want to start their own business."**

Labour market

There is no need to pay a lot of attention here to the benefits of entrepreneurship for the labour market and the economy in general. We all know that self-employment is a powerful tool to create work and to boost the economy. We also know that an **entrepreneurial attitude** is nowadays a **necessity**, not only for entrepreneurs but also for employees.

Benefits for learners

To increase student engagement and success - and favourably impact completion rates - students need to be equipped with the **perseverance and determination of an entrepreneurial mindset – called GRIT.**

If education equips students with an entrepreneurial mindset at the outset of their careers, they will be more engaged and take ownership of their own success. Moreover students who were involved in ways of entrepreneurial learning were in most cases rather enthusiast about this, as they found that this kind of learning was more fun and was experienced as more meaningful than the traditional ways of learning (these were the experiences of the learners that were involved in the EU project Edison).

The above reaffirms the claim that indeed, entrepreneurship skills *can* be taught and stresses the fact that they can prove extremely useful to students, defining their success in the labour market. As Oosterbeek et al. refer in their article *The impact of entrepreneurship education on entrepreneurship skills and motivation*,

„Policy makers also believe that increased levels of entrepreneurship can be reached through education (European Commission, 2006) and especially entrepreneurship education. Therefore, such education is promoted and implemented into school curricula in many of the European member countries (European Commission, 2006) and the United States (Kuratko, 2005). A key assumption underlying these programs is that entrepreneurship skills can be taught and are not fixed personal characteristics. Indeed, it has been shown that (i) the effect of general education as measured in years of schooling on entrepreneur performance is positive (Van der Sluis et al., 2006; Van der Sluis and Van Praag, 2007), and (ii) business training is effective for the

performance of people who applied for microfinance to start their own business (Karlan and Valdivia, 2006). (2, 2006.),,

Leadership skills

Leadership skills are undoubtedly a key factor in adjusting successfully in a work environment. The ability to lead effectively is based on several skills which are highly appreciated by employers, as they are seeking for people who can motivate, inspire and deal effectively with other people. Respect and trust are two of the most important elements of effective leadership skills, as you want your employees and colleagues to trust you and communicate with you for the better solution of potential problems that might arise.

Carmeli et al. have argued that there is a growing body of evidence which illustrates a strong „connection between self-leadership and work outcome“. Phelan and Young (2003) specifically talked about creative self-leadership, which refers to a reflective internal process by which an individual consciously and constructively navigates her or his thoughts and intentions towards the creation of desired changes, improvements and innovations.

Creative self-leadership involves three strategies:

- (1) renewed cognitive construction of assumptions, beliefs, perceptions and ways of thinking;
- (2) creative mental imagery that is manifested by dilemmas involving creative behaviors; and
- (3) creative self-talk involving internal dialog and feedback that enhance an individual's ability to achieve desired ends (Phelan and Young, 2003).

Teamwork skills

While leadership skills are very important in cultivating a success-driven behaviour, they are always complemented by well-developed team spirit skills, and this is important to be emphasized to students. Students should be inspired to cultivate their leadership skills and their individuality-uniqueness, but at the same time they should also be aware that it is equally important to learn how to work effectively and constructively with others. This is something that they will find later on in their work environment, as they will allow themselves to apply those team spirit skills in their relationships with their colleagues. **Well-developed teamwork skills have the following main benefits, according to the Australian Institute of Business:**

1. **Increased efficiency** When working in a team, you are working towards a common goal or set of objectives. The whole process of your work becomes more efficient, for example if there is a problem faced along the way there are more 'hands on deck' to help solve the issue. Similarly, having multiple team members on board allows you to get the work done faster with shared responsibilities. From a management perspective, encouraging teamwork in the workplace will allow your company or department to take on additional work, and in turn generate extra revenue without having to hire more staff.
2. **Idea generation** - One of the greatest benefits of working in a team is the inspiration and ideas that can result from team discussions. When running ideas by one and other, there is

a lot more scope for creativity in comparison to working on a project alone. In an effective team environment, staff members feel confident in suggesting their ideas. When working autonomously and having a direct responsibility for ideas, people tend to present the safer option to their managers. However, when in a team brainstorming environment the notion of suggesting creative and unique ideas is welcomed. Teams also bring people together from different backgrounds and levels of experience which can help in creating optimal solutions.

3. **A learning experience** - As mentioned above, teamwork is important in the workplace as it brings people together from different backgrounds and levels of experience. Consequently, projects which involve teamwork serve also as an opportunity for professional development and learning. This may be conscious learning during a meeting, or learning which occurs without you even realising whilst listening to others. It is quite possible that you can learn from someone else's knowledge which allows your own skills and capabilities to grow. [Billie Nordmeyer](#) adds that 'Individual team members serve as educational resources to other employees in a team environment'. It is also important to note that as employees become more knowledgeable, their confidence increases. This can help improve their attitude as well as increase their job satisfaction which is a win-win situation for employers.
4. **Enhanced communication** - Communication is key to the success of many projects – so why not engage in an activity that can help enhance your communication skills? Teamwork activities such as meeting together to discuss ideas or collaborating information to contribute to a project require both verbal and written communication skills. Working regularly in this capacity will allow you develop both your own skills as well as those who are in your team. Teamwork also facilitates an open discussion which allows each team member to be adequately informed about the project. In this respect, when everyone is on the same page this ensures that the project is completed as efficiently as possible.
5. **Share the workload** - When working in a team towards a common goal, the workload is shared among all team members. In a perfect scenario, this work should be shared equally and be distributed according to the strengths of each member. Teamwork also allows for helping another team member when you have finished your workload. It is important to remember that you are all working towards the same goal – if you finish your work before others you should offer your assistance in order to help complete the project. From a management perspective, when it comes to delegation this should be conducted with the strengths of your employees in mind. Assigning tasks to the correct people will ensure maximum efficiency and a high quality output.
6. **Support network** - It is important to remember that support and a sense of belonging in a workplace can contribute greatly to job satisfaction. A strong team environment can act as a great support mechanism for staff members. Group members will help each other, rely on each other and build trust within the group. During challenging times, support is crucial for the success of the project; when members are able to look to one another for guidance or support, focus can remain on the overall goal. If a challenge is handled individually you are at risk of becoming overwhelmed and making irrational decisions.



The schools that are involved in our project have provided us with some **case studies** regarding the best practices that have implemented within their educational contexts. These case studies concern ways that can help students realize and develop skills that will be applicable in the labour market. They have nothing to do with theory; on the contrary, they are aimed at giving the students an insight into how the workplace will be, in action.

CASE STUDIES

O.2.3.	
Case study Nr.1	MY AGROTOUR
Proposed and implemented by:	P.1. Liceul Tehnologic „Ioan Slavici” Timișoara
Period and place of implementation:	January - March 2016 at The Safe Spot from Liceul Tehnologic „Ioan Slavici” Timișoara
Participants:	15 students from Liceul Tehnologic „Ioan Slavici” Timișoara
Staff involved:	Luminița Nani & Raluca Staicu responsible for design and delivery

In this activity, students learn through practical exercises, „**My agrotour simulation game**,” - concepts related to agro business: financial planning- costs, income, marketing strategies for agro-tourism, notions of quality, of hospitality, environment protection but also skills of business planning and interpersonal competencies (teamwork, communication).



The objective of this activity is to create a new kind of learning environment in which students can cooperate and learn while they are doing something practical. This activity allows students to **reflect on entrepreneurship** and to familiarize themselves with the requirements of professional competence of entrepreneurs.

The game means 4 touristic season. The farmers are selling their services for the tourists that visit the village. They receive money, and at the end of the season make a balance. MyAgrotour simulation game puts the participants **in a fictitious but reality based situation** where their task is to manage an agro-tourism activity, take management decisions and react to unexpected events which can thereafter prove to be as many business opportunities.



The game was developed within a former LcV project.

The objective of the simulation is to give the participants an overview of skills, competences and concepts necessary to acquire in order to manage successfully an agro-tourism activity.

The facilitator will identify the weak points of the participants; the simulation is stressing the importance of group learning through experience. The trainees will learn through active actions, based on the game activity and the discussions following it.

Through game playing and discussions, trainees will learn about the different concepts related to the agrotourism business.

There, trainees will be able to use their own competences, their own knowledge based on examples that can easily be applied to real life experiences. Trainee's satisfaction is therefore increased through their involvement in their own learning process.

Training methodologies based on **learning by doing** come to be very efficient to allow participants to internalize pedagogical points and acquire direct competences needed to perform the job successfully.

Through the simulation, trainees increase their ability **to plan ahead their various activities (including financial planning)**

Through the simulation, trainees are able to develop **interpersonal competences**. These competences, necessary to acquire within the agrotourism sector are :

- Team work
- Communication
- Organisation

The following competencies are developed throughout the simulation :

- Financial planning (expenses, revenues...)
- Marketing strategies applied to the agrotourism context
- Quality & Hospitality notions
- Environmental protection and others

The role of the facilitator is to improve the learning process by making sure that the process of the game goes on as planned. The facilitator is guaranteeing the rhythm of the game, and takes care that all the participants are active in each team.

Facilitator will have to observe the different team participants in order to adapt the contents of its debriefing and the choice of modules to be taught at the end of the simulation. The debriefing explains the procedure.

O.2.3.	
Case study Nr.2	FROM ZERO TO ZORRO PROJECT
Proposed and implemented by:	P.2. Reeducation Center Buzias
Period and place of implementation:	June-September 2014 – May 2016 Reeducation Center Buzias
Participants:	45 young offenders, which have been involved in practical and theoretical activities related with auto-mechanics.
Staff involved:	Educators, volunteers from ABC Association

The Project „**From Zero to Zorro**” it has been developed by the Re-Education Center Buzias in collaboration with a Romanian NGO. The aim of the project it has been the development of **generic skills, such as discipline, team work, as well as specific skills, such as technical skills.**

The duration of the project was June-September 2014, involving as target group 45 young offenders, which have been involved in practical and theoretical activities related with auto-mechanics, with the follow up in May 2016.

One of the specific activities of the Project has been the construction/putting together the pieces for an off-road car, involving 6 young offenders. The pieces were donated by different NGO's and the project has been coordinated by a professional (mechanic).

The process and the product



During 3 months the young offenders learned not only how to use the technical skills, but, also, how to be integrated in a real work environment. At the project end, the off-road car has been presented at the national Show Car in Bucharest. The car has been appreciated and the work has been rewarded. Using the funds collected, Re-Education Center Buzias set up a sports ground for the young offenders.

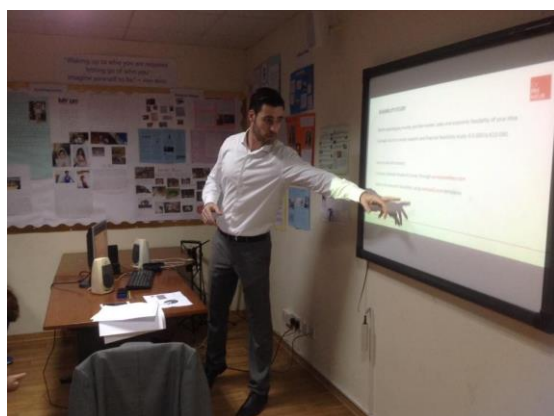


Auto Show Room, Bucharest 2014

O.2.3.	
Case study Nr.3	FINANCIAL LITERACY
Proposed and implemented by:	HIGHGATE PRIVATE SCHOOL
Period and place of implementation:	November 2015 at Highgate School
Participants:	160 students from 3 until 16 years old (Nursery – Year 11)
Staff involved:	Coordinators: Arlette Shohmelian and Leigh Fox Presenter: Vangelis Eleftheriou

Students of Highgate Private School take part in a Financial Literacy Week as a whole school event. Secondary students develop entrepreneurial skills, while primary students develop budgeting skills.

Although this is a non-curricular event, during this week, most teachers plan for students to work on 'Money' from the mathematics curriculum in order to reinforce mathematical skills in a meaningful context. At Highgate we firmly believe that children need to learn the value of money, to use it in real-life contexts, helping promote a stronger understanding of this lifelong skill.



General Aims

- To enable children of different age groups to understand and appreciate the life skills involved in handling money, valuing money and learning to budget
- To encourage children to see the life skills of money management as an asset.
- To understand and experience world economy and businesses
- To be a tool of emotional literacy: developing ownership, citizenship (charitable) and individual freedom from taboos towards money - the power of independence and leadership



Students participate in a range of workshops and tasks to enhance their knowledge and understanding of finance. These include:

(Early Years and Primary)

- Nursery 1 & 2: Plan a picnic
- Pre Reception & Reception: Plan a party
- Year 1 & 2: Class shop. Pricing & organizing items, familiarizing with coin values, calculating change
- Year 3: Trade game. Selling items, using resources, critical thinking, poverty & how to improve it
- Year 4: Pets. Planning costs of a owning a pet. Write a report, include a conclusion on expensive pets
- Year 5: Birthday Party. Budget of 100 eur, plan a birthday party. Discuss costs of invitations, venue, food, entertainment
- Year 6: Successful Business Owners. Pupils to interview a successful business owner, write a questionnaire and produce a conclusion on findings
- **Year 7 Savings**



O.2.3.	
Case study Nr.4	FROM INTERNSHIP TO PROFESSION
Proposed and implemented by:	SABIHA CİFTÇİ MESLEKİ VE TEKNİK ANADOLU LİSESİ
Period and place of implementation:	September 2015- June 2016 Public and Private Kindergartens
Participants:	85 12th grade Students participated.
Staff involved:	4 teachers coordinated and 4 teachers monitored.

This activity was done to develop the students', finishing their theoretical education in school, experiences of business life, discover their personal skills and to gain experience by observing facilities and equipment. The total period of this activity was seven months.

This activity has the steps of identifying interns and internship places, students' putting into the places according to their school successes and addresses and on the job observation.

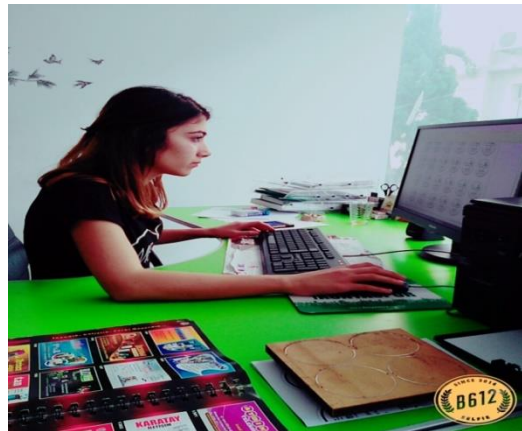


Internship is a process of gaining favor to students and institutions . it is a very valuable period that introduce future candidates to companies or institutions, also in business life giving the chance of realizing their own potential and making easier to choose their area of expertise.

Internship in the private companies is used as the learning method. Their internship increases abilities in their fields, self-confidence, experiences and knowledge of technical equipment. Responsible field teachers provide their attendance and supply their imperfections by observing them at the companies once a week. The students in the field of health and elderly care with the real patients in hospitals, the students in the field of child care and



development with children in nursery schools and the students in the field of graphic and photographs in printing houses and graphic laboratories find the chance of gaining experience and applying their theoretical knowledge.



Module 4: O.2.4. LIFE SKILLS

Coordinator:

Antreas Antreou, Highgate Private School

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This module aims at preparing students to manage daily situations, establishing challenging but reasonable life-goals, and having the readiness to invest resources for reaching them.

The objectives, skills, and outcomes

The term '*Life Skills*' refers to the skills you need to make the most out of life.

Life skills are usually associated with managing and living a better quality of life. They help us to accomplish our ambitions and live to our full potential.

Any skill that is useful in your life can be considered a life skill. Tying your shoe laces, swimming, driving a car and using a computer are, for most people, useful life skills.

Essential Life Skills

There is no definitive list of life skills. Certain skills may be more or less relevant to you depending on your life circumstances, your culture, beliefs, age, geographic location, etc.

Objectives of the overall unit



The children will learn to:

- Grow fruit and vegetables and adopt healthy eating habits
- Develop and understand the need for budgeting skills
- Learn how to make basic furniture, developing design and carpentry skills
- Understand where food comes from, follow a recipe, create a meal from basic ingredients
- Volunteer their skills and time to create a sense of community belonging
- Identify fundraising needs either for a charity or within their community, plan and organise a fundraising event.
- To explore new and challenging sports.
- To take on responsible for and for the whole community wellness?

