Formal Education

Non Formal Education

TOOLKIT

Learn, (Re)think, Express

Европейска
комисия

Learn, (Re)think, Express

Toolkit
–
"Learn, (Re)think, Express"

KA2 - Cooperation for Innovation and the Exchange of Good Practices
KA201 - Strategic Partnerships for School Education

Project Title:
Creating an Innovative Platform of Communication and Teaching in a Digital Society
Erasmus+ Project No 2018-1-BG01-KA201-047998

The project is granted by the Bulgarian National Agency

This toolkit offers a set of non-formal learning methods which can be used by teachers as a guidebook.

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INTRODUCTION

We have conceived the toolkit as a set of non-formal and formal education methods which can be used by teachers, educators, youth workers, trainers, and facilitators as a guidebook. It contains ideas, inspiration and practical help how to work with students.

It includes theory, practical exercises, resources of the topic and advises how to organize new approaches/methodologies.

The Toolkit is the result of the project – *"Creating an Innovative Platform of Communication and Teaching in a Digital Society"* (Erasmus+ Project No 2018-1-BG01-KA201-047998), KA2 - Cooperation for Innovation and the Exchange of Good Practices, KA201 - Strategic Partnerships for school education. The project Has been approved by the Bulgarian National Agency. The main objectives of the project- "Creating an Innovative Platform of Communication and Teaching in a Digital Society" is exchange of good practices in school education, promoting the acquisition of skills and competences, and strengthening the profile(s) of the teaching profession.

We believe that education is key for tackling the major socio-economic changes and challenges Europe is facing: unemployment and its implications for the inclusion, active citizenship, and self-fulfillment of adults and young people; the need to strengthen European unity, understanding and integration, and prevent harmful radicalization through promoting European values and cultural achievements; the need to promote mutual understanding by enhancing intercultural communication, literacy and foreign language skills; to contribute to the effort of strengthening Europe's leading role in education by proposing innovative methods and approaches of teaching and learning.

Our focus on school education derives from the conviction that the effort to deal with the changes taking place in global education at all levels in terms of structure of knowledge, methods of teaching and learning should start at school level. Hence, we see the teacher as the primary game changer in this process. Honing teachers' skills and competencies is an ongoing task aimed to:
1) Raise the profile and competitiveness of the teacher's profession;
2) Improve some of the key competencies of students, viz. digital competence, learning to learn, communication in English, cultural expression, interpersonal, intercultural, social and civic competencies.
3) Strengthen students' motivation to study, learn, think, and develop interests in different fields of knowledge and social practice.

The role of the Stichting international Youth Bridges, The Netherlands consists in introducing the new methods of non-formal education (like icebreakers, getting to know each other, group building activities) into the formal educational system in order to promote creativity and motivation in the school system.

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1. THEORETICAL PART

Formal Education (FE):

Formal education refers to the **structured education system** within a school, higher education or university.

The Universal Declaration of Human Rights and the Convention on the Rights of the Child mandate that all children should have at least an elementary formal education.

Non-Formal Education (NFE):

Non-formal Education (NFE) is any organized **educational** activity that takes place outside the **formal educational** system. Usually it is flexible, learner-centred, contextualized and uses a participatory approach. There is no specific target group for NFE; it could be kids, youth or adults.

Informal Education (IL):

Informal education happens from daily experience outside the classroom, in after-school programs, community-based organizations, museums, mass media, work, play, libraries, or at home.
Informal education is also called Informal Learning (IL)

Personal learning approach:

It is a fact that some of the non-formal methods work very well and other formal methods do work also very well, but in different situations and for different pupils/students.
For instance, learning a language by memorizing a lot of words and rules works very well for students who have a more visual memory instead of verbal memory. Some students need to learn all those words, and then they write amazing essays. Other students are unable to do this, but they are very good at communicating verbally. They make mistakes and learn by them and pick new words whenever they need it.

Why is it important to use tools of Non-formal education within the formal education system?

Non-formal education at its best is creating knowledge, skills and attitude, rather than swallowing readymade facts and opinions without evaluation.
The curriculum in the non-formal sector tends to be more open and focuses more on personal and social development.
Also, the starting point of everything are the interests.
NFE allows for greater participation and flexibility, and involvement with issues/topics in a practical way. The curriculum in the formal sector is often bounded by an agreed set of **knowledge**, which pupils and students have to acquire, and will be tested on.
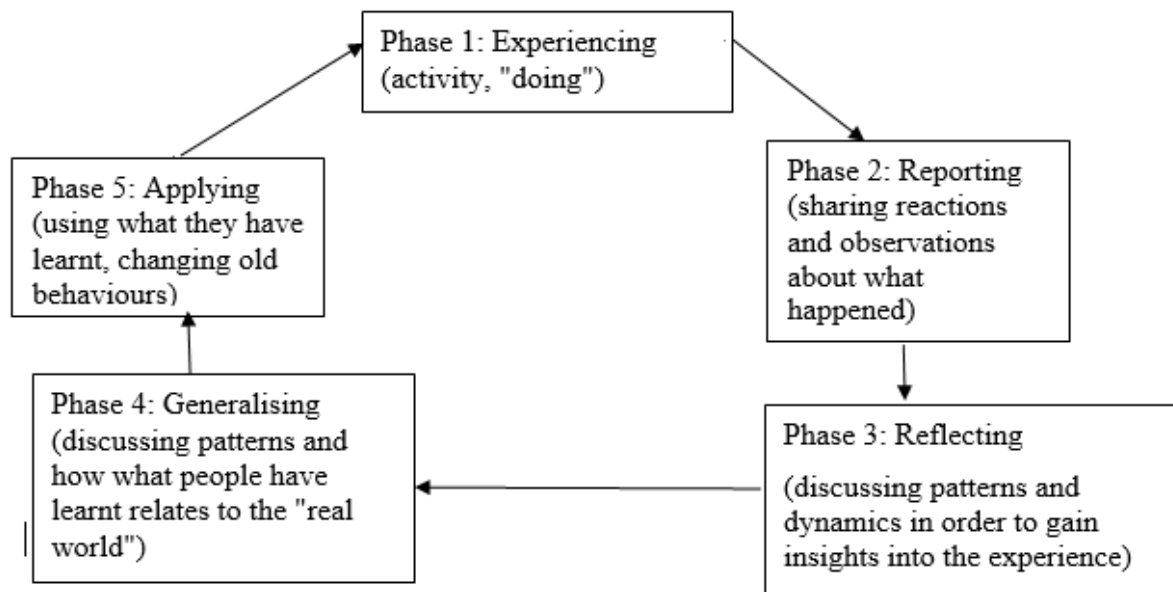Personal and social development, while recognised as important, is not always the main focus in the way that acquiring knowledge as a preparation for future work or further study is. In a school setting, activities can help break down artificial barriers between subjects and provide ways of extending links between subject and interest areas to promote a more holistic approach to an issue.

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In a non-formal educational setting, activities can awaken interest in issues and, because they promote learning in a non-didactic way, they are often intrinsically more acceptable to young people. It is crucial that people find real opportunities for involvement. This is not only a logical outcome of the learning process but a significant means of reinforcing new knowledge, skills and attitudes which form the basis for the next round of the cycle.

Learning cycle:

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                    ┌─────────────────────────┐
                    │ Phase 1: Experiencing   │
                    │ (activity, "doing")     │
                    └─────────────────────────┘
        ┌──────────────────────────┐      ┌──────────────────────────┐
        │ Phase 5: Applying        │      │ Phase 2: Reporting       │
        │ (using what they have    │      │ (sharing reactions       │
        │ learnt, changing old     │      │ and observations         │
        │ behaviours)              │      │ about what               │
        └──────────────────────────┘      │ happened)                │
                                          └──────────────────────────┘
    ┌──────────────────────────┐      ┌──────────────────────────┐
    │ Phase 4: Generalising    │      │ Phase 3: Reflecting      │
    │ (discussing patterns and │      │ (discussing patterns and │
    │ how what people have      │      │ dynamics in order to gain│
    │ learnt relates to the "real│     │ insights into the        │
    │ world")                   │      │ experience)              │
    └──────────────────────────┘      └──────────────────────────┘
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Teaching/training styles:

Different people have different styles and approaches to teaching.
Your approach depends on your own values, beliefs and assumptions, your personality, past experience of training and being trained, and how confident you feel both working with students in order to use non formal education.
When you use non formal education as a method you should bear the above learning cycle in mind.
The activities demand participation and involvement, so that the people doing them gain an experience through which they learn not only with their heads, but also with their hearts and hands. These sorts of activities are sometimes called "games" because they are fun, and people play them with enthusiasm. You should remember, however, that the activities or games are not "just for fun", but they are purposeful means to achieve educational aims.
You don't just "do" an activity (phase 1 of the learning cycle). It is essential to follow through with debriefing and evaluation to enable people to reflect on what happened (phase 2), to evaluate their experience (phases 3 & 4) and to go on to decide what to do next (phase 5). In this way they come around to phase 1 of the next cycle in the learning process.

Tools and Methods

In a non-formal educational setting, your starting point could be a question about something that is happening in your area or something that someone has seen on television. If you want to take the lead and stimulate peoples' interest in topic, use creativity, like showing a film or video.
You can also put-up posters or use pictures to stimulate spontaneous discussion, or have a music/playing song that call for people's interest.

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You could then suggest going on to use one of the activities/games that can bring individual brain storming or teamwork.

Activities help people to:

- *be motivated* to learn because they are fun

- *develop their knowledge, skills, attitudes and values.* Games provide a safe environment in which to do this because they allow people to experiment with new behaviour and to make errors without incurring the costs of similar mistakes in real life.

- *change.* Activities are one way of conveying the message that everyone can choose to change themselves or their relationships with others.

- *get involved.* Activities encourage the participation of the less expressive and less dominant group members.

- *take responsibility.* Because students contribute their own experiences and skills, each group uses the game at its own level and in its own way.

- *encourage self-reliance and improve self-confidence.* Activities provide a structure that can be used to reduce dependency on the leader as the one who 'knows it all'. The students are forced to accept some responsibility for making their part of the activities work.

- *feel solidarity with others.* Activities encourage cohesiveness in the group and a sense of group identity and solidarity.

Non-formal education within the formal education system: Existing example

School student unions and organisations are among the best examples of non-formal education, **they are student-led, student-organised and student-implemented** but all **within** the formal education setting.

School student unions are directed exclusively to a population still in formal education and enhance formal education by non-formal learning activities and opportunities.

Non-formal education at its best is creating knowledge, skills and attitude- rather than swallowing readymade facts and opinions without evaluation.

Thus, it develops the skills vital to active citizenship and successful employment including teamwork, democratic practice, or foreign language skills.

The role of formal education (FE) in non-formal (NFE) and informal education (IL):

Formal education is ideally the best environment to encourage and develop NFE opportunities as such formal education must encourage NFE and IL at every turn.

The success of NFE relies largely on the willingness and cooperation of the student. Thus, school students must *want to take part* and, for the most part, enjoy themselves in both the formal and non-formal aspects of school.

To achieve this, students must feel safe and secure within their schools in order to participate fully, thus, community environment can be created using a variety of NFE methods such as peer mentoring programmes, creative clubs, student councils etc.

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In order to successfully implement this, there must also be a change in formal educations attitude to evaluation and assessment.

In contrast to current policy direction in several European countries (UK, France etc) approaches like coursework, portfolios or performances must be given equal weighting to traditional written exams. Universities must also start to recognise NFE alongside academic achievements in their recruitment and acceptance of new students.

Validation of Non-Formal Education

A major problem within NFE is that it is still seen as of lesser importance in comparison to academic education. This is primarily due to the lack of validation of NFE from formal education and the lack of recognition of NFE in the wider society (employers, universities etc).
One Europe wide system of validation of NFE and as such, is Europass.

It should be an enhancement!

NFE should only act as an enhancement to formal education for school students.
As we have seen with Vocational education and training (VET), there is a danger of schools pushing students into different educational qualifications in order to boost their exam league table results and to hide 'statistics'.
NFE should never become a substitute for formal education; they both benefit each other and should work together simultaneously.

