



# IO1: MMM Teaching Plan

**MMM – MIGRANT  
MENTORSHIP MODEL**

**AGREEMENT NUMBER:**  
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## MMM TEACHING PLAN

### Introduction

Developing an international curriculum is a very difficult task in Europe, even though it shares a relatively similar historical, educational and political space. Centrally organized education systems (e.g. Italy, France) exist next to small federal systems ("Bundesländer" of Germany).

In some countries, the architecture of the Bologna reform is affecting the curriculum development in lower and higher secondary schools.

The highly sophisticated curricula of these programs and education programmes are not appropriate as a model for this project.

In this ERASMUS project, we developed and tested the training model for people of migrant background as mentors who mentor and advise other migrants and refugees on their arrival in the new country.

The aim is to make it easier for newcomers to integrate into their host country. This cannot always be done by teachers alone, but should be facilitated through peer mentorship and support.

For this reason, we have decided to develop a curriculum with central ideas and methods, with approximate timing of the lessons, which is easy to understand for any teacher and can be easily implemented in work with migrants.

In the annex, which was developed continuously throughout the project, we have added some examples of teaching methods and tools to make it clear how the general templates can be "filled with life".

All partners of the project have been working for years with disadvantaged target groups. At the same time, the partners have realized that in working with the disadvantaged, one can never follow a rigid scheme. What was good the previous year (e.g. methods, pictures, content) may not be as effective the next year, if for example the nature of the group changes.

That is how this curriculum should be understood. There are suggestions, basic structures, methods and contents. But they have to be "filled with life" again and again.

There is another aspect to it: the mentors also have to learn to redefine the role in which they operate. As mentors, they will no longer be in the role of the learners, but will pass on their own knowledge. In this role they need to be counsellors and mentors, they will lead a group in group learning and will at the same time be teachers and peers. The mentors' training and this teaching plan took this into account.



**LITERACY - Basic level**

Teaching outcome	Contents, activities and methods	Teaching suggestions
<p>1. Basic grammar introduction</p> <p>Duration: 3 hours</p>	<p><b>Theoretical background:</b></p> <ul style="list-style-type: none"> <li>• introduction to alphabet and pronunciation,</li> <li>• introduction to pronouns, nouns, verbs and time (present and past),</li> <li>• introduction to sentences, word order, conjunctions,</li> <li>• introduction to numbers,</li> <li>• can use a very limited basic vocabulary, short phrases.</li> </ul> <p><b>Exercises:</b></p> <ul style="list-style-type: none"> <li>• card games with pictures,</li> <li>• singing alphabet song ABC,</li> <li>• expressing numbers and date.</li> </ul>	<p><i>Mentors are advised to check the pre-existing knowledge about the host country.</i></p> <p><i>Theory should be accompanied by some kind of visual demonstration.</i></p> <p><i>The mentor should focus on teaching the participants the relevant vocabulary and encourage them to use translating aids.</i></p> <p><i>Whenever possible and relevant, migrant cultural context should be taken into consideration.</i></p> <p><i>The activities should include oral exercises, discussion in everyday life situations and experiences.</i></p>
<p>2. Personal identification/ Family and personal relationships</p>	<p><b>Theoretical background:</b></p> <ul style="list-style-type: none"> <li>• can answer simple questions about personal details, family,</li> <li>• can introduce himself/herself,</li> <li>• can understand a limited number of the most common, words and phrases (greetings, understand simple short questions),</li> <li>• knows the date and place of birth,</li> <li>• knows family members and relationships,</li> <li>• knows basic information about host country.</li> </ul> <p><b>Exercises:</b></p> <ul style="list-style-type: none"> <li>• who am I and where do I come from?</li> </ul>	<p><i>The mentor should focus on teaching the participants relevant basic vocabulary in host country language and try to apply the knowledge to everyday situations.</i></p> <p><i>Mentor should take into account participants' needs.</i></p> <p><i>Mentor should encourage the participants to find examples, based on their past experiences, and teach them how to use the vocabulary in everyday life.</i></p>



<p>Duration: 3 hours</p>	<ul style="list-style-type: none"> <li>• fills the membership card with personal data,</li> <li>• practises by using worksheets, board games and online games,</li> <li>• role play, group work.</li> </ul>	<p><i>Mentor should encourage the participants to express themselves with non-verbal communication.</i></p>
<p>3. Knows about emotions/body parts</p> <p>Duration: 3 hours</p>	<p><b>Theoretical background:</b></p> <ul style="list-style-type: none"> <li>• knows about emotions and feelings (hurts, happy, angry...),</li> <li>• knows polite phrases (thank you, please, more, enough..),</li> <li>• knows basic medical words (tablets, syrup, drops ... ),</li> <li>• knows body parts (head, ankle, knee, elbow..).</li> </ul> <p><b>Exercises:</b></p> <ul style="list-style-type: none"> <li>• role play, group work, debate,</li> <li>• practises by using the board,</li> <li>• method of observation, sensation and perception,</li> <li>• solves practical example with real life scenario.</li> </ul>	
<p>4. Can go to shop/store, buying things</p>	<p><b>Theoretical background:</b></p> <ul style="list-style-type: none"> <li>- introduction to the vocabulary about food and drink, fruit, vegetables, meat and fish,</li> <li>- how to buy or sell things,</li> <li>- knows the numbers, counting to 10,</li> <li>- knows how to order food and drink in a restaurant,</li> <li>- knows how to pay the bill in a restaurant.</li> </ul> <p><b>Exercises:</b></p> <ul style="list-style-type: none"> <li>• role play and group work,</li> <li>• works with pictures, photographs, maps,</li> </ul>	<p><i>Mentors are advised to check the pre-existing knowledge.</i></p> <p><i>Mentors and pupils should try to find real life examples.</i></p> <p><i>Whenever possible and relevant migrant cultural context should be taken into consideration.</i></p>



