# learning by doing

# Experiential Learning in Formal School Education

## Project Result 2: Development of Repository with Training Material & Activities of Experiential Learning

## Perspective Taking

VIS MED NET

## Project Information

### Project Acronym

Learning by Doing

### Project Title

Learning by Doing: Experiential Learning in Formal School Education

### Project Reference

2021-1-MT01-KA220-SCH-000032700

### Project Duration

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### Project Website

https://www.learningbydoing-eu.eu/

### Authoring Partner

VISMEDNET ASSOCIATION

### Document Version

Final

### Date of Preparation

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## Project Partners

**VISMEDNET ASSOCIATION**

**FUNDACJA EUROPEJSKI INSTYTUT OUTSOURCINGU**

**EUROPROODOS EDUCATIONAL GROUP SINGLE MEMBER PRIVATE COMPANY**

**DENEYIMSEL EGITIM MERKEZI DERNEGI**

**ZENTRUM FUR INNOVATIVE BILDUNG**

**COLEGIO DO SARDAO**

## Annex 2: General Plan Of Course Thematic

| | |
|---|---|
| **Course thematic** | Perspective Taking |
| **Type of Activity** | Learning by doing/Experiential Learning |
| **Key Words** | Perspective taking, moral reasoning, dilemma, social and personal responsibility |

## OVERALL DESCRIPTION

This training is designed to enhance participants' understanding and application of moral reasoning, perspective taking, and the principles of social and personal responsibility in the context of real-world dilemmas. Through interactive workshops, case studies, and group discussions, participants will explore various scenarios that challenge their ethical frameworks and encourage critical thinking.

## OVERALL DURATION

10 teaching hours

# LEARNING OBJECTIVES

This course aims to:

O1 to consider different viewpoints and understand the rationale behind different perspectives.

O2 to interact effectively by listening actively, reflecting on theirideas and considering different perspectives.

O3 to develop a sense of personal and social responsibility by considering the ethical implications of their actions and the actions of others in moral dilemmas.

O4 To improve participants' communication skills in foreign languages and their mother tongue.

O5 To develop transversal skills such as cooperation, critical thinking, and questioning.

O6 To demonstrate strategies to prevent,manage, or resolve interpersonal conflicts without harming themselves or others.

O7 To introduce students to the ancient Greek philosopher Socrates and his method of questioning.

O8 To encourage students to conduct research and form independent opinions and ideas.

O9 To develop students' critical thinking skills by analysing and evaluating information, arguments, and ideas.

O10 To promote communication and cooperation among students in foreign languages and their mother tongue.

O11 To gain transversal skills like cooperation, questioning and critical thinking.

O12 To improve participants' communication skills in foreign languages and their mother tongue.

O13 To develop transversal skills such as cooperation, critical thinking, and questioning.

O14 To demonstrate strategies to prevent, manage,or resolve interpersonal conflicts without harming themselves or others.

# LEARNING OUTCOMES

By the end of the course, a student will be able to:

LO1: learn to consider different viewpoints and understand the rationale behind different perspectives.

LO2: gain skills such as cooperation, questioning and critical thinking, which are essential for success in education and many careers.

LO3: learn to interact effectively by listening actively, reflecting on their ideas and considering different perspectives.

LO4: develop a sense of personal and social responsibility by considering the ethical implications of their actions and the actions of others in moral dilemmas.

LO5: communicate in foreign languages and their mothertongue.

LO6: gain transversal skills like cooperation, questioning and critical thinking.

LO7: demonstrate strategies to prevent, manage, or resolve interpersonal conflicts withoutharming themselves or others.

LO8: demonstrate critical thinking skillsby analyzing information, arguments, and ideas in Platon's Criton text.

LO9: communicate effectively by asking and answering Socratic questions.

L10: gain transversal skills such as cooperation, questioning, and critical thinking.

L11: develop an understanding of the ancient Greekphilosopher Socrates and his method of questioning to stimulate critical thinking.

L12: enhance their research skillsby briefly researching Socrates and his death.

L13:communicate in foreign languages and their mother tongue.

L14: gain transversal skills like cooperation, questioning and critical thinking.

L15: demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming themselves or others.

## OVERALL STRUCTURE OF COURSE

## Topic

**Lesson 1**: Heinz Dilemma

## Description

Using moral dilemmas in education can help achieve specific lesson objectives, such as interacting effectively with others and acquiring transversal skills like cooperation and critical thinking. Also, by encouraging students to consider the ethical implications of their actions and the actions of others, moral dilemmas can help students to develop a sense of personal and social responsibility. These are essentialskills to develop and will

## Duration

One hour canbe extended if the timeallocated needs to be increased.

## Materials

- Dialogue cards
- QR codes to print

# Topic

**Lesson 2**: Excursion

# Description

Learning about cultural heritage is essential for understanding and appreciating the diversity of human societies, promoting cultural preservation, fostering cultural understanding and respect, and deepening one's understanding of their own cultural identity.Also, gaining researchskills is essentialbecause it enablesindividuals to discover new knowledge independently, analyse information, and make informeddecisions. Research skillsenable individuals to be criticalthinkers

# Duration

One hourcan be extended if the timeallocated needs to be increased.

# Materials

- Dialogue cards
- QR codes to print

## Topic

**Lesson 3**: How to handle peer pressure

## Description

Role-playing can effectively simulate and resolve conflicts, allowing individuals to practice and experiment with different strategies for dealing with difficult situations. This method is also essential for developing critical thinking, problem-solving, and collaboration skills. Critical thinking is essential for success in education and many careers.It involves analysing and evaluating information, arguments, and ideasto

## Duration

One hour canbe extended if the timeallocated needs to be increased.

## Materials

- Dialogue cards
- QR codes to print

# Topic

**Lesson 4**: Be like Socrates

# Description

This activity encourages participants to practice public speaking, communicate ideas to a diverse audienceand offer a virtual experience to an audience.At the same time, the aim is to encourageparticipants to learn about heritagesites in their

# Duration

One hour canbe extended if the timeallocated needs to be increased.

# Materials

- Dialogue cards
- QR codes to print

# Topic

**Lesson 5**: Cafe Talks

# Description

Role-playing allows individuals to practice and experiment with different strategies for dealing with difficult situations. This method is essential for developing critical thinking,problem-solving, and collaboration skills.

# Duration

Onehour can be extended if the timeallocated needs to be increased.

# Materials

- Dialogue cards
- QR codes to print

# Topic

**Lesson 6:** Introduction to Design Thinking-Generating ideas

# Description

Learning the basics of a design thinkingprocess is importantto encourage participants to think critically, creatively and proactively. All of these are vital components of the learning-by-doing process. Participants can learn to face wicked problemsand uncertainty throughdesign thinking and innovation. This lesson introduced participants to the process by providing an overview of design thinking

# Duration

One hour canbe extended if the timeallocated needs to be increased.

# Materials

- Post-it notes
- Large boardfor instructor
- Boards for participants to paste post-itnotes
- Pencils or pens
- NOVA video

# Topic

**Lesson 7:** Mock Community OralHistory

# Description

This activity aims to foster an appreciation for community heritage by encouraging participants to reflect on their life experiences.

# Duration

One hourcan be extended if the timeallocated needs to be increased.

# Materials

- Pen
- Notebook
- Oral History Guidelines
- Laptop
- Tablet
- Mobile

# Topic

**Lesson 8:** Mapping Strategies (to promote intangible heritage)

# Description

This lesson encourages participants to work as part of a team and strategies through group discussions and teamwork. Group discussions and teamwork allow for exchanging ideas and perspectives, leading to better communication among team

# Duration

One hour canbe extended if the timeallocated needs to be increased.

# Materials

- Post-it notes Pencils Erasers
- Canvas or board for group work
- QR codes

# Topic

**Lesson 9:** Exhibition

# Description

Participants learn to engage with their community heritage through research and creating an exhibition poster. They learn to encourage others to gain interest in their community heritage.

# Duration

One hour can be extended if the time allocated needs to be increased.

# Materials

- Pen
- Notebook
- Cardboard
- Markers
- Video
- Computer
- Teblet

# Topic

**Lesson 10:** Communicating Ideas-Virtual tour

# Description

This activity encourages participants to practice public speaking, communicate ideas to a diverse audienceand offer a virtual experience to an audience.At the same time, the aim is to encourageparticipants to learn about heritagesites in their communities and be able to teach othersabout their culturalheritage.

# Duration

One hour can be extended if the timeallocated needs to be increased.