According to **THE FRAMEWORK FOR 21ST CENTURY LEARNING**¹⁶ **Life and Career Skills** help us to navigate complex life and work environments, together with thinking skills, content knowledge, and social and emotional competencies, including: Flexibility and Adaptability; Initiative and Self-Direction; Social and Cross-Cultural Skills; Productivity and Accountability; Leadership and Responsibility.

Some of the observable behaviors associated to these skills are the following:

<p>FLEXIBILITY AND ADAPTABILITY</p> <ul style="list-style-type: none"> * Adapt to Change * Adapt to varied roles, jobs responsibilities, schedules and contexts <ul style="list-style-type: none"> • Work effectively in a climate of ambiguity and changing priorities Be Flexible * Incorporate feedback effectively <ul style="list-style-type: none"> • Deal positively with praise, setbacks and criticism * Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments <p>INITIATIVE AND SELF-DIRECTION</p> <ul style="list-style-type: none"> * Manage Goals and Time; Set goals with tangible and intangible success criteria; Balance tactical and strategic (short & long-term) goals <ul style="list-style-type: none"> • Utilize time and manage workload efficiently; Monitor, define, prioritize and complete tasks without direct oversight; * Be Self-directed Learners; Work Independently <ul style="list-style-type: none"> • Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise • Demonstrate initiative to advance skill levels towards a professional level; Demonstrate commitment to learning as a lifelong process * Reflect critically on past experiences in order to inform future progress <p>SOCIAL AND CROSS-CULTURAL SKILLS</p> <ul style="list-style-type: none"> * Interact Effectively with Others; Work Effectively in Diverse Teams <ul style="list-style-type: none"> • Know when it is appropriate to listen and when to speak • Conduct themselves in a respectable, professional manner • Respect cultural differences and work effectively with people from a range of social and cultural backgrounds * Respond open-mindedly to different ideas and values * Leverage social and cultural differences to create new ideas and increase both innovation and quality of work 	<p>PRODUCTIVITY AND ACCOUNTABILITY</p> <ul style="list-style-type: none"> * Manage Projects <ul style="list-style-type: none"> • Set and meet goals, even in the face of obstacles and competing pressures * Prioritize, plan and manage work to achieve the intended result Produce Results <ul style="list-style-type: none"> • Demonstrate additional attributes associated with producing high quality products including the abilities to: <ul style="list-style-type: none"> * Work positively and ethically * Manage time and projects effectively; Multi-task * Participate actively, as well as be reliable and punctual; Present oneself professionally and with proper etiquette * Collaborate and cooperate effectively with teams; Respect and appreciate team diversity * Be accountable for results <p>LEADERSHIP AND RESPONSIBILITY</p> <ul style="list-style-type: none"> * Guide and Lead Others <ul style="list-style-type: none"> • Use interpersonal and problem-solving skills to influence and guide others toward a goal • Leverage strengths of others to accomplish a common goal • Inspire others to reach their very best via example and selflessness • Demonstrate integrity and ethical behavior in using influence and power Be Responsible to Others Act responsibly with the interests of the larger community in mind
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¹⁶ http://www.p21.org/storage/documents/docs/P21_framework_0816.pdf

O.2.4.	
Case study Nr.1	FINANCIAL LITERACY WEEK
Proposed and implemented by:	HIGHGATE PRIVATE SCHOOL
Period and place of implementation:	November 2015, Highgate School
Participants:	160 students from Nursery (3 years old) until Y11 (16 years old)
Staff involved:	Coordinators: Arlette Shohmelian and Leigh Fox

Study One

Students of Highgate Private School take part in a Financial Literacy Week as a whole school event. Secondary students develop entrepreneurial skills, while Primary students develop budgeting skills.

Although this is a non-curricular event, most teachers will plan for students to work on 'Money' from the mathematics curriculum during this week in order to reinforce mathematics skills in a meaningful context. At Highgate we firmly believe that children need to learn the value of money and to use it in real-life contexts to help promote a stronger understanding of this lifelong skill.

Reception Café

In the Reception class (age 5-6 years), the children went shopping with their teacher to buy fruit so that they could make fruit salads and fresh lemonade back in the class. This involved making simple shopping lists using basic counting skills up to 10. The children made fruit salads to sell to their parents. The parents were given X amount of plastic money to spend at the café and the children had to calculate the correct amount of change.



Happy customers
at the
Reception Café!





Year 2 Healthy Shop

Again the children in the Year 2 class had a healthy shop selling fruit kebabs, healthy flapjacks and fruit smoothies. This time the parents were charged 'real' money and the proceeds from the Healthy shop went to the pupil council funds. The class teacher took the children to the local shop and encouraged them to buy within the budget they were given.



Year 2 children promoting healthy eating options to their parents.

Year 5 Trip to India

The year 5 class were given a budget of €4000 and asked to plan a trip to India. The teachers had pre-prepared information about hotel accommodation, car rentals, day trips, restaurant prices etc. The children worked in pairs to choose the most economical options to get the best value for money. One group decided not to have air conditioning as it meant they wouldn't be able to visit the Taj Mahal!



Year 5 parents worked alongside their children to offer assistance. Once the groups had completed the task, they presented their options to the rest of the class and justified why they had chosen one specific offer over another.



Previous topics have included 'Mum, can we get a rabbit? - The real cost of owning a pet' and 'Plan a birthday party'. The other classes not listed worked on developing an understanding of Fair Trade where the children work in groups to produce shapes or complete tasks for money which they have to bank. However, each group represents a different country and the resources they have available will depend on whether they are a developed country or not.

Combined Fundraising

After school clubs, including pupil council, allow students to combine creativity with fundraising. On the last Friday before Easter, the pupil council organised a 'Pyjama day' as well as a bake sale, combining forces with the Enterprise Club and the Knitting Club. Students were responsible for all the fundraising on the day.

Events like this combine many life skills:

Mediate with other groups and clubs including the PTA.

Advertise and market the event.

Create desirable items that their peers will want to purchase.

Reasonably price their items.

Set up their market stalls and presenting their products effectively.

Tidy up their stalls afterwards.

Firstly the idea of a 'Pyjama day' is a bit more fun for primary students than a 'non-uniform day'. Traditionally the children are requested to bring in €1 in return for not having to wear their school uniforms and this was initially the idea that the pupil council wanted to do.

However, the school's PTA are organising a May Festival so it was suggested that instead of asking for €1, the pupil council could request a filled jam jar in a bid to help the PTA gather more

Funded by the Erasmus+ Programme of the European Union resources for their event. The pupil council mediated over the idea but decided that they still wanted to raise money themselves, thus suggesting the bake sale in addition to the 'Pyjama day'.



Enterprise Club, Knitting club and Pupil Council combine forces.

The pupil council raised €48 from their cookie bake sale. Their balance now stands at just over €1500. The aim now is to combine pupil council funds with PTA funds to build a multi-purpose sports court. The cost will be approximately €6000.

Pupil Council

At Highgate, we have a KS2 Pupil Council and a Secondary Pupil Council. They are separate and their role is to serve their specific community i.e. The Secondary Pupil council organise events for the Secondary students while the KS2 Pupil council arrange events for Primary.

At the beginning of the year, there are elections for pupil council members and the class take a democratic vote to decide who will represent them for the year. Meetings take place every fortnight after school. Initially the children brainstorm lots of ideas for improvements they would like to make, followed by a plan on how to raise the funds to accommodate their ideas.

One of the first things the KS2 Pupil Council wanted to buy was a new football kit for the football team. They also wanted numbers printed on the back and the Highgate badge on the front. Mr Athos who runs the football team assessed the costs and estimated the total price to be €150. As a result the pupil council decided to organise a Halloween disco for all primary children.

- They designed posters to advertise the event.
- Tickets were printed with an agreed price of €5 per ticket including water and popcorn snacks.
- They sold the tickets before school in the playground.
- They put together a playlist.
- They helped to decorate the room.

Funded by the Erasmus+ Programme of the European Union

Overall the children sold 107 tickets and made a gross profit of €535. Next decisions had to be made about the amount of budget to spend on water, popcorn and Halloween decorations – the children decided €100 would be enough.

Next the children had to enroll the help of some other teachers and secondary students. The 4 students who volunteered from secondary received a thank you letter in recognition of their volunteered time and skills. They also received merits (the secondary reward system).



After the event, the children had successfully raised €435, they spent €150 on the strips and kept €285 for pupil council funds. This was added to existing funds and gave them a balance of €945.

O.2.4.	
Case study Nr.2	BUILD SOME FURNITURE FROM SCRAPS (DIY WOODEN PALLET FURNITURE)
Proposed and implemented by:	P.1. Liceul Tehnologic „Ioan Slavici” Timișoara
Period and place of implementation:	April – May 2016 at The Safe Spot from Liceul Tehnologic „Ioan Slavici” Timișoara
Participants:	11 students from Liceul Tehnologic „Ioan Slavici” Timișoara
Staff involved:	Lavinia Cernescu & Simina Mariș responsible for design and delivery

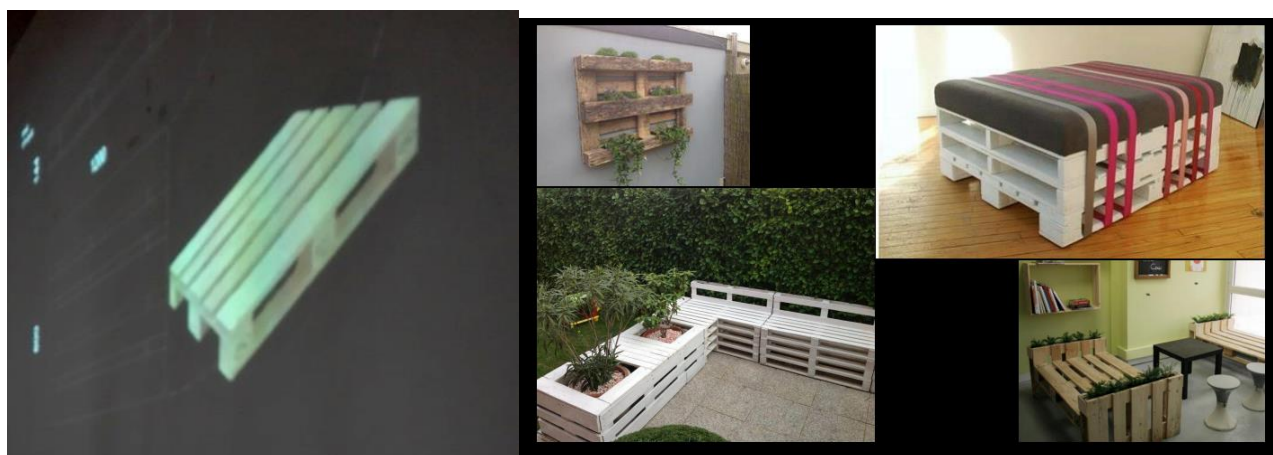
At Ioan Slavici Highschool, students were challenged to build some pallet furniture, **as a project-based learning method**. The students are aged 15-19 (9th - 12th grade).

The team was coordinated by Simina Maris and Lavinia Cernescu, with the support of Ildiko Pataki, Raluca Staicu, Luminita Nani and Acvilina Manzur (from the school), Farkas-Pal Pataki (architect) and the staff from the carpentry shop.

The most involved pupils were (in alphabetical order): Daniel Anghel, Ciprian and Cristian Cimpoeru, Alexandru Furtos, Bogdan Jivanov, Raul Martinov, Valeriu Micsa, Elina Palita, Alex Rosca, Lukas Seculin, Cristian Toma.

The structure of the activity follows the stages of a project: initiate, plan, formulate, implement, evaluate. At each stage, there were two aspects highlighted: the practical aspect (what are we doing now) and the conceptual aspect (which stage of a working project is followed).

The initiation stage required the active involvement of the teachers in order to motivate the students.



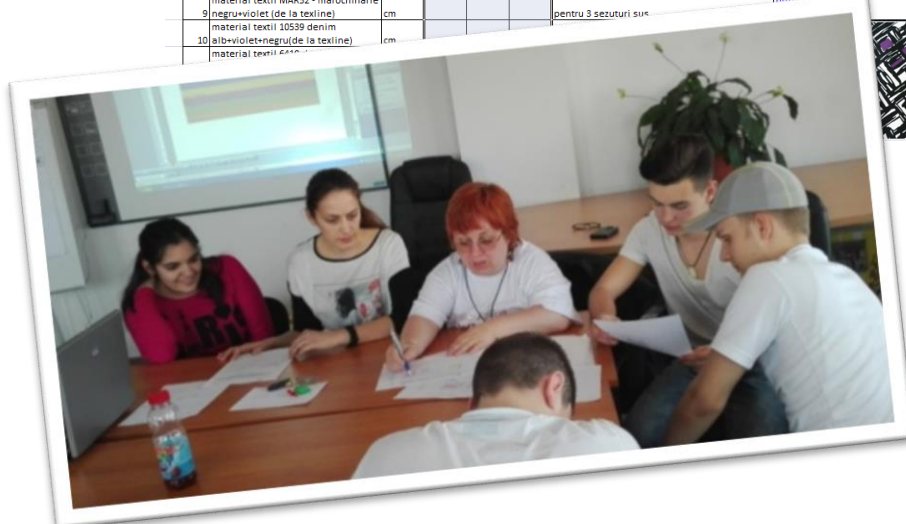
During the planning stage, actual pallets were brought in and the students became more involved.



During the formulation phase, the resources needed for each item were computed and a shopping list was defined, along with the estimated prices. The research for the shopping list was made mainly online, the discrepancy between the online offer and the actual offer in the storehouses being a hindrance when the actual shopping was made.

The teachers responsible with the activities reviewed the necessary resources and actually bought the materials.

Nr. Crt.	Necesar	UM	Canitatie	Pret unitar	Pret total	Observatii	Observatii 2
1	adeziv pentru lem	cut					http://www.dedeman.ro/ro/moment-supe3-250a.html
2	burete 10cm grosime pt 4 spatate	placa de 50x20				3 sus si 1 jos	
3	burete 10cm grosime pt 5 sezuturi	placa de				3 sus si 2 jos	spumotim - pana la ora 16 este orar - la alti furnizori o placa 80x120x10 e 60 lei
4	cutie problema: se livreaza doar la cutie de 5kg, la 4.55 lei/kg	kg				1 sus si 1 jos	http://www.dedeman.ro/ro/cutie-4x100.html
5	diluant pentru vopsea	sticle				conform cu ce scrie pe cutia de vopsea + pentru curatat pensula	http://www.dedeman.ro/ro/cutie-4x100.html
6	panze	coala				5 coli per obiect, 7 obiecte + obiectele din role + 8 seturi	http://www.dedeman.ro/ro/cutie-4x100.html
7	suruburi problema: vin la cutie de 100 bucati	buc				cate 6 pentru fiecare obiect din paleti + cate 2 pentru fiecare roata (obs: normal, rotile au loc pentru 4 suruburi)	http://www.dedeman.ro/ro/cutie-4x100.html
8	manusi protectie trebuie diferite	pereche					http://www.dedeman.ro/ro/cutie-4x100.html
9	material textil MARS2 - marochinarie negru-violet (de la textile)	cm				pentru 3 sezuturi sus	http://www.dedeman.ro/ro/cutie-4x100.html
10	material textil 10539 denim alb-violet-negru(de la textile)	cm					http://www.dedeman.ro/ro/cutie-4x100.html



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During the implementation phase, the students actually worked to build the pieces of furniture. This stage took place during two days before the spring holiday, at a carpentry located in other neighbourhood than the neighbourhood of the school. During the spring holiday, the furniture was installed in the school.



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The evaluation of the project took place in the first school day after the holiday. The students could see the finality of their work and analyze the pros and cons of their behaviour during the activity. Also, the most involved students got rewarded.



Case Study Three

Planting Vegetables

AIM: Learning how to be active in real life and how to be healthy by eating fresh food. Giving the students the chance of responsibility, having them gain discipline so we decided to plant vegetables and built a greenhouse. By doing all these actions students will be aware of plants recognition and the importance of agriculture. It will be useful for rehabilitation and their professional career in the future.

STEPS

1. We had a meeting with the students and their parents. We told them our aim.
2. The students brought seeds and pots
3. We organized a suitable area for the greenhouse in the school garden
4. The teachers helped the students to plant their seeds in the pots. So they learnt how to do it with discipline
5. They enjoyed and learnt.



O.2.4.	
Case study Nr.3.	MONEY FOR NEEDS & RE-USE
Proposed and implemented by:	SABIHA CİFTÇİ MESLEKİ VE TEKNİK ANADOLU LİSESİ
Period and place of implementation:	September 2015- June 2016 Public and Private Kindergartens
Participants:	85 12th grade Students participated.
Staff involved:	4 teachers coordinated and 4 teachers monitored.