<p>Duration: 3 hours</p>	<ul style="list-style-type: none"> <li>• games with counting,</li> <li>• practical exercises in real life situation.</li> </ul>	
<p>5. Knows the basic questions:</p> <ul style="list-style-type: none"> <li>- Where?</li> <li>- How?</li> <li>- What?</li> <li>- Why?</li> <li>- How much?</li> <li>- How many?</li> <li>- Directions (up, down, left, right)</li> </ul> <p>Knows colours, numbers</p> <p>Duration: 3 hours</p>	<p><b>Theoretical background:</b></p> <ul style="list-style-type: none"> <li>• knows how to orientate himself/herself (Where am I? Where is the bus station? Where is the nearest hospital? Where can I repair my glasses?),</li> <li>• knows how to find/ask for help or assistance,</li> <li>• knows how to understand and follow directions,</li> <li>• knows different colours and their meaning.</li> </ul> <p>(red- stop, yellow - dangerous, green- you can go safely)</p> <p><b>Exercises:</b></p> <ul style="list-style-type: none"> <li>• brainstorming method,</li> <li>• role play,</li> <li>• post-it method,</li> <li>• practical exercises with the use of physical objects and worksheets.</li> </ul>	<p><i>Whenever possible and relevant migrant cultural context should be taken into consideration.</i></p>
<p>6. Knows about work and profession/Educational background</p>	<p><b>Theoretical background:</b></p> <ul style="list-style-type: none"> <li>• seeking employment,</li> <li>• protocol of a job interview,</li> <li>• working experiences,</li> <li>• formal and informal educational background,</li> <li>• preparing for an interview with employer,</li> <li>• job interview role play.</li> </ul> <p><b>Exercises:</b></p>	<p><i>Mentors and pupils should try to find real life examples.</i></p> <p><i>Whenever possible and relevant, migrant cultural context should be taken into consideration.</i></p>



<p>Duration: 3 hours</p>	<ul style="list-style-type: none"> <li>• role play,</li> <li>• interview.</li> </ul>	
<p>7. Knows about health and social security</p> <p>Duration: 3 hours</p>	<p><b>Theoretical background:</b></p> <ul style="list-style-type: none"> <li>• hygiene and health care,</li> <li>• maintaining personal health,</li> <li>• child care (kindergarten, school),</li> <li>• understands the system and social rights,</li> <li>• human rights.</li> </ul> <p><b>Exercises:</b></p> <ul style="list-style-type: none"> <li>• demonstration of keeping hygiene and taking personal care,</li> <li>• role play,</li> <li>• visual aids, e-devices,</li> <li>• solves practical examples in a real life scenario,</li> <li>• method of observation, perception and sensation.</li> </ul>	<p><i>Mentors should encourage the participants to find examples from their past experiences and compare different systems.</i></p> <p><i>Whenever possible and relevant, migrant cultural context should be taken into consideration.</i></p>
<p>8. Knows about public and social life and hobbies</p>	<p><b>Theoretical background:</b></p> <ul style="list-style-type: none"> <li>• can find the necessary and relevant/useful information ,</li> <li>• can orientate himself/herself,</li> <li>• knows about public institutions and their role in everyday life (Municipality, Administration unit, Police, Employment services, Educational institutions),</li> <li>• learns about host country culture, food, traditions,</li> <li>• rules of behaviour in society (greetings, wearing clothes in public places).</li> </ul>	<p><i>Whenever possible and relevant migrant cultural context should be taken into consideration.</i></p> <p><i>Mentors and pupils should try to find real life examples.</i></p>



<p>Duration: 3 hours</p>	<p><b>Exercises:</b></p> <ul style="list-style-type: none"><li>• role play, group work,</li><li>• solves practical example in a real life scenario,</li><li>• visits to places where they can find information for themselves.</li></ul>	
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**TOTAL: 24 hours**