# Materials

- Projector
- Video
- Laptop
- Tablet
- Mobile

# ASSESSMENT METHODS

Quiz, questions through game

# LIST OF REFERENCES
# ADDITIONAL RECOMMENDED READING

# 1st Lesson Plan

# HEINZ DILEMMA

## Course Category

Perspective Taking

## Title of Lesson

Heinz Dilemma

## Type of Activity

Learning by doing/Experiential Learning

## Key Words

Perspective taking,moral reasoning, dilemma, social and personal responsibility

## Lesson Description

Using moral dilemmas in education can help achieve specific lesson objectives, such as interacting effectively with others and acquiring transversal skills like cooperation and critical thinking. Also, by encouraging students to consider the ethical implications of their actions and the actions of others, moral dilemmas can help students to develop a sense of personal and social responsibility. These are essentialskills to develop and will

## Lesson Duration

One hour can be extended if the time allocated needs to be increased.

# Learning Objectives

This lesson aims to:

O1 to consider different viewpoints and understand the rationale behind different perspectives.

O2 to interact effectively by listening actively, reflecting on theirideas and considering different perspectives.

O3 to develop a sense of personal and social responsibility by considering the ethical implications of their actions and the actions of others in moral dilemmas.

# Learning Outcomes

| By the end of this lesson,a student will be able to: | Link to objectives |
|---|---|
| LO1: learn to consider different viewpoints and understand the rationale behind different perspectives. | |
| LO2: gain skills such as cooperation, questioning and critical thinking, which are essential for success in education and many careers. | |
| LO3: learn to interact effectively by listening actively, reflecting on their ideas and considering different perspectives. | |
| LO4: develop a sense of personal and social responsibility by considering the ethical implications of their actions and the actions of others in moral dilemmas. | |

## 1st Step

# Introduction

## Materials – Face to Face

- **Handout #1**

## Materials – Online

**https://en.wikipedia.org/wiki/Heinz_dilemma**

## Duration -(minutes)

**10 minutes**

## Notes - Description of step – Explanations

The facilitator showsthe whole group the Heinz dilemma. S/he may writeit down in case there'sa whiteboard, project it on a screen in case there's one or reads it aloud to provide multiple options for students to accommodate theirneeds.

## 2nd Step

### Duration -(minutes)

**10 minutes**

### Notes - Description of step – Explanations

After the introduction, the facilitator asks participants to draw one card each from the perspective cards.Then asks participants to form groupsof 4 (the numbers may change according to the group's size) and try to put themselves into the chosen person's shoes.
The facilitator asks the participants to scan the QR code to read the questions and think aboutand discuss the answers withintheir groups.

## 3rd Step

### Duration -(minutes)

**10 minutes**

### Notes - Description of step – Explanations

After discussing within the small group, the facilitator asks groups to reflect on their discussions and compare their reflections with other groups.

## 4th Step

### Duration -(minutes)

**20 minutes**

### Prompts:

After the reflections are shared, the groups are asked to come up with different questions, swap cards, and mingle as a group to ask each other

## 5th Step

### Duration -(minutes)

**10 minutes**

### Notes - Description of step – Explanations

As a final step, the participants reflecton the activity and try to determinesimilar and differentanswers they encountered during the activityand why those perspectives were similar or
different.

## Assessment Methods

**After the activity, the facilitator asks participants to create a handbook for teenagers on preventing peer pressure. Participants may create this on a shareddocument online.**

## List of References/
## Additional Recommended Reading

## Differentiation

Depending on the requirements of each individual student. This activity is suitablefor participants between15-18 who are in mixed-ability classes from all genders and abilities and speak at least one common language at least B1 level duringthe activity. During this activity,the participants will work in groups and as a whole group. Group work can make learning more interactive and engaging, increasing participants' motivation to participate in the task or activity. It can help reduce the feeling of being singled out by peers, which participants with learning difficulties may feel as they work with peerswho may have similar struggles. Participants with learning difficulties or disabilities are included and receive help from the other student. In case of the presence of participants with high or low-incidence disabilities, the facilitator will support them by giving extra time if needed, allowing them to move during the activity if required, repeating the commands and providing easilyaccessible special materials such as specialscreens and keyboardsor voice assistants.

# What is the worst that could happen with this lesson?

There are severalpotential risks or challenges associated with this lesson on the Heinz Dilemma and perspective-taking, including:

1. Sensitivity of the topic: The Heinz Dilemma involves a person facinga life-or-death situation, and some students may find it emotionally challenging or distressing to discuss. The facilitator must be aware of the emotional and cultural sensitivities of the students and create a safe space for open and respectful dialogue.

2. Group dynamics: In some cases, group discussions may become heated, and some students may dominate the conversation while others feel excluded. The facilitator should be vigilant to ensure that all studentsparticipate and everyone's views are respected.

3. Biases and preconceptions: Students may have biases and preconceptions that influence their perspectives and responses to the dilemma, which may impactthe effectiveness of the activity. The facilitator must be mindful of these biases and encourage students to consider alternative perspectives.

4. Lack of engagement: Some students may not be interested in the topic or may not participate actively, which may hinder the learning outcomes of the activity. The facilitator must ensure the activity is engaging and relevant to all students, encouraging active participation and reflection.

5. Ethical considerations: The activity involves discussing ethical considerations and may raise questions about morality and personal responsibility. The facilitator must ensure that the discussion remains respectful and that students are encouraged to consider the potential consequences of their actions.

# What will you do to correrct it?

To resolve potential issues with the lesson on the HeinzDilemma, the following steps can be taken:

1.Clarify expectations: At the beginningof the lesson, the facilitator can communicate the lesson's objectives, the expectations for behaviour, and how the discussion should be conducted.

2.    Manage sensitive topics:The Heinz Dilemmacan be sensitive for some students, so the facilitator can provide a trigger warning and create a safe and non-judgmental environment for all students to share their thoughts and feelings.

Use inclusive language: The facilitator can use inclusive language to ensure that all students feel included in the discussion and that no one feels marginalized or excluded.

4.Ensure group diversity: The facilitator can ensure that each group is diverse and includes students from different backgrounds, perspectives, and abilities to encourage a variety of viewpoints and a more comprehensive understanding of the topic.

5.Resources: The facilitator can provide additional resources, such as articlesor videos, to help studentsunderstand the topic and facilitate discussions.

6.Encourage respectful dialogue: The facilitator can encourage respectful dialogue and active listeningby establishing groundrules for the discussion, such as speaking one at a time and actively listening to others.

7.Address inappropriate behaviour: If any student engages in inappropriate behaviour, the facilitator can address it immediately by reminding the student of the expectations for behaviour and redirecting the discussion back to the topic.

Main moral dilemma:

The Heinz case (Kohlberg, 1963)

"A woman was on her deathbed. Therewas one drug that the doctors said would save her. It was a form of radium that a druggist in the same town had recently discovered. The drug was expensive tomake, but the druggist was charging ten times what the drug cost him to produce. He paid $200 for the radium andcharged
$2,000 for a small dose of the drug. Thesick woman's husband, Heinz, went to everyone he knew to borrow the money, but he could only get together about $1,000, which is halfof what it cost. He told the druggist that his wife was dying and asked him to sell it cheaper or let him pay later.However, the druggist said: "No, I discovered the drug, and I am going to make money from it."

Perspective Cards

Questions:
1- Should Heinz steal the drug?Why or why not?
2- Is it right or wrong for him to steal the drug? Why is it right or wrong?
3- Does Heinz have a duty or obligation to steal thedrug? Why or why not?
4- Should Heinz steal the drug for her if he doesn't love his wife?Does it makea difference in what Heinzshould do whetheror not he loves his wife? Why or why not?
5- Suppose the persondying is not his wife but a stranger. ShouldHeinz steal the drug for the stranger? Whyor why not?

| Heinz | Heinz's wife | The druggist |
|---|---|---|
| The druggist's mother | A teenager who happened to know the situation | Heinz's father |
| Heinz's mother | The doctor | The druggist's child |
| You | The druggist's best friend | Your best friend |

# 2nd Lesson Plan

EXCURSION

## Course Category

Perspective Taking

## Title of Lesson

Excursion

## Type of Activity

Learning by doing/Experiential Learning

## Key Words

Excursion, cultural heritage, diversity, research skills, transversal skills, cooperation, criticalthinking, problem-solving, architecture, language, customs, traditions, heritage site, brainstorming, excursion.

## Lesson Description

Learning about cultural heritage is essential for understanding and appreciating the diversity of human societies, promoting cultural preservation, fostering cultural understanding and respect, and deepening one's understanding of their own cultural identity.Also, gaining researchskills is essentialbecause it enablesindividuals to discover new knowledge independently, analyse information, and make informeddecisions. Research skillsenable individuals to be criticalthinkers and problem solvers.

## Lesson Duration

One hour can be extended if the time allocated needs to be increased.

# Learning Objectives

This lessons aims to:

O1 To enable participants to communicate effectively in foreign languages and their mother tongue.

O2 To teach participants how to work effectively and collaborate with other team members.

O3 To provide participants with an understanding of different aspects of history and society, including art, architecture, language,customs, and traditions.

# Learning Outcomes

By the end of this lesson,a student will be able to:

LO1: learn to consider different viewpoints and understand the rationale behind different perspectives.