Key messages

Formal learning continues to be the main route to recognised qualifications, required for entry into jobs, especially regulated occupations. However, informal learning acquired through experience in work and life is the most frequently used of all the learning forms.
Employers are mostly interested in the results of learning rather than the form of learning. What they want are essential technical skills and knowledge required for jobs and for compliance with legislative requirements. They are also keen to have problem-solving, teamwork and communication skills.
Workers with higher levels of education and training continue to access greater amounts of learning (formal and non-formal) than others. If we are serious about extending the source of skills, we must invest in the learning of those with lower levels of education and training.
Accelerated apprenticeship training which often relies on recognition of prior learning and self-paced gap training may be problematic for individuals who do not have the required literacy and numeracy skills for independent study.

The Conceptualization of Non-Formal Education:

Broadly viewed, non-formal education is not a new concept. Increasing evidence exists that it is an old concept with a new name. Non-formal education as a concept can be viewed into three perspectives:

1. Non-Formal Education as a System
Following Khawaja and Brennans assertion that NFE has been conceptualized in relation to the limitation of formal education system to meet the learning needs of the majority, NFE has often been perceived as a system compared and contrasted to the known system of „formal education".
NFE as a system was contrasted with formal education under 5 themes.
According to Fordham (1980) the five themes are:
Purpose, Timing, Contents, Delivery and Control.

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Formal versus Non-formal, according to Fordham (1980)

	FORMAL	NON-FORMAL
Purposes	Long-term and general Credential-based	Short-term and specific Non-credential-based
Timing	Long cycle Preparatory Full-time	Short cycle Recurrent Part-time
Content	Input-centered and standardized Academic Clientele determined by entry requirements	Output-centered and individualized Practical Entry requirements determined by clientele
Delivery System	Institution-based Isolated (from the socio-economic environment and from social action) Rigidly structured Teacher-centered Resource-intensive	Environment based Community-related Flexibly structured Learner-centered Resource-saving
Control	External Hierarchical	Self-governing Democratic

As it can be viewed from the table, NFE is the opposite of FE.

NFE can fulfill a range of educational purposes which FE may have failed to address. According to Simkins (1977) NFE is seen as a cheaper alternative to provide individuals with the skills required by the economic system, whenever the formal system has failed to do this.

NFE is also used for remedial purposes where FE has been unable to educate all its citizens and illiteracy is a problem.

As articulated by Evans (1983), NFE is seen to meet the needs of people – and may offer them the opportunity to learn productive skills and to participate effectively in the development of their societies. It can assist the rural communities in their social and economic growth and development.

2. Non-Formal Education as a Process

In NFE as a process, the central focus is on **learning** and **active participation**.

Full control of the project/programme is perceived as the highest form of active participation.

NFE as a process emphasizes moving from dependency to full control and this is perceived as a fundamental focus in NFE leading to self-learning and empowerment.

The achievement of control should come about with the students actively influencing the decision-making process and planning of the programmes. NFE as a process emphasizes the active participation of the learning in the decision making and planning of their NFE education programmes (Kedrayate, 1997)

3. Non-Formal Education as Setting

NFE as a setting acknowledges the importance and value of an informal climate in NFE activities.

It highlights flexibility and informality of learning because most if not all the students are always adults. Therefore, people who facilitate programmes and projects must know how to teach adults and also be well versed with adults' methods and teaching/learning processes.

The use of flexible, less structural methods of learning which include traditional or indigenous learning processes, methods, strategies and techniques are encouraged.

These methods include singing and dancing, ceremonials, games, on the job experience, apprentice model, model demonstration, etc.

These methods have been used successfully by many non-formal educators in their programmes.

Non-formal education and the way forward

In many nations the economic, socio-political and cultural relationships have gone through extensive transformation. This is further aggravated by the effects of globalization. The perception of nationalism, ethnicity and religious supremacy has created tensions and encouraged conflicts and divisions.

This is where NFE can contribute.

Steps can be taken to encourage activities which foster greater multi-cultural understanding and tolerance. There is a multiplicity of learning needs and problems in the community and it is believed that community educators and workers require being more proactive to meet them.

Implementation of methods from non-formal education in formal education:

Non-formal education is an integral part of the learning experience; here we learn skills not only vital for employability but also for the general benefit of society- democracy, social skills, responsibility.

In the 21st century, young people must leave formal education with a love of learning. We must create Lifelong learners who expect new and different educational opportunities throughout their lifetimes.

Encouraging and enabling NFE from a young age is the best way we can do this.

The benefits and powers of non-formal education and informal learning are responsibility, student participation and leadership.

Education should create these assets as an organic process where students are encouraged to organise themselves and create new opportunities.

The use of local school a learning center for cultural and educational activities should be encouraged and facilitated for children and adults.

This challenge has now been taken up by some head teachers, for example, one head teacher has initiated regular adult education classes for parents and community members on various issues which include parents' role in education, health issues and communication skills.

Some non-governmental organizations are using schools and working with health officials to conduct HIV/AIDS workshops for girls, parents and teachers. The workshops have been very well attended and quite successful.

What is required however is a more coordinated approach and collaboration with other providers so that resources may be shared minimizing overlapping and duplication and thus ensuring greater efficiency.

As it can be seen from the concept of NFE and its three perspectives, NFE has definitely a role to contribute in terms of its purpose as a system, its process, methods and setting.

As a system it can fulfill several purposes by tackling the deficiencies of formal education, both complementing and supplementing it, thus addressing the diverse learning needs of society whether it is for social maintenance or social change.

As a process, it encourages learners/students to take control of their learning, be independent and not rely on outsiders. The empowerment and liberation of learners is an important element in this process.

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The cultural and social context of learning is an important consideration in NFE. Therefore, as a setting, NFE emphasizes the importance of an informal and flexible learning situation where learning strategies are contextualized to the social and cultural situation.

The school building is vital for enabling NFE to take place, it should be used as a provider of open spaces that play the role of resource centres for young people to take part in NFE and informal learning.

A sense of ownership should be created to allow school students to initiate projects.

Funding should be made available for school students to apply for directly and use to initiate NFE and IL experiences.

Schools should welcome programmes such as Erasmus+ allowing school students and young people to take control of their learning using NFE methods.

Teachers and staff have to be trained to enable (not teach!) non-formal education.

The importance of teachers in encouraging informal learning is paramount.

Teachers need to create lessons that encourage questions, generate new ideas, provoke thoughts which will continue informally outside the classroom.

Informal discussion should be encouraged, and teachers should become actively involved in after school clubs and be available for students throughout the day.

In order for this to happen, however, funding must be made available, so that teachers are able to use their time in the implementation of NFE and IL.

School buildings should create NFE and IL opportunities through innovative design and granting ownership to school students: for example, student groups should be able to book school rooms for their own use at times suitable for them.

Teachers need to receive complete initial training and should be offered opportunities for continuous professional development (CPD) in order to enable NFE and IL.

Teachers should be paid for any time they spend initiating or coordinating NFE opportunities. This has to be timetabled into their workload.

Schools and formal education environments should be spaces where all young people feel physically, emotionally and intellectually safe.

2. PRACTICAL ACTIVITIES

1. ICEBREAKERS / ENERGIZERS / GETTING TO KNOW EACH OTHER / GROUP BUILDING ACTIVITIES

ICEBREAKERS ENERGIZERS

WHY USE ICEBREAKERS, ENERGIZERS, GROUP BUILDING AND GETTING TO KNOW EACH OTHER ACTIVITIES?

Teachers and facilitators use games for a variety of reasons, including helping people to increase their energy or enthusiasm levels, encouraging team building or making people think about a specific issue. Games that help people to get to know each other and relax are called **icebreakers**. When people look sleepy or tired, **energizers** can be used to get them moving and give them more enthusiasm. Other games can be used to help people think through issues and address problems that they may encounter when working together. Games can also help people to think creatively and laterally.

When is the right time for an energizer?

For some reason your students aren't listening anymore. They are not focused and start talking. There are a lot of reasons why students get distracted:

- It is the last hour of the day

- It's Friday afternoon

- Students get tired after lunch

- It's Monday morning

- The content is boring (that happens!)

- The content is not relevant to your students (*"why should I learn this?"*)

- You have been talking for a long time without interaction

- Students are tired or haven't slept well

- The room is too hot or too cold

- And many more reasons……

If you notice that students are losing attention for one of these reasons, it is time to think about an energizer.

Warm up activities

Starting with a warmer is important for a number of reasons.
Your students need a chance to settle down in the class and get their minds focussed on the lesson ahead. The students need something easy to get them started, so the wheels in their head can start turning, so to speak. There are also numerous warm-up techniques which teachers use. Testing vocabulary is usually one of the most obvious ones that people will use. There are many more, but it is important for teachers to realize WHY they warm up classes.
The warmup of a lesson often receives less attention than it should.
Teachers spend a lot of time preparing explanations and worksheets to introduce and practice the target language, for example.
They then enter the classroom unprepared for the first five or ten minutes. "Let's do something fun" usually constitutes all the planning that goes into this stage of the lesson.
Planning then gets done on the way to the classroom, with the teacher pulling a game out of his bag of tricks.

Group/Team Building Games

There is nothing more important than a group of people having the ability to work together as a team, especially in the workforce.
It is, however, not always easy for all persons to work collaboratively.
Team building games really help to promote and foster relationships in which individuals trust one another and work together in a positive and productive manner.
There are fun team building games for children/youth and team building games for adults.
The common goal of both is to have fun and promote teamwork.

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Team building activities not only help ease tension and promote a good relationship between adults or children, but they can also help develop problem-solving skills, foster creative thinking, and build better communication between team members.

The games methods and techniques that can be used should help everyone to develop essential skills.

For example, they can learn coordination, cooperation, and team problem solving, all while having a blast.

Making learning fun is a win/win.

Whenever you engage in such, please also put special emphasis on everybody's safety.

Icebreaking activity

This term comes from "break the ice" which comes from special ships called "icebreakers" designed to break up ice in the Artic regions, and just as these ships make it easier for other ships to travel, an ice breaker helps to clear the way for learning to occur by making learners more comfortable and encouraging conversation.

Specifically, an ice breaker is an activity designed to help people to get to know each other and usually involves sharing names and other background information.

Getting to know activities

Getting to know activities focus on the individual participant. "Who am I? Where am I'm coming from? What is my social and cultural reality? What I do? … etc." are questions to be dealt with. As we are coming from different realities and backgrounds, it is essential to get to know each other and come to a common understanding among ourselves.

Activities can overlap

Icebreakers, team building activities, energizers often overlap.

For example, during an activity in which students are asked to line up in alphabetical order by first name, students will learn each other's names (typical of an icebreaker), they'll work together as a team to form the line (teambuilding) and become invigorated by being able to move around the room (energizer).

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Classroom Fables

1. The teacher reviews various sentence parts.
2. The teacher lists various sentence parts on the chalk board, along with corresponding physical activities for each sentence part:
   - Article - hop on 1 foot 5 times
   - Noun - walk in place 5 paces
   - Verb - jog in place 5 steps
   - Adverb - touch elbow to knee 5 times
   - Adjective - 5 jumping jacks
   - Pronoun - 5 squats
   - Preposition - 5 knee lifts
   - Conjunction - 5 toe touches
3. The student who sits in the first seat on the first row of desks says one word to begin a sentence (i.e., "The").
4. All students complete the corresponding activity for that sentence part.
5. The 2nd student in that row then adds another word (i.e., "green") and students complete the corresponding activity for that sentence part.
6. This continues going down each row so that the class creates their own silly story, each student adding one word at a time to form a sentence.

Variation:
1. Could also be used in foreign language classes.

   Example from 7th grade class:
   Bob ate a rat with a pig foot that made a great stench. When Kelly was a little girl she did exercises regularly. So, they started doing things like dancing and singing and cooking chicken casseroles with macaroni and peas that were awesome to eat at dinner. Then we went home.