AIM: Learning how to be active in real life and how to earn and spend money. Giving the students the chance of responsibility, having them to gain discipline.

We decided to give suitable roles to the students and their parents. By doing all these actions students will be aware of to earning and spending money. It will also be useful for their professional care Careers in the future.

STEPS

1. We had a meeting with the students and their parents. We told them our aim.
2. The students and parents prepared the goods, foods, beverages and brought them to school.
3. We organized a suitable area for organisation in the school garden. And invited parents teachers also the other schools' staff.
4. The teachers helped the students to serve and sell the goods, foods, beverages so they learnt how to sell and earn money in a kind way.
5. They enjoyed and learnt. **RESULT** the money collected in the organisation was spent for the needs of the school and the students.



RE-USE

AIM: Learning how to protect environment and nature. Giving the students the chance of sharing and sensible treatment . This organisation was for the poor students who could not buy even a toy. We told the others to bring their old toys they do not need anymore and give them as a present to their friends in a kind way.

STEPS

1. We had a meeting with the students and their parents. We told them our aim.
2. The students brought their old toys to the school.
3. We organized a suitable area for some games in the school garden and in the school building.
4. Students played some games and won the toys .
5. They had fun and learnt sharing and had the sense of sensibility.



O.2.4.	
Case study Nr.4	EXPEDITION IN CARPATI
Proposed and implemented by:	P.2. Reeducation Center Buzias
Period and place of implementation:	15-22 July 2015, Sarmizegetusa Regia and Ulpia Traiana Hunedoara County
Participants:	10 participants from Reeducation Center Buzias, other youth were involved in this activity, representing Re-education Center Tg Ocna, as well as youth from community clubs for touristic orientation from Bucharest and Cugir
Staff involved:	Educators, guardians, medical doctor

This activity is organised every year. The camp is organised for 1-2 weeks in different places, last year, 2015, being organised during 15-22 July, in Hunedoara County.

Along with 10 participants from Reeducation Center Buzias, other youth were involved in this activity, representing Re-education Center Tg Ocna, as well as youth from community clubs for touristic orientation from Bucharest and Cugir.

The main activities were focused on: restoration of the touristic route from the Surianu Mountain, maintenance activities at the camping place, visits organised in different touristic places: Sarmizegetusa Regia and Ulpia Traiana etc. A specific activity has been organised with the support of the mountain rescuers, which delivered first aid training.



Preparing the touristic marks

Funded by the Erasmus+ Programme of the European Union

The main objectives of this activity is to provide youth experiences that help them to learn about themselves, to enable students to choose among their choices, initiate actions, take personal responsibility for their life.

First aid training



The outcomes of the activity are reflected on the ability to manage better the risk situations, to have a better understanding on some crisis situations and to be more self-confident.



Module 5: O.2.5. AFFILIATION

Coordinator:

Sabiha Ciftci Mesleki ve Teknik Anadolu Lisesi

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Pelin Sağlam

Kemal Celik

This Module is concerned with the educational processes in strong correlation with the students environment - school, family, gangs, etc. dealing with **real problems, and problem solving skills**, strategies, competence – piloted in small group activities , mostly project based.

During these sessions specific groups will be created around **real problems, and the students will be assisted to find together the most suitable solution**, thus through these experiences we envisage to empower students in their problem solving skills and strategies, as transferable acquisitions.

The **problem solving skills** together with critical thinking are included in **21st century Framework** among the **Learning and innovation skills, and are correlated with the following behaviors:**

- Reason Effectively; Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation
- Use Systems Thinking; Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems
- Make Judgments and Decisions
- Effectively analyze and evaluate evidence, arguments, claims and beliefs
- Analyze and evaluate major alternative points of view
- Synthesize and make connections between information and arguments
- Interpret information and draw conclusions based on the best analysis

- Reflect critically on learning experiences and processes Solve Problems
- Solve different kinds of non-familiar problems in both conventional and innovative ways
- Identify and ask significant questions that clarify various points of view and lead to better solutions



Introduction

This Module is concerned with the educational process; it means that a teacher or an expert helps somebody in trouble or who does not know what to do in a confusing situation. A teacher or an expert seeks to teach students to build a skill providing students to understand or be aware of their problems and solve them. The teacher or the expert, in this situation, is the only person knowing the problem and how to solve it. The changing interaction of teacher and students by using some activities via problem solving skills and steps provide our data. We aimed to solve social and integrational matters. (and observe and evaluate changes.)

The objectives, skills and outcomes

Problems are at the centre of what many students do at school or life every day. Whether you are solving a problem for a student (internal or external), supporting those who are solving problems, or discovering new problems to solve, the problems you face can be large or small, simple or complex, and easy or difficult.

A fundamental part of every teacher's role is finding ways to solve them. So, **being a confident problem solver** is really important to your success. Much of that confidence comes from having a good process to use when approaching a problem. With one, you can solve problems quickly and effectively. Without one, your solutions may be ineffective. Or you will get stuck and do nothing, with sometimes painful consequences.

There are four basic steps in solving a problem:

- 1- Definition of the problem.
- 2- Setting a goal.
- 3- Application.

4- Evaluating and implementing solutions,

And the following case studies will present some concrete application for these ideas.

O.2.5.	
Case study Nr.1.	‘ LEAVE A TRAIL FOR SCIENCE’
Proposed and implemented by:	SABIHA CİFTÇİ MESLEKİ VE TEKNİK ANADOLU LİSESİ
Period and place of implementation:	December 2015-April 2016, Sabiha Çiftçi MTAL
Participants:	150 9th,10th,11th, 10 4th grade students participated
Staff involved:	45 teachers coordinated and monitored.

Children’s manners and cliché thoughts to science and scientists can affect their interests to science, wishes of doing a career on scientific areas and tendencies to be a scientist. Most of those manners and cliché thoughts are because of the effects of age, gender, education, parents’ manners, television and internet. In today’s world all factors can be seen in our society and schools.

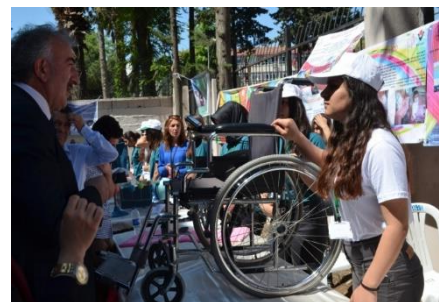
Considering that responsibilities of parents, educators and politicians are important on preventing these problems about age, gender , parents’ manners, television and social media; students’ manners and their cliché thoughts on science and with the thought that science activities can develop students’ critical thinking skills we organized a **science fair** with the help of families, teachers and local authority.

According to Dany Adams (Smith College) scientific activities help students learn how to think more effectively by combining **critical thinking skill** with the scientific method: ‘ because the scientific method is a formalization of critical thinking, it can be used as a simple model that... puts **critical thinking at the center of straight forward easily implemented, teaching strategy.** ...explicitly discussing the logic and the thought processes that inform experimental methods works better than hoping students will ‘ get it’ if they hear enough experiments described.’



Local Director of Education at the science fair.

Some of our students’ products drew great attention.



Health and Elderly Care students' products.

National Press TRT gave an important consequence to our science fair.



Graphic and Photographs Section. Teachers and students with their products made from waste materials.



The families realized that their children could be successful with a motivation and hard work. **The student's creativeness, abilities and, the most important, self confidences increased.**

Their **cooperation** while they were preparing their studies made them more social.

Their **critical thinking skills** were changed by combining scientific activities

They spent more time by studying, investigating their subjects and preparing their duties therefore their negative habits on television, internet and mobile phones were decreased. **Girls and boys worked together** and they realized that doing a scientific study was not only boys' or girls' issue. **It was also a great step for preventing gender segregation.**

O.2.5.	
Case study Nr.2.	'BUNDLE OF LOVE'
Proposed and implemented by:	SABIHA CİFTÇİ MESLEKİ VE TEKNİK ANADOLU LİSESİ
Period and place of implementation:	November 2015 - May 2016, Sabiha Çiftçi MTAL
Participants:	20 9th,10th,11th, grade students participated
Staff involved:	6 teachers coordinated and 6 teachers monitored.

Anxiety is a universal feeling and experience seen in individual's life in some specific periods. It is an unsettling feeling that can affect the individual's life negatively and appearing in school life. A Student's continuous or temporary cognitive, affective, and behavioral assumptions about the world affect his or her attitudes about exams, as well.

'Dealing Therapy' was applied at this activity. Researches show that memory loss for more active people are less than passive ones. Everybody's hobbies that they do via abilities and creativities are different. Knitting is cheap and an activity providing to make money. It increases the maths ability and hand, arm and brain coordination.

Anxiety

20 students, having applied to the guidance service, were applied an **exam anxiety inventory assesment** at the outset and at the end of the activity. At the end of the inventory, it was defined that 60 percent of the students had **exam anxiety disorder**. After the activity, it was observed that the level of exam anxiety decreased to 35 percent.

Academic Achievement

At the outset, Academic Achievement of the participants were identified by taking their grade point averages. These averages were 32 percent but at the end of the activity the averages were observed as 57 percent.

Criteria	Outset(number of the students)	Outset percentage	Results(number of the students)	Results Percentage
Group A- loses attention quickly, cannot concentrate long period of time	10	%50	2	%10
Group B- shows adjustment disorder but after a period of time can be productive by joining the activity	5	%25	1	%5
Group C- has distractibility, cannot concentrate.	5	%25	2	%10

Annex – 2 questionnaire to the students, teachers and parents.

Attitude and Behaviour in the class

Teachers of those students declared their positive opinions on the students' positive progress about their classroom attitudes and behaviours, decreasing of absenteeism and increasing on motivation.

Technology Addiction

The parents of the students declared that they had spent 3 hours in a day for internet, social media, computer games and mobile phones in average. At the end of the activity parents had positive opinions about decreasing rate of spending time for these harmful things and the parents declared that this activity moved them away from Technology Addiction.

Teacher-Student Relationship

Teachers and students spent very valuable extracurricular time by using some questions about knitting ways and answering them and by defining the products. Students mentioned that this sharing of time with teachers and pleasure of creating a product made them feel comfortable in the classrooms and this comfort affected them in a good way.



While the teachers are teaching the steps of knitting to the students.



Knitting is very enjoyable and relaxing activity moving away the participants the routine.



Teachers and students are knitting together.



The students' products . They were given to the orphanage.

O.2.5.	
Case study Nr.3.	‘OUR CHILDREN – PERSPECTIVES’
Proposed and implemented by:	P.1. Liceul Tehnologic „Ioan Slavici” Timișoara
Period and place of implementation:	January - March 2016 at The Safe Spot from Liceul Tehnologic „Ioan Slavici” Timișoara
Participants:	15 students from Liceul Tehnologic „Ioan Slavici” Timișoara
Staff involved:	Luminița Nani & Raluca Staicu responsible for design and delivery

The basic idea of the case that we present is that adolescent students need a very **strong support** for their development during the most challenging period of their life – **adolescence**.

These years means the most radical changes in their behavior, this is the period when their attitudes and values are shaped, these are the **basic elements of their personality**.

This period is the most difficult also for the parents, if they are not prepared for these changes, if they view their children still as children, and are surprised with the various sign of maturation and search of their own identity. **This is one of the main cause of the intergenerational conflicts, hard to be managed.**

This problem stood at the centre of our case, built together with the parents of our students.

The posters developed by the students were presented as background power point presentation, with the approval of the students.

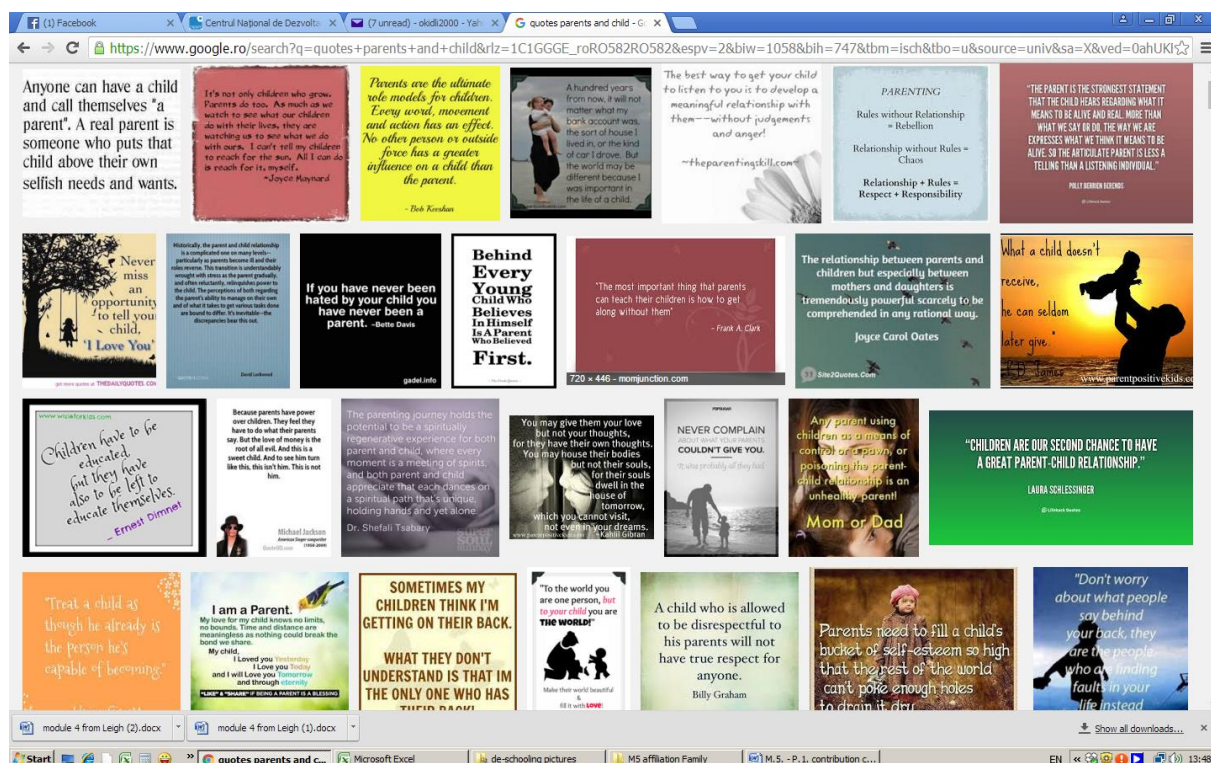


The parents participated at a round table discussion, and as icebreaker they were invited to choose the most acceptable picture (and the less disturbing one) – from some non-conventional artwork of adolescents.

This moment was difficult enough, many of parents having the first reaction of refusing the coloured and strange hairs of the boys and girls, even they were not requested to put themselves in these situation, directly with their children.

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In order to ensure a balanced intervention of the parents, **several „quotes,, about What means to be a good parent?,,** were distributed among parents, and they were invited to express their agreement or non-agreement with the proposed situations.



The phase of the identification of the problems was based on a long list of possible situations, and parents were encouraged to express their opinion about those problems, but NOT to recognize themselves in them! This recognition is possible later, in a one- to one discussion.

Small group discussions are moderated around a few situations, because it is easier to agree on a common solution within small group, and it is possible to find a rapporteur within the parents, to share their ideas with the other participants.



The fiches and other auxiliaries are distributed to parents, in order to support the reflections after the meeting, and possible the discussion in the family.

In order to ensure a better applicative character to the discussions, and avoid the pure theoretical approach, a slideshow was used as background visual support, with photos of the children during the activities organized in 'The safe spot'. It is very important to ensure that each child is on the pictures! –parents are looking first for their children, and only later will observe the other persons and situations presented.

This is a very good opportunity to give a positive feedback for the parents about their children. It is amazing that parents very often are discovering unknown perspectives, behaviors of their children, which is the normality, each of us having contextual behaviors.



O.2.5.	
Case study Nr.4	TEACHING STUDENTS HOW TO DEAL WITH CONFLICT ' Project Peace makers'
Proposed and implemented by:	HIGHGATE PRIVATE SCHOOL
Period and place of implementation:	December 2015 - January 2016
Participants:	50 students of Highgate School from Y5(10 years old) until Y9 (14 years old) and 10 students from Indianapolis University (18-20 years old)
Staff involved:	Coordinator: Maria Theochari

Children learn how to manage conflict in the same way they learn to do many other things--**by watching what goes on around them.**

They learn from parents, teachers and other adults; from other children; and from television, movies, and other media.