LO2: gain skills such as cooperation, questioning and critical thinking, which are essential for success in education and many careers.

LO3: learn to interact effectively by listening actively, reflecting on their ideas and considering different perspectives.

LO4: develop a sense of personal and social responsibility by considering the ethical implications of their actions and the actions of others in moral dilemmas.

Link to objectives

## 1st Step

# Introduction

## Materials – Online

- **Handout #2**

## Duration -(minutes)

**5 minutes**

## Notes - Description of step – Explanations

The facilitator dividesparticipants into groupsaccording to thelist s/he projected on the screen to ensure that the groups are mixed abilities. Participants with learning difficulties or disabilities are included and receive help from the other student. For participants with high or low-incidence disabilities, the facilitator will support them by givingthem extra time if needed,allowing them to move during the activity, repeating the commands and providing easilyaccessible special materials such as specialscreens and keyboards or voice assistants. After dividing the participants into groups, the facilitator asks each group to scan the QR codes on their table to find out whichheritage site in Malta they will research.

## 2nd Step

### Duration -(minutes)

**10 minutes**

### Notes - Description of step – Explanations

After the exposure,the facilitator asks the groups to researchthe heritage sites they were given.

## 3rd Step

### Duration -(minutes)

**10 minutes**

### Notes - Description of step – Explanations

After the research, the facilitator asks groups to brainstorm on an ideal excursion. The facilitator directsthe participants by asking, "What makes an excursion worthy of participation?" and "What kind of experiences should people get?" etc.

## 4th Step

### Duration -(minutes)

**10 minutes**

### Notes - Description of step – Explanations

The groupsshare their thoughtson an ideal excursiontrip and discuss.

## 5th Step

### Duration -(minutes)

**25 minutes**

### Notes - Description of step – Explanations

As a final step, the facilitator then asks the groups to prepare an ideal excursion plan and organise an excursion day to the heritage site they were given.

## Assessment Methods

After planning excursiontrips to the heritage sites, the participants organise their plans and take other groups to a real-life experience of the heritage site they were given. After visiting all the sites, the group votes for the best experience and reflects on their experiences.

## List of References/
## Additional Recommended Reading

## Differentiation

Depending on the requirements of each individual student. This activityis suitable for participants between 15-18 who are in mixed-ability classes from all genders and abilities and speak at least one common language at least B1 level during the activity. During this activity, the participants will work in groups and as a whole group. Group work can make learning more interactive and engaging, increasing participants' motivation to participate in the task or activity. It can help reduce the feeling of being singled out by peers,which participants with learning difficulties may feel as they work with peerswho may have similar struggles. Participants with learning difficulties or disabilities are included and receive help from the other student.In case of the presenceof participants with high or
low-incidence disabilities, the facilitator will support them by giving extra time if needed, allowing them to move during the activity if required, repeatingthe commands and providing easilyaccessible special materials such as specialscreens and keyboards or voice assistants.

# What is the worst that could happen with this lesson?

The worst that could happen with this lesson is that the participants may need help communicating effectively in foreign languages or their mother tongue, which may lead to confusionand difficulty understanding the instructions and completing the activity. Additionally, some participants may need help with research and problem-solving skills, leading to frustration and difficulty completing the tasks. Inadequate preparation and planning could result in a disorganized and chaotic excursion, leading to safety concerns or a lack of meaningful experiences. Participants with learning difficulties may also feel left behind, leading to feelings of exclusion and discouragement.

# What will you do to correrct it?

To address the issues that may ariseduring the excursion activity, the facilitator can take the following steps:

1. To prevent disengagement, the facilitator can encourage activeparticipation and engagement by involving all participants in decision-making.

If there is a language barrier, the facilitator can provide translation servicesor designate bilingual participants as language support to help bridge the communication gap.

3. If a participant with a disability requires additional support,the facilitator can work with the participant and their parents or caregivers to develop a plan that accommodates their needs.

4.If there is a conflict betweenparticipants, the facilitator can mediate and encourage respectful communication and understanding.

5. To avoid time management issues,the facilitator can schedule the excursion activities carefully, allocate time slots for each activity, and ensure the participants know the schedule.

6. If there are any safety concerns during the excursion, the facilitator can prioritise all participants' safety and well-being and promptly addressany issues.

7.Finally, the facilitator can encourage open feedback from the participants after the excursion to identify any issues and how to improve the activity in the future.
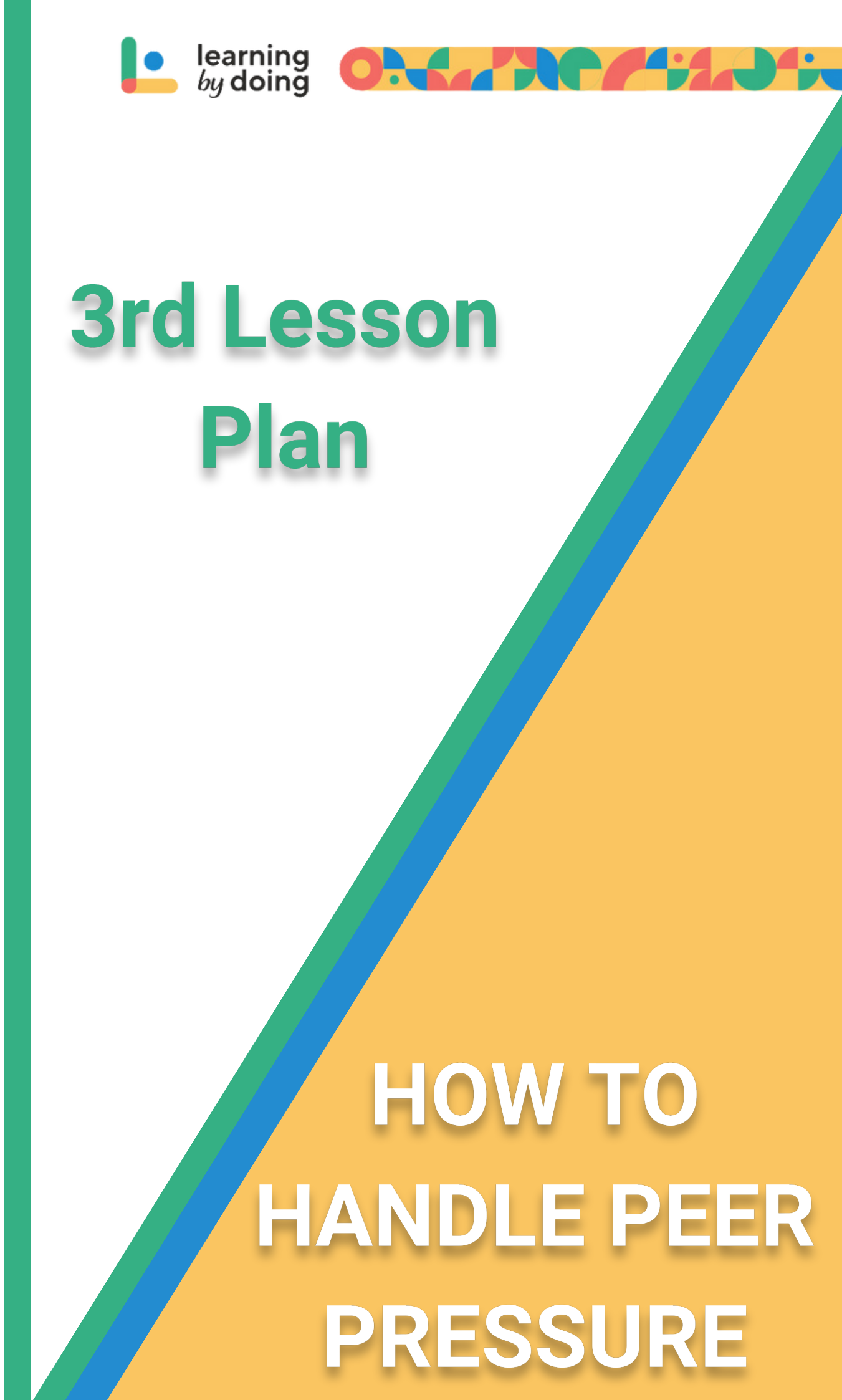
# 3rd Lesson Plan

# HOW TO HANDLE PEER PRESSURE

## Course Category

Role Play

## Title of Lesson

How to handlepeer pressure

## Type of Activity

Learning by doing/Experiential Learning

## Key Words

Peer pressure, Opposition, disagreement, conflict resolution, roleplay

## Lesson Description

Role-playing can effectively simulate and resolve conflicts, allowing individuals to practice and experiment with different strategies for dealing with difficult situations. This method is also essential for developing critical thinking, problem-solving, and collaboration skills. Critical thinking is essential for success in education and many careers.It involves analysing and evaluating information, arguments, and ideasto make well-informed decisions.

## Lesson Duration

One hour can be extended if the time allocated needs to be increased.