**NUMERACY – Basic level**

Teaching outcome	Contents, activities and methods	Teaching suggestions
<p>1. Knows the value of numbers</p> <p>Duration: 2 hours</p>	<p><b>Theoretical background:</b></p> <ul style="list-style-type: none"> <li>• introduction to the numerical scale,</li> <li>• arranging the numbers in correct order from lowest to highest and vice versa,</li> <li>• how to combine numerals into higher numbers (hundreds, thousands...).</li> </ul> <p><b>Exercises:</b></p> <ul style="list-style-type: none"> <li>• arranging the numbers in correct order from lowest to highest and vice versa,</li> <li>• counting people, things...</li> <li>• practises by using worksheets, board games and online games.</li> </ul>	<p><i>Mentors are advised to check the pre-existing knowledge.</i></p> <p><i>Theory should be accompanied by some kind of visual demonstration.</i></p> <p><i>The mentor should focus on teaching the participants the relevant vocabulary and encourage them to use translating aids.</i></p> <p><i>Whenever possible and relevant, migrant cultural context should be taken into consideration.</i></p>
<p>2. Knows parts of the whole</p> <p>Duration: 2 hours</p>	<p><b>Theoretical background:</b></p> <ul style="list-style-type: none"> <li>• introduction to the relation among parts of the whole: higher number of parts of the whole results in smaller individual parts.</li> </ul> <p><b>Exercises:</b></p> <ul style="list-style-type: none"> <li>• determines parts of the whole by measuring them,</li> <li>• estimates the instalment rate for a bank loan with zero interest (longer time period means lower rates...),</li> <li>• practises by using worksheets and online games.</li> </ul>	<p><i>Mentors are advised to check the pre-existing knowledge.</i></p> <p><i>The mentor should focus on teaching the participants basic vocabulary, related to parts of the whole in host country language and try to apply the knowledge to everyday situations.</i></p> <p><i>Whenever possible and relevant. migrant cultural context should be taken into consideration.</i></p>





<p>3. Knows basic mathematical operations and knows how to use them in practice</p> <p>Duration: 2 hours</p>	<p><b>Theoretical background:</b></p> <ul style="list-style-type: none"> <li>• introduction to the four basic mathematical operations: addition, subtraction, multiplication, division,</li> <li>• demonstration of addition, subtraction, multiplication, division by using various aids</li> </ul> <p><b>Exercises:</b></p> <ul style="list-style-type: none"> <li>• solves basic math problems from everyday life,</li> <li>• practical exercises with the use of physical objects and worksheets.</li> </ul>	<p><i>Mentors are advised to check the pre-existing knowledge.</i></p> <p><i>Mentors and pupils should try to find real life examples.</i></p> <p><i>Whenever possible and relevant, migrant cultural context should be taken into consideration.</i></p>
<p>4. Knows how to do basic mathematical operations, using a calculator, mobile phone, tablet or a computer</p> <p>Duration: 3 hours</p>	<p><b>Theoretical background:</b></p> <ul style="list-style-type: none"> <li>• introduction to devices and tools,</li> <li>• demonstration of basic mathematical operations with the help of a calculator on various devices.</li> </ul> <p><b>Exercises:</b></p> <ul style="list-style-type: none"> <li>• practical exercises based on worksheets and real life examples,</li> <li>• familiarizing themselves with various devices.</li> </ul>	<p><i>Mentors should consider to what extent the participants are familiar with using the ICT aids and adapt the process to the participants' needs.</i></p> <p><i>Whenever possible and relevant, migrant cultural context should be taken into consideration.</i></p>
<p>5. Knows how to calculate percentages</p>	<p><b>Theoretical background:</b></p> <ul style="list-style-type: none"> <li>• introduction to the concept of percentages,</li> <li>• explanation of when and why percentages are useful in real life,</li> <li>• demonstration of how to calculate percentages.</li> </ul> <p><b>Exercises:</b></p>	<p><i>Mentors should encourage the participants to find examples from their own experience and teach them the techniques of approximate calculation of percentages without calculator.</i></p> <p><i>Whenever possible and relevant. migrant cultural context should be taken into consideration.</i></p>



<p>Duration: 2 hours</p>	<ul style="list-style-type: none"> <li>calculates percentages in everyday life: price discounts, inflation rate,</li> <li>solves practical examples in real life scenarios.</li> </ul>	
<p>6. Knows how to read and make simple statistical tables, knows how to calculate average values</p> <p>Duration: 2 hours</p>	<p><b>Theoretical background:</b></p> <ul style="list-style-type: none"> <li>introduction to various simple statistical tables,</li> <li>explanation of how and why to use tables, identification of table components.</li> </ul> <p><b>Exercises:</b></p> <ul style="list-style-type: none"> <li>prepares a simple table (participants, age of participants, average age of participants),</li> <li>reads random data from various tables.</li> </ul>	<p><i>Mentors should encourage the participants to find various examples of tables from different sources and to discuss the purpose of the tables.</i></p> <p><i>Whenever possible and relevant, migrant cultural context should be taken into consideration.</i></p>
<p>7. Knows how to calculate the value of different currencies</p> <p>Duration: 2 hours</p>	<p><b>Theoretical background:</b></p> <ul style="list-style-type: none"> <li>explanation of what is exchange rate of currencies,</li> <li>explanation of where to find the exchange rates,</li> <li>explanation of how to calculate the difference in value, practical exercises.</li> </ul> <p><b>Exercises:</b></p> <ul style="list-style-type: none"> <li>calculates exchange rate for different sums of various currencies,</li> <li>calculates the price of a selected item in EU currency and currency country of origin.</li> </ul>	<p><i>Whenever possible and relevant, migrant cultural context should be taken into consideration.</i></p> <p><i>Mentors should present various on-line currency calculators, if possible.</i></p>