O.2.5.	
Case study Nr.5.	‘ DRUGS, ALCOHOL AND TOBACCOBONDING WITH...’
Proposed and implemented by:	P.2. Reeducation Center Buzias
Period and place of implementation:	implemented in Re-education Buzias Center as a regular activity.
Participants:	The participants are selected according with the needs and risk factors using a screening inventory and assessment sheets.
Staff involved:	The educator responsible with this activity – Marioara Bilba and representative from Timis Ant-Drug Agency

The Activity: Drugs, Alcohol and Tobaccobonding with... is included in the general program: Drug, Addiction and Consequences.

The Programme it has been developed by Marioara Bilba and is implemented in Re-education Buzias Center as a regular activity. The total duration of the programme is for 3 months, one time/week.

The programme is structured in three modules: (i) Drugs, (ii) Alcohol and (ii) Tobacco. Each module is focused on the risk behaviour, risk and protective factors, explanatory model and strategies for developing a healthy behaviour.

The participants are selected according with the needs and risk factors using a screening inventory and assessment sheets.

The aim of the program is to offer general and specific information regarding **the addictive behaviour and to identify the individual resources map.**



Activity sequence: emotionality and anonymity



Activity sequence: Anti-Drug Day celebration



Activity sequence: Anti-Drug Day celebration



Activity sequence: Forum Theatre

Chapter III: Implementation guide with local specifications

The activities piloted at The Seif Spot by each partner, are proposed for European transfer, in the first stage among the project partners, and later during the exploitation and valorization phase also external dissemination of the best practices.

In order to support this process the TOOLKIT FOR EDUCATORS was developed, for each of the case studies presented by the partners.

These toolkits are presented below, having the same template with the aim at facilitating the understanding and the adaptation process.

	EXAMPLE
O.2.1	TOOLKIT FOR EDUCATORS AND STUDENTS
Case study Nr.2	UNDERSTANDING THE OTHER PERSON'S PERSPECTIVE (EXPERIENTIAL LEARNING APPROACH)
Proposed and implemented by:	Partner 1, 2,....., or 7
Period and place of implementation:	The case study is based on concrete activities, implemented in the mentioned period and location
Participants:	Students involved in the activities
Staff involved:	Coordinators, monitors – responsible for the design and implementation

TOOLKIT FOR EDUCATORS	
CASE STUDY:	
WHY?	Here you will find a short inventory of the needs that were addressed by the case study / piloted activities
WHAT for? These are the	The objectives proposed and reached by the piloted activities, expressed in terms of competencies, skills and behaviors
HOW to organize?	This section presents the main aspects of the applied didactical methodology, working style with a special focus on the innovative learning context.
Phases of the event	For each phase of the implementation are identified the needed resources and the actions, as they were registered by the monitors.

	<p>This section include also the ` <i>Specific recommendations for educators</i> `, in terms of ` <i>Don't forget to.....</i> `, or ` <i>Pay attention for.....</i> `</p> <p>Preparation</p> <p>Specific recommendations for educators Don't forget to..... Pay attention for.....</p>
	<p>Delivery</p> <p>Specific recommendations for educators Don't forget to..... Pay attention for.....</p>
	<p>Evaluation, celebration</p> <p>Specific recommendations for educators Don't forget to..... Pay attention for.....</p>
	<p>Promotional aspects</p>
	<p>Follow up</p>

O.2.1	TOOLKIT FOR EDUCATORS AND STUDENTS
Case study Nr.2	UNDERSTANDING THE OTHER PERSON'S PERSPECTIVE (EXPERIENTIAL LEARNING APPROACH)
Proposed and implemented by:	P.2. Reeducation Center Buzias
Period and place of implementation:	13 October 2015, The International Day of Education in Prison. Reeducation Center Buzias
Participants:	10 students from Theoretical Highschool Buzias (Liceul Teoretic Buzias) along with 10 participants from Buzias centre have been involved together in developing this activity.
Staff involved:	Activity coordinated by Marioara Bilba, educator


WHY?	<ul style="list-style-type: none"> • Experiential learning is conceived as a process, not in terms of outcomes. "Every experience, both takes something from those which have gone before and modifies in some way the quality of those which come after..." (Kolb, 1984) • Social reinsertion of young offenders is related with the community perspective and misconception regarding the inmate's personality and reactions. • During the period of imprisonment, the young offenders are involved in educational activities aiming to prepare them for social reinsertion. • Society/community should also be prepared to accept the young offenders after release and to offer them real chances for social reinsertion. • Experiential learning approach will allow to all the participants to understand the other person's perspective and to realise that is not a difference between students that are in a community school and students that are for the moment in a re-education center.
WHAT for?	<ul style="list-style-type: none"> • To develop the self-awareness regarding positive and negative emotions • To experience the other person's perspective • To emphasize that some experiences are universal • To reduce the gap between students that are in a re-education center and students from community • To prevent the bullying actions • To develop the sense of responsibility • To develop self-assessment competences • To develop a self-reflective attitude
HOW to organize?	<ul style="list-style-type: none"> • The activity has been organised according with an agreement developed between Buzias Highschool and Reeducation Center Buzias. • The participating students from community expressed their willing and agreement to be involved in this activity. The selection of participants has been conducted by the teachers from community school. • The responsible educator with this activity selected 10 youth from Re-

	<p>education Center Buzias, in order to be involved in the Phase 3 of this activity. Age similarity was one of the selection criteria, in order to have the same level on interest, preferences according with the period of development.</p> <ul style="list-style-type: none"> The responsible educator involved the colleagues from different departments, in order to prepare them to include the community students in the same activities as the youth assisted within the center.
Phases of the event – description of resources, actions.	<p>Preparation</p> <p>The materials needed for this session are:</p> <ul style="list-style-type: none"> A room for the Phase 3, in order to organise an interaction among participants: students from community and from re-education center “word-cards” expressing emotions, thoughts.(e.g. “optimistic”, “understanding”, “enthusiastic” etc.). The “word-cards” should be formulated in a positive way. The educator can be as creative as he/she wants developing this “word-cards” Motivational quotes (e.g. “courage is what it takes to stand up and speak”). The motivational quotes are chosen by the educator according with the activity’s objectives <p>Specific recommendations for educators?</p> <ul style="list-style-type: none"> Select the participants according with their needs: 10 participants from institution + 10 participants from community Respect the same interval of age for all the participants Organise this activity based on an institutional agreement and on individual agreement Be prepared to interrupt the activity, if a community student will ask you to do it or if you will observe that he/her is experiencing uncomfortable feelings
	<p>Delivery</p> <p>The delivery process will reflect 3 phases:</p> <p>Phase 1: Students from community “escorted” from school to the Re-education Center</p> <ul style="list-style-type: none"> Representatives from Re-education Center Buzias accompanied the students from community from their school to the center <p>Phase 2: Developing the activity: one day in center, experiencing the rules and activities in a re-education center</p> <ul style="list-style-type: none"> Students were informed about the center rules, what is allowed and what is mandatory, as well as “their right” if they would be in the situation of a youth that should stay in the center. The educator responsible with the activity informed them regarding all the activities that are organised inside the center, the schedule, the hours when they have to eat etc. During 4-5 hours the students have been involved in all the center’s activities (school, educative programs, leisure activities, lunch time etc.) <p>Phase 3: Interaction between students from community and from Re-education Center, sharing experience</p> <ul style="list-style-type: none"> During this interaction leaded by the educator, the participating youth from the community shared their experience, thoughts and feeling with

	<p>the youth from the center</p> <ul style="list-style-type: none"> • The discussion will be moderated in order to lead to positive conclusions. • Each participant will receive a “word-card” and a motivational quote and will connect these “transitional object” with the experienced learned during the activity. <p>Specific recommendations for educators?</p> <ul style="list-style-type: none"> • Be aware of the individual experience • Make sure that the individual experience is a positive one • If is needed, be ready to involve a specialist: psychologist, psychotherapist • During the group discussion, establish clear rules, in order to avoid criticisms and negative remarks • Create a confidence space for all the participants
	<p>Evaluation, celebration</p> <ul style="list-style-type: none"> • The evaluation phase is focused on participants’ self-reflexive process coordinated by the educator • The self-reflective process is guided through the “word-cards” and through the motivational quotes • The educator/coordinator of the activity will assist each participant during his/her own reflective process <p>Specific recommendations for educators?</p> <ul style="list-style-type: none"> • Assure the transfer of experience to other youth that can be involved in a similar workshop
	<p>Promotional aspects</p> <ul style="list-style-type: none"> • The result of the activity were reflected in the national media (www.lugojoline.ro/ziua-educatiei-in-penitenciare-proiet-de-activitate-impkementat-si-la-centru-educativ-buzias)
	<p>Follow up</p> <ul style="list-style-type: none"> • Every year, the activity will be organised among other activities, in order to celebrate the International Day of Education in Prison.

O.2.1	TOOLKIT FOR EDUCATORS AND STUDENTS
Case study Nr.3	YOU ARE WHAT / HOW YOU EAT (!) (?) (!)
Proposed and implemented by:	P.1. Liceul Tehnologic „Ioan Slavici” Timișoara
Period and place of implementation:	May, 2016 Brebu Nou, during the outdoor workshop offered to the students
Participants:	6 students from Liceul Tehnologic „Ioan Slavici” Timișoara
Staff involved:	Raluca Staicu & Ildiko Pataki responsible for design and delivery
WHY?	The need to discover your personal strenghts and to show them, to build on them your development – is not an easy expectation, but for adolescent is one of the mos difficult challenge. It is specific to this period to feel huge uncertainty concerning your own skills. There is a serious conflict among To be like the others? Or To be as I am, unique & different ? Our session propose to create the context for the real selfexpression.
For WHAT?	The aim of the series of activities is to provide a safe environment, within The Safe Spot – for the free self expression of your own identitiy. The activities aim to create the cotext in which each participant have the oportunity to recognize its own strengths, and to receive feedback about them. In the same time it is important to create conditions in which each student find the oportunity to demonstrate its skills, and to receive a real feedback about How these skills are valued by he whole group!
HOW to organize?	For our students is difficult to talk about their feelings, to express their opinion. They are unsure about their characteristics, and they need credible and sincere empowerment concerning their personal skills. The main aspect to be addressed is the creation of a natural environment, where the participants have the oportunity to behave without limitations. A competitive component is very useful. We organize the activities as a competition between small groups; the participants will focus on the vinner – looser aspects, and in this way they will behave without main control, so they can be monitored very easily regarding their demonstrated attitudes. The monitoring and feedback component has to be managed by an experienced facilitator. The documentation of the various aspecte is very important, for the effectiveness of the session.
Phases of the event – description of resources, actions	Preparation – ICEBREAKING The two teams were built by the leaders that were nominated after an outdoor activity, so that their skills were not relevant for the task of the group, to prepare snacks. The leaders made their choices based on their previous knowledge about the team member

	 <p>Sometimes the leadership is taken by an informal leader, by someone from the team that shows real competencies in the field.</p> <p>Specific recommendations for educators</p> <p>It is important to nominate the two leaders, as a result of an exercise, so ensuring the random nomination of the team-leader. The leadership skills will be observed by the facilitator.</p>
	<p>Delivery</p> <p>There are many different solutions for solving the situation, but the facilitator will give some help in order to encourage the cooperation among participants. They will be supported to listen to different proposals, and to choose the most effective one.</p> <p>Specific recommendations for educators</p> <p>The time for the exercise will be established as the process will need cooperation among participants.</p> <p>The rules should be established at the beginning, and could include some small helps, as:</p> <ul style="list-style-type: none"> #teams can ask 2-3 questions, for clarifications #it is possible to ask for 4-5 tools, they need for the process #it is not permitted to disturb the other team <p>Etc.</p>
	<p>Content delivery</p> <p>The facilitator will observe behaviors, and will give a feedback for each participant!</p> <p>It is very important to give feedback for EACH participant.</p> <p>The feedback will be about the OBSERVED BEHAVIOR AND NOT ABOUT THE PERSON!</p> <p>Example of behaviors to be observed:</p> <ul style="list-style-type: none"> -understanding the task -reading the rules -establishing a plan -asking questions -formulating objectives, results or just jumping in the 

	<p>work</p> <ul style="list-style-type: none"> -managing time, having the deadline -encouraging cooperation, listening to each idea, comparing ideas, selecting and valorising them, -who is taking the leadership? <p>Which type of leadership? Working alone – or working together? Organizing the workflow vs. Everybody is doing what he/she can...</p> <ul style="list-style-type: none"> -accepting new ideas or following strictly the first plan -discussion / conflicts among participants - personal contributions – appreciated or refused -valorising each other contribution vs, monopoly of the work and results <p>Example for Result centered management, without leadership, without teamwork.</p> <p>Specific recommendations for educators</p> <p>The „content,, of the session is covered by the facilitator, with the role of OBSERVER of the demonstrated behaviors. It is recommended to use a camera, and a checklist for the possible behaviors to be observed.</p>
	<p>The final reflective session – celebrating success and increasing openness and acceptance for strengths and also weaknesses.</p> <p>The feedback session has as central item the VALORISATION OF EACH PARTICIPANT UNIQUENESS, PERSONAL CONTRIBUTION</p> <p>This is the role of the feedback, that will be offered for each participant.</p>  <p>Specific recommendations for educators</p> <p>The feedback will be given to each participant has to cover real and demonstrated behaviors!</p> <p>All these behaviors should be „documented,, by the context of the discussion, by the results and by the photos.</p> <p>Each participant will receive a representative photo, concerning its contribution, skill that is valorised!</p> <p>The common success and not a single winner will be celebrated.</p>
	<p>Follow up</p> <p>Dinner together –international cuisine</p> <p>Based on the success of the small exercise, a follow up is planned.</p>

	<p>The teams are built around a teacher, who will be the help for the team. In this exercise the teams have the opportunity to choose an international cuisine meal that will be prepared and presented by them, in a common open session.</p> <p>Beside teamwork – in this exercise will be demonstrated also public speaking skills, presentation skills, cooperation and the valorization of multicultural openness by presenting each personal experience, identity through specific meals.</p>
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O.2.2	TOOLKIT FOR EDUCATORS AND STUDENTS
Case study Nr.1	THIS IS ME IN 5 YEARS
Proposed and implemented by:	P.1. Liceul Tehnologic „Ioan Slavici” Timișoara
Period and place of implementation:	January - March 2016 at The Safe Spot from Liceul Tehnologic „Ioan Slavici” Timișoara
Participants:	15 students from Liceul Tehnologic „Ioan Slavici” Timișoara
Staff involved:	Ildiko Pataki & Acvilina Manzur responsible for design and delivery

WHY?

Students need to have the opportunity to talk about themselves, but it is specific to their age, to face difficulties to assume their feelings, dreams, hopes etc.

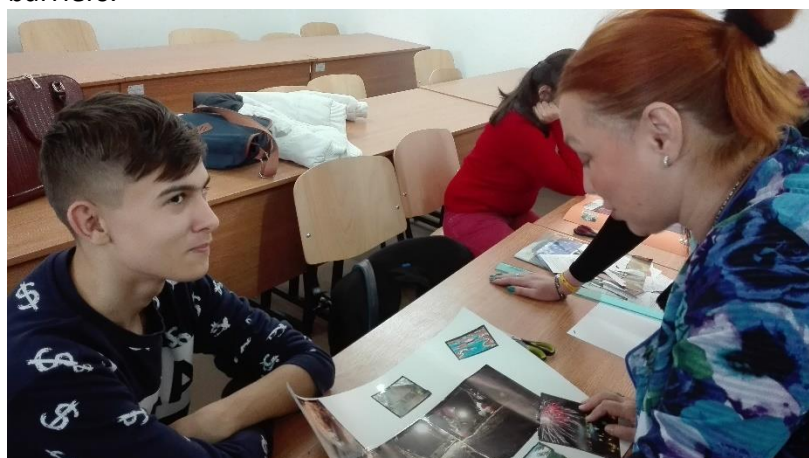
They have difficulties also because of the lack of the specific linguistic skills associated to this topic. In the families, traditionally there are not too much culture to talk about emotional aspects, especially in families with boys; traditionally they are expected to show power, without sensitivity and emotions.

The contradiction between the needs of young students and the cultural heritage and social behaviors require a specific support, to empower students in their process of self-discovery, self-understanding.

For WHAT?

To develop personal development and self-understanding skills – in a friendly context.