## Learning Objectives

This lesson aims to:

O1 To improve participants' communication skills in foreign languages and their mother tongue.

O2 To develop transversal skills such as cooperation, critical thinking, and questioning.

O3 To demonstrate strategies to prevent,manage, or resolve interpersonal conflicts without harming themselves or others.

## Learning Outcomes

| By the end of this lesson,a student will be able to: | Link to objectives |
|---|---|
| LO1: communicate in foreign languages and their mothertongue. | |
| LO2: gain transversal skills like cooperation, questioning and critical thinking. | |
| LO3: demonstrate strategies to prevent, manage, or resolve interpersonal conflicts withoutharming themselves or others. | |

## 1st Step

# Introduction

## Materials – Face to Face

- **Handout #3**

## Materials – Online

- **Handout #4**

## Duration -(minutes)

**5 minutes**

## Notes - Description of step – Explanations

The facilitator divides participants into groups according to the list s/he projected on the screen toensure that the groups are mixed abilities. Participants with learning difficulties or disabilities are included and receive help from the other student. In the case of participants with high or low-incidence disabilities, the facilitator will support them by giving them extra time if needed, allowing them to move during the activity, repeating the commands and providing easily accessible specialmaterials such as special screensand keyboards or voice assistants. After dividing the participants into groups, the facilitator asks each group to scan the QR codes on their table. After reading the text, the groups swap tables with the other groups until every group reads all the short stories.

## 2nd Step

### Duration -(minutes)

**10 minutes**

### Notes - Description of step – Explanations

After the exposure, the facilitator asks the groups to guess today's topic after reading all the stories. The facilitator may also project the stories on a big screen if needed.
After eliciting the answers from the groups, the facilitator asks groups to take their places, hands out funny answer cards to the groups and gives them the option to come up with silly answerssimilar to the ones s/he handed to them.

## 3rd Step

### Duration -(minutes)

**10 minutes**

### Notes - Description of step – Explanations

The groups read the story allocated to them and get ready to act the story out to the whole group.

The groups act out their stories to the whole group, and the rest choosesthe most appropriate answer to the peer pressureexample from their silly answer cards, and they explain why they chose that answer. After each role-play activity, the whole group discussion takes place in which they examine the situation from different perspectives.

## 4th Step

### Duration -(minutes)

**15 minutes**

### Prompts:

The facilitator then asks the groups to think about possible risks involved in peer pressureand possible solutions, conduct desk researchon the topic via google scholar and take notes.
After the group discussions and conducting research,the groups share their findings with the other groupsand open a whole group discussion.

## 5th Step

### Duration -(minutes)

**10 minutes**

### Notes - Description of step – Explanations

As a final activity, the groups aregiven an incomplete story, asked to completeit, and then share it with the othergroups.

## 6th Step

### Duration -(minutes)

**10 minutes**

### Notes - Description of step – Explanations

As a final activity, the groups aregiven an incomplete story, asked to completeit, and then share it with the othergroups.

## Assessment Methods

After the activity, the facilitator asks participants to create a handbook for teenagers on preventing peer pressure. Participants may create this on a shared document online.

## List of References/
## Additional Recommended Reading

## Differentiation

Depending on the requirements of each individual student. This activity is suitable for participants between 15-18 who are in mixed-ability classes from all genders and abilities and speak at least one common language at least B1 level during the activity. During this activity, the participants will work in groups and as a whole group. Group work can make learning more interactive and engaging, increasing participants' motivation to participate in the task or activity. It can help reduce the feeling of being singledout by peers, which participants with learning difficulties may feel as they work with peers who may have similar struggles. Participants with learningdifficulties or disabilities are included and receive help from the other student. In case of the presence of participants with high or low-incidence disabilities, the facilitator will support them by giving extra time if needed, allowing them to move during the activity if required, repeating the commands and providing easily accessible specialmaterials such as special screens and keyboards or voice assistants.

# What is the worst that could happen with this lesson?

The worst that could happenwith this lesson is that some participants may feel uncomfortable or confident enough to participate in the role-play activities. Additionally, some participants may not take the topic seriously or fully engage in the discussions and activities. The facilitator may also encounter technical difficulties or need more time to completeall the planned activities. However, these issues can be addressed by providing a supportive and inclusive environment, encouranging active participation, and adapting the lesson plan based on the participants needs and feedback. the facilitator can also provide additional resources or support to help participants struggling with the topic or activities

# What will you do to correrct it?

It may be helpful to pilot the activity witha small groupof participants to identify any potential issues or areas for improvement before implementing it with a larger group. Finally, receiving feedback from participants after the activity can help to identify any areas for improvement and inform futuremodifications to the activity.

Text 1

"You are at a partywith your friends, and everyone seems to be drinking. Your friends are pressuring you to join them, saying that it will be more fun and that you will be able to relax and let loose. They are also making fun of you for being the only one not drinking.You feel uncomfortable, as you do not want to disappoint your friends, but you also do not want to drink because you are underage and know it is illegal."

Text 2

"You are a high schoolstudent who is preparing for a big test in your historyclass. Your friends have heard that the test will be challenging and devised a plan to cheat. They are pressuring you to join them, saying that everyoneelse is doing it and that you will be left behind if you do not. Your teacher has made it clear that cheating will not be tolerated and that anyone caught will receive a zero on the test and face disciplinary action. You are torn,as you do not wantto disappoint your friends or risk getting in trouble, but you also do not want to cheat."

Text 3

"You are hanging out with your friends, and they are showing you pictures they have receivedfrom their partners.They are pressuring you to send similarimages to your partner, saying it is normal and everyoneis doing it. They are also making fun of you for not wanting to do it. You feel uncomfortable, as you do not want to disappoint your friends, but you also do not wish to send inappropriate pictures."

Text 4

"You are in high school,and you have a test coming up next week.Your friends have planned to skip the class where the test will be held and are pressuring you to join them. They say that the class is boring and you can study at home. They are also making fun of you for being a good student and wanting to attend class. You are torn, as you do not want to disappoint your friends, but you also do not want to skip the class and risk your grade."

Text 5

"You are in high school,and you have noticed that one of your classmates is being bullied by a group of students. They are making fun of their appearance, spreading rumours and excluding them from social activities. Your friends are part of the group doing the bullying, pressuring you to join in and not be friends with that student. They say that the student is weird and that you will be more popular if you join in. You feel uncomfortable, as you don'twant to disappoint your friends. Still, you also want to refrain from participating in the bullying."