Count Down to Review

1. The class is divided in to at least four teams.
2. The teacher writes the name of an author on the chalkboard.
3. A student from each team races to the board when the teacher yells "GO" to fill in the title of a story or poem by the author.
4. Students only have 10 seconds to get their answer on the board.
5. Students not running to the board are jumping in place and clapping for the entire 10 seconds and counting aloud from 10 to 1.
6. The first team with the correct answer gets a point.

Variation:
1. This can also be used to review any subject.
2. This activity can be made more difficult by using it to review vocabulary words, identify parts of speech, or correct grammatical errors.

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Factual Chairs

Preparation:
1. Desks or chairs placed in one large circle or several small circles
2. Stations around the room with activity from the Movement Bank

Task:
1. Ask students to line up around the circle of chairs.
2. Students begin walking around the chairs as statements are made.
3. The teacher states factual information from the text (this could serve as a review).
4. When a false statement is made, students find a seat.
5. This should also be done as musical chairs by removing a chair each time. However, it is important to have activity stations throughout the room so there is no elimination, but review while at an activity station. (e.g., once you lose a seat, you go to a station which has review questions and exercises as the other continue.) After each chair comes out, everyone can re-join the game.
6. Repeat until the review is complete.

Variation:
1. This can be done with vocabulary. The teacher states word and gives definition. If the definition is correct, students continue moving in the circle. If the definition is incorrect, students find a seat.

Hot Potato Spelling

Preparation:
1. Groups of 6 in a circle
2. Ball or crumpled ball of paper for each group

Task:
1. Have students stand in a circle.
2. The teacher calls out a spelling word.
3. A student with the ball gives the first letter and then quickly passes the ball to the student on the left.
4. The next student gives the second letter in that word and quickly passes the ball to the next student on the left.
5. The play continues until the word is complete or is misspelled.
6. When a word is spelled, send one member of the group to write the correct spelling on the board. The teacher will acknowledge the correct spelling and the group members celebrate with a victory dance for 1 minute.
7. When a new word is needed, the teacher calls out that word and the play begin again.

Variation:
1. Vocabulary: the first student gives word, the second gives a definition. It may not be in the style of "hot potato" to allow think time.
2. Use a medicine ball (check with physical education teacher).
3. Circles may not work for all class sizes. Teachers may have to modify formations to fit their needs.

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Latin Groove

Task:
1. Students begin to walk around room.
2. Teacher calls out a prefix, suffix, or root. E.g.:
   - Bi-
   - Geo-
   - Ent-
   - a-
   - an-
3. Students call back a word with that root.
4. The teacher chooses one of the words that have been identified by the students.
5. Students stop walking and begin doing the movement selected by the teacher.
6. Students continue movement at least 10-15 seconds or until the teacher selects a student to make a sentence with that word. Students begin walking again.
   The activity continues for as long as the teacher wants.

Variations:
1. Students are expected to say a word to their immediate neighbour and shake hands. Then each student makes a sentence using the word he/she has communicated to his/her neighbour.
2. Students can write down word and/or sentence as they move.

Names and adjectives

Students think of an adjective to describe how they are feeling or how they are. The adjective should start with the same letter as their name, for instance, "I'm Henri and I'm happy". Or "I'm Arun and I'm amazing." As they say this, they can also mime an action that describes the adjective.

Match the cards

The facilitator chooses a number of well-known phrases and writes half of each phrase on a piece of paper or card. For example, they write '*Happy*' on one piece of paper and '*Birthday*' on another. (The number of pieces of paper should match the number of students in the group.) The folded pieces of paper are put into a hat. Each student takes a piece of paper from the hat and tries to find the member of the group with the matching half of the phrase.

Who is the leader?

Students sit in a circle. One person volunteers to leave the room. After they leave, the rest of the group chooses a 'leader'. The leader must perform a series of actions, such as clapping, tapping a foot, etc, that are copied by the whole group. The volunteer comes back into the room, stands in the middle and tries to guess who is leading the actions. The group protects the leader by not looking at him/her. The leader has to change the actions at regular intervals, without getting caught. When the volunteer spots the leader, they join the circle, and the person who was the leader leaves the room to allow the group to choose a new leader.

Variation: You may use any dance music instant of perform a series of actions

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Stop and Scribble

Preparation:
1. Standing at desks
2. Piece of paper and pencil for every student

Task:
1. The teacher calls out physical activity:
   - Jumping jacks
   - Jogging
   - Playing air guitar
   - Marching
   - Twisting
   - Knee lifts
2. Students begin activity and continue until the teacher calls out a character.
3. Students freeze and write a corresponding character trait on a piece of paper.
4. After 10 or 15 seconds, teacher calls out a new activity.
5. Continue through all review material.
6. As students cool down, the teacher writes correct answers to the questions on the board while students check their answers.

Variations:
1. Same activity using dry erase boards and markers instead of paper and pencil.
2. Use this activity to review grammar concepts or parts of speech.
3. Divide paper into thirds. At the top label the three main characters. When the students stop to scribble, they can record behavioural/physical characteristics of the three characters. Students can then compare and contrast.

I like you because...

Ask students to sit in a circle and say what they like about the person on their right. Give them time to think about it first!

Everybody is a Star

Preparation:
Pen and paper for the Journalist group

Task:
Each student writes 3-5 questions a journalist would ask a Celebrity/Superstar and identifies one Superstar.
The class is divided into two groups: Journalists and Superstars.
The journalists have 5 minutes to interview as many Superstars as they possibly can, asking only the 3-5 questions they have written down. All participants can walk around the classroom.

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The Superstars are not allowed to disclose their names or exactly what they do. Also, they have to keep walking because celebrities are very busy.

The Journalists try to guess who the Superstars are on the basis of the answers to their question.

After 5 minutes the Superstars reveal who they are, and the Journalists check to see if their guesses were correct.

Switch roles.

Variation:

Journalists write an article about Superstars. Superstars write a reflective entry about their interviews. Incorporate writing techniques like persuasive writing and inferences. Share writing with the entire class.

I'm A Student and You're a Student Too!

Preparation:

The teacher may choose to use a small ball or bean bag.

Task:

1. Students stand in a circle or at desks and march in place.
2. The teacher selects a student to begin the game by either pointing to or tossing a small ball at him/her.
3. The student begins with the line "I'm a student and you're a student too if…."
4. The student completes the statement with something characteristic of them that other students may have in common. Example: "I'm a student and you're a student too if you have on tennis shoes" or "I'm a student and you're a student too if you like to play basketball."
5. All students who share this characteristic trait start performing certain activities e.g., jumping in the air 3 times or walking to the front of the classroom and switch places with another student who bears the specified characteristic, while all other students continue to march in place.
6. The teacher then selects another student to continue the game.

Variation:

1. Instead of using the word student in the working phrase, insert the name of the school's mascot. e.g.," I'm a Pirate and you're a Pirate too if…"

Sports on the Move

Task:

The teacher names a sport, and a specific movement and students repeat that movement for about 30 seconds until a new movement is suggested.

Examples:

*   Basketball: dribble with fingertips; dribble through legs; dribble around back; jump shot and follow through; bounce pass; chest pass; overhead pass; defensive slide to front and back to start position
*   Soccer: shot on goal (practice with both feet); inside of foot pass; outside of foot pass; long banana kick; juggle imaginary soccer ball; trap ball with thigh; trap ball with feet
*   Baseball or softball: swing a bat; windup and pitch; field a ground ball; catch a fly ball; play imaginary catch
*   Tennis: forehand; backhand; serve; volley
*   Volleyball: serve, set, dig, spike

- Football: quarterback long pass; short pass; catch imaginary ball; kick field goal; punt; catch a punt; block
- Golf swing
- Drive a NASCAR
- Lacrosse
- Tae Kwon Do

Variations:
1. Ask students to name the sport and movement.
2. Tell students that mental practice and making correct fundamental movements without equipment can improve performance.

What's My Job?

Preparation:
Every student has Pencil and paper.

Task:
1. Students group into pairs at their desks.
2. Partners face each other (one facing the board and the other facing the back of the room).
3. The teacher writes various professions on the board such as:
   - Teacher
   - Basketball Player
   - Hockey Player
   - Airplane Pilot
   - Doctor
   - Fireman
   - Chef
   - Truck Driver
4. The student facing the board is expected to act out the entire list in 2 minutes while the student facing the back of the classroom attempts to write down which profession his/her partner is acting out.
5. After the 2 minutes have expired, the students facing the back of the classroom turn around and see if their lists match that on the chalkboard.
6. Students in each group switch places (the writer becomes the actor and vice versa).

Note: entire game could be played silently

Variation:
1. Create a different list of professions for each group.

Family members

Prepare cards with family names. You can use different types of professions, such as Mother Farmer, Father Farmer, Sister Farmer and Brother Farmer. You could also use names of different animals or fruits. Each family should have four or five in it. Give each person one of the cards and ask everyone to

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walk around the room. Explain that when you call out, "family reunion", everyone should try to form a 'family group' as quickly as possible.

Human Map

Ask students to create a human map by standing at a point they consider home. Mark North, East, South and West, then allow students to choose a position in order to create a map. Ask the person who is standing at the farthest point what his/her name is and where he/she comes from. Proceed to ask each major cluster where they come from. In this process, students may refine or improve their map.
Variations: To extend the activity, ask students to create a human map to show:
- where their mother/father was born
- where they would ideally like to live
- the farthest place they have ever travelled to

Can we Draw Together

Themes: communication

Level of complexity: 1 (=not so difficult)

Duration: 20-40 Minutes

Group size: 16-30 persons

Type of activity: team building

Objectives: to develop communicative skills and cooperation towards a specific aim

Preparation: the group is divided in pairs and they put their chairs back-to-back

Materials: pencils, papers, simple drawings. See Appendix - 1: Drawings

Instructions
One person of the pair gets a drawing and the other gets a blank piece of paper and a pencil. Those with the drawings give instructions to their partners about how to draw the sketch **without** naming the object. Just describe the shapes, lines etc...

Debriefing and evaluation
This activity shows clearly that quite often we receive incorrectly formulated messages which may lead to lots of misunderstandings.

Tips for the facilitator
After the activity, the facilitator may initiate a short discussion about the results from the drawing activity, the initial directions they received and the « message sent message received» topic.

You can start with simple pictures and then raise the level of difficulty.

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Buzz

Ask the group to stand up and form a circle. Everyone takes turns saying a number starting with 1, 2, 3 and so on. Of course, there is a catch. **At every number with a 4 in it or a multiple of 4, the respective participants has to say "BUZZ" instead of the number. The next player continues the series as normal. In case of error, start all over with the number 1. Try to reach the number of students.**
For example:
1 - 2 - 3 - **buzz** *- 5 - 6 - 7 -* **buzz** *–*
You can choose any number that might be relevant and replace the *buzz* with another word. This game is great when teaching the times tables, or discussing how hard it is to do two things at the same time (thinking while listening for your turn).

Leading and guiding

Students split into pairs. One student puts on a blindfold. Their partner then leads them carefully around the area making sure they don't trip or bump into anything. After some time, the facilitator asks the pairs to swap roles. At the end, students discuss how they felt when they had to trust someone else to keep them safe.
Variation:
Car and Driver: One person is a "car" (blindfolded), and the driver touches the back of the car in order to go left, right, front, back or stop. Of course, these touches are agreed upon in advance.

Points down

This is an energetic game that involves co-operation and group decision making as well as a good icebreaker and energizer.
Group size 6-25   **Time** 15 minutes

Instructions
1. Explain to the group that in this game there are nine "points" of the body that can touch the floor: 2 feet, 2 hands, 2 elbows, 2 knees and 1 forehead.
2. Tell players to spread out in the middle of the room. Call out a number between 1 and 9 and tell each player that they must touch the floor with that number of points. Repeat two more times.
3. Tell players to find a partner. Call out a number between 2 and 18. The pairs have to work together to put the correct number of points. Repeat two more times.
4. Repeat the rounds with players working in groups of 4, then 8, and then 16 until everyone is working together.