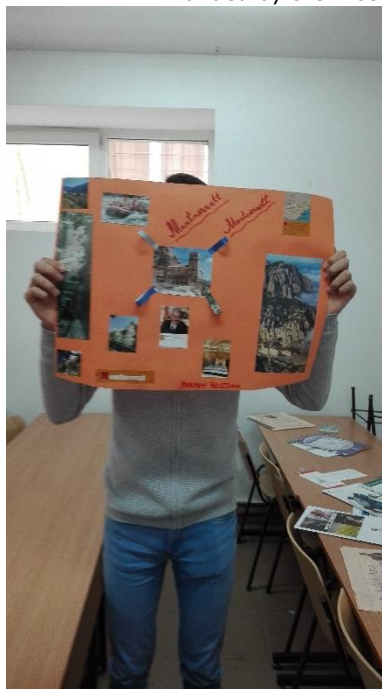
To overcome obstacles in building a personal – professional development vision; linguistic and emotional intelligence barriers.



HOW to organize?

The session is organized in a friendly space – The Safe Spot is an excellent location; It is

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recommended to select a different space, than the classrooms, in order to avoid the transfer of the whole barriers and possible negative emotions related to the classroom activities.

It is useful to provide a musical background, adequate for a pleasant atmosphere.

The students are invited to join the activity, it is recommended to avoid the compulsory participation, or punishment in case of absence.

Phases of the event – description of resources, actions

Preparation

The materials needed for this session are:

Magazines, scissors, scotch, markers, colors, posters, independent tables for each participant

It is possible and recommended to plan a follow up session, to ask students to think about the poster, and in a few days 7-10 to come back with supplementary comments, pictures,

This is a solution for helping the reflective function of the session

It is important that each participant have its own table, in order to work independently; the task is not only about working with images, but having the conditions for introspection, for self-understanding

The tutor will talk with each participant and define together if the poster will be or not exposed, presented in front of the whole team.

Delivery

SELECTION

Students need to have enough time to search in the various magazines for the most adequate pictures.

The dialog, comments, jokes are encouraged, in order to create a friendly-funny atmosphere.

Relaxed students are ready to search what is representative for them, in the present and future.

POSTER DESIGN

The selected picture will be processed – some of them need to be reduced only to a certain detail (what is non-relevant should be cut!!)

Encourage students to be creative,



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By adding keywords, drawings, and don't forget to appreciate each small idea, to ensure the idea sharing among students! It is important to give as much positive feedback as possible, but keep the balance, don't talk about very personal, confidential details, without the permission of the students! This is important to have their commitment and trust!

Specific recommendations for educators

- Students will be encouraged to select many pictures, and later to work independently and make a further selection of the most interesting ones

- bullying comments should be avoided, and the tutor will give attention for this aspect, Each student need to feel comfortable with its own selection, which is very personal

- The preparation of the pictures is important. Pay attention for the proportion – it is possible to find an important idea, but a small picture; in the final poster a correct proportion is recommended – important ideas, bigger picture, and placed centrally in the poster!

Don't start to stick the picture! First make the final arrangement on the poster, verify and only after this start to stick them!

Evaluation, celebration



This is the phase in which a very attentive session should be conducted, as to provide the chance for each student to be appreciated! This needs much attention and sensitivity from the moderator!

Students will be asked to decide IF they are ready to present their poster, with some explanation, details – for What was selected?

The presentation will be supported by the moderator, with encouraging questions - 'I like that flower, what is for? Or It is interesting that you put a monkey, what is representing that for you?

Specific recommendations for educators

RESPECT the need for confidentiality of students!

DON'T oblige students to show their poster!! But encourage them!

START with a student who is more talkative! As an example that

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this presentation will be appreciated.

AVOID the negative or bullying comments from the participants!

DON'T laugh if mistakes were committed!

PLAN further sessions for the presentations that are not ready
....

Promotional aspects

The results of the session can be promoted with different other target groups, as teachers, the staff of the school, parents etc.

Our results were presented to the parents, and they were very interested to discover their child, with the poster.

The presentation was a very good support for a discussion with the parents concerning the visions of the children about their future. Interesting elements were picked up from the posters, so the discussion with the students were routed directly in the reality of their children. – Example – the interest for family life, or interest for sexuality, of attraction of money and travelling, not too much about their interest for school....

Specific recommendations for educators

During the promotional actions the confidentiality should be respected!

Ask for the permission to use the picture about the students and their posters in any presentation!

Try to avoid the discrimination / ignorance of any student! If a promotional material is developed, all the students should be included in a certain way, based on their agreement!

Follow up

The follow up sessions are very important for each participant;

Moderators will ask for further reflection on the aspect covered by the poster.

A special session can be organized, in 7-10 days, to give the opportunity to complete the first idea

The completion will cover some more personal aspects, will reflect the more confidential zone of the personality.

The poster can be valorized in a further session, where a vision building session is conducted, the poster having the function/role of a needs analysis. The Vision building session is the first step in designing a Personal Development Plan, for which the poster is an excellent starting point.

O.2.2.	TOOLKIT FOR EDUCATORS AND STUDENTS
Case study Nr.2	PHOTO WORKSHOP
Proposed and implemented by:	P.2. Reeducation Center Buzias
Period and place of implementation:	June-July & October 2015 Reeducation Center Buzias
Participants:	5 young offenders, coordinated by 2 educators from Re-Education Center Buzias and 1 educator from Meridianos Association Spain.
Staff involved:	2 educators and 1 educator from Meridianos Association, Spain

WHY?

Using photography in a theoretically cohesive way that is methodical and specifically targeted for self-exploration, identity formation/repair, affect management is a method designed for different context, especially for youth at risk.

Therapeutic Photography are photographic practices where the intended goal is to produce positive change in individuals, but they also include social action photography techniques where the goal is to improve well-being, reduce social exclusion and create positive change in community and societal level.

WHAT for?

- To increase self-knowledge, awareness and well-being
- To activate positive change
- To assist rehabilitation
- To reduce social exclusion
- To bring attention to issue of social injustice

HOW to organize?

- The workshop should be organized in a specific place, therefore in Buzias Reeducation Center a Studio has been organized
- The project has been developed through a collaboration between National Administration of Penitentiary Romania and Meridianos Association Spain
- Technical resources needed: photo cameras, printing supplies, printer
- Two educators and a technician were involved in developing and delivering this workshop

Phases of the event – description of resources, actions.

Preparation

The materials needed for this session are:

- Photo cameras, printer, laptop
- Software: Adobe Photo Shop Express
- A workshop room specifically dedicated for this activity

Specific recommendations for educators

- Select the participants according with their needs: 6-8 participants/workshop

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- Asses the level of individual technical skills
- Adapt the activity to the participants' level
- Be aware that the activities will be organized inside, as well as outside the institution

The delivery process will reflect 2 phases:

Phase 1:

- Participants will be familiarized with the photo techniques
- Some basic knowledge regarding the software used will be presented to the participants
- This first phase will be organized mainly in the workshop room, in order for the technical information to be delivered

Phase 2:

- The educators/coordinators will establish a general topic of the activity. For the activity presented the topic it has been: "Let's Walk, let's talk together"
- The idea developed during the photo workshop was to underline the individual resources of the participants and the process of building a meaning life through the educational process
- Photo Story telling it has been used as the method in order to reflect the process of self-development as it is perceived by each participants at the activity
- During the activity, each participant "has built" his personal story using photos in order to reflect the inner process of self-development.
- Phase 2 will be organized mainly outside; participants will select what they will include in their own story.

Specific recommendations for educators

- Photo Workshop as technique do not require counselling techniques, therefore there is no protective counselling framework. However using photography as a therapeutic and creative technique can have emotional consequences that might erupt for people participating in those activities.
- Doing Photo Workshop can precipitate the need for a therapist to be involved in the activity.
- Be prepared to lead the activity in a non-expositive way
- Work with the group in order to create a containing process
- Create "space" for each participant to build his own Photo Story
- Assist the participants in their reflexive process regarding their story
- An exhibition it has been organized during the International Conference *Let's Walk, Let's Talk Together!*, Bucharest, October 2015
- Participants from all over the world invited at this event had had the opportunity to give feedback to the youth participating at the event

**Evaluation,
celebration**

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- Youth prepared a gift for the Conference's guests: a message card in order to reflect young offenders' thoughts, feelings, questions...
- Participating youth at the conference were validated by the representatives of National Administration of Penitentiary

Specific recommendations for educators

- Assure the transfer of experience to other youth that can be involved in a similar workshop

Promotional aspects

- The result of the activity was reflected in the national media
- The Conference were live broadcast and translated in English

Information can be found on the Facebook page: International Conference of Youth Justice

Follow up

- A permanent exhibition is organized in the Reeducation Center Buzias, reflecting the Photo workshop outcomes

O.2.2.	TOOLKIT FOR EDUCATORS AND STUDENTS
Case study Nr.4	LIFE IS RECYCLING
Proposed and implemented by:	SABIHA CİFTÇİ MESLEKİ VE TEKNİK ANADOLU LİSESİ
Period and place of implementation:	April 2016 Sabiha Çiftçi MTAL
Participants:	22 10th,11th grade students participated.
Staff involved:	2 teachers coordinated and 5 teachers monitored.

WHAT for?

- To create new products from waste materials.
- To create awareness on reusing things.
- To encourage other students and people to use recycled materials.
- To increase students self-confidences of the students.
- To gain some incomes by selling the products.

HOW to organize?

- This activity is organized as non-curricular activity at school, by aiming re-use of waste materials.
- The activity will be organized in two parts the first one is explanation of the activity and second part is experimental level.
- In the first phase the educator will introduce the necessity of recycling and teaching process of reusing waste materials and draw the students' attention to be careful about dangerous items.
- In the second phase, the teacher will teach how to use glue, cutter items and other materials.
- The students will produce their products on a workbench.
- The students will produce and sell their products.

Phases of the event – description of resources, actions.

Preparation

Selection of the participants:

- 10-15 students will be selected for this activity in accordance with their interests.
 - Announcements will be done by teachers among the students and some banners will be used to announce the activity.
 - The selection will be done by the students' health conditions because some may have special allergic to some items.
- The materials needed for this session are:
- Class-room with at least one workbench, glue, papers, waste bottles, unused buttons, egg boxes, paint and brushes, etc.

Delivery

First phase

- The educator will introduce the main topic related with the constructing recycling materials.

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- Previous products will be shown students
- The students will be encouraged to collect and re use some waste materials.
- Benefits of using recycled products will be thought to students.

Second Phase

- Workbenches will be used as the working place.
- The students will work on the workbench as group of four.
- At the first phase of the activity the students will collect waste material from hygienic and safe places.
- The teacher will show the students the suitable usages of glue, paint, scissors, stones, papers, water bottles unused buttons and egg boxes, etc.
- The main purpose of this phase is to prevent the students physical injuries due to the materials used in the productions.

Specific recommendations for educators

- Teach the benefits of recycling.
- Choose appropriate materials for each study.
- Convince them to produce new materials from waste ones to be useful for our world.
- Encourage them to share their experiences with families and other friends in the matter of reusing waste materials.
- Make sure that students should keep away from poisonous and cutter materials.

Evaluation, celebration

- Their products will be exhibited at school.
- The students are believed to spread the importance of using waste materials to recycle them.
- Self-confidences of the students will increase.
- By selling the products our school will income some money and it will be spent for our school's needs.

Promotional aspects

- The products will be exhibited at school.

Follow up

Every year same activity will be repeated with different students and the awareness will be spread.

O.2.3.	TOOLKIT FOR EDUCATORS AND STUDENTS
Case study Nr.1	MY AGROTOUR
Proposed and implemented by:	P.1. Liceul Tehnologic „Ioan Slavici” Timișoara
Period and place of implementation:	January - March 2016 at The Safe Spot from Liceul Tehnologic „Ioan Slavici” Timișoara
Participants:	15 students from Liceul Tehnologic „Ioan Slavici” Timișoara
Staff involved:	Luminița Nani & Raluca Staicu responsible for design and delivery

WHY?

Promoting entrepreneurship is an area of interest for educational systems. It is very important to encourage students to practice developing innovative business ideas and test their profitability in practice, to find solutions to problems and concrete situations.

For WHAT?

The objective of this activity is to create a new kind of learning environment in which students can cooperate and learn while they are doing something practical. This activity allows students to reflect on entrepreneurship and to familiarize themselves with the requirements of professional competence of entrepreneurs.

HOW to organize?

The activity is organized in a different room than the classroom so that students to feel more comfortable. Central board which is presented the accommodation will be placed on a large table in the center of the room and the tables for farmers team (3-4 persons in each team) will be placed in a semicircle. One table for tourists' team will close semicircle. On the wall will display the calendar of events and the flow of tourists.

Phases of the event

Preparation

The materials needed for this session are:

- central board (divided into smaller boards) describing the village and neighboring farms
- 5 farms representing individual farms for each team of farmers
- 5 financial cards
- 4 cards distribution for tourists (one to each type of activity)



-5
sets
of
bus
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(10
car
ds)
-5

sets of labels activities

-5 sets of card of activities (marketing ,hospitality, quality) for farmers team

-1 set of evaluation sheets (realized by team of tourist)

-labels for marketing actions/hospitality /quality

-a set of banknotes:1000/500/100/50/20/ 10 euro

-1 calendar of activities

-pencils and calculator



Specific recommendations for educators

-It is important that each team have its own table , in order to work together; the task is not only about learning „through games” about business , but having a good communication between them as „business partners”.

The tutor will talk with each team of farmers and cooperate for business succes.

Phases of the event

Delivery



- Will be formed the teams who will participate to the competition
- Defining teams of „farmers” („families”) and „tourists”
- Discovering the reason and purpose for each family to start a business
- Discovering opportunities that can be developed as services
- Resources analysis
- Contracting of the investment credit

The start of agrotour activity

The students start to discover the opportunities in their village:

-they take a loan from the bank, to invest in accomodation or services

-they prepare and present their services to the turists

Opening of the „touristic” season Presenting the offers



The game means 4 touristic season. The farmers are selling their services for the tourists that visit the village. They receive money, and at the end of the season make a balance.

profit

- Registration of the outcome in the financial statement



Specific recommendations for educators

Students will be encouraged to engage in these activities and to support their ideas.

-It is important for students to work as a team and each of them to be involved. Will be explained the economic concept, if the students do not understand

Phases of the event

Evaluation, celebration

This is the phase in which a very attentive session should be conducted, as to provide the chance for each student to be appreciated!

At the final, the team that had the highest profit wins the competitions.

Will be considered the participations of all students and their involvement, the courage to express their opinion and how they promoted their business to tourists.

Specific recommendations for educators

DON'T oblige students to present their business in front of everyone unless they want it.

AVOID the negative or bullying comments from the participants!

DON'T laugh if mistakes are made!

Promotional aspects

The results of the session can be promoted with different other target groups, as teachers, the staff of the school, parents etc.

Our results were presented to the parents and they were delighted about this new method of learning economic concepts.

Specific recommendations for educators

During the promotional actions the confidentiality should be respected!

Ask for the permission to use the picture about the students

Follow up

The follow up sessions are very important for each participant. The students have the opportunity to demonstrate their economic knowledge and put them into practice.

O.2.3.	TOOLKIT FOR EDUCATORS AND STUDENTS
Case study Nr.2	FROM ZERO TO ZORRO PROJECT
Proposed and implemented by:	P.2. Reeducation Center Buzias
Period and place of implementation:	June-September 2014 – May 2016 Reeducation Center Buzias
Participants:	45 young offenders, which have been involved in practical and theoretical activities related with auto-mechanics.
Staff involved:	Educators and teachers, volunteers from ABC Association

WHY?

- Competence based approach is considered as the most successful and practical approach especially for youth at risk.
- Competence based learning refers to a system based on students demonstrating that they have learned the knowledge and skills they are expected to learn.
- The competence based approach can provide educators/teachers with more detailed information about learner learning process



WHAT for?

- To develop generic skills, such as team working, dead-line respecting, delivering a product according with a schedule
- To develop specific, technical skills
- To develop the “learning to learn” key competence
- To enhance the ability to answer to the employer requirements
- To improve social interaction with the world of work

HOW to organize?