<p>8. Knows how to read distances on the map</p>	<p><b>Theoretical background:</b></p> <ul style="list-style-type: none"> <li>• introduction to a map and how to read it,</li> <li>• map ratio – demonstration of how distances are presented on a map.</li> </ul>	<p><i>Whenever possible and relevant, migrant cultural context should be taken into consideration.</i></p>
<p>Duration: 2 hours</p>	<p><b>Exercises:</b></p> <ul style="list-style-type: none"> <li>• calculates a distance from point A to point B in different ratio maps,</li> <li>• uses google maps – calculation of distances between randomly selected places.</li> </ul>	
<p>9. Knows the meaning of geometrical terms such as: length, width, circumference, area, knows how to calculate and measure them</p>	<p><b>Theoretical background:</b></p> <ul style="list-style-type: none"> <li>• explanation of the terms and demonstration with physical objects,</li> <li>• introduction to various metric units (cm, dm, m) and measurements,</li> <li>• introduction to basic formulae for circumference and area.</li> </ul>	<p><i>Whenever possible and relevant, migrant cultural context should be taken into consideration.</i></p> <p><i>Visual teaching aids should be used.</i></p> <p><i>Mentors should include measuring tools in the process.</i></p>
<p>Duration: 3 hours</p>	<p><b>Exercises:</b></p> <ul style="list-style-type: none"> <li>• calculates circumferences and areas of selected shapes,</li> <li>• calculates the areas of walls of the classroom.</li> </ul>	
<p>10. Knows and is able to describe basic geometrical bodies: sphere, cube, cone...</p>	<p><b>Theoretical background:</b></p> <ul style="list-style-type: none"> <li>• explanation of the terms for various bodies,</li> <li>• description of different characteristics of the bodies, terms to describe them.</li> </ul>	<p><i>Mentors should present the topics in host country languages, consider migrant cultural context and use visual teaching aids.</i></p>
	<p><b>Exercises:</b></p> <ul style="list-style-type: none"> <li>• identification of various bodies and shapes of real life objects,</li> </ul>	



<p>Duration: 2 hours</p>	<ul style="list-style-type: none"> <li>• construction of bodies from paper or cardboard,</li> <li>• searches for examples of geometrical bodies in nature (natural or man-made).</li> </ul>	
<p>11. Knows how to divide and combine various quantities in a given ratio</p> <p>Duration: 2 hours</p>	<p><b>Theoretical background:</b></p> <ul style="list-style-type: none"> <li>• explanation of terminology,</li> <li>• demonstration of various ratios in real life situations.</li> </ul> <p><b>Exercises:</b></p> <ul style="list-style-type: none"> <li>• calculates the ratio between men and women in the group, chairs and tables in the classroom.</li> </ul>	<p><i>Whenever possible and relevant, migrant cultural context should be taken into consideration.</i></p> <p><i>Mentors should encourage the participants to think of practical uses of this knowledge for everyday life.</i></p>

**TOTAL: 24 hours**



**ICT - Basic level**

Teaching outcome	Contents, activities and methods	Teaching suggestions
<p>1. Knows basics of hardware, software, networks</p> <p>Duration: 4 hours</p>	<p><b>Theoretical background:</b></p> <ul style="list-style-type: none"> <li>• introduction to basics of hardware, software, networks,</li> <li>• short introduction on the difference between mobile and desktop usage as well as between commercial and open source software; eventually provide some highlight on freeware, free software, open source, shareware, cloud services.</li> </ul> <p><b>Exercises:</b></p> <ul style="list-style-type: none"> <li>• recognizes computer components, the physical and tangible parts of the computer, electrical, electronic and mechanical parts of a computer,</li> <li>• chooses the right/appropriate computer hardware and software based on participants' needs,</li> <li>• practises switching on/off a device, uses the keyboard/mouse, file storage and archiving, installs and launches software, browses websites, searches content, opens a document through a word processor, prints a document, downloads and edits pictures and videos,</li> <li>• practises using cameras and GPS,</li> <li>• learns how to properly keep and extend the battery life of a mobile phone/tablet/desktop.</li> </ul>	<p><i>To start explain why computer literacy is vital in today's world and how ICT affects sectors like communication, education, finance, government, health care, science, publishing, travel, manufacturing.</i></p> <p><i>Make clear that technology can accelerate or trigger the process of integration of migrants in their host societies and how lack of ICT skills (digital divide) can be a relevant reason of their educational and occupational gaps.</i></p> <p><i>Provide an overview of e-literacy ICT skills, needed for modern life outside the work place and in support of education and development.</i></p> <p><i>It is preferable to demonstrate through concrete everyday life examples the interaction between hardware and software.</i></p>
<p>2. Knows how to use online resources to translate from different languages</p>	<p><b>Theoretical background:</b></p> <ul style="list-style-type: none"> <li>• introduction to the translators, available online with special focus on Google Translate,</li> <li>• knows some free available online language translators and apps for desktop and mobile devices,</li> <li>• demonstration of the different translation types like text to text, text to audio, audio to text, audio to audio.</li> </ul>	<p><i>Mentors should highlight the advantages of online applications for translation as a tool to overcome any situation where language barrier hinders communication and as a way to learn and improve the host country language. Translation also boosts the improvement in grammar and comprehension accuracy.</i></p>