Tips for the facilitator
- You may allow people to talk or to communicate only with sign language.
- When four players play together, the number could be as low as 2 if two players stand on one leg each while carrying the other two!
- When four players, the lowest practical number is probably 4. (The highest number will be 4 multiplied by 9 = 36).
- In each round the highest number called may not be more than 9 times the number of people in the group!

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Traffic Light

This is a great game to warm up the class because it involves walking, running, and suddenly stopping. Each of these activities will get the kids' blood pumping and the changes in speed will stretch their muscles to prepare them for the work you have planned in class. The game is very simple, which makes it great for children of any age. Have the kids start at one end of the room. Instruct the kids to run fast when you shout, "green light", slow down when you shout, "yellow light", and stop when you say, "red light." As the kids reach the opposite end of the room, keep shouting commands. When the kids reach the opposite end of the gym, start the game all over again so that they can go back to where the game started. In this way the children will be warmed up to whatever activity is on your lesson plan.
Variation: Instead of going to the other side of the room, just stay doing it in one open part of the classroom, as long as you keep shouting the traffic lights.

Jump In, Jump Out

Time Needed: 10 minutes

Group Size: Any

Materials: None

Description & Directions: Have participants stand in a circle and hold hands.

Round One: Have participants repeat and do as you say. For example, say, "jump in." Participants will say/shout "jump in" as they do so. Use the directions "jump in", "jump out", "jump right" and "jump left".

Round Two: Have participants say and do the opposite of what you say. For example, say, "jump in." Participants will say "jump out" as they do jump out. Again, use the same directions.

Round Three: Have participants say what you say and do the opposite. For example, say, "jump in." Participants will say "jump in," but actually jump out. Again, use the same directions.

Passing the Ball

A student has a ball on his/her neck keeping it by his/her chin and passes the ball to the student's standing on his/her left without touching by hands, until the ball has made a full circle without falling down.

Fishing

Preparation:
You need to have two plates, and enough paper fishes for everybody.

There are two rows of students,
Each group has paper fishes; the player has to blow the paper fishes and put them on the plate one by one.
The winner is the group that has managed to put the highest number of fishes on the plate.

Secret Friends

Preparation: Create for everybody a kind of envelop, for the portraits to be drawn on the front.

The first step is to draw of the "Portraits".
The group forms two circles, one on the outside and another on the inside (both should have exactly the same number of persons) and they face each other. The players on the outside are given the envelop and a marker and instructed to start drawing the person they are facing. After a short period, players switch, they stop drawing and move to the next players (e.g., the players who are drawing move to the next person on the left) and so on. When they have moved around the full circle, they have to put the name on the portrait, and then the players on the inside have to draw the players on the outside. In this way, at the end everyone has a "portrait" to exhibited on the wall.

During the next phase all players write their names on a sheet paper. The sheet is folded several times and then placed into a bowl. When all players have put their names in the bowl, each one has to take out a folded sheet of paper and keep the name on it **secret**. He/she may put the sheet back directly, but only when it bears his/her own name. So now each player has a piece of paper with a name of somebody else, and this person is his/her secret friend for a few days, or for any period agreed in advance. The purpose is to be extra friendly, caretaking for this secret friend. E.g., you can give some drink or candy or other really little gift, or create a nice drawing or poem, or anything they can imagine.
At the end of the game the players will find out who is the secret friend, in a funny way. Put two chairs back-to-back and invite a player to sit down. This person has to close the eyes (or use a blindfold), and then his/her secret friend comes to sit secretly in the other chair. Then the first player (closed eyes/blindfolded) reaches back and touches the hair/face and guesses the name, till it is the correct name. They should thank each other. Now the second person (the secret friend of the first) stays sitting, and he/she closes his eyes, and his/her secret friend comes to sit, touching, guessing, thanking, and then it continues like this until all secret friends are made known. Needless to say, to achieve the best effect of the game all players need to be present during this final phase.

Variation:
The following suggestion works well with groups where cases of bullying have occurred: The special attention you will demonstrate to your secret friend will not consist in giving him/her presents, but rather in showing concern and offering protection from bullying, knowing that you also will be protected by your own secret friend. Continue the game for some time, perhaps even for a few weeks and at the end disclose the secret friend and ask if any changes have taken place during that period.
We have quite a few examples of positive effects showing that as a result of this game the bullying tends to decrease, and all members of the group involved become more empathic towards each other.

Tell me Truth?

Theme: Getting to know each other

Time Length: 10 - 15 minutes

Group size: 6 +

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Conditions: This activity can be done indoor or outdoor

Instruction:
- Make an eye contact with one person, and form pairs. Now say 3 things, 2 will be facts and one will be not true.
- Share the answers with the group.
- The other students may guess what is true and what is not.

My Name is...

Students stand in a circle. Decide who will start the game. The person who starts the process tells his/her name and makes a certain movement; each player in the circle repeats the previous player's name and movement and adds his/her movement. The game ends after the last player has repeated all the names and movements of players standing in the circle.

Personal Presentation with a Symbol

Give students paper and pens to draw a symbol which represents them. Alternatively, you can provide a stack of images already selected and ask students to take a pick from the pile. Players can also use specific objects (e.g., a book, a postcard, etc. Make sure the players have enough time to go and collect these objects). The students are divided into (small) groups and introduce themselves and present their symbol one by one. When presenting the symbol, they have to explain why this symbol represents them. Example: A picture of a windmill meaning that I am like Don Quixote fighting windmills, because working with young people from excluded backgrounds is not easy. At the same time, I like old architecture and heritage. Also, I grew up in the countryside, where there was a windmill on my street.

Free Association

The teacher calls out a word or a phrase and the students can either call out a word or sign the word that first comes to mind. For example, in a health class a teacher may call out "fast food" and the students may call out or sign "McDonalds".
This strategy stimulates the students to think about the topic in question and generates interest.
In other words, it works both as a warmup and a hook!

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The nine-dot problem helps you to "think out of the box"

Below are nine dots arranged in a set of three rows. Your challenge is to draw <u>four straight lines</u> which go through the <u>middle of all the dots</u> <u>without taking the pencil</u> off the paper. If you were using a pencil, you must start from any position and draw the lines one after the other without taking your pencil off the page. Each line starts where the last line finishes.
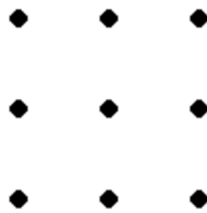
And a solution can be:
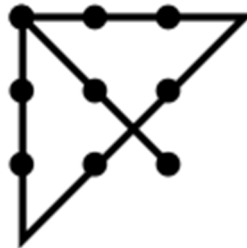
Learn, (Re)think, Express

Go through the paper

Everyone gets a piece of paper.
Individual.
Go with your whole body through this sheet of paper.

One possible solution:
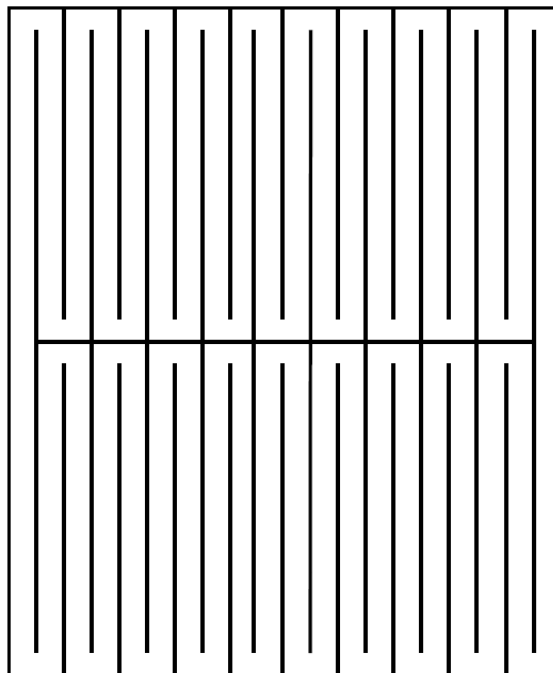
Learn, (Re)think, Express

Creative Artwork

Introduction
Creative Artwork is a way for a lot of people to explore their own imagination and to re-assess their creative potential. Being creative has many languages and is as varied as people are. It can provide an alternative outlet for group members who find it hard to express themselves during discussions. Creative work is vital and there are many different forms to suit each individual.
One example is described here: Poetry writing.

Materials
• White cards (like postcards)
• A4 paper
• Coloured pencils
• Calligraphy pens
• Typewriter

Time
2.5 - 3 hours

Group size
10 - 30 people

Process
Begin this session by reading out a poem, song, story or proverb and its meaning to your own life. Explain that we may have heard and read sentences, poems, songs, stories etc. in newspapers or magazines which we felt strongly about, and which expressed our current situation, our feelings or hopes for the future. In this exercise encourage them to recall and write on paper their own poems and stories about racism, xenophobia, anti-Semitism and intolerance. About their own experiences or those from others.
Here are two suggestions, which you can use:

Une Europe unie pour un monde
sans peur, une fraternité de toutes
les couleurs

Dans notre grande Europe
Il est beaucoup de DIFFERENTS
Des gens de toutes les couleurs
Des DIFFERENTS qui te font peur

Il y a les blancs et les jaunes
les noirs et les cafés au lait
il y a ceux qui croient au Dieu
il y a ceux qui n'y croient pas

et ceux qui te montrent le poing
et ceux qui te tendent la main

l'autre n'est pas ton ennemi
tu pourras t'en faire un ami

si tous deux vous ouvrez le poing
si tous deux vous tendez la main

Tu es un DIFFERENT aussi
pour ce garçon ou cette fille
de ta rue ou du bout du monde
n'oublie pas que la terre est ronde
avec tes mots et tes couleurs
lance ton cri contre la peur
écris-nous le plus beau poème
celui des DIFFERENTS qui s'aiment.

ARTHUR HAULOT
Président de la Maison internationale de la Poésie
(Le Soir du mercredi 22 mars 1995)

when I am born, I am black
à ma naissance, je suis noir

when I grow up, I am black
quand je grandis, je suis noir

when I go out in the sun, I am black
quand je suis au soleil, je suis noir

when I am cold, I am black
quand j'ai froid, je suis noir

but you!
mais toi !

when you are born, you are pink
à ta naissance tu es rose

when you grow up, you are white
quand tu grandis tu es blanc

when you go on the sun, you are red
quand tu vas au soleil, tu es rouge

when you are cold, you are blue
quand tu as froid, tu es bleu

when you die, you are purple
quand tu es mort, tu es violet

and you have the guts to call me coloured!!
et tu as le culot de m'appeler le colore !!

UNKNOWN

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These writings can then be shared with the group. Continue this exercise by using all small illustrations, a decorative frame or a calligraphy pen to illustrate their own texts. Then copy them onto a good sheet of paper or white cards and make a small booklet of all the writings.

Conclusion
Before doing the exercise of poetry writing check the literacy skills of the group. One way to modify this exercise would be to draw or paint a picture reflecting a song, poem etc. Other creative artwork methods which you can use are: a large picture or mural painting, t-shirt painting, writing songs or making music together, taking photos, face-painting etc.

Black and White

Introduction
An activity to encourage people to look at images and words which are associated with the words BLACK and WHITE in different contexts and see if alternatives could be used. An introduction exercise to promote the use of 'politically correct language'.

Material
• Flipchart paper
• Coloured markers
• A large room or hall
• Tape

Time
1 hour

Group size
15 - 20 people

Process
Divide into small groups of 4-5 people and ask them to write the words 'BLACK' and 'WHITE' on two separate sheets of paper. The small groups have to write down all the words and images which come to their minds when they think of the words 'black' and 'white'.

For example:
• White Christmas
• White House
• White-collar
• In black and white
• Black Death
• Black Humour

When the two lists are complete, go back to the large group and ask a representative from each group to report back on what they have come up with.

Lead into a general discussion raising issues such as:
- What did you notice about the lists you drew up? Were they mainly positive or mainly negative?
- What does this tell us about the ideas most people have in their heads about blackness and whiteness? Do these ideas affect us?