- The workshop should be organized in a specific place, in order to be possible to “build” a car. It can be a specific room specially designed as a workroom.
- The educators/teachers can as well use other equipments that can be considered as a learning tool for the students.
- A teacher, an instructor and a mechanic auto are needed for developing this workshop

Phases of the event

Preparation

The materials needed for this session are:

- Car pieces needed for building a new car
- Cars that are not used anymore can be used as technical materials needed

Specific recommendations for educators

- Select the participants according with their needs: 6-8 participants/workshop
- Assess the technical skills needed for this activity
- Establish a clear schedule with tasks recommended for each participant at the activity
- Establish clear rules that have to be respected by each participant
- Establish an internal team regulation, that do not allow the criticism during the work development
- Valorize the team work and not only the individual effort
- Underline individual resources used for the team success

Phases of the event

Delivery

The first 2-3 sessions will be used in order to build a working team.

- The teacher/instructor will use team building methods in order to organize a cohesive group.
- The tasks/responsibilities will be very clear detailed, each participants will understand his role in the team
- During 4-8 months the participants will “build” the new car
- For the pieces needed an auto mechanic will explain the process and the role that each piece is designed for
- The participants can be involved as well in searching the car components
- If possible, the participants will be involved in negotiating the best “price” for the car components
- Each day will end with an evaluation moment in order to assess the youth competence acquired.

Specific recommendations for educators

- Educators will follow the group process during the activity
- Participants will be encouraged to overcome any difficult situation
- Initiative will be encouraged with specific target on the team result

Phases of the event

Evaluation, celebration

- The project from Zero to Zorro it has been considered a real success and it has been promoted in the national media.
- The car it has been constructed in order to be presented in Bucharest at the Auto Show, 23 October- 2 November 2014.
- The funds received were used in order to modernize a football field inside Buzias Reeducation Center
- Youth participating at the workshop had had the opportunity to

Funded by the Erasmus+ Programme of the European Union present the car in Bucharest and to interact with the participants at the show room.

- The results and effort has been appreciated at the highest level Information about the project can be found on the Facebook page: De la Zero la Zorro

Specific recommendations for educators

- Assure the transfer of experience to other youth that can be involved in a similar workshop
- Create a space where the experience, emotions of the youth involved in the activity to be shared with other youth

Phases of the event

Promotional aspects

- The result of the activity can be promoted in different media and in different settings that have the possibility to organize an auto workshop.
- There is also the possibility to develop the same activity in collaboration with different NGO's
- Community can be involved as well, organizing an "Open day"
-

Phases of the event Follow up

- The car is used during different events in order to promote the team result and to reduce the gap existing between society and youth with a risk behavior.



- This year (2016) the car was presented during an event that has been organized in Timisoara in 10 of May. Timisoara mayor gave his confidence vote and used the car.

O.2.3.	TOOLKIT FOR EDUCATORS AND STUDENTS
Case study Nr.4	FROM INTERNSHIP TO PROFESSION
Proposed and implemented by:	SABIHA CİFTÇİ MESLEKİ VE TEKNİK ANADOLU LİSESİ
Period and place of implementation:	September 2015-June 2016 Private Printing Houses
Participants:	30 12th grade students participated.
Staff involved:	4 teachers coordinated and 2 teachers monitored.

WHY?	Internship is a process of gaining favor to students and institutions . it is a very valuable period that introduce future candidates to companies or institutions, also in business life giving the chance of realizing their own potential and making easier to choose their area of expertise.
WHAT for?	The students finish their theoretical and practical education in school with the purpose of developing <ul style="list-style-type: none"> 1-Their professional knowledge, abilities, skills and behaviours 2.Their rapport with business life 3. Their education in a real workplace
HOW to organize?	How were internship companies identified? One laboratory, field or shop teacher and section and branch chiefs related to the vocational field came together under the chairmanship of respective vice director and identified the official institutions or private firms.
Phases of the event	Preparation Selection of the participants: How were the interns identified? Group teacher came together and submitted the list of the students the approval of the director by evaluating their vocational successes and developments .the confirmed lists of the students were announced to the students. The field chiefs put the students into their positions according to the quota. How were the internship quotas identified? In accordance with the decision taken by the directorate of the school, official correspondence was sent to the companies and available quotas were identified. The materials needed for this session are: Suitable work places provided by private companies. Specific workplaces were chosen according to the fields of the students and their needs. Specific recommendations for educators Select the interns according with their fields, needs and school success. Identify the internship places according to the students' addresses. Observe the students activities and attendance during the internship. Absenteeism of the students should not be missed.
Phases of the event	Delivery First phase (using an explanatory model) The students will put into the companies according to their school successes and

	<p>personal manners On the observation will be made by responsible teachers. The students' absenteeism and unwillingness will be taken into consideration. The students will be provided to study in activities suitable to their fields.</p> <p>Second Phase (using an experimental model): The main purpose is to facilitate the experiential learning Internship in the private companies is used as the learning method. Their internship increases abilities in their fields, self-confidence, experiences and knowledge of technical equipment. Responsible field teachers provide their attendance and supply their imperfections by observing them at the companies once a week. The students in the field of health and elderly care with the real patients in hospitals, the students in the field of child care and development with children in nursery schools and the students in the field of graphic and photographs in printing houses and graphic laboratories find the chance of gaining experience and applying their theoretical knowledge.</p> <p>Specific recommendations for educators Teacher should be ready for the need of students' individual consultation. Be careful for students' absenteeism. Encourage your students to develop their practical experience. Assure that students perform enough in their fields.</p>
Phases of the event	<p>Evaluation, celebration Interns fulfilled their internship like a real nurse, a teacher or a graphic designer. They realized their own abilities by converting their theoretical knowledge to practical situation and got much more ready for business life. Teachers contributed students' skill developments via on the job observing.</p> <p>Specific recommendations for educators Assure the transfer of experience of internship and application to other students that are in other schools.</p>
	<p>Promotional aspects The result of the activity can be promoted in different media Photos and documents from the internship can be published as a handbook.</p>
	<p>Follow up Every year, internship activities is organized to develop students readiness for business life.</p>

TOOLKIT PROPOSED BY EUROSUCCESS CONSULTING

Ice-breaking exercise



- This activity is fun, excellent for energizing your team, and also great as a get-to-know-one-another exercise. It doesn't take up a lot of time and requires a few simple materials like a pen, tape, and small sheets of paper. Recommended group size can range from 6-40 people.
- A sheet of paper for every person.
- As manager, come up with pairs of things such as, salt and pepper, yin and yang, shadow and light, peanut butter and jelly, Mickey and Minnie mouse, male and female, and so forth.
- Separate the pairs and write only one of them per piece of paper. (Salt on one paper, pepper on a completely different paper).
- Tape one paper on the back of each person, making sure they can't see it.
- When you say go, everyone must walk around asking yes or no questions in order to find out what word they have taped to their backs.
- Once they figure that out, they'll be able to find their other pair. The two will sit down and learn three to five interesting facts about one another.
- Optional step: have the pairs introduce their partners and the interesting facts they learned about them.



DE-SCHOOLING IN SCHOOL: Re-shaping school practices to bring motivation, grit and choice in disadvantaged youth learning
2015-1-RO01-KA201-015049
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EQ – Emotional Quality/Intelligence



- Understanding not only our personal emotions but also the emotions of others
- Creating motives for us to achieve certain goals
- Managing effectively our emotions as well as our relationships



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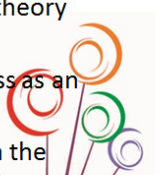


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Why is EQ important?



- Research shows that IQ is only 20% of your success as a person
- Success in life: 20% IQ and 80% EQ (theory proposed by Daniel Goleman)
- EQ is a major factor for future success as an individual
- 50% of work satisfaction depends on the relationship a worker has with their boss



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Daniel Goleman Introduces Emotional Intelligence (video)



- <https://www.youtube.com/watch?v=Y7m9eNoB3NU>



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Emotional intelligence in the workplace



- <https://www.youtube.com/watch?v=QoLV03snNAO>



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Communication skills

- Being able to convey information to people clearly and simply, in a way that **means** things are understood and get done.
- It's about transmitting and receiving messages clearly, and being able to **read** your audience.



6 keys to powerful communication

Teamwork skills

- Teamwork skills are equally important as leadership skills
- It stresses the significance of working effectively and conflict-free with others
- They are very important in cultivating a success-driven behaviour



Communication Skills - The 6 Keys Of Powerful Communication

- <https://www.youtube.com/watch?v=XC6c-qr0Gww>



Entrepreneurship skills

- Ability to plan
- Innovative
- Interpersonal skills
- Personal effectiveness
- Team building skills
- Leadership skills
- Self confidence
- Etc.,



Entrepreneurship education: an oxymoron?: Emer Dooley at TEDxEastsidePrep

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



Leadership skills

6 traits of people with developed leadership skills:

- Drive
- Desire to lead
- Integrity
- Self-confidence
- Intelligence
- Job-relevant knowledge



Qualities To Be A Leader

- https://www.youtube.com/watch?v=Zol7ou_SpAw



Employability skills: Teamwork

- <https://www.youtube.com/watch?v=T7yuKDCuHDI>



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In-class exercise: Business Plan Basics

The business plan: tool designed to help you find and explore opportunities. It provides you with a way to analyze potential opportunities continuously. The process of seeking the answers to important questions about your enterprise is important as you try to realize the dream of owning your own business.

Use the following indicative questions to make decision about a business idea of your choice. Be sure to write down your answers, to remember your decisions and build on them.

- How can you describe the business...in only one paragraph?
- What is your product, or service?
- Who will buy it?
- Where should you locate the business?
- How can you attract customers?
- What is your competition?
- How much should you charge for the products or service?
- What advice do you need and who can provide it?
- How will you organize the managers and/or workers of the business?
- [...]



More: <http://www.entre-ed.org/teach/busplan.htm>



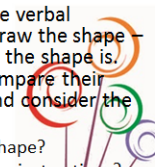
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Exercise: Improving communication

- **Back-to-Back Drawing** – Divide your group into pairs, and have each pair sit on the floor back to back. Give one person in each pair a picture of a shape, and give the other person a pencil and pad of paper.
- Ask the people holding the pictures to give verbal instructions to their partners on how to draw the shape – without actually telling the partners what the shape is. After they've finished, ask each pair to compare their original shape with the actual drawing, and consider the following questions:
 - How well did the first person describe the shape?
 - How well did the second person interpret the instructions?
 - Were there problems with both the sending and receiving parts of the communication process?



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Changing lives, opening minds

Main benefits of teamwork skills:

- Increased efficiency
- Idea generation
- Learning experience
- Enhanced communication
- Shared workload
- Support network



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O.2.4.	TOOLKIT FOR EDUCATORS AND STUDENTS
Case study Nr.1	RECEPTION CAFÉ/ YEAR 5 TRIP TO INDIA
Proposed and implemented by:	HIGHGATE PRIVATE SCHOOL
Period and place of implementation:	November 2015, Highgate School (Reception and Year 5 classes)
Participants:	18 students of Reception class and 14 students of Year 5 class 25 parents of Reception and Year 5 students
Staff involved:	Coordinator: Leigh Fox Reception Class Teacher: Maria Samson Year 5 teacher: Alexia Stavrinides
	RECEPTION CAFÉ
WHY?	At Highgate we firmly believe that children need to learn the value of money and to use it in real-life contexts to help promote a stronger understanding of this lifelong skill.
For WHAT?	To reinforce mathematics skills in a meaningful context.
HOW to organize?	In the Reception class (age 5-6 years), the children went shopping with their teacher to buy fruit so that they could make fruit salads and fresh lemonade back in the class. This involved making simple shopping lists using basic counting skills up to 10. The children made fruit salads to sell to their parents. The parents were given X amount of plastic money to spend at the café and the children had to calculate the correct amount of change. The children in Year 2 followed the same format, but made fruit kebabs and fruit smoothies instead.
Phases of the event	Preparation 1. Discuss topics/activities in Primary meeting, teachers submit their ideas. 2. Send letter to parents inviting them to attend the event. 3. Gain consent from parents for supermarket trip. 4. Agree budget and receive money from admin. 5. Prepare coins, shop signs (with prices)
	Delivery 1. Teacher introduces topic to class and gets them to think about the ingredients they will need to make a fruit salad. 2. Children write shopping lists. 3. Children buy the ingredients at the local supermarket. 4. Children create the fruit salads and lemonade one day before. 5. On the day, the teachers set up the room as a café/shop and layout the food. 6. On arrival, the parents are given some plastic coins to spend. 7. The children serve their parents the fruit salads and lemonade, then the parents use the plastic money to pay. *In Year 2 the parents used their own real money so that the class could make a profit.
	Evaluation, celebration Parents feed back to class teacher, Team Leaders and Headteacher about the event.

		<p>Promotional aspects Photographs were taken at the event and shared on the school's facebook page, as well as the school's website.</p> <p>Follow up Teacher meets with Team Leader to review what went well and recommendations for next year.</p>
YEAR 5 TRIP TO INDIA		
WHY?	At Highgate we firmly believe that children need to learn the value of money and to use it in real-life contexts to help promote a stronger understanding of this lifelong skill.	
For WHAT?	To reinforce mathematics skills in a meaningful context.	
HOW to organize?	The year 5 class were given a budget of €4000 and asked to plan a trip to India. The teachers had pre-prepared information about hotel accommodation, car rentals, day trips, restaurant prices etc. The children worked in pairs to choose the most economical options to get the best value for money. One group decided not to have air conditioning as it meant they wouldn't be able to visit the Taj Mahal!	
Phases of the event	<p>Preparation</p> <ol style="list-style-type: none"> 1. Discuss topics/activities in Primary meeting, teachers submit their ideas. 2. Send letter to parents inviting them to attend the event. 3. Teacher prepares information sheets (see appendix 1 for similar based on a holiday to Cyprus) 	
	<p>Delivery</p> <ol style="list-style-type: none"> 1. Teacher introduces the context for the trip – competition/lottery winner and shows the children videos/photos about India. 2. Teacher puts the children in to groups of two to work on the task and provides a recording sheets for their decisions as well as a calculator to check their budget as they go along. 3. Children present their findings to the rest of the class. 	
	<p>Evaluation, celebration</p> <p>Peer feedback in class.</p> <p>Parents feed back to class teacher, Team Leaders and Headteacher about the event.</p>	
	<p>Promotional aspects</p> <p>Photographs were taken at the event and shared on the school's facebook page, as well as the school's website.</p>	
	<p>Follow up</p> <p>Teacher meets with Team Leader to review what went well and recommendations for next year.</p>	

O.2.4.	TOOLKIT FOR EDUCATORS AND STUDENTS
Case study Nr.2	BUILD SOME FURNITURE FROM SCRAPS (DIY WOODEN PALLET FURNITURE)
Proposed and implemented by:	P.1. Liceul Tehnologic „Ioan Slavici” Timișoara
Period and place of implementation:	April – May 2016 at The Safe Spot from Liceul Tehnologic „Ioan Slavici” Timișoara
Participants:	11 students from Liceul Tehnologic „Ioan Slavici” Timișoara
Staff involved:	Lavinia Cernescu & Simina Mariș responsible for design and delivery

WHY?	<p>Students need to learn how to do something by themselves.</p> <p>Students need to learn how to plan and follow an activity on medium and long term.</p> <p>Students need to gain self confidence and that comes by doing things by themselves.</p> <p>Students need to learn to integrate in a team, because during their life they will raise a family, get a job, and they need to learn how to communicate, how to solve problems.</p> <p>Students need to learn how to improve their life through improving their surroundings.</p>
WHAT for?	<p>To develop and enhance basic life skills for the 21th century.</p> <p>To learn how to plan and follow activities on medium and long term.</p> <p>To learn how to improve their life through improving their surroundings.</p> <p>The students will learn:</p> <ul style="list-style-type: none"> • how to work in a team, how to solve problems; • how to be responsible and how to be a good leader; • how to identify a need, develop a plan, and estimate resources; • how to prevent risks, what does it mean to take an engagement; • how to use resources efficiently; • how to respect deadlines; • the key elements of a project.
HOW to organize?	<p>It is to be organized in familiar places, more or less friendly, around the school. The practical activities should be organized in a specialized workshop. The students are INVITED to join the activity, it is recommended to avoid the compulsory participation, or punishment in case of absence. However, sporadic rewards for the participants could be useful to add a stimulus to the motivation.</p>
Phases of the event	<p>Preparation</p> <p>This stage has as result general schemes of the space to be furnished.</p> <p>1. It is important to work in small groups (teams). If possible, each team should contain a teacher, in order to stimulate the activity. However, it should be underlined that the final decision belongs to the students, not to the teachers. Also, teachers should encourage (and even request) that the students express their own opinions. 2. The students should be encouraged to chose a name and a logo that represent them as a team.</p> <p>Materials needed:</p> <p>Images of various DIY pallet furniture elements</p> <p>Tape line for measuring the space</p> <p>Schemes of the space identified</p> <p>Paper modeling tools</p>

PLAN

This stage has as result schemes (images) of the actual furniture elements to be made.