Silly Answers

1."I'm allergicto peer pressure, sorry!"
2."I don't want to, but thanks for asking!"
3."I'm on a diet, but thanks for the offer."
4."I'm savingup my fun for the weekend."
5."I'm trying to be more like a flamingo, standing tall and being myself."
"I have a strict policyof not doing things on a school night."
7."I'm not a fan of the peerpressure, but I'll take a rain check."
8."I'm trying to be more like a sloth, takingthings slow andsteady."
9."I'm practising for my future as a professional procrastinator."
10."I have to finish my collection of rubber ducks first."
11."I'm trying to be more like a penguin, sticking to my flock."
12."I'm saving my good decisions for a rainyday."
13."I'm on a quest to become the world's best imaginary friend."
14."I'm trying to be more likea koala, holding onto my values."
15."I'm practising for my future as a professional couch potato."
16."I have to finish my collection of
pogo sticks first."
17."I'm following my inner compass, thanks."
18."I'm tryingto be more like a butterfly, spreading my wings and being true to myself."
19."I'm saving my energy for when the zombies come."
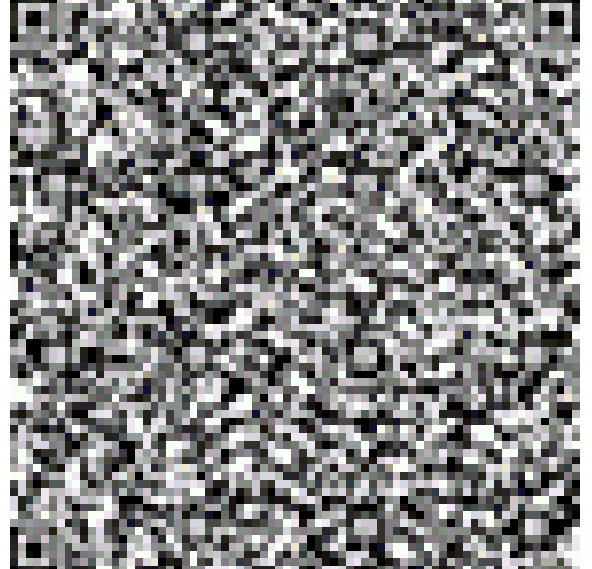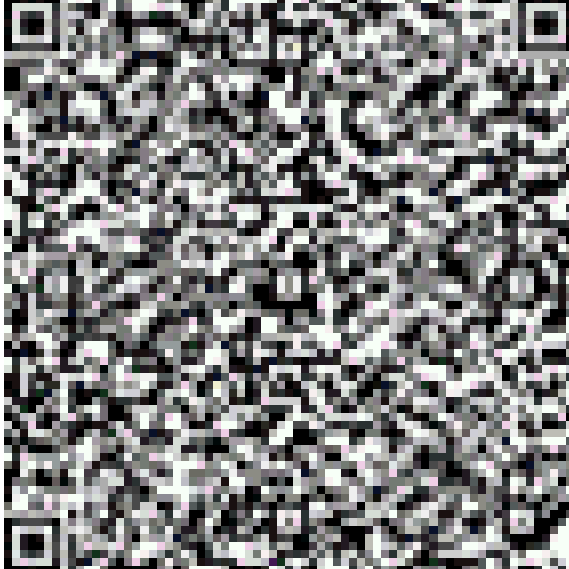20."I'm takinga break from peer pressure, but thanks for offering."
Complete thestory "The Choice"
It wasa typical Friday
night, and 16-year-old Jack was hanging out with his friends at the park. They were discussing their plansfor the weekend when a senior named Alex suggested they sneak into an abandoned warehouse on the outskirts of town...
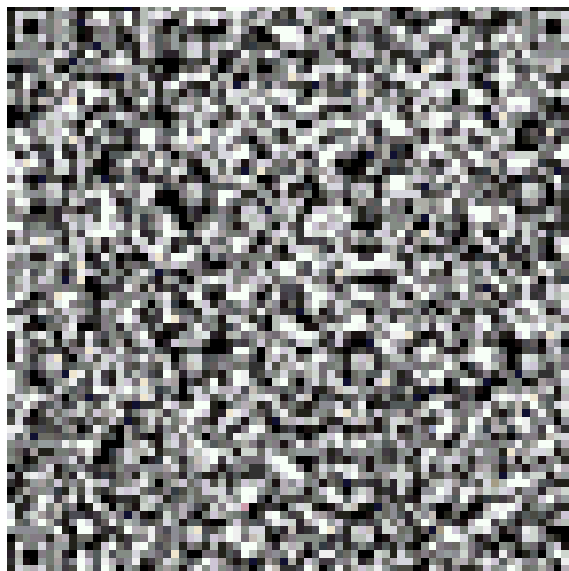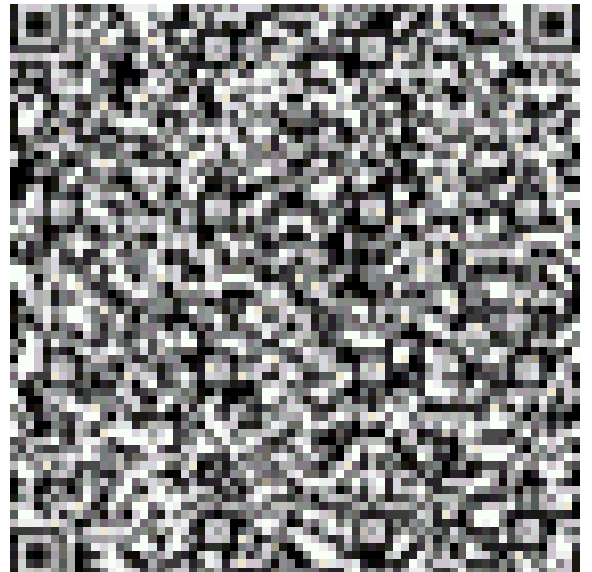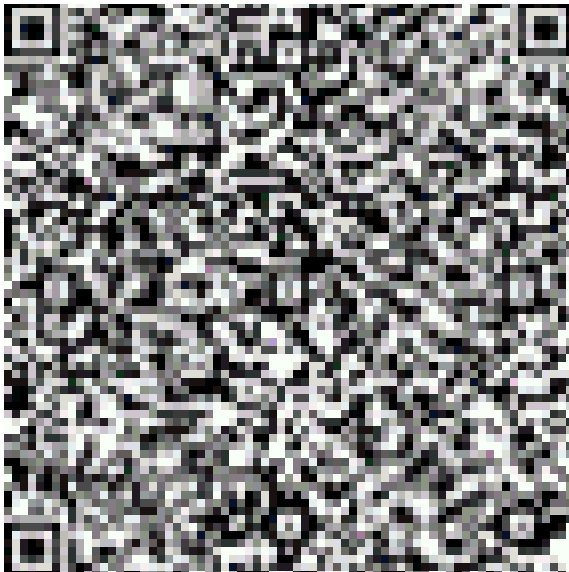
# 4th Lesson Plan

# BE LIKE SOCRATES

## Course Category

Critical Thinking

## Title of Lesson

Be like Socrates

## Type of Activity

Learning by doing/Experiential Learning

## Key Words

Socrates, critical thinking, ancient Greekphilosophy, questioning, dialogue.

## Lesson Description

This activity encourages participants to practice public speaking, communicate ideas to a diverse audience and offer a virtual experience to an audience. At the sametime, the aim is to encourage participants to learn aboutheritage sites in their communities andbe able to teach othersabout their cultural heritage.

## Lesson Duration

One hour can be extended if the time allocated needs to be increased.

# Learning Objectives

This lesson aims to:

O1 To introduce students to the ancient Greek philosopher Socrates and his method of questioning.
O2 To encourage students to conduct research and form independent opinions and ideas.
O3 To develop students' critical thinking skills by analysing and evaluating information, arguments, and ideas.
O4 To promote communication and cooperation among students in foreign languages and their mother tongue.
O5 To gain transversal skills like cooperation, questioning and critical thinking.

# Learning Outcomes

| By the end of this lesson,a student will be able to: | Link to objectives |
| --- | --- |
| LO1: demonstrate critical thinking skillsby analyzing information, arguments, and ideas in Platon's Criton text. | |
| LO2: communicate effectively by asking and answering Socratic questions. | |
| LO3: gain transversal skills such as cooperation, questioning, and critical thinking. | |
| LO4: develop an understanding of the ancient Greekphilosopher Socrates and his method of questioning to stimulate critical thinking. | |
| LO5: enhance their research skillsby briefly researching Socrates and his death. | |

## 1st Step

# Introduction

## Materials – Face to Face

- **Dialogue cards**
- **Handout #5**
- **QR Codes for print**

## Materials – Online

- **Laptop, tablet mobilephone**
- **Canva**

## Duration -(minutes)

**10 minutes**

## Notes - Description of step – Explanations

The facilitator introduces students to the ancient Greek philosopher Socrates by asking them to conduct brief research about Socrates and his death and to pair up according to the list s/he projected on the screen to ensure that the pairs are mixed abilities. Students with learning difficulties or disabilities are included and receive help from the other student. In case of the presence of students with high or low-incidence disabilities, the facilitator will support them by giving extra time if needed,allowing them to move during the activity if required, repeating the commands and providing easily accessible specialmaterials such as special screens and keyboards or voice assistants.

After, the facilitator asks them to share their findingswith their partner.

## 2nd Step

## Duration -(minutes)

**10 minutes**

## Notes - Description of step – Explanations

After the introduction (where students took agency of creating their prior knowledge on Socrates and his death) and pair work, the facilitator asks each pair to choose their representative to report their findings to the whole class to ensure that all students found out the same information and to check if the information they foundis reliable.

## 3rd Step

## Duration -(minutes)

**10 minutes**

## Notes - Description of step – Explanations

The facilitator then gives pairs a dialogue card that is a part of the dialogue between Crito and Socrates written on it. If needed, the facilitator may lso project the dialogue cards on a big screen. The facilitator asks students to practice their dialogues and try to understand what Socrates was doing and why. The pairs swap their cardsuntil everyone has exposure to all cards.

## 4th Step

### Duration -(minutes)

**5 minutes**

### Prompts:

After the mingling, the facilitator starts a whole group discussion about Socrates' methodand why he was using it.

## 5th Step

### Duration -(minutes)

**5 minutes**

### Notes - Description of step – Explanations

After the group discussion, the facilitator dividesthe group into two groups and asks participants to scan the hidden QR codes around the classroom and note them down.

## 6th Step

### Duration -(minutes)

**10 minutes**

### Notes - Description of step – Explanations

After the groups found, scanned and noted the questions, the facilitator asks the groups to think and come up with possible Socraticquestions themselves and note them down.

## 7th Step

### Duration -(minutes)

**10 minutes**

### Notes - Description of step – Explanations

The facilitator asks groups to mingle with each other and askquestions they come up with. The facilitator providesexamples of conversation starters such as "Do you like going to school?",
"What makes someone a good friend?",
"What makes someonea bad friend?",
"Was Socrates innocent?",
"What would you do if you were Socrates?"...

## Assessment Methods

After the activity, the facilitator asks participants to fill in the evaluation form for self-evaluation and then collects them by clicking on this link: https://docs.google.com/forms/d/e/1FAIpQLSfBItbWQqR8XUtm6ObqRE9vcJ6g_U3HBbod-W2OozsilKzofQ/viewform?usp=sf_link.