<p>Duration: 3 hours</p>	<p><b>Exercises:</b></p> <ul style="list-style-type: none"> <li>• translates texts and audio from desktop and mobile devices in real time,</li> <li>• practises translations by simulating everyday life situations like: the doctor's office, legal situations, parent-teacher interview at school.</li> </ul>	<p><i>Mention how migrant parents often end up depending on their children for translation and interpretation both the new culture and language in a variety of situations. This context can bring children to experience increased responsibility which sometimes is positive but often leads to role reversal and other issues.</i></p> <p><i>It opens possibilities for blogging and social media updates in the host country language and increases inclusion and integration.</i></p>
<p>3. Knows how to set up an email account and uses it properly</p> <p>Duration: 4 hours</p>	<p><b>Theoretical background:</b></p> <ul style="list-style-type: none"> <li>• instructions on the most known and reliable free email accounts available on the Internet,</li> <li>• how to set-up an email account and keep it safe,</li> <li>• appropriate usage of email from security point of view.</li> </ul> <p><b>Exercises:</b></p> <ul style="list-style-type: none"> <li>• creates an email account and configures basic initial setup,</li> <li>• sends and receives email messages, views sent emails,</li> <li>• verifies the correct use of To, Cc, Bcc and Subject,</li> <li>• practises with attachments to an email message, spam folders and filters, deletes or archives an email, setup folders and email filters.</li> </ul>	<p><i>Mentors should underline how having an e-mail account is a requirement for everyday life purposes (job, bureaucracy, subscription to online services).</i></p> <p><i>Email account is needed to fill in online forms, to find information on, and gain access to public services and welfare entitlements/benefits.</i></p> <p><i>Specific examples based on participants' request.</i></p> <p><i>In case of participants' interest it is possible to go further with features provided by an email account like: how to configure a client with opensource software like Mozilla Thunderbird, how to use calendar, how to use task and activities, address book, integration between mobile devices.</i></p>
<p>4. Knows the communication tools available and how to use them,</p>	<p><b>Theoretical background:</b></p> <ul style="list-style-type: none"> <li>• introduction on the use of communication tools and digital applications to communicate, download content, upload self-created content to share,</li> </ul>	<p><i>Special focus should be put on free applications and those available worldwide.</i></p>



<p>knows how to use social media, knows how to use Skype, WhatsApp</p> <p>Duration: 3 hours</p>	<ul style="list-style-type: none"> <li>• introduction to social networks by exploring the purposes and differences between social networks,</li> <li>• demonstration of remote control of another pc through a free app like TeamViewer.</li> </ul> <p><b>Exercises:</b></p> <ul style="list-style-type: none"> <li>• sets up a skype account, configures audio and video and privacy parameters,</li> <li>• exercise on normal use of Skype and demonstration of useful features like desktop sharing, online meetings, web conferencing and file transfer between computers,</li> <li>• practises using WhatsApp application,</li> <li>• sets up a social network account or watches how to do it; shares posts and explore basic features.</li> </ul>	<p><i>Underline how these tools help staying in touch with friends in host countries and in homeland and keep you in touch with political, social and cultural development in the homeland.</i></p> <p><i>Eventually provide an overview of possibilities for creating and delivering short video clip with screencast tools.</i></p>
<p>5. Knows how to find relevant information related to legislation, immigrant duties and rights, legal documentation needed</p> <p>Duration: 3 hours</p>	<p><b>Theoretical background:</b></p> <ul style="list-style-type: none"> <li>• introduction on how to carry out basic internet searches,</li> <li>• recognizes the reliability of information source,</li> <li>• distinguishes between reliable and unreliable information channels and news,</li> <li>• is able to understand the regulations in the host country and to keep this knowledge updated as laws and regulations change rapidly.</li> </ul> <p><b>Exercises:</b></p> <ul style="list-style-type: none"> <li>• plays treasure hunt game to give some research tasks in order to find relevant sources based on participants' needs,</li> <li>• finds and tests an application which can ease a bureaucratic process usually managed in person,</li> <li>• searches for relevant information needed by participants like how to obtain the recognition or a partial recognition of qualification earned in the home country.</li> </ul>	<p><i>Mentors should try to increase motivation to learn how to use the resources available.</i></p> <p><i>Describe the necessary skills to find the information they need in a new economic and bureaucratic system.</i></p> <p><i>This module is also intended to raise awareness of and access to legal rights and entitlement for migrants.</i></p> <p><i>Online info and resources (also user-generated) to support migrants for a better integration.</i></p> <p><i>Finding information about local culture and available public services.</i></p> <p><i>Sources to find an apartment to hire and pre-requirements needed (residence permit, work permit).</i></p>