Materials needed:

The result of the previous stage

Schemes of the space identified

Paper modeling tools

Pocket calculators

Actual samples of pallets

In this stage, each team will receive the plan of the space to be furnished. 1. Actual samples of pallets should be provided before this stage.

2. Pay attention to the intended usage of the furniture, as the dimensions should be adequate.

3. It should be underlined the importance of a proper resource management.

4. The furniture should be realized taking into account that resources are not limitless. Resource planning is necessary. For each piece of furniture, the students should list the materials and time needed to complete it.

5. It is the moment to underline that the time resources are limited (2-3 sessions of actual work) and the material resources are limited as well.

FORMULATE

This stage has as result a shopping list, along with the estimated prices. Also, each working team should be complete and each working team should be aware on the exact item of furniture that will be executed.

Materials needed:

The result of the previous stage

Internet connectio

Pocket calculators

Fundraising - if needed

In this stage the students and coordinators choose the materials to be bought in order to complete the furniture items: nails, screws, sand paper, paint and primer, brushes, sponge foam, cloth for the seats, etc.

The students should choose the color scheme to be used for the furniture and cloths.

Also, the students should choose alternative color schemes if the desired materials are not available.

1. If necessary, ask a specialist about the technicalities. The specialist could advise about the materials and tools needed and the tools existent at the carpentry.

2. It should be underlined the importance of choosing proper colors for the furniture, as they are hard to replace on the short term.

3. Also, I recommend to double check the availability of the materials (if they were found online) or to develop 2-3 alternatives in case the materials are no longer available.

Attention! In order to buy the materials, a fundraising may be needed!

IMPLEMENT

This stage has as a result finite pieces of furniture.

Materials needed:

The result of the previous stage

Materials on the shopping list (e.g., pallets, paint, nails, sand paper, protection gloves and glasses, brushes, sponge foam and cloth if applicable)

A convention with a carpentry, where an authorized adult could supervise the activities

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1. This stage should take place during 2-3 sessions of physical work, preferably in a carpentry. The length of the working sessions should be chosen appropriately, given the age, motivation and stamina of the students.
 2. Each working session, the students should be reminded appropriate rules for work safety.
 3. First session should have as a result at least the raw pieces of furniture (unpainted).
 4. Second session should have as a result the painted pieces of furniture together with the cushions (if needed).
 5. Last session should have as a result the finishing touches (or repairs) in order to achieve the assumed goals. This session is to be held at the actual place where the furniture is set.
- Don't be disappointed if only part of the proposed work will be done. Be prepared to re-shape the working teams if needed (if not all the students are present or if the teams are not homogenous in technical skills). It is preferable to complete a smaller lot of furniture than to have the whole lot unfinished.

EVALUATE

This stage has as result the evaluation of the work.

The students' contribution to the project will be appreciated.

Materials needed:

The result of the previous stage

Awards (diplomas, etc)

On the actual place where the furniture is set, the coordinators will lead the evaluation session. The students will be reminded what they wanted to do at the beginning of the project and how (and why) they changed their ideas in order to achieve the result.

Further plans may be made.

The most diligent students should be awarded.

O.2.4.	TOOLKIT FOR EDUCATORS AND STUDENTS
Case study Nr.4	EXPEDITION IN CARPATI
Proposed and implemented by:	P.2. Reeducation Center Buzias
Period and place of implementation:	15-22 July 2015, Sarmizegetusa Regia and Ulpia Traiana Hunedoara County
Participants:	10 participants from Reeducation Center Buzias, other youth were involved in this activity, representing Re-education Center Tg Ocna, as well as youth from community clubs for touristic orientation from Bucharest and Cugir
Staff involved:	Educators, guardians, medical doctor
WHY?	<ul style="list-style-type: none"> • Environmental education is considered as being one of the informal learning method with a high impact on youth personal development. • Outdoor activities can be tailored to meet the needs of all the participants and delivered to ensure that all individual members can take part. • The outdoor activities create opportunities for young people to be responsible for their own actions, to get out from the comfort zone, to take risks, managing safely their actions
WHAT for?	<ul style="list-style-type: none"> • To develop the self-esteem through taking on challenges and achieving success • To develop leadership competences and team-work competences • To promote social equity • To stimulate the motivation to learn (learning to learn competence) • To develop the risk assessment skills • To develop basic competences regarding the first aid • To develop the civic sense • To develop specific competences, such as general maintenance, touristic orientation
HOW to organise?	<ul style="list-style-type: none"> • Selected accompanying persons (3-4) have the needed skills to work with a team and build the sense of initiative and civic sense • 8-10 youth are selected in order to be involved in this activity • Youth needs and skills will be assessed • The camp location will be chosen according with the activity's objectives • The activities selected are focused on three main domains: maintenance (technical skills), generic life skills (orientation, initiative etc.) and specific skills (first aid skills)
Phases of the event	<p>Preparation</p> <p>The materials needed for this session are:</p> <ul style="list-style-type: none"> • Maintenance: nails, hammers, paint, paint brushes according with the specific activity that is organised • generic life skills: wood for marking signs and other materials needed, paint, paint brushes • first aid skills: a model to be used in order to demonstrate the first aid techniques, first aid kit <p>As for human resources:</p> <ul style="list-style-type: none"> • Educators responsible with the team building, group process, group

	<p>dynamic, ready to offer counselling when is needed</p> <ul style="list-style-type: none"> • Instructor for field orientation • Instructors for maintenance works • A representative from a specialised service that can train the first aid techniques • Offer guidance during the entire activity • Be aware that some personal difficulties/barriers can occur during the activity
Phases of the event	<p>Delivery</p> <p>The delivery process will reflect 3 main domains:</p> <p>Maintenance activities:</p> <ul style="list-style-type: none"> • The educator selected the maintenance activities according with the camping place • Each team (4 teams from 4 institutions were involved in the activity) received specific tasks. • Each team has been guided by the educator and instructors <p>Generic life skills development: field orientation</p> <ul style="list-style-type: none"> • It has been established the mountain touristic route that should be marked • The hallmarks were prepared and painted • The route has been marked according with a map • The instructor established very clear the marking rules and supervised all the time the process <p>Specific skills: first aid</p> <ul style="list-style-type: none"> • The first aid instructor trained the main techniques • Demonstrations were used in order to develop specific skills • Each team has been involved in a simulation in order to prove the skills developed during the training • Be prepared to offer guidance and support every time when is needed • Make clear and simple rules respected by each participants • Stimulate competition between teams using a win-win approach
Phases of the event	<p>Evaluation, celebration</p> <ul style="list-style-type: none"> • Each activity has been assessed according with the results: maintenance, orientation and first aid training results. • The assessment has been focused on the skills achieved and individual outcomes, such as: ability to work in a team, emotions' management, initiative, responsibility • The educator gave his feed-back to every participant at the end of each activity • Assure the transfer of experience to other youth that can be involved in a similar activity • Create the opportunity for the students to share their emotions and experience to other students • Create positive emotions during the feed-back offered
	Promotional aspects

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	<ul style="list-style-type: none"> The results of the activity were reflected in the national media http://www.pressalert.ro/2015/07/traseul-turistic-spre-masivul-sureanu-refacut-de-tinerii-internati-la-centrul-de-reeducare-de-la-buzias-ce-actiune-avut-loc/
	<p>Follow up</p> <ul style="list-style-type: none"> Every year, the activity is organised during the Summer Holiday. In 2016, the 14 edition will be organised in July-August.

O.2.5.	TOOLKIT FOR EDUCATORS AND STUDENTS
Case study Nr.1.	' LEAVE A TRAIL FOR SCIENCE'
Proposed and implemented by:	SABIHA CİFTÇİ MESLEKİ VE TEKNİK ANADOLU LİSESİ
Period and place of implementation:	December 2015- April 2016
Participants:	150 9th,10th,11th, grade students participated
Staff involved:	45 teachers coordinated and monitored.

WHY?

First the students were thinking that scientific studies can only be done by scientist but at the end ,when they saw their studies ,they believed that they had a great ability to produce even a scientific device by this way they gained their self confidence may be for the first time.

For WHAT?

Lack of Scientific Approach was observed among our students. It was a great deflection for us. The aim of this activity is to increase critical thinking , creativity and self confidence which are great obstacles for our students.

HOW to organize?

Preparation of our exhibition started about in December 2015 and took approximately four months to exhibit. National Science Center, Local Educational Authority, more than 20 school head masters, municipality representatives, Local Police Department, National and Local Press and Mersin University Faculty Members were invited and their invitation cards were sent.

Phases of the event

Preparation –

Our students and we planned to organize a scientific activity within our school, approximately 150 of our students and 45 of our teacher joined this activity and they produced excellent works. Some of the teachers organized and planned some scientific projects while some prepared physical studies such as models ,frameworks and financial issues.

Delivery

At first we delivered information forms consisting the name of the science study , names of applicants (students), responsible teachers ,part of how to organize , plan, aim of the study, tools

Funded by the Erasmus+ Programme of the European Union used in the activity and explanation part. By using information forms, our students understood their studies' importance and levels that they would follow.

Content delivery

This science activity was not one of classical school activities, it was out of curriculum and gave students grit and motivation. They, most of the times, needed some help from their friends, teachers and families and this made them more social.

Annex – Information Forms distributed to students.

Specific recommendations for teachers:

The attitude of the consultant teachers is essential:

- each student has his or her special ability and interest.
- given time for preparation should be enough.
- taking security measures are one of the most important issues.
- setting the environment helps secure and efficient studies.
- Expenses were one of the most important steps of the study and the teacher should try not to go over the students' budgets.
- They should be given enough exploration time to find suitable tools and equipment to their studies.
- taking the students' families' consents are very important.
- Teacher should give suitable studies in accordance with each student's interests.
- Teacher should try not to give more than one study to the students in order to avoid lack of concentration.
- They should be encouraged to explain their studies by the help of their teachers.
- They should be allowed to investigate their studies according to their interests and needs.

Follow up

According to the efficient, useful studies and increasing motivation of our students; science activity was planned to arrange the following year.

O.2.5.	TOOLKIT FOR EDUCATORS AND STUDENTS
Case study Nr.2.	'BUNDLE OF LOVE'
Proposed and implemented by:	SABIHA CİFTÇİ MESLEKİ VE TEKNİK ANADOLU LİSESİ
Period and place of implementation:	November 2015- May 2016, Sabiha Çiftçi MTAL
Participants:	20 9th,10th,11th, grade students participated
Staff involved:	6 teachers coordinated and 12 teachers monitored.

WHY?

Knitting activity was decided with a group of students and teachers, having test anxiety and focusing problems, in order to get away from everyday stress, to enhance concentration, to get away from the computer and cell phone, reduce the test anxiety, and to strengthen the student teacher relationship.

FOR WHAT?

The aim of the activity was to get away from daily stress, to provide focusing, to increase creativity, to decrease exam anxiety and to provide a strong teacher- student relationship by knitting together teachers and students having exam anxiety.

*to define 20 students having anxiety disorder among applying the guidance service.

*to define these students' academic success levels.

*to receive teachers opinion about these students internal and external behaviors.

*to define their leaving time for internet, mobile phones and social media via receiving parents' opinions.

* announcements of 'bundle of love' activity by using banners.

HOW to organize?

The activity of knitting started in November 2015.

- Techniques of knitting were thought.
 - Some videos were watched about knitting a beret.
 - in December techniques of knitting scarves and sweaters were thought.

Phases of the event

Preparation – DEFINITION OF THE PROBLEM

In this activity parents and teachers receive an information form, Annex 1

-Some forms were distributed to define exam anxiety among students

-To define academic successes of the students' having exam anxiety

-To receive teachers opinion about these students internal and external behaviors.

-To define their leaving time for internet, mobile phones and social media via receiving parents' opinions.

-Announcements of 'bundle of love' activity by using banners.

Selection of the participants

-20 students , having applied to the guidance service, were applied an exam anxiety inventory at the outset.

-At the end of the inventory, it was defined that 60 percent of the students had exam anxiety disorder.

-Teachers and students were informed by using banners.

The materials needed for this session are:

-Needles, bundles, a suitable and silent place for knitting. Banners, information forms.

Delivery

First phase (using and explanatory model)

-The educator will introduce the main steps of knitting.

-Questionary on TV, internet and phone addiction and academic success will be applied. Students will be encouraged to be patient and focusing during the sessions.

-The students will be informed about the harms of TV, phone and internet addiction.

Second Phase (using an experimental model)

-The main goal is to develop the practical learning.

-They will learn how to use needles and bundles to produce a scarf, sweater or a beret.

-They will show their abilities by keeping silence during the sessions.

-They will focus and concantrate ,they will try not to think anything other than knitting.

Special Recomendations for the teachers

-The same questions should be applied to all participants.

-Selected questions should be suitable to the activity .

-Before and after questionary should be applied to receive positive results.

-Students' behaviors should be observed before starting and after finishing the activity to realize the changing.

-This activity should be done when teachers and students are in the same setting to strenghten the ties between the students and the teachers.

-Select the participants in accordance with their need.

-Identify the levels of knitting.

-Questions , in the information form, should be clear and guiding.

-Questionary before the activity should be done and the before and after results should be compared.

-To apply this activity to different grades is important.

Follow up

The next therapy will be organized by the guidance service. The sessions will be generalized among the students having exam anxiety and focusing problems.

O.2.5.	TOOLKIT FOR EDUCATORS AND STUDENTS
Case study Nr.3.	‘OUR CHILDREN – PERSPECTIVES’ Problem Solving – ‘Small Groups Of Parents’
Proposed and implemented by:	P.1. Liceul Tehnologic „Ioan Slavici” Timișoara
Period and place of implementation:	January - March 2016 at The Safe Spot from Liceul Tehnologic „Ioan Slavici” Timișoara
Participants:	15 students from Liceul Tehnologic „Ioan Slavici” Timișoara
Staff involved:	Luminița Nani & Raluca Staicu responsible for design and delivery

WHY?

The first and most important type of affiliation is that of the family. The main problems faced by adolescents have their roots in smaller or bigger family dissonances. In Romania a huge part of children are exposed to serious emotional- behavioral risk, because they lack a supportive and safe family environment; children with parents working abroad – display several symptoms of affiliation problems.

For WHAT?

The aim of the proposed session is to create a context for sincere and open dialogs, where parents raise awareness about their situation, and realize that discussion with other parents and educators is helpful and proper solutions can be identified together much easier. The generic problem proposed for dialog and solution is that of the intergenerational conflict, with its very various form of manifestation.

HOW to organize?

The event has a round table structure, where each participant is encouraged to have their contribution to the discussion. The moderator is not the person who provides the knowledge! The participants have to accept that they have the knowledge and the power to solve the problems! In this respect the type of working is the empowerment focused dialog. Building trust in the participants' resources and openness, and ensuring that this context is available as ideas and solution sharing forum.

Phases of the event –

Preparation – ICEBREAKING

For this event parents receive a specific invitation

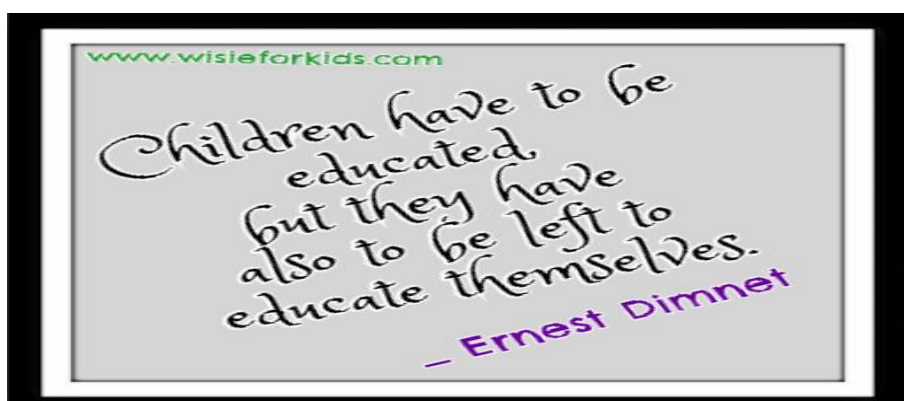
The parents participated at a round table discussion, and as icebreaker they were invited to choose the most acceptable picture (and the less disgusting one) – from some non-conventional coiffure of adolescents. This moment was difficult enough, many of parents having the first This moment is very important in order to create the atmosphere of the discussions. Each person is free to express their own opinion, but the moderator has to ensure politely that each parent will make its own choice, and mark the selected picture on the flipchart.