## List of References/ Additional Recommended Reading

## Differentiation

Depending on the requirements of each student.This activity is suitable for participants between 15-18 who are in mixed-ability classes from all genders and abilities and speak at least one common language at least B1 level during the activity. During this activity, the participants will work in groups and as a whole group. Group work can make learning more interactive and engaging, increasing participants' motivation to participate in the task or activity. It can help reduce the feeling of being singled out by peers, which participants with learning difficulties may feel as they work with peers with similar struggles. Participants with learning difficulties or disabilities are included and receive help from the other student. In case of the presence of participants with high or low-incidence disabilities, the facilitator will support them by giving extra time if needed, allowing them to move during the activity if required, repeating the commands and providing easily accessible special materials such as special screens and keyboards or voice assistants.

# What is the worst that could happen with this lesson?

To address these issues, the facilitator can:

1.     Encourage participation: The facilitator can create a supportive and non-judgmental environment to encourage students to participate and can provide support for students who may be struggling.

2.     Clearly explain the objectives: The facilitator can ensure that the activity's objectives are clear and that students understand what they are supposed to be doing.

3.     Support understanding of the dialogue:The facilitator can provide additional explanations or translations to help students understand the dialogue if needed.

4.     Manage time effectively: The facilitator can create a clear timelinefor the activity and ensure that all students have enough time to participate fully.

Ensure adequateresources: The facilitator can ensure enough materials for all students to participate fully in the activity.

# What will you do to correrct it?

If students experience difficulty in pair or group work, the facilitator can provide extra support to help them work togethereffectively. This couldinclude modelling how to work in pairs or groups effectively, providing prompts or scaffolds to support their interactions, or providing additional time to work through challenges.

If students have difficulty understanding the text or concepts related to Socrates, the facilitator can provide additional explanations or examplesto help clarify the material. The facilitator can also provide alternative texts or resources to help studentsunderstand the conceptsdifferently.

If students struggle with critical thinking or questioning skills, thefacilitator can provide additional activities or exercises to help them developthese skills. This could includeproviding more opportunities for students to ask questions, practising questioning skills in different contexts, or providing feedback and guidance on students' critical thinking and questioning skills.

# QR Codes

# 5th Lesson Plan

CAFE TALKS

## Course Category

Role Play

## Title of Lesson

Cafe Talks

## Type of Activity

Learning by doing/Experiential Learning

## Key Words

Opposition, disagreement, conflict resolution, role play

## Lesson Description

Role-playing allows individuals to practice and experiment with different strategies for dealing with difficult situations. This method is essential for developing critical thinking,problem-solving, and collaboration skills.

## Lesson Duration

One hour can be extended if the time allocated needs to be increased.

# Learning Objectives

This lesson aims to:

O1 To improve participants' communication skills in foreign languages and their mother tongue.

O2To develop transversal skills such as cooperation, critical thinking, and questioning.

O3To demonstrate strategies to prevent, manage,or resolve interpersonal conflicts without harming themselves or others.

# Learning Outcomes

By the end of this lesson,a student will be able to:

LO1:communicate in foreign languages and their mother tongue.

LO2: gain transversal skills like cooperation, questioning and critical thinking.

LO3: demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming themselves or others.

Link to objectives

## 1st Step

# Introduction

## Materials – Face to Face

- **Dialogue cards**
- **Handout #6**

## Materials – Online

- **QR Codes**

## Duration -(minutes)

**5 minutes**

## Notes - Description of step – Explanations

The facilitator gets the participants' attention by asking questions such as, "Have you ever been in opposition or disagreement with someone else?","How did you solve the issue?", "Was it fair for all sides?"...
After getting a few answers,the facilitator explainsthat they will focus on conflict resolution and role play today.

## 2nd Step

## Duration -(minutes)

**5 minutes**

## Notes - Description of step – Explanations

After the introduction, the facilitator dividesparticipants into groupsaccording to the list s/he projected on the screen to ensure that the groups are mixed abilities. Participants          with learning difficulties or disabilities are included and receive help from the other student.In case of the presenceof participants with high or low-incidence disabilities, the facilitator will support them by giving extra time if needed, allowing them to move during the activity if required, repeating the commands and providing easily accessible specialmaterials such as special screensand keyboards or voice assistants.

If possible, this activity will be held in informal settings,or the facilitator will create an informalspace like a café, i.e. small round tables and chairs. Each group will consist of at least four chairs, and this number may change according to the numberof participants.

The facilitator then gives conflictstory cards with different short stories written. The facilitator may also projectthe conflict storiescards on a big screenif needed.

## 3rd Step

## Duration -(minutes)

**10 minutes**

## Notes - Description of step – Explanations

The facilitator asks participants to read and discussthe story within their groups and put themselves in their shoes

## 4th Step

## Duration -(minutes)

**15 minutes**

## Notes - Description of step – Explanations

For the next step, participants prepare to act out the conflict in a role-play activity and present their conflict to the class.

## 5th Step

## Duration -(minutes)

**10 minutes**

## Notes - Description of step – Explanations

After the role-play, participants return to work in groups to solve the conflict and take notes/type on their mobile phones/laptops/tablets.

After the small group activity,groups share their resolution and explain how and why they chose that with the whole group and get feedback from the other groups.

## 6th Step

## Duration -(minutes)

**10 minutes**

## Notes - Description of step – Explanations

The facilitator then asks the groups to work in their groups and to think and create a general resolution pack that would be helpful to solve any conflict.
After the groups created their "general resolution pack", they share their work with the whole group and discussthe elements they included and why, comparetheir work, and to try to find similarities and differences.

## Assessment Methods

After the activity, the facilitator asks participants to examine all the packs done by groups and develop a final one that includes all theelements groups included in their work. Participants may create this on a shareddocument online.

## List of References/
## Additional Recommended Reading

## Differentiation

Depending on the requirements of each individual student. This activity is suitable for participants between15-18 who are in mixed-ability classes fromall genders andabilities and speakat least one common language at least B1 level during the activity. During this activity, the participants will work in groups and as a whole group. Group work can make learning more interactive and engaging, increasing participants' motivation to participate in the task or activity. It can help reduce the feeling of being singled out by peers, which participants with learning difficulties may feel as they work with peers who may have similar struggles. Participants with learning difficulties or disabilities are included and receive help from the other student. In case of the presence of participants with high or low-incidence disabilities, the facilitator will support them by giving extra time if needed, allowing them to move during the activity if required, repeating the commands and providing easily accessible special materialssuch as special screens and keyboards or voice assistants.

# What is the worst that could happen with this lesson?

The worst that could happen with this lesson is that the participants may need to engage more fully with the activities, leading to a lack of learning and participation.

Additionally if the facilitator adequately addresses any potential issuesor challenges during the activity, it could lead to misunderstandings, miscommunications, or conflictsbetween participants. The activity may also not be suitablefor all participants, particularly thosewith specific learning or physicaldisabilities, without appropriate accommodations or modifications. Lastly, if the facilitator does not provide adequate feedback orevaluation of the activity, it may not be easy to assess its effectiveness and make improvements for future sessions.

# What will you do to correrct it?

To address these potential issuesand ensure a successful learningexperience, the facilitator can take the following steps:

1.    Engage participants: The facilitator can encourage participants to share their thoughts and ideas, promoteactive listening, and facilitate open discussions. Making the activities engaging, relevant, and enjoyable is essential to encourage activeparticipation.

2.    Address challenges: The facilitator can be prepared to address any potential challenges or issues that may arise during the activity, such as communication barriers or disagreements between participants. They can use conflict resolution strategies and communication techniques to help participants resolve issues.

3.    Accommodateparticipants: The facilitator can ensure the activity is accessible and suitable for all participants, including those with specific learning or physical disabilities. They can provide extra time, assistive technology, or physical accommodations to support participants' needs.

4.    Provide feedback: The facilitator can provide feedbackto participants on their performance during the activity. They can offer constructive criticism and encourageparticipants to reflect on their learning and progress. Additionally, the facilitator can evaluate the activity's effectiveness and make necessary changes for future sessions.

By taking these steps, the facilitator can ensure that the participants have a positivelearning experience and that the activity meets its objectives.