<p>6. Knows how to search online or in-class language courses, learning resources as Open Educational Resources (OER).</p> <p>Duration: 2 hours</p>	<p><b>Theoretical background:</b></p> <ul style="list-style-type: none"> <li>• introduction to the opportunities and various courses to continue language learning,</li> <li>• information about courses which can be attended online and provide official certifications,</li> <li>• introduction to Open Educational Resources,</li> <li>• try at least one online course, for example by testing Microsoft Digital Literacy platform.</li> </ul> <p><b>Exercises:</b></p> <ul style="list-style-type: none"> <li>• searches for in-class courses based on participants' interests,</li> <li>• searches, applies for and starts to attend an online course,</li> <li>• searches for information about learning standards in Europe like EQF (European framework qualification) and reflects on qualification recognition.</li> </ul>	<p><i>Mentors are advised to highlight the possibilities to develop language skills and to generally improve their knowledge through online courses and ICT training.</i></p> <p><i>Underline the importance of the adoption of computers and Internet at home to support their and their children's education.</i></p> <p><i>Highlight how online resources on education can be a way to build social support networks (also providing information on job opportunities) and a self-learning opportunity.</i></p> <p><i>E-learning platforms and contents to enhance the understanding of intercultural diversity.</i></p>
<p>7. Knows how to find and use websites for job opportunities</p> <p>Duration: 3 hours</p>	<p><b>Theoretical background:</b></p> <ul style="list-style-type: none"> <li>• introduction to basics on how to effectively search and apply for a job,</li> <li>• to understand the opportunities given by job search platforms,</li> <li>• how to sign up to a job search platform and apply for a job.</li> </ul> <p><b>Exercises:</b></p> <ul style="list-style-type: none"> <li>• exercises based on job searches and basic knowledge of cv writing,</li> <li>• practises how create a LinkedIn account and manage it,</li> <li>• makes a search to select a few job websites that fit participants' needs and run some searches for specific jobs,</li> <li>• sends out an application and follows up on any offers for interviews.</li> </ul>	<p><i>Mentors should make participants aware about how computer can help in job searches.</i></p> <p><i>Some help to write a cv with a word processor and basic guidelines on cv presentation could be useful.</i></p> <p><i>Make participants aware of the importance of a business social network like LinkedIn.com for networking, self-promotion and job search.</i></p>





<p>8. Knows how to find and use online resources helpful for bureaucracy and everyday life</p> <p>Duration: 2 hours</p>	<p><b>Theoretical background:</b></p> <ul style="list-style-type: none"> <li>• introduction to e-Government services, available online platforms related to health, bureaucracy, legal documents,</li> <li>• how to take full advantage of digital government services,</li> <li>• overcoming the fear that an online request is not taken into due consideration: making clear that official e-government services are the same as the one provided face to face.</li> </ul> <p><b>Exercises:</b></p> <ul style="list-style-type: none"> <li>• through an online search finds out and lists some useful E-government services available in the host country,</li> <li>• signs up and tries to use at least one e-business service with real data.</li> </ul>	<p><i>Improve access to public services by explaining possibilities of taking care of bureaucratic matters online: residence permit renewal, change of name, healthcare services, medical recipes, doctor visits, medical analysis results, children's absences.</i></p> <p><i>Mention ICT-based applications addressing domiciliary care provision like tele alarm, tele care, tele health.</i></p> <p><i>Mention the evolution of cities which are becoming smarter (automation of parking cars, bike sharing through apps).</i></p> <p><i>Brief overview of mobile devices like: fitness devices, smart and connected healthcare, remote control devices, IoT (Internet of Things), 3d printers, home automation.</i></p>
<p>9. Knows how to use online banking, make e-commerce transactions, use credit cards and payment services like Paypal</p>	<p><b>Theoretical background:</b></p> <ul style="list-style-type: none"> <li>• introduction to online payment services, credit cards payments and related services, advantages and potential risks of online banking,</li> <li>• introduction on how to manage financial transactions from a computer,</li> <li>• is aware of different internet payment methods, description of how to make an e-commerce purchase,</li> <li>• understanding that an operation made with virtual payment has the same value and consequences than the one made with cash.</li> </ul> <p><b>Exercises:</b></p> <ul style="list-style-type: none"> <li>• how to check an online bank account</li> </ul>	<p><i>Online payments can help save time, money and to easily keep track of financial transactions. Participants should be aware that they can do all the operations they used to do in the bank office and many more using the online services offered by the banks.</i></p> <p><i>Inform participants that security of transactions is a big issue and the rise of cybercrime continues to accelerate.</i></p> <p><i>Account information and passwords might get hacked by unauthorized people over the internet with inappropriate behaviour.</i></p>



<p>Duration: 2 hours</p>	<ul style="list-style-type: none"> <li>• how to make a payment, funds transfer, view account statement, loan applications and transactions,</li> <li>• spreadsheet and simple applications to keep track of expenditures,</li> <li>• exercise on cash machine simulator which shows the process of making a withdrawal at the bank counter.</li> </ul>	<p>Provide some tips about trends in mobile payments, virtual payments and emerging markets.</p>
<p>10. Knows how to avoid online scams and basic behaviour to ensure safe use of PCs and social media</p> <p>Duration: 2 hours</p>	<p><b>Theoretical background:</b></p> <ul style="list-style-type: none"> <li>• introduction on personal security on ICT devices: antiviruses and antimalware, system updates and backups, web browsing, password management, social networks,</li> <li>• short list of the most common scams online and how to recognize them,</li> <li>• practical tips to improve digital safety.</li> </ul> <p><b>Exercises:</b></p> <ul style="list-style-type: none"> <li>• practises by learning how to manage basic privacy and security settings on relevant applications.</li> </ul>	<p><i>Inform about risky behaviour on social media and everything related to ICT which can lead to security and privacy threats.</i></p> <p><i>Inform participants how to avoid or reduce the risks related to health, security and privacy from prolonged exposition to monitors, online games, social networks.</i></p> <p><i>Make use of audio-visual aids with practical cases of correct behaviour to ensure digital safety.</i></p>