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- Can anyone think of alternative phrases which mean the same thing but don't use the word 'black' or 'white' in a negative way?

Conclusion

Instead of a report of a representative of each group, you can ask them also to make up a short drama sketch about two or three of the words which they pick out of their list. After the performance you can then lead into a general discussion.

2. SIMULATIONS / ROLE-PLAYS / GROUP WORK…

Learn, (Re)think, Express

Some methods and techniques are supporting effective learning.

WHY ROLE-PLAY, SIMULATIONS, GROUP WORK

A role-play is a short drama acted out by the students. Although people draw on their own life experiences to role-play the situation, it is mostly improvised. It aims to bring to life circumstances or events which are unfamiliar to them. Role-plays can improve understanding of a situation and encourage empathy towards those who are involved in it. The value of role-plays is that they imitate real life.

Role-plays need to be used with sensitivity. Firstly, it is essential that people have time at the end to come out of role. Secondly, everyone needs to respect the feelings of individuals and the social structure of the group.

Role-plays differ from simulations in that although the latter may also consist of short dramas, they are usually scripted and do not involve the same degree of improvisation.

Simulations can be thought of as extended role-plays that involve everybody. They enable people to experience challenging situations, but in a safe atmosphere. Simulations often demand a level of emotional involvement, which makes them very powerful tools. People learn not only with their heads and hands but also with their hearts.

Debriefing is especially important after a simulation. Players should discuss their feelings, why they chose to take the actions that they did, any injustices they perceived, and how acceptable they found any resolution that was achieved. They should be helped to draw parallels between what they have experienced and actual situations in the world.

Group work is a method that encourages everyone to participate and helps develop co-operative teamwork.

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Describe one person in another language

Preparation:
- You give everybody a list of words beforehand.
  The list contains all positive words by which you can describe somebody in English (for an English lesson), with the translation into your own language.
- Explain they must know the meaning of those words before the next step. Give them enough time, e.g., one day or one week, to learn them.

Describe the person:
- Tell everyone that you will ask each one to go out of the room and you will give them a name and they will have to describe its bearer.
- Then they will re-enter the room and describe the person in question in front of the group, while the group is guessing who he/she might be (try not to guess too much, because this is not the aim of this exercise).
- This person in question is not allowed to show any reaction, and also afterwards, when other persons are doing it, not.
- The person they describe is themselves!!!

Afterwards:
- How different were the first rounds of this guessing game compared to the last rounds (when most persons already knew they had to describe themselves)?

Prepare and hold an exhibition about Old age & Youth

Preparation:
- **Material:** Copies of a picture of the elderly person
  (See: Appendix - 2: Photos of elderly people)
- **Other Material:** Old magazines and newspapers; stationery
- **Group:** Four +
- **Level:** Intermediate and Higher

Task 1: make a list of antonyms:
1. Show students the photo and ask them to **brainstorm** all the words that come to their minds when they look at the photo – someone **writes all the words up in one column**.
2. The group then thinks of words with the **opposite meaning** – someone writes this up **in a second column**.
3. Make sure the words 'young' and 'old' are clearly visible.

Task 2: select the pictures:
1. Divide the group into **two subgroups** (*not* according to age!) and label them either 'old' or 'young'.
2. Give the groups a selection of magazines and newspapers.
3. Ask the students to **pick a picture** which they think relates to their topic, i.e., of an old or young person.
4. Encourage them to **discuss** with each other **why** they have chosen the respective pictures.

Task 3: Posters and exhibition:
1. Students put their pictures on a **poster** and display the posters.

2. Half the students **walk around the exhibition** while the other half stay by their posters and **explain** why they chose the pictures.
3. After a while, **swap** the groups over so the other half has a chance to walk around the exhibition.

Task 4: Prejudices
- The group can reflect upon the words they chose at the beginning and discuss what they **feel are prejudices** surrounding the young and old: do people have any first-hand **experiences** of these prejudices?

Variation:
This exercise can be adapted to lower levels where the language input would be mainly in the form of individual vocabulary items and simple constructions.

Present a case history of a person to Social Services

Preparation:
- **Material:** Copies of the photograph of an elderly person
  (See: Appendix - 2: Photos of elderly people)
- **Other material:** Stationery
- **Group:** Eight +
- **Level:** All levels including mixed

Task 1: Describe the person
- Either as a whole group, or in smaller sub-groups: **Describe the person in the photo**; give him/her a name, describe his social status, a profession, typical daily activities, preferred diet etc.
- **Write up the suggestions** in note form for everyone to see, or, after about 5 – 10 minutes, ask someone in the group to make notes on the description.

Task 2: Prepare the presentations
- Tell the groups that this person has just been referred to Social Services. He/she needs to be rehoused in an old people's home. The community he/she is going into is different from the one he/she is leaving.
- In their presentation, they have to make Social Services aware of what will be different for the person entering the new situation and **give any advice on helping him/her to adapt**.
- Each group is going to **make a presentation** to Social Services describing this person's situation (way of life, including any religious convictions, diet etc.).
- In the sub-groups, students plan their presentation, making **notes only**.

Task 3: Deliver the presentation
- **Groups deliver their presentations to the rest of the students.**
- This could be done pretending that the audience is a **committee** from Social Services.

Variations:
1. This could be done with a **lower group** if more language was provided during the preparation stage: e.g., he likes/he doesn't like etc. She is Jewish/Christian/Muslim etc.
2. **Take a different photo for each group,** see some examples in Appendix - 2: Photos of elderly people.

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Role play: suggesting housing options for the elderly person

Preparation:
- **Material:** Copies of the photograph of the elderly person
  (See: Appendix - 2: Photos of elderly people)
- **Other Materials:** Role-cards

- **Group:** Any
- **Level:** Intermediate - Higher

Role cards:

Chairman:	Relative 1:
You are the chairman at a meeting of people deciding the best housing option for the elderly person.	You are a relative of the elderly person who thinks that he/she should come and live with you.
Relative 2:	**Doctor:**
You are a relative of the elderly person who thinks that he/she should remain in his/her own house but should be provided with a full-time caretaker by Social Services.	You are the elderly person's doctor. You think that he/she should be put in an old people's home, paid for partly by Social Services and partly by the family.
Social Worker:	Create your own:
You are the elderly person's social worker. You think he/she would prefer to live alone, with a part-time caretaker visiting daily.	

Task 1: Brainstorm
1. **Brainstorm possible housing options** for this person, assuming he/she could no longer live independently.
2. Make comparisons between different countries: what are the possibilities/common practices for elderly people in this situation? Especially when you do have students from different backgrounds.
3. **Display the list of alternatives**.

Task 2: prepare the meeting
1. **Divide students into subgroups – one group for each role-card.**
2. Distribute the role-cards so that the members of each group have the same roles, e.g., doctors, social workers etc.
3. Tell the students that they are going to take part in a meeting with other people to decide the best housing option for the elderly person.
4. The groups who have to give an opinion brainstorm the arguments for their case. Each group may want to make notes.
5. Groups of chairpersons can decide how they will chair the meeting, and how they will make a decision. Do they have any criteria which might affect their decision?
   For example, how will the idea be financed ?
6. The facilitator provides language for persuasive arguing.

7. Give participants **10 - 15 minutes to prepare**.

Task 3: Meetings
1. Divide participants into **new groups of mixed characters.**
   For example, in a group of 25, and you have 5 roles. They are divided into 5 meetings of each 5 persons with different role-cards.
2. Each group holds its own meeting/discussion.
3. The facilitator monitors but does not interact at this stage.

Task 4: Summary
- All participants come together.
- The **chairpersons** come to the front of the full group and **discuss their decisions**. The others may wish to comment, but the chairpersons will be able to compare their discussions and the group can discuss the main arguments.
- The **facilitator gives some feedback on the language used and its effectiveness**.

Interview

This exercise is about holding interviews and presenting a summary.
Since this workshop is about elderly people, the interview should be conducted with an elderly person.

Preparation:
- **Material:** Copies of the photograph of the elderly person
  (See: Appendix - 2: Photos of elderly people)
- **Other materials:** (elderly interviewees); stationery
- **Group:** Six +
- **Level:** Intermediate – Higher

Task 1: who is he?
1. Show the photo to the students and **ask them to describe** the person:
   1. What kind of **character** do they think he/she might have?
   2. What kind of **life** do they think he/she might lead?
   3. …….

Task 2: prepare questions
1. Ask the students: if you were to interview this person, what would you like to ask him/her?
2. **Prepare a list of questions**.

Task 3: Interview
The students **individually interview one or more elderly people**.

If the interview is not taking place in the target language country, the interview can be done in the local language, whereas the presentations can be made in the target language.

Task 4: Presentations
Students **present a summary** of their interviews to the rest of the group.

Task 5: Learned and reactions?

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Ask the students **what they learned and** what their reactions to the elderly people's answers were?

Variations:
1. Lower-level students can also be involved by interviewing people together with students with a slightly higher level: the questions could be decided upon together.
2. If there are no elderly people available to be interviewed, some students can play the part of an elderly person: invent things the person has done; the kind of life he/she has led etc.
3. This can be a fun activity regardless of whether the interviews are carried out with real elderly people, especially if the group is creative: they can think up adventures the person has had etc.
4. The task would then be the conduct interviews, videotape them (if given approval), and show them in class.

Describe a person to the police.

- **Material:** Copies of the photograph of an elderly person. Take a new photo for this activity.
- **Other Material:** A Police Form to complete (for everybody)
- **Group:** Four +
- **Level:** All

Task 1: descriptions of people
1. Elicit **physical descriptions** of students in the class.
   If you work with higher level students make sure their descriptions are in-depth.

Task 2: describe a missing person
- Give students the photo.
- Tell students that this person has gone missing and they **have to give a detailed description** of him/her to the police. They could invent mannerisms e.g., the way he/she walks.
- Students work **in pairs** and make **notes** regarding the photo and the things they are going to say to the police.

Task 3: Interviews in pairs
1. Students **work in different pairs**.
2. The **policeman**/woman interviews the **person giving** the description and fills in his/her form.
3. **One person has the photo, another has the police form.**
4. Students swap roles and partners and repeat the interviews.

Task 4: Display of the police forms
Police forms can be displayed and compared;
Extra words can be added where necessary.

Variation:
This can be extended to a more literary description of **someone they know** in which the physical description leads to a detailed 'story' of this person's life in narrative form.
This can be very interesting when students share information about people who are very special to them.

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Police Form **Description of the missing person:**	
Name of the missing person:	
Physical description of the person:	
Any distinguishing features:	
Comments:	
Name and contact details of the person giving the information:	

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Imagine ...

Themes:
- Peace and violence
- Discrimination and xenophobia
- Globalisation
- Religion

Imagine the songs John Lennon would write if he were alive today!

This is an energetic puzzle-solving activity. It also makes a good icebreaker.

Group size: Any

Time 20 - 45 minutes

Objectives
- To increase people's basic knowledge of human rights, especially peace
- To encourage group-building and co-operation
- To promote curiosity and solidarity

Materials
- One CD or tape player
- Tape or CD of the song, "Imagine" by John Lennon
- One large sheet of paper or flipchart paper per small group
- Small (4cms by 5cms) pieces of paper and tape, stickers or "Post-it" notes. You will need thirty-six per small group plus seventy more.
- Colored pens and markers

Preparation
1. Make the song poster. Copy out the song onto a large sheet of paper. Make the gaps between both the words and the lines big enough so there is room for the stickers. You will need one song poster for each small group of three to four people.
2. Stick the song posters up on the walls around the room.
3. Prepare the stickers. Again, you will need one set per group. Write the (36) missing words on the stickers, one word on each sticker.
4. Now write any other words on the remaining stickers. Be sure that you don't repeat words from the song!
5. Post all the stickers up at random over the walls around the room.
6. Position obstacles, such as tables and chairs, around the room to force students to slow down when they start running!

Instructions:
1. Divide the group into small groups of three to four people. Assign one song poster to each group.
2. Explain that their task is to find the missing words to complete their song poster. The group that finishes first wins.