## QR Codes
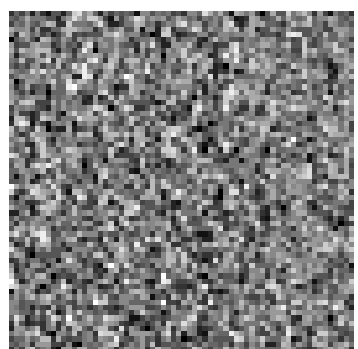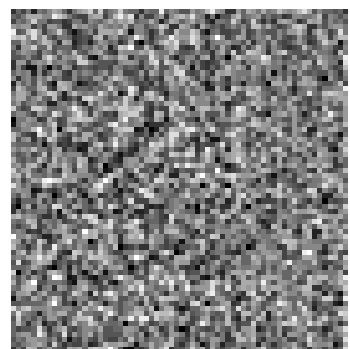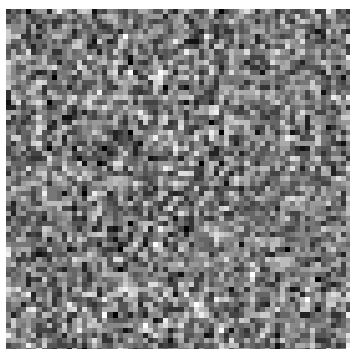
# 6th Lesson Plan

## INTRODUCTION TO DESIGN THINKING- GENERATING IDEAS

## Course Category

Design Thinking

## Title of Lesson

Introduction to Design Thinking-Generating ideas

## Type of Activity

Learning by doing/Experiential Learning

## Key Words

Design thinking, innovation, generating ideas, problem-solving, teamwork,social issues, feasibility, usefulness, sustainability, ethics, andreflection.

## Lesson Description

Learning the basics of a design thinkingprocess is importantto encourage participants to think critically, creatively and proactively. All of these are vital components of the learning-by-doing process. Participants can learn to face wicked problemsand uncertainty throughdesign thinking and innovation. This lesson introduced participants to the process by providing an overview of design thinking and teaching participants to generate ideas.

## Lesson Duration

One hour can be extended if the time allocated needs to be increased.

## Learning Objectives

Thislesson aims to:

O1 To introduce participants to the basics of design thinking and the design thinking process.
O2 To teach participants how to generateideas and think creatively and critically. O3 To help participants learn to work collaboratively as part of a team.
O4 To enableparticipants to formulateproblems and generateideas that addresscritical social issues affecting their communities.
O5To encourage participants to evaluate ideas based on their feasibility, usefulness, sustainability, and ethics.
06 To facilitate an open-reflection discussion with all participants about lessons learned.

## Learning Outcomes

| By the end of this lesson,a student will be able to: | Link to objectives |
| --- | --- |
| LO1:understand the basic design thinkingprocess. | |
| LO2:generate and organiseideas on socialissues affecting theircommunities. | |
| LO3:work effectively in groups and collaborate to formulate problemsand generate ideas. | |
| LO4: gain competence in formulating a problemand innovating as part of a designthinking process. | |
| LO5:evaluate ideas based on feasibility, usefulness, sustainability, and ethics. | |
| LO6: conduct an open-reflection discussion with all participants about lessons learned. | |

### 1st Step

# Introduction

## Materials – Face to Face

- **Post-it notes**
- **Large boardfor instructor**
- **Boards for participants to paste post-itnotes**
- **Pencils or pens**

**NOVA video on Generating Ideas:**
**https://www.pbslearning media.org/resource/nvmsi.**
**eng.ideagen/generating-i deas/**

**Video on basics of Design Thinking:**
**https://www.youtube.com /watch?v=_r0VX-aU_T8**

## Materials – Online

- **Laptop/tabl et/mobile**
- **Canva**

## Duration -(minutes)

**10 minutes**

## Notes - Description of step – Explanations

Participants watch an introductionvideo about the design thinkingprocess and mingle and discussthe topic betweenthemselves.

After the mingling,the participants watch the NOVA video on Generating Ideas,and the facilitator asks their opinion on engaging in a similar exercise as the one in the video.

## 2nd Step

### Duration -(minutes)

**10 minutes**

### Notes - Description of step – Explanations

The facilitator asks participants to generate ideas about important social issues affecting their communities, how they would approach solving them, and how they frame the problem.

## 3rd Step

### Duration -(minutes)

**10 minutes**

### Notes - Description of step – Explanations

After the group discussion, the facilitator divides participants into groups of 5 according to the list s/he projected on the screen to ensure that the pairs are mixed abilities. Participants with learning difficulties or disabilities are included and receive help from the other student. In case of the presence of participants with high or low-incidence disabilities, the facilitator will support them by giving extra time if needed, allowing them to move during the activity if required, repeating the commands and providing easily accessible special materials such as special screens and keyboards or voice assistants.

## 4th Step

### Duration -(minutes)

**10 minutes**

## Notes - Description of step – Explanations

Groups organise theirideas into groups of similar ideas where they can explain their thought process and write theirideas on post-itnotes, work on a shared board or canvas, and discuss within their groups.

### 5th Step

## Duration -(minutes)

**10 minutes**

## Notes - Description of step – Explanations

After working in groups, groups bring their boards or canvas and try to unite all ideas. Groups give feedback to each other, organise and collaborate to create a class canvas with the ideas from every group.

### 6th Step

## Duration -(minutes)

**10 minutes**

## Notes - Description of step – Explanations

As a group, participants will evaluate the ideas based on their: feasibility, usefulness, sustainability, and ethics.
The facilitator asks participants to regroup,select their favouriteideas, and explaintheir reasoning.

## Assessment Methods

Participants assess the ideas based on their: feasibility, usefulness, sustainability, and ethics and regroup and select their favourite ideas and explain their reasoning by conducting an open-reflection discussion with all participants about lessonslearned.

## List of References/
## Additional Recommended Reading

## Differentiation

Depending on the requirements of each individual student. This activity is suitable for participants between 15-18 who are in mixed-ability classes from all genders and abilities and speak at least one common language at least B1 level during the activity. During this activity, the participants will work in groups and as a whole group.Group work can make learning more interactive and engaging, increasing participants' motivation to participate in the task or activity. It can help reduce the feeling of being singledout by peers, which participants with learning difficulties may feel as they work with peers who may have similar struggles. Participants with learningdifficulties or disabilities are included and receive help from the other student. In case of the presence of participants with high or low-incidence disabilities, the facilitator will support them by giving extra time if needed, allowing them to move during the activity if required, repeating the commands and providing easily accessible specialmaterials such as special screens and keyboards or voice assistants.

# What is the worst that could happen with this lesson?

The worst that could happen with this lesson is that participants may need help to develop ideas or have difficulty collaborating effectively in their groups,leading to frustration or a lack of engagement. Additionally, participants may need more clarification on the design thinking process or the importance of problem-framing, leadingto incomplete or ineffective solutions. Inadequate facilitation or lack of materials could also lead to a more-than-optimal experience for participants.

# What will you do to correrct it?

To resolve possibleissues, the facilitator can:

1.Establish clear expectations and guidelines at the beginning of the lesson, including guidelines for respectful communication and collaboration.

2.Provide clearinstructions and demonstrate the process

step-by-stepto ensure that all participants understand what is expected of them.

3.     Encourage open communication among participants, allowing everyone to express their ideas and opinions while maintaining a respectful environment.

4.         Monitor group dynamicsand intervene to address conflictsor inappropriate behaviour.

5.       Be flexible and adapt the lesson plan as neededto ensure that all participants are engaged and can participate to the best of their abilities.

6.     Provide support and accommodations to participants with disabilities or learning difficulties as needed, including additional time,adapted materials, or other accommodations that may be necessary.

Please provide feedback to participants on their ideas and encourage them to continueto develop their critical thinkingand problem-solving skills.

## QR Codes
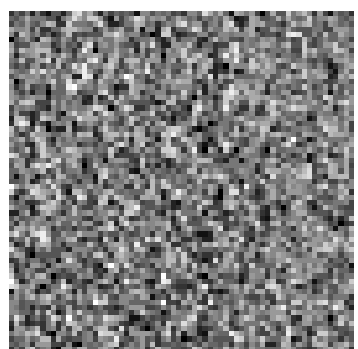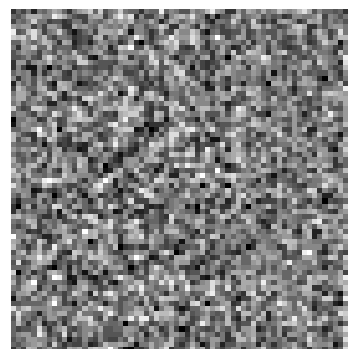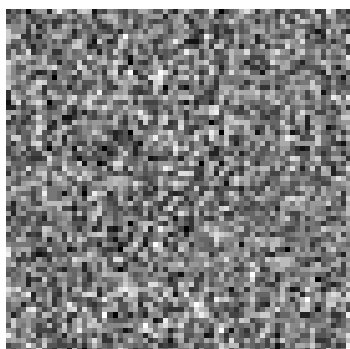
# 7th Lesson Plan

## MOCK COMMUNITY ORALHISTORY

# Course Category

DesignCommunity-basedHeritage Thinking

# Title of Lesson

Mock Community OralHistory

# Type of Activity

Learning by doing/Experiential Learning

# Key Words

Community-based heritage, Cultural heritage, Oral history, Qualitative research techniques, Interviewing skills, Memories, Belonging, Shared practices and beliefs, Dynamic social process, Meaning and value,Sense of identification, Monumental understanding of cultural heritage, Tangible and intangible cultural elements.