**TOTAL: 28 hours**



**SOCIAL COMPETENCES- basic level**

Teaching outcome	Contents, activities and methods	Teaching suggestions
Short introduction: Social competences  Duration: 1 hour	Warming up:  The participants should be active by movement. Interaction inhibitions are to be reduced (ice breaker exercises).	Mentors have to prepare the participants for different ways of learning social competences used in the host country.
Module 1: Dealing with yourself          Duration: 4 hours	<b>Theoretical background:</b> <ul style="list-style-type: none"> <li>- being confident,</li> <li>- self-assessment,</li> <li>- self-discipline,</li> <li>- individual responsibility,</li> <li>- self confidence..</li> </ul> <b>Exercises:</b> <ul style="list-style-type: none"> <li>- role play,</li> <li>- social games,</li> <li>- theatre scenes.</li> </ul>	
Module 2: Dealing with others          Duration: 5 hours	<b>Theoretical background:</b> <ul style="list-style-type: none"> <li>- empathy,</li> <li>- respect and tolerance (including cultural competence),</li> <li>- appreciation,</li> <li>- communication skills (verbal, non-verbal),</li> <li>- the four-ear model (e.g. communication model),</li> <li>- willingness to compromise,</li> <li>- criticism (e.g. I- messages),</li> <li>- manners (behaviour, addressing).</li> </ul> <b>Exercises:</b>	The mentors must note that the participants, because of their different religious, social and cultural conditions and socialization process, must learn to accept other opinions without reservations. Mentors must be able to convey this attitude convincingly.



	<ul style="list-style-type: none"> <li>- conflict training,</li> <li>- training to understand “4 –ear- messages”,</li> <li>- role play.</li> </ul>	
<p>Module 3: Cooperation</p> <p>Duration : 5 hours</p>	<p><b>Theoretical background:</b></p> <ul style="list-style-type: none"> <li>- team skills,</li> <li>- ability to cooperate,</li> <li>- willingness to learn,</li> <li>- willingness to integrate,</li> <li>- information exchange capability,</li> <li>- conflict and criticism,</li> <li>- manners (behaviour and addressing).</li> </ul> <p>Exercises:</p> <ul style="list-style-type: none"> <li>- evaluation of texts,</li> <li>- group work,</li> <li>- role play.</li> </ul>	<p>Whenever possible the mentor should take into consideration the different pre-conditions of the participants and their socialization.</p>
<p>Module 4: Leadership</p> <p>Duration : 5 hours</p>	<p><b>Theoretical background:</b></p> <ul style="list-style-type: none"> <li>- role model,</li> <li>- motivation,</li> <li>- persuasion,</li> <li>- assertiveness,</li> <li>- justice and fairness,</li> <li>- praise and recognition,</li> <li>- loyalty,</li> <li>- knows and applies leadership styles,</li> <li>- sympathy versus empathy.</li> </ul> <p>Exercises:</p>	<p>Whenever possible the mentor should take into consideration the different pre-conditions of the participants and their socialization.</p>



	<ul style="list-style-type: none"><li>- group work,</li><li>- role play,</li><li>- text analysis,</li><li>- video recording and interpretation.</li></ul>	
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**TOTAL: 20 hours**



## ANNEX

For the curriculum to be "filled with life", it is advisable to follow the examples above, however they represent only some possible examples of methods and materials that can be used. The choice should always depend on the culture of the host country or the participants' cultures.

Here are some examples how in different countries materials are used, role playing is organized, texts and methods are used etc .

## Resouces

1. Bronwen Croydon, A. (2005). *Making it Real: Teaching Pre-literate Adult Refugee Students*, Tacoma Community House Training Project. Retrieved on February 2<sup>nd</sup>, 2018: <https://www.thesmithfamily.com.au/~media/files/home-tutor-scheme/literacy/Teaching%20Pre-literate%20Adult%20Refugee%20Students.ashx?la=en>
2. EUROPEAN COMMISSION (2018) COMMISSION STAFF WORKING DOCUMENT Accompanying the document Proposal for a COUNCIL RECOMMENDATION on Key Competences for LifeLong Learning, Available at: <https://ec.europa.eu/education/sites/education/files/swd-recommendation-key-competences-lifelong-learning.pdf>
3. MORANO, M. (2013) Učno gradivo za udeležence programa usposabljanja za andragoško delo: SODOBNI PRISTOPI, METODE IN TEHNIKE V IZOBRAŽEVANJU ODRASLIH, Retrieved on February 2<sup>nd</sup>, 2018: [http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/podrocje/odrasli/Gradiva\\_ESS/ACS\\_Izobrazevanje/ACSIzobrazevanje\\_56Sodobni.pdf](http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/podrocje/odrasli/Gradiva_ESS/ACS_Izobrazevanje/ACSIzobrazevanje_56Sodobni.pdf)