3. Play the song through once so that people can hear the missing words. (Or twice if they are not very competent at the English language or don't know the song).
4. On the word, "GO!" let the groups find the words and stick them on their posters.
5. When all groups have the complete version of the song, play it again and get everyone to sing it together.

Debriefing and evaluation
If you use this activity as an icebreaker, it is not necessary to have a big debriefing. If you use it to get people to start thinking about human rights, you could ask:
• Which human rights are relevant to the song?
• Can they imagine a world with "no religion" or "no possessions"?

Tips for facilitators
To ensure that people are really active and have to run from one point to the other, make the writing on the stickers small so students have to get close to read them and also spread the stickers widely throughout the room.

It is not necessary to be fluent in English to participate in this activity and in any case many young people are used to listening to lyrics of music in English. It is, however, necessary for at least one student in each group to have a minimum level of English. Be aware of this factor when you organize the sub-groups and motivate students who are better at English to help others who are weaker.

If you think that the language will be a problem, develop the activity by replacing the song, "Imagine" with one from your own country but be sure to choose a song that both refers to peace and will be popular with the students.

Variations
Alternatives are to turn the activity into an acting or drawing game. Give one person from each team a missing word and ask them to return to their group and to mime or draw it so the others have to guess. You can keep a score of which team guesses the most words. In this case, you should reduce the number of words so that the game does not last too long. Don't forget to sing the song all together at the end!

Handouts

The full text	Text for the song poster
IMAGINE **John Lennon** Imagine there's no heaven It's easy if you try No hell below us Above us only sky Imagine all the people Living for today Imagine there's no countries It isn't hard to do Nothing to kill or die for No religion too Imagine all the people Living life in peace Chorus: You may say I'm a dreamer But I'm not the only one I hope some day you'll join us And the world will live as one Imagine no possessions I wonder if you can No need for greed or hunger A brotherhood of man Imagine all the people Sharing all the world Chorus:	**IMAGINE** **John Lennon** ------- there's -- ------ It's ---- if you try No ---- ----- us ----- us only sky ------- all the ------ Living for ----- ------- there's no --------- It isn't hard to do Nothing to ---- or --- for No -------- too ------- all the ------ ------ life in ----- Chorus: You may --- I'm a ------- --- I'm not the ---- one I hope some --- you'll ---- us And the ----- will ---- as one ------- no ----------- I wonder if you can No ---- for greed or ------ A ----------- of man ------- all the ------ ------- all the ----- Chorus:

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Cultural Diversity: My song

Preparation:
1. Collect five songs in five different languages and be able to show/listen to them.
2. Collect **'Imagine' by John Lennon** video
3. Copies of worksheet about 'Imagine'.
4. Students have access to internet, for translations

Time: 1 hour and 40 minutes

Aims:
- to increase empathy and tolerance in students who belong to different ethnic groups
- to fight violence, racism and exclusion
- to improve students' vocabulary and speaking skills
- to make students aware of the importance of different languages

5 Songs

Read Watch Listen *10 minutes*   *all students*   *Tutor is available*   *F2F*

Students are asked to listen to some parts of 5 songs and match them to the country they belong to. (E.g.: Spain, the UK, Italy, France and Russia)
They have to work in pairs.

Discuss   *10 minutes*   *all students*   *Tutor is available*   *F2F*

Students discuss about the five songs they have just listened to:
1. their favorite song, and why
2. a word/more words they can remember from the song
3. the most beautiful lyrics, and why

'Imagine' by John Lennon

Discuss   *15 minutes*   *all students*   *Tutor is available*   *F2F*

Each group of 5 students is asked to choose one scene from the music video which impresses them most (e.g., peace, war, protest, starvation, injured children) and discuss about it. Then they have to report to the class what they chose, and why.

Improving vocabulary- Translating the stanzas of 'Imagine' by John Lennon

Investigate   *10 minutes*   *all students*   *Tutor is available*   *F2F*

Each group has to translate one specific stanza from John Lennon's song in a specific language, to be decided by teacher.

Collaborate   *20 minutes*   *all students*   *Tutor is available*   *F2F*

Students use the Internet to solve the task they got. The have to read it correctly, too.

Produce   *10 minutes*   *all students*   *Tutor is available*   *F2F*

Each group presents their stanza to the class.

Evaluation

Produce   *10 minutes*   *25 students*   *Tutor is available*   *F2F*

Students are asked to listen and read their stanza again and choose a word they like and say why.

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First step in Language & Culture

Topic: To learn from 6 languages the 20 most important words, and the 10 words which are most important in that culture
Time: 6 hours
Groups: 6 groups of each 4 persons (from same country)

Aims
To teach each other the most important words, and 10 cultural words, from 6 countries, in order to see which each country thinks are the most important ones, and to learn a little of those cultures.

Activities:
Prepare written explanation about what every group has to prepare.

Produce   *20 minutes*   *0 students*   *Tutor is available*   *F2F*

The Teacher has to prepare written instructions for the 6 groups, explaining what to create and give explanation about how he/she thinks it is best to come to the needed lists and presentation.

Explain:
Brainstorm/discuss/create both lists
Translate into English
Brainstorm/discuss/create a form of presentation

Find out what are the 20 most important words in your language.

Investigate   *20 minutes*   *4 students*   *Tutor is not available*   *F2F*

Brainstorm within each group what are the 20 most important words in your language, and whether those are the words you want to learn to all the other countries.

Discuss   *30 minutes*   *4 students*   *Tutor is not available*   *F2F*

Probably each group has more than 20 words. Discuss about why those words should be on the list.

Produce   *10 minutes*   *4 students*   *Tutor is not available*   *F2F*

Create the final list of 20 words each group wants to teach to all the other persons.

Each group has to do these activities beforehand (before everybody comes together for a project of several days, in which this is only a little part of)

Find the 10 words which describe your culture.

Investigate   *20 minutes*   *4 students*   *Tutor is not available*   *F2F*

Brainstorm within each group what are the 10 most important/special cultural customs/habits in your country.
They all have a basic understanding about "what is culture".

Discuss   *45 minutes*   *1 student*   *Tutor is not available*   *F2F*

Discuss which 10 will be used to teach to all the other persons.

Produce   *10 minutes*   *12 students*   *Tutor is not available*   *F2F*

Create the final list of 10 words which describe your culture.

Learn, (Re)think, Express

Notes
These activities each group has to do beforehand (before everybody comes together for a project of several days in which this is only a little part of)

Make right translations of those 20 + 10 words into English and present them (in any form they want) to the rest of the group.

| *Investigate* | *15 minutes* | *4 students* | *Tutor is not available* | *F2F* |

Brainstorm about what kind of presentation is the best for your group? e.g., simple list on flip-over paper, PowerPoint presentation with spoken words, photo's, a kind of movie, etcetera.

| *Discuss* | *20 minutes* | *4 students* | *Tutor is not available* | *F2F* |

Discussion about which presentation is the best for your group.

| *Produce* | *45 minutes* | *4 students* | *Tutor is not available* | *F2F* |

Create the presentation as was discussed.

Each group holds their presentation to everybody.

| *Collaborate* | *1 hour and 30 minutes* | *24 students* | *Tutor is available* | *F2F* |

Each group holds their presentation (approx. 10 minutes each) in front of everybody; if possible, each member should participate in the presentation process.
Explain beforehand there will be no critical judgement, no good or wrong.
Give possibility for questions after each group.

How it was? Afterwards do you still think those are the 20 + 10 words most important for your own country & culture?

| *Collaborate* | *30 minutes* | *24 students* | *Tutor is available* | *F2F* |

Discussion afterwards about how it was, and do you still think your group took the right words.
And how was your presentation? What could be improved?
Just reflection, no judgement.

I am a Migrant Too...

Topic: Prejudices about migration
Time: 4 hours and 15 minutes
Size of class: 24

Aims:
Sensitize the learner to the idea that humans have naturally developed a range of different ways of life, customs and worldviews, and that this breadth of human life enriches all of us.

Outcomes: Supporting pupils to actively challenge racism and discrimination

| *Produce* | *20 minutes* | *1 student* | *Tutor is not available* | *F2F* |

NAME GAME: The teacher gives each student a Post-it notes, and the student has to explain and write down what he/she associates the word "migration" with and why.

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Produce 30 minutes 4 students Tutor is not available F2F
TESTS ON INJURY: Six prejudices against migrants are written on six A4 sheets. The sheets are hung on the classroom walls. The students are free to move around in the classroom and read the statements. Each student has to choose from the arguments that he/she shares and write a text explaining his/her position.

Read Watch Listen 10 minutes All students Tutor is available F2F
THAT'S WHY I AM HERE: let's watch the video (in Italian, but the teacher can try to find a similar movie in your language)
http://youtu.be/rrJt3Y9H4OE

At home
Investigate 1 hour 1 student Tutor is not available F2F
On two maps (one in Italy/your country and a world map) students mark with a small Post-it:
- Place of birth of your parents (yellow)
- Place of birth of your grandparents (orange)
- Places where they live family emigrated from the country of origin (green).
Next students have to interview their relatives and making them to talk about episodes of pain and/or emancipation due to emigration (because your parents or relatives have emigrated, how they were received, what it took for them to leave the country ...), if you know them and reflect on ' universality of the migratory phenomenon and its effects (positive and negative).

In the classroom
Read Watch Listen 30 minutes students Tutor is available F2F
The teacher introduces the concept of historic migration using images and old movies: People have always migrated, not only nowadays. Make an overview of migration from the barbaric invasions of the Roman Empire to present-day migrants arriving in Europe. Why do people migrate?

Discuss 20 minutes All students Tutor is available F2F
Why do people migrate? Did Italians/your country migrate? When, where and why?

Collaborate 20 minutes 4 students Tutor is not available F2F
Students work in collaborative learning. Each member of the group has to know exactly what to do. The groups have to analyze historical sources selected by the teacher. The sources are direct testimonies of Italian/your country immigrants in America/most migrated of your country. Students have to answer to a questionnaire structured to make them reflect: Immigrants were victims of prejudice; many foreigners today are victims of the same prejudice on their own territory. Do we really know them?

Discuss 30 minutes All students Tutor is available F2F
Let's discuss...each group talks about its work, then students debate, and the teacher helps them to moderate the discussions

Read Watch Listen 15 minutes All students Tutor is available F2F
Let's read a text: together: an excerpt from of a study on migrants. The text analyzes the most typical prejudices against migrants and shows they are false. The prejudices are the same analyzed in TEST ON INJURY (introductory activities).

Discuss 20 minutes students Tutor is available F2F
At the end of the activities let's discuss our prejudices. Why did we have them? How and why have we changed our idea?