In this way they will enter the group-atmosphere, and the disposition for cooperation is reaction of refusing the coloured and strange hairs of the boys and girls, even they were not requested to put themselves in these situation, directly with their children.

Delivery

In order to ensure a balanced intervention of the parents, several „quotes,, about What means to be a good parent?, were distributed among parents, and they were invited to express their agreement or non-agreement with the proposed situations.



The distributed quotes are very helpful for parents to express their opinions; it is easier to comment a statement of another person, instead to express directly your own opinion.

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That is clear that indirectly they are making the first steps in opening themselves, and be ready for a significant discussion.

The moderator will ensure that each parent has the possibility to express its opinions

Be aware of the fact that some people can gain the monopoly about the whole discussion! Please avoid this situation, and encourage those who are more unsure in public speaking!

Content delivery

Instead a classical training, the content is not delivered as a training course!

It is very important to involve the parents in discussions, discussing with them the same level parents-parents, and having similar experiences in raising adolescents.

The structured informations concerning the characteristics of the adolescence period, „Socio-emotional changes, Learning and thinking, Behaviors, Priorities, Security, etc. are presented in the auxiliaries, distributed for the participants.

The discussions are raised around some aspects proposed by the participants, considered the most urgent and relevant.



All the other aspects are planned to be approached during individual meetings, and further group meetings.

A formal training for parents about their abilities as parents is not a suitable solution! It is important to obtain the agreement and openness of the participants, to discuss about PROBLEMS!

The personal examples of the moderators is very well appreciated.
(fiche distributed to parents)

Problem solving

Small group discussion

The parents were invited to formulate some concrete problems they are facing, and around the first 4 ideas small groups were created. They are supported to change ideas, to express feelings and solutions.

These are the first steps of the parents' community building process.



Specific recommendations for teachers

The role of the moderator is essential:

Some items are targetted to be discussed

there are no single solution for any problem

we are not alone – during discussion the similar experiences should be discovered, and parents empowered that solutions exists, and and dialig could be helpful,

there is important that parents identify support person within other parents and/or moderator

The setting of the environmet could help de discussions, an informal style of the moderators will contribute to the opennes of the participants.

Follow up

The next discussion groups can be defined, and the specific problems for which parents declare more interest should be registered.

O.2.5.	TOOLKIT FOR EDUCATORS AND STUDENTS
Case study Nr.4	TEACHING STUDENTS HOW TO DEAL WITH CONFLICT ‘ Project Peace makers’
Proposed and implemented by:	HIGHGATE PRIVATE SCHOOL
Period and place of implementation:	December 2015 – January 2016
Participants:	50 students of Highgate School from Y5(10 years old) until Y9 (14 years old) and 10 students from Indianapolis University (18-20 years old)
Staff involved:	Coordinator: Maria Theochari

WHY?

The aim of this project was to involve young university students to work with our students to explore conflict and discover ways to solve a problem.

For WHAT?

- to learn what is fair (methods for settling conflicts)
- to develop skills of identifying conflict as well as resolving it
- to learn how to communicate better with others
- to be acknowledged for their effort
- to respect playground rules

HOW to organize?

Each age group had a different task so that it was age appropriate and could be understood.

- My friend does not like me anymore (EY).
- My friend does not share toys (EY)
- My friend does not like me anymore (EY).
- My friend does not share toys (EY)
- No one plays with me (Reception class)
- What do I do when someone teases me (Year 1)
- What do I say and Do when I am pushed in the playground? (Year 2)
- If I feel bullied what should I do to feel safe? (Year 3)
- Isolating others (Years 4 and 5)
- Letting media rule our thoughts (Year 6)
- Secondary department (Year 7 – 9) looked at racial discrimination and how to deal with such conflict

Each class had 2 students from Indianapolis and their class teacher involved.

In this project took part Highgate students from 3 to 15 years old and they are working with students from Indianapolis University via workshops.

Phases of the event –

Preparation

How do children describe conflict?

They were asked to give statements of what it feels like?

What it looks like ?

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Brainstorm ideas/statements were carried out within teams and posters were then created, as well as recording solutions for each.

A Questionnaire was devised to look at views and beliefs

What is conflict?

Conflict is a fact of life. Although many people think of conflict as being only negative, or unfortunate, some conflict is actually necessary and good. It all depends on how a particular conflict is handled.

Children, like adults, face many conflicts in their lives.

The following were some examples identified by groups of children:

Teasing Friends moving on Peer pressure Bullying

Conflict at home, with siblings, parents, neighbours, personal needs, personal perceptions, moral dilemmas and decisions, self esteem etc Conflict in class or playground

Delivery

Explained that a conflict is when two or more people cannot agree on something. Asked for volunteers to give examples of when they didn't agree with someone.

Explained the benefits of settling conflicts quickly and fairly: "From time to time we all have conflicts. We can't always be the first one in line, play with our first choice of toy, or watch a certain program on TV if someone else wants to watch a different show. Sometimes so much time is spent fighting that none of us are able to do what we want."

Asked, "When the conflict is settled in a way that isn't fair, how people feel?" Discuss.

Explained that today they are going to talk about some ways to settle conflicts fairly. "When you and your friend both want to play with the same toy, how can you solve this conflict fairly?" Wrote down their ideas and discussed the fairness of each. Discussion and ideas took place looked at many of the following / possible methods (age appropriate).

Chance - "To solve a conflict, you can flip a coin or play the 'rock, paper, scissors' game. Demonstrated how to play this game and have children practice.

-Taking turns - "Suppose you and your friend want to play with the same truck. To solve the conflict fairly, your friend could play with the truck first and then you could play with it" used timer to be fair.

-Apologizing - "Sometimes we accidentally bump into another child or do something else where we hurt someone, but not on purpose. This kind of conflict can be solved by saying, 'I'm sorry.'

-Sharing – Explained what sharing is and had the children give examples of times a conflict and how they could have been solved by sharing.

Evaluation, celebration

For each task, chosen by different age group, Highgate students with students from Indianapolis University and the class teacher reached in a solution.

-My friend does not like me anymore (EY) solution: PSHE lesson using songs to remind.

- My friend does not share toys (EY) solution: created a code of Sharing is caring Drama and PSHE as well as story time. (Ugly duckling)

-No one plays with me (Reception class) solution: Friendship bench.

-What do I do when someone teases me (Year 1) solution: class rules and wall poster. Listed ways to be kind to others. Used class big book writing.

-What do I say and Do when I am pushed in the playground? (Year 2) solution: identified what behaviour is accidental and what is not, through Circle time, children shared personal experiences and views.

-If I feel bullied what should I do to feel safe? (Year 3) Wrote a story book about a bully. Made a poster of what makes us feel safe. Displayed art work during the anti-bullying week about respecting others. Decorated a peace tree as a group.

-Isolating others (Years 4 and 5) solution: They addressed language differences, as a key, and looked at alternative ways they could communicate. Sharing a garden as a whole group was their success criteria. During the anti-bullying week and through the activities children identified emotions one would feel when isolated by others.

-Letting media rule our thoughts (Year 6) looked at films and advertisements that were encouraging negative thoughts about others and situations. They used interviews to collate material about messages media projects, they wrote letters to Parents associations, encouraging better selection of media for children, Politicians for better policies, and tv stations asking for negative media to be better censured. They wrote their own play script and acted it out.

-Secondary department looked at racial discrimination and how to deal with such conflict. Created booklets for parents, for students, made suggestions to update school policy on Equality. They looked at the book Journey to Jo Burge buys Beverly Naidoo to discuss and debate being different yet the same. Used folk-lore stories from Turkish and Greek Cypriot cultures as examples. Made story boxes for the library.

Something I believe about peacemaking is.....

Pre-Test Responses:

- That if you can make peace between a conflict you can work out your differences.
- When people come to an agreement
- That there are no fights or disagreements, everyone agrees and they become friends.
- That everyone has their own opinions, but if the other one doesn't agree they should sort it peacefully.
- When you create peace it is better so you can't have a conflict again.
- They always have a solution in a specific way.
- To agree with each other most of the time and make decisions together.
- You have to be gentle with people to not end the conversation with a war and try to agree with them too

Post-Test Responses:

- That we can stop the conflict if we listen to each other and let people do their way too, not only me you have to think about others.
- That all people have to listen to others opinions and agree with them working all together and our skills.
- Peacemaking skills can be very useful when coming to a conflict.
- That everyone should have an opinion.
- A way to eliminate all violence and disagreements.
- There are always 2 sides to a conflict.
- When people remain friends throughout everything.

Promotional aspects

Discussion: the University students encouraged and guided students to be great peace makers.

- Note that anger is an emotion (normal feeling).
- Be aware of triggers, which are any verbal or nonverbal behaviours, that result in anger or other negative emotional reactions that can get in the way of resolving conflicts.
- Triggers come unexpectedly. When they do, they can interfere with communication.
- To avoid pulling others' triggers, pay particular attention to your own behaviour even your body language. (learning self- control).
- Note that people already use strategies to control their anger (for example, walking away from a dangerous situation), and that all they need to do is built on that foundation.
- Point out that, even though we sometimes think of ourselves as being "out of control", we often chooses to blow up at some times and stay calm at other times. For example, there's a difference

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between how we handle anger with our friends and anger with a parent or grandparent. To resolve conflict, you must stay calm to communicate.

- The less “hot” the anger, the more you can control it.
- Even though your anger may be legitimate, it usually doesn’t help to show your anger to the other person. Sometimes the other person will take you more seriously if you remain calm and courteous.
- Point out and remember that your goal is to be able to get angry without becoming abusive or violent, and to communicate your wants and needs effectively without threatening others.
- Be a peace maker!!!

Follow up

Future and ongoing activities

- Brainstorm ideas for appropriate messages
- Respond calmly and politelyit feels great!
- Do not react.....you could end up with a bad reputation!!!!

<https://www.youtube.com/watch?v=YzWACc6zzpY>

		Pre-test			Post Test		
	Answer	True	False	N/A	True	False	N/A
Conflict is a natural part of life	True	88% (7)	12% (1)	0% (0)	100% (8)	0% (0)	0% (0)
There are always at least two sides to every conflict	True	100% (8)	0% (0)	0% (0)	100% (8)	0% (0)	0% (0)
It is possible to eliminate all conflict if people learn peacemaking skills	False	12% (1)	88% (7)	0%	37% (3)	63% (5)	0% (0)
Conflict can be good	True	50% (4)	50% (4)	0% (0)	50% (4)	50% (4)	0% (0)
Feeling Angry is bad	False	63% (5)	37% (3)	0% (0)	25% (2)	75% (6)	0% (0)
Conflict resolution only works if people feel the same way about a situation	False	37% (3)	63% (5)	0% (0)	63% (5)	37% (3)	0% (0)
Calling someone a name is a form of violence	True	75% (6)	25% (2)	0%	88% (7)	12% (1)	0% (0)
Learning to handle conflict constructively requires that we understand other people’s perspective	True	100% (8)	0% (0)	0%	75% (6)	25% (2)	0% (0)
It is not possible for everyone to win in a conflict	False	75% (6)	25% (2)	0%	63% (5)	37% (3)	0%
To get along, people should think the same way	False	35% (2)	75% (6)	0% (0)	25% (2)	75% (6)	0% (0)
The goal of peacemaking is to eliminate all disagreements	False	50% (4)	50% (4)	0% (0)	88% (7)	12% (1)	0% (0)
Communication can only occur if two or more people use words with one another	True	63% (5)	37% (3)	0% (0)	50% (4)	50% (4)	0% (0)

O.2.5.	TOOLKIT FOR EDUCATORS AND STUDENTS
Case study Nr.5.	‘ DRUGS, ALCOHOL AND TOBACCOBONDING WITH...’
Proposed and implemented by:	P.2. Reeducation Center Buzias
Period and place of implementation:	implemented in Re-education Buzias Center as a regular activity.
Participants:	The participants are selected according with the needs and risk factors using a screening inventory and assessment sheets.
Staff involved:

WHY?

- Human bonding refers to the process of formation of a close personal relationship, as between a mother and a child, especially through frequent or constant association.
- The ability to develop good and satisfying interpersonal relationship is seen as a major reason for fostering learning.
- The quality of relations between persons deeply influences the hopefulness required to remain curious and open to new experiences and the capacity to see connection and discover meanings (Salzberger-Wittenberger, 1983)
- Relationship is a human being’s feeling or sense of emotional bonding with another. We feel related when we feel at one with another (person or object) in some heartfelt way (Perlman, 1979)
- The addiction it can be seen as a result from a disconnection or the lack of bonding and individual has to his or her environment. According to this theory, environment includes not only the family, but the community, social groups, institutions to which the person belong.
- Studies have shown that rats tend to ignore cocaine when they are in a healthy, stimulating environment.

WHAT for?

- To develop the youth awareness related with developing emotional bond with other persons
- To define the peers’ role related with the bonding needs

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- To define the role of addiction as an inadequate substitute for bonding
- To identify the emotional network
- To develop the individual self-worth
 - To widen youth understanding of and empathy with the range people in our society
- To create a context of choosing the good decision instead of the bad one (addiction)
- To develop a pro-social identity through interaction with the others

HOW to organize?

This activity is conceived as being one out of 36 included in the Educative Program: Drugs, Addiction and Consequences published in 2012. Author: Marioara Bilba, educator, Re-education Centre Buzias

The activity will be divided in 2 phases: the first one with an explanatory function and the second one with an experiential function

During the first phase, the educator will introduce the bounding positive effects, the role of social network etc.

During the second phase will be used as a method the theatre forum

Phases of the event –

Preparation

Selection of the participants:

10-12 participants will be selected for this activity according with their specific needs

The risk addiction behaviour will be considered as a selection criteria

The educator responsible with the program will coordinate this activity and will involve as additional resources a psychologist and an educator/teacher familiar with the forum theatre approach

The emotional difficulties associated (e.g. alexitimia) will be considered as an important criteria for youth selection

The materials needed for this session are:

Class-room, flip-chart for the first phase of the activity

A specific place that could be considered as a theatre stage for the second phase of the activity

Specific recommendations for educators

Select the participants according with their need, as well as with their risk addiction factors

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- Identify the risk addiction factors, as well as the protective factors for each participant
- Identify the each participant's personal emotional network in order to use it as a -resource during the session delivery
- Point out the respect for each individual story
- Establish clear rules regarding the intimacy involving personal stories

Delivery

First phase (using and explanatory model)

- The educator will introduce the main topic related with the human need of bonding
- Will be discussed situations that leads to develop a drug addiction behaviour
- Will be encouraged learning experience from the stories introduced by the educator
- Will be identified the main risk factors associated with drug addiction, as well as resources that can be used

Second Phase (using an experiential model):The main purpose is to facilitate the experiential learning

The FORUM THEATRE will be used as the learning method. Forum theatre is a performance that functions to transform from spectator (one who watches) to a spect-actor (one who watches and takes action). A short scene by Forum actors presents an issue of risk behaviour and represents the world as it is the anti-model. Audience members are then encouraged to stop the play and take the stage to address the risk behaviour, attempting to change the outcome through action. The show engages Forum actors and audience members in fun, entertaining and enlightening community dialogue.

The participants at the first phase of the activity will choose one of the stories presented during the phase one and will perform a short theatre

After the first performance, the audience will intervene and will stop the action proposing different interactions in various stages of the theatre

The final purpose will be to develop a performance encouraging an adaptive decision, avoiding the risk factors identified and using the protective ones (personal resources, social network etc.)

Specific recommendations for educators

- Be prepared to offer individual counselling if needed
- Pay attention to the group process and stimulate the support among participants

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- Encourage the self-reflexion process
- Encourage the experience sharing among the participants
- Make sure that the group process is enough developed when the experience shared became too personal

Evaluation, celebration

- A performance has been organised involving the participants as actors.
- The personal experience has been used in order to build the characters.
- The audience will be involved as actors during the performance underling the message that each experience can be changed and each situation it will be developed according with a decision that it has been made
- The forum theatre performance it has been organised in connection with a relevant event for the addiction topic – The Anti-Drug Day
- Representatives from the Community will be involved as audience

Specific recommendations for educators

- Assure the transfer of experience to other youth that are in the audience
- Create a space where the experience, emotions of the youth involved in the activity to be shared with other youth

Promotional aspects

The result of the activity can be promoted in different media
Community will be involved as well as “participating audience”

Follow up

Every year, during the activities organised in order to promote addiction prevention a forum theatre performance is organised

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