4. Pirih Svetina, N.; Ponikvar, A. (2006). *A, B, C ... 1, 2, 3, GREMO*, Center za slovenščino kot drugi/tuji jezik pri oddelku za slovenistiko Filozofske fakultete Univerze v Ljubljani. Retrieved on February 2<sup>nd</sup>, 2018: <http://centerslo.si/knjige/ucbeniki-in-prirocniki/prirocniki-in-ucno-gradivo/prirocnik-a-b-c-1-2-3-gremo/>
5. Petric Lasnik, I.; Pirih Svetina, N.; Ponikvar, A. (2019). *Gremo naprej. Priročnik za učitelje*, Znanstvena založba Filozofske fakultete, Ljubljana. Retrieved on February 2<sup>nd</sup>, 2018: <http://www.dlib.si/details/URN:NBN:SI:DOC-S1Z73DDE>
6. StoryTeller - Empowerment of persons under risk of exclusion through development of storytelling professional training in under-equipped EU countries (2018), Project curriculum and methodology: <http://learnstorytelling.eu/>

#### WEB PAGES:

1. Icebreaker Ideas (2018), Internet source – Available at: <https://icebreakerideas.com/about-us/>
2. Pro-Skills, basic skills for lifelong learning (2018), Internet source – Available at: <http://www.pro-skills.eu/>
3. Role game about “empathy building”: [http://kompass.humanrights.ch/cms/upload/pdf/ch/ue\\_02\\_alleglalleand.pdf](http://kompass.humanrights.ch/cms/upload/pdf/ch/ue_02_alleglalleand.pdf) or [http://kompass.humanrights.ch/cms/upload/pdf/ch/th\\_4\\_Diskr\\_Fremdenfeindl.pdf](http://kompass.humanrights.ch/cms/upload/pdf/ch/th_4_Diskr_Fremdenfeindl.pdf) and here are more very interesting links and material  
Animation video on YouTube : „Gleichberechtigt leben in Deutschland“ von TERRE DES FEMMES informs about refugee women (and men) about their rights and the prohibition of violence against women in Germany. Link: <https://www.youtube.com/watch?v=Lj3yINpfYQ>
4. Video on Youtube: Kulturelle Tipps für dein Leben in Deutschland ( u.a. behavior rules in Germany), Mariana and Nicholas from Syria give important tips about a life in Germany. Link: <https://www.youtube.com/watch?v=7eIKR-uiemU>



## Exercises

### “Social competences”

**Exercises Module 3:** Games with communicational, coordinational and cooperative focus

**Exercise 1:** Folding a tarp or a blanket

Number of participants: 6-30 persons

Material: tarp or blanket

Procedure: The entire group steps on the unfolded blanket or tarp. In the course of the game the blanket or tarp has to be folded as often as possible trying to prevent that someone is standing outside the tarp/blanket. Beforehand an estimate by the participants is asked for stating how often the folding procedure can be performed without participants losing touch to the tarp or blanket.

The variation of the game can be done by rolling the tarp or blanket together instead of folding it.

**Exercise 2:** Blind balloon

One participant will be blindfolded and receives a helmet as well as a thorn or other needle-like instrument. This person will be steered by the others through direction commands towards a balloon, which is hanging from the ceiling. As a result the balloon shall burst. It is a communication game, which might employ even a water-filled balloon.

**Exercise 3:** Blind grip

Material: 3 or more objects of several kinds (for instance apples, oranges, lemons).

Teams are formed with relation to the employed objects, i.e. the apple team or the orange team. One team player is blindfolded and has to grab the stipulated object from a table on which all objects are placed.

The other team members support the blindfolded person by voice commands. The fetched objects –apples for instance - have to be placed in a basket.





#### **Exercise 4: Arranging objects**

Two players sit with their backs to each other at their own table.

The table of player 1 one carries several objects arranged in a certain way. That can be a spoon or glasses, a cup or candles etc.

The same objects are placed on the second table. Player 1 has to tell player 2 how the objects are arranged on table number 1 and by listening to the description the second player has to arrange them on table 2 in the same way.

### **“Social Competence”, Module 4 “Leadership”**

#### **Motivation game 1 “Who am I?”**

This is a guessing game in which players embody a certain person or an animal or object etc.

The other players have to investigate by the means of deductive interrogation what the other side embodies.

The basic rules:

- a) Each participant writes the name of a person, animal or an object on a slip of paper and sticks it to the left neighbour's forehead. All other players except the person bearing the paper slip can read it. The room has to be free of mirrors etc
- b) Each player has to guess who she or he is. It shall be found out by yes or no questions like:  
Am I female? Am I a celebrity? Do I live in Germany?
- c) Questions aiming at other answers than yes or no are prohibited.  
Example: How old am I? Where do I live? What is my profession?
- d) It is each players' turn to ask till a no as an answer is received. With no as an answer it is up to the next person to continue.
- e) Getting yes as an answer you can carry on asking questions.
- f) The winner is the person identifying her - or himself first.
- g) If somebody fails completely in coming to the solution the others might decide to give hints.



## **Motivation game 2 “One sentence and ample feelings – role play”**

Motivation game 2: One sentence and ample feelings –role play

Description of the game:

The person being in charge of the game writes down several feelings on a piece of paper like:

Fear, disappointment, rage, hope, love, fright, joy, grief, sullenness etc.

All sheets will be folded. Then a sentence containing a neutral content will be formed like:

*Each morning there is heavy traffic on the roads.*

The sentence will be written on the blackboard.

A basket with the other paper slips will be passed around and each person will grab one slip with the feelings written down on it.

The sentence from the blackboard has to be read out loudly by the persons according to the feelings written on the paper slip. The tonality shall be underscored with gestures. After each contribution, the other players have to find out and discuss the feeling or mood the player is in.