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USEFUL RESOURCES

https://www.eatsmartmovemorenc.com/Energizers/EnergizersForSchools.html

www.salto-youth.net
http://www.eycb.coe.int/compass/en/pdf/2_38.pdf
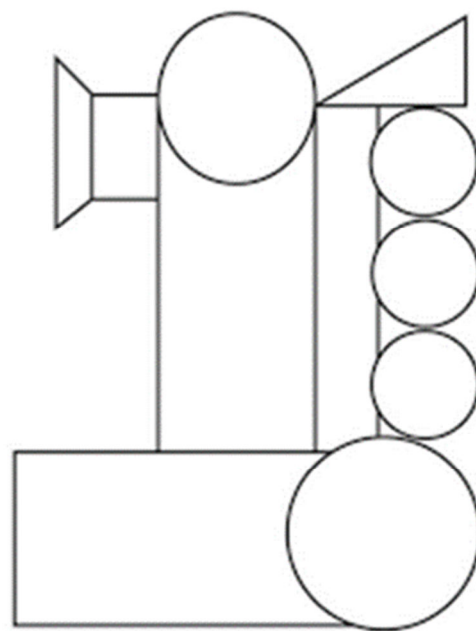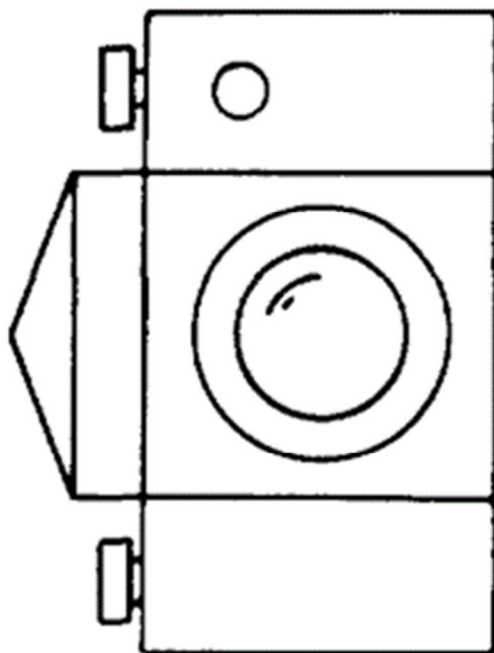https://www.mindtools.com/
www.salto-youth.net/tools/toolbox/find-a-tool/1274.html

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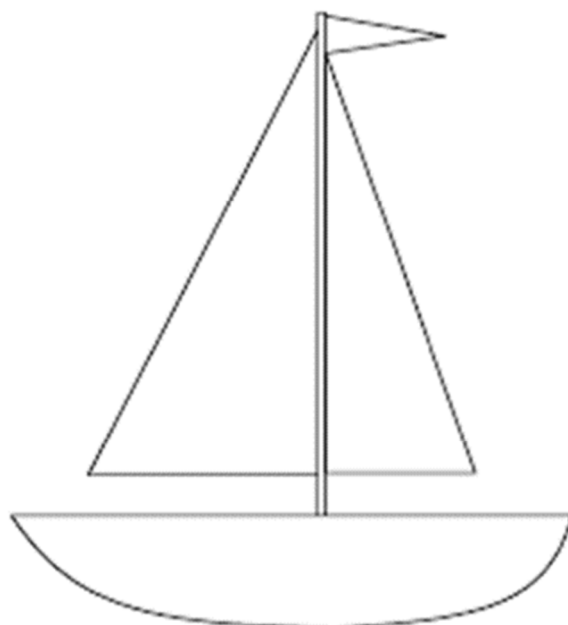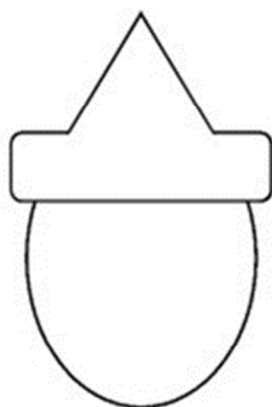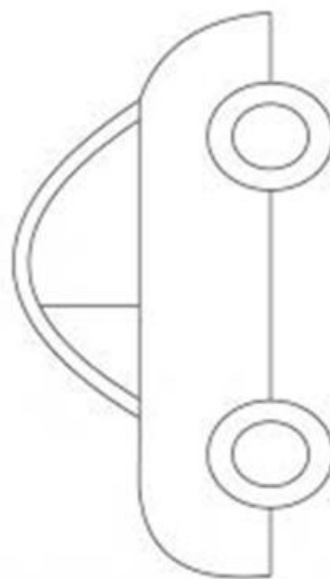
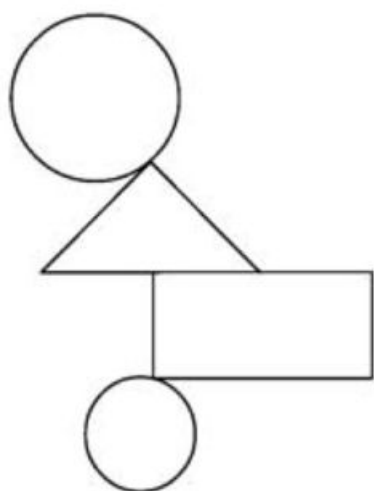## APPENDICES

APPENDICES
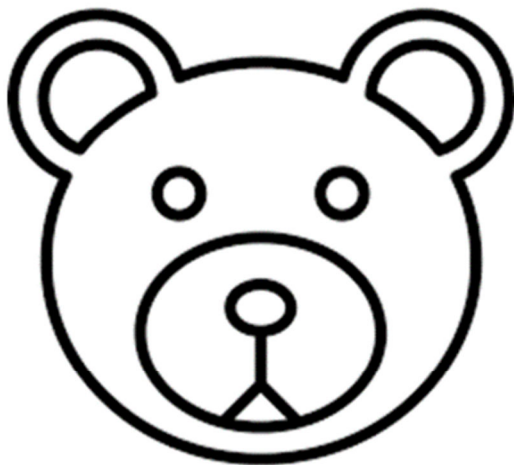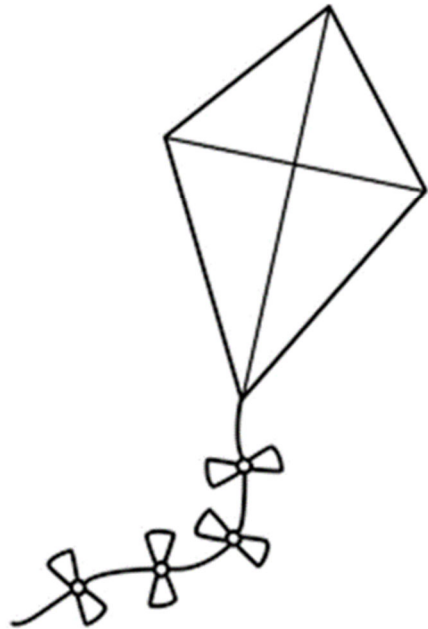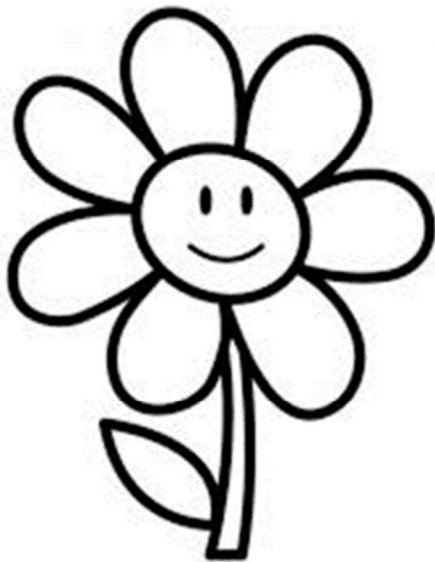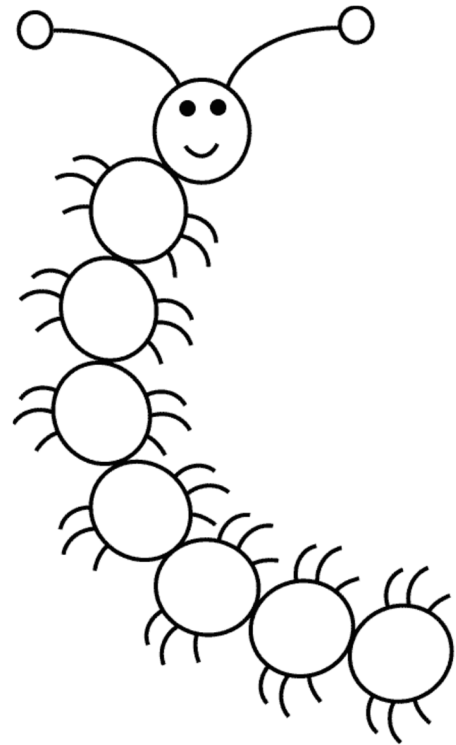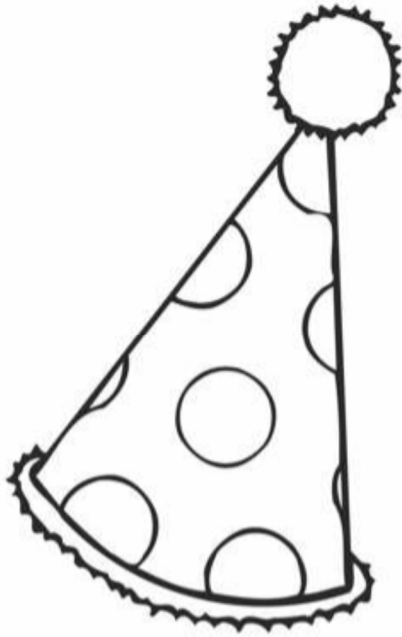
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APPENDIX - 1: DRAWINGS
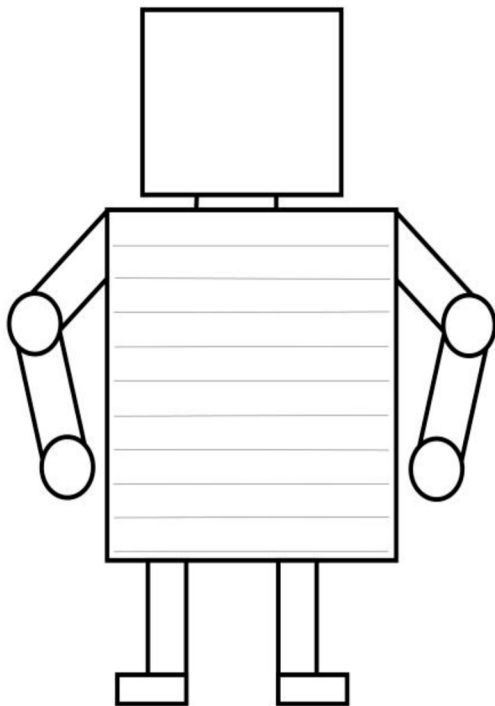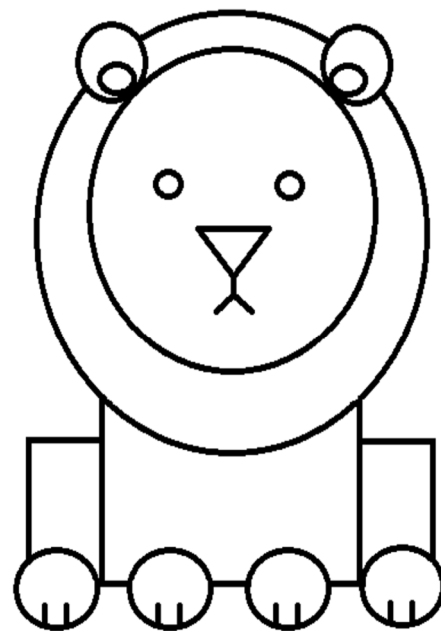
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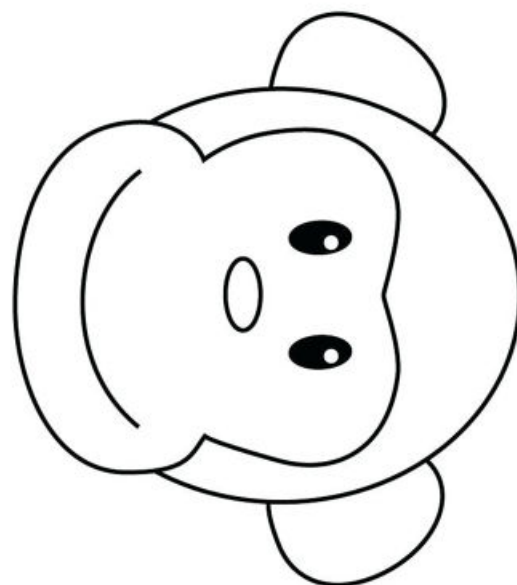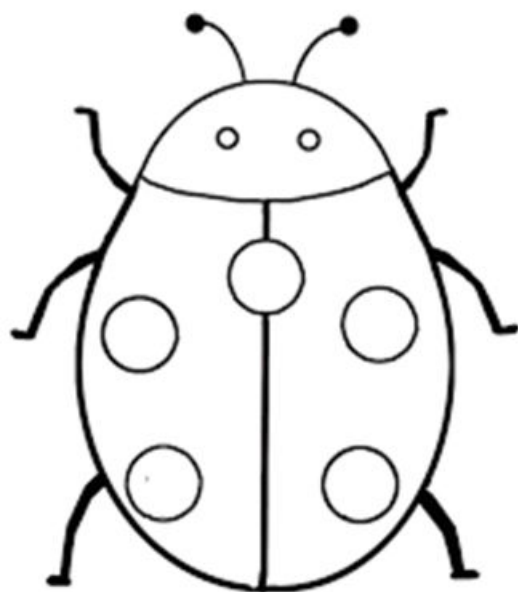
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JACK-O-LANTERN

wikiHow
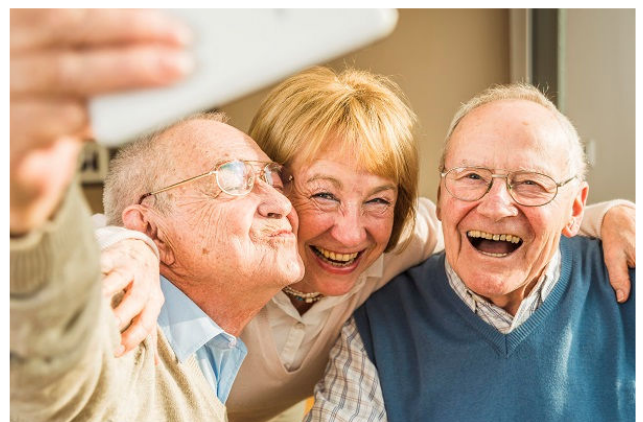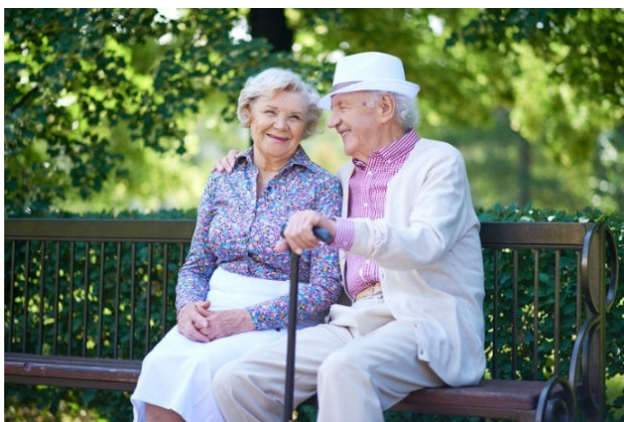
www.polkadotmaker.com
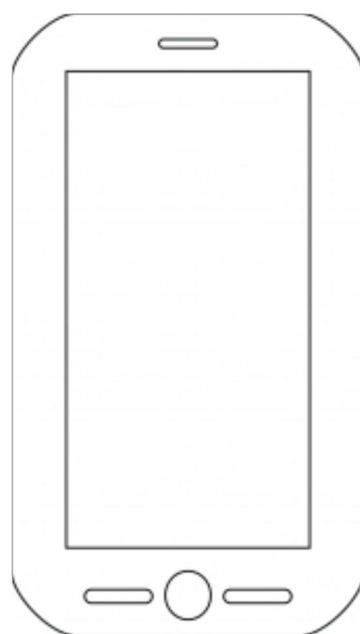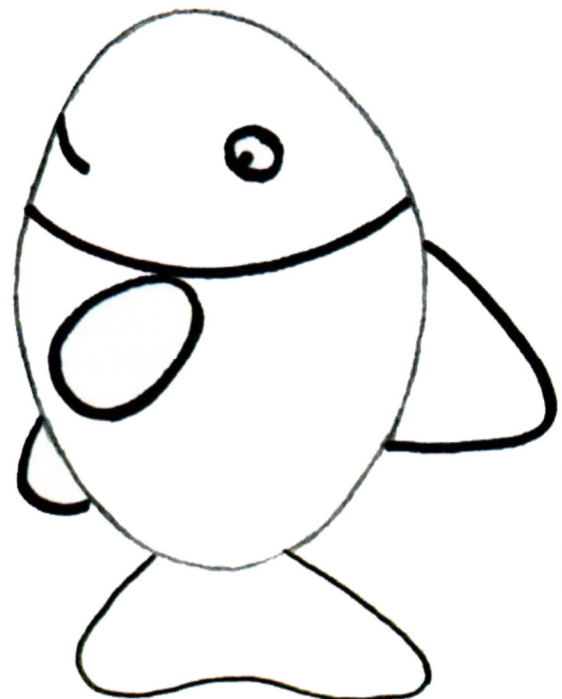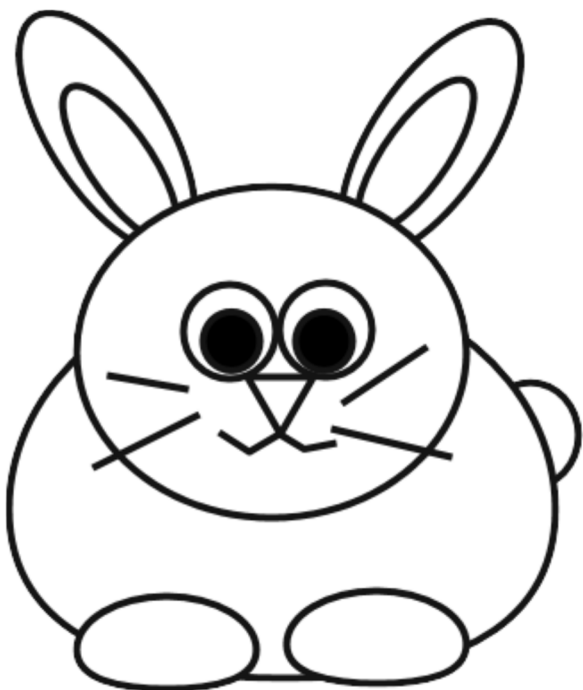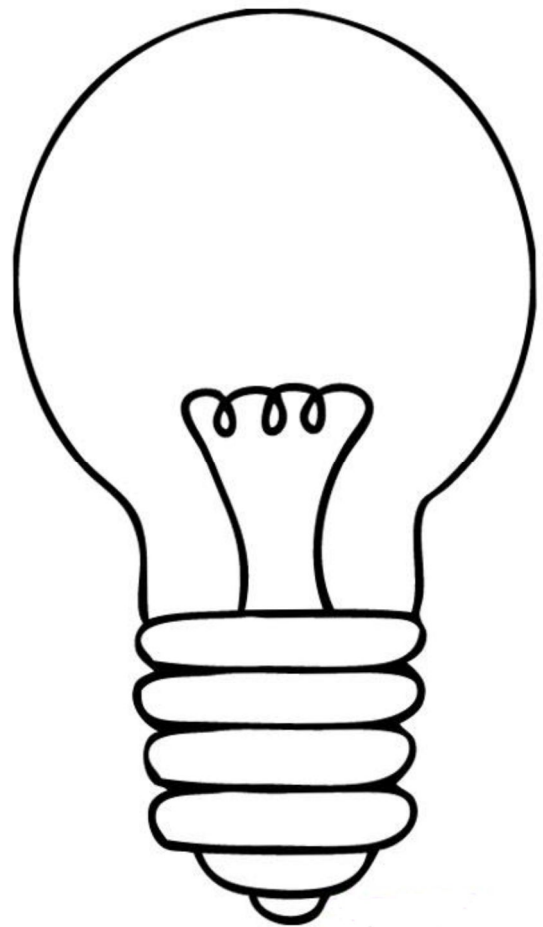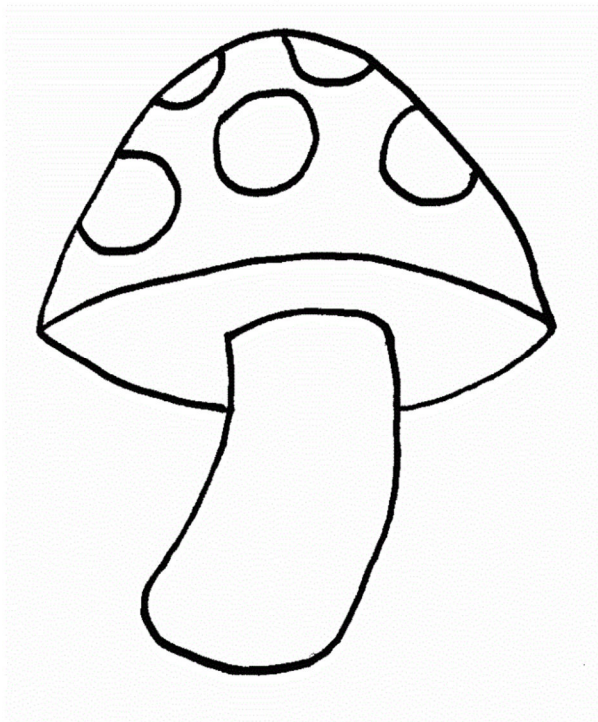
Learn, (Re)think, Express
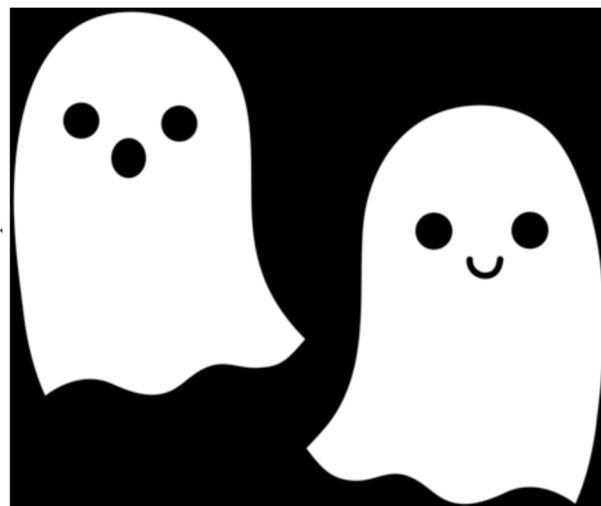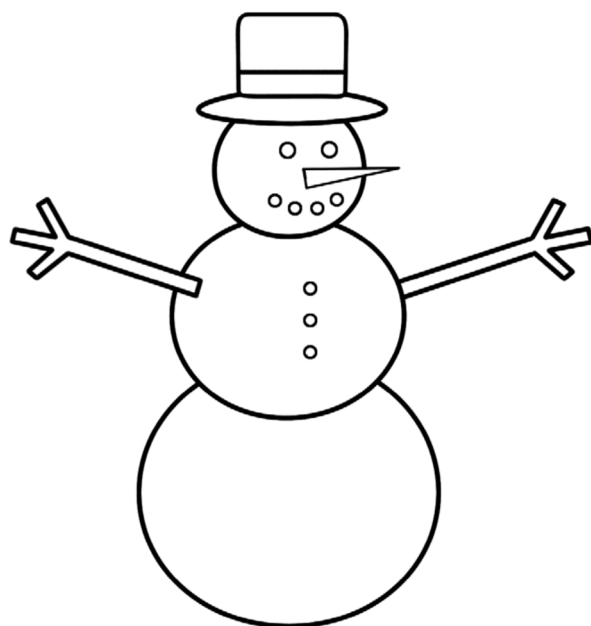
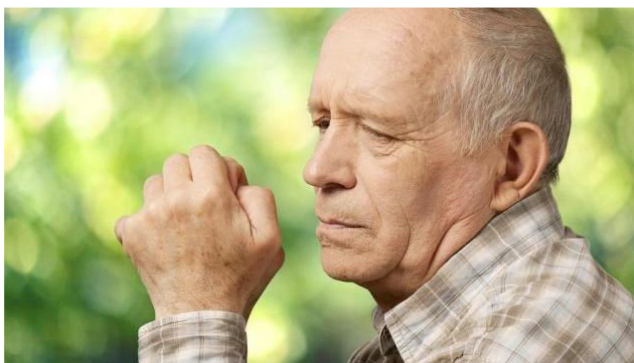# Learn, (Re)think, Express

APPENDIX - 2: PHOTOS OF ELDERLY PEOPLE

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