# Lesson Description

This activityaims to foster an appreciation for community heritage by encouraging participants to reflect on their life experiences.

# Lesson Duration

One hour can be extended if the time allocated needs to be increased.

## Learning Objectives

This lesson aims to:

O1 To understand heritage as a dynamic process where communities assign meaning and value to tangible and intangible elements in their history and daily lives.
O2 To acquire skills to conduct interviews and life histories as qualitative research techniques.
O3 To gain competence in analysing research findings to create a community oral history project.
O4 To gain an appreciation for heritage beyond monuments and built environments to appreciate the value of history in people's lives.

## Learning Outcomes

| By the end of this lesson, a student will be able to: | Link to objectives |
|---|---|
| LO1: gain an understanding of heritage as a dynamic process where communities assign meaning and value to tangible and intangible elements in their history and daily lives. | |
| LO2: acquire skills to conduct interviews and life histories as qualitative research techniques. | |
| LO3: gain competence in analysing research findings to create a community oral history project. | |
| LO4: gain an appreciation for heritage beyond monuments and built environments to appreciate the value of history in people's lives. | |

## 1st Step

# Introduction

## Materials – Face to Face

- **Pen**
- **Notebook**

**Oral HistoryGuidelines:**
**https://saveculture.org/w p-content/uploads/2016/0 3/Oral-History-Guidelines. pdf**

**Sample Oral History Projectwith Maltese communityin Detroit:**
**https://www.detroitmaltes e.com/oral-histories**

**Video    What    is        Oral History?:**
**https://www.youtube.com /watch?v=Xk3gb9xCTFo.**

## Materials – Online

- **Laptop/tabl et/mobile**
- **Canva**

## Duration -(minutes)

**10 minutes**

## Notes - Description of step – Explanations

The facilitator aims to Introduce students to the conceptof Cultural Heritage          and community-based approaches to understanding heritage by addressing the concept of culture. The facilitator asks participants to think and define what culture means. The participants may jotdown their definitions, share them with the group, and discuss them shortly.

## 2nd Step

### Duration -(minutes)

**10 minutes**

### Notes - Description of step – Explanations

After the whole group discussion,the facilitator asks participants to reflect on the whole group discussion to help participants discover that the concept of culture does not have one definition. However, culture can be understood as a series of shared practices and beliefs shapinghow we experience and are in the world. Culture is dynamic, shaped and reshaped as we interactwith one another.

After eliciting answers,the facilitator asks participants to think and reflect on their thoughts on cultural heritage. The aim is to help participants connect culture and culturalheritage, as cultural heritage refers to a dynamic social process. Cultural Heritageis not a static object;people produce culturalheritage. What that means is that culturalheritage exists becausepeople assign meaningand value to cultural expressions   (tangible or intangible), because they: "are seen to reflect and validate [identities], communities, families and even individuals, [and] are [seen as] worthy of some form of respect or protection" (Labadi and Logan2015: xiii)

## 3rd Step

### Duration -(minutes)

**10 minutes**

## Notes - Description of step – Explanations

After that, the facilitator asks students to search what constitutes cultural heritage, what cultural heritageis, mingle and talk about their findings to share their knowledge. The aim is to help students understand that cultural heritagecan result from communities identifying cultural expressions as part of their heritage.Cultural heritage can also shape communities and their sense of identification.

Additionally, cultural  eritagemanagement can have a significant social, political and economic effect on communities. It is essential to understand culturalheritage as inherently social; thus, it is importantto move away from a monumental understanding of cultural heritage (one that deems monuments as valuable and neglects other forms of Heritage). Cultural heritage is not just an object,artefact or monument. The meaning and value that people assign to tangible or intangible culturalelements are key to its heritage character.

After mingling and sharing their knowledge, the facilitator asks participants to think about the communities they identify with and asks leading questions to help them. Such as "What elements are meaningful and worthy of respect and protection in those communities?" and "Why are they considered so?".

### 4th Step

## Duration -(minutes)

**10 minutes**

## Notes - Description of step – Explanations

The facilitator pairs up the participants and asks participants to watch the video samplesof the Oral History project of the MalteseClub in Detroit as an example of an Oral History Project aimed at celebrating the heritage of Maltese  communities in Detroit:

https://www.detroitmaltese.com/ oral-histories.

## 5th Step

### Duration -(minutes)

**10 minutes**

### Notes - Description of step – Explanations

After watching the video, participants discuss the videos and what they do. The facilitator asks leadingquestions:
-What kind of memories,traditions, and stories do people share?
-How do they foster a sense of belongingor community?
-What do people in these videos find meaningful?
-How does that relate to community heritage?
After discussing in pairs, the participants reflecton their thoughtsto the whole group and open a discussion.

## 6th Step

### Duration -(minutes)

**10 minutes**

### Notes - Description of step – Explanations

The facilitator draws participants' attentionto the questions they asked while discussing in pairs and asks them to work in pairs and write down similar questions that generate detailedresponses.
After generating questions, the facilitator asks students to mingle and interview a classmate about their first memories of life in their neighbourhood to get detailedanswers.
After interviewing, the facilitator asks participants to discuss their experiences and reflections on the activity.

After the discussions, the facilitator asks participants to change roles this time while interviewing a different classmate and recording the process.

## Assessment Methods

The participants organise a final discussion with the class to reflect on the memories evoked and how these might relate to a sense of community. During the discussion, the facilitator asks participants to report on their learnings. They can listento part of the recordedinterviews for further reflection.

## List of References/
## Additional Recommended Reading

Labadi, S. & Logan, W.S. (2015). Urban Heritage, Development and Sustainability: International Frameworks, National and Local
Governance. London/NewYork: Routledge.

## Differentiation

Depending on the requirements of each individual student. This activity is suitable for participants between 15-18 who are in mixed-ability classes from all genders and abilities and speak at least one common language at least B1 level during the activity. During this activity, the participants will work in groupsand as a whole group.Group work can make learning more interactive and engaging, increasing participants' motivation to participate in the task or activity. It can help reduce the feeling of being singledout by peers, which participants with learning difficulties may feel as they work with peers who may have similar struggles. Participants with learningdifficulties or disabilities are included and receive help from the other student. In case of the presence of participants with high or low-incidence disabilities, the facilitator will support them by giving extra time if needed, allowing them to move during the activity if required, repeating the commands and providing easily accessible specialmaterials such as special screens and keyboards or voice assistants.

# What is the worst that could happen with this lesson?

One potential worst-case scenariocould be that the participants feel uncomfortable sharing personalmemories or experiences with their classmates during the interview, leading to a lack of engagement or participation. Additionally, supposethe facilitator needs to provide clearguidelines or supportduring the interviewing process. In that case, participants may need more meaningful data or insightto conduct compelling interviews. Technical issues, such as equipment failure or poor sound quality during interviews, could also disruptthe activity. Finally, if the facilitator does not create a safe and inclusiveenvironment, participants may not feel comfortable sharingtheir experiences or opinions, leading to a lack of engagement and participation.

# What will you do to correrct it?

To avoid potential issues and addressany challenges that may ariseduring the lesson,here are some possible solutions:

1.    Time management: The lesson plan should be reviewed and evaluated to ensure sufficient time. If necessary, the facilitator can extend the duration of the activityor make adjustments to the lesson plan to make the best use of the time available.

2.    Accessibility: Participants with learningdifficulties or disabilities should be included and provided with appropriate accommodations to support their needs. The facilitator should know any specific needs and make arrangements accordingly, such as providing extra time or unique materials.

3.    Language barriers: If participants have limited proficiency in the language of instruction, the facilitator can provide additional support, such as using visualsor translation tools,to ensure that everyone can understand and participate.

4.    Lack of engagement: To keep participants engaged and motivated, the facilitator can use variousteaching strategies, such as interactive activities, group work, or multimedia resources, to cater to different learningstyles.

Conflict among participants: If a conflict arises, the facilitator can address the issue by reminding participants of the importance of mutual respectand collaboration and providing guidance on communicating effectively and constructively resolving conflicts.

# 8th Lesson Plan

## MAPPING STRATEGIES (TO PROMOTE INTANGIBLE HERITAGE)

## Course Category

Intangible Heritage

## Title of Lesson

Mock Community OralHistory

## Type of Activity

Learning by doing/Experiential Learning

## Key Words

Intangible heritage, strategymapping, project planning,resources, benefits, local communities, sustainability, diversity, feedback, peer review, and visual representation.

## Lesson Description

This lesson encourages participants to work as part of a team and strategies through group discussions and teamwork. Group discussions and teamwork allow for exchanging ideas and perspectives, leading to better communication among team members.

## Lesson Duration

One hour can be extended if the time allocated needs to be increased.

# Learning Objectives

This lesson aims to:

O1 To enable participants to think critically and creatively about intangible heritage and its importance.
O2 To help participants learn about intangible heritage's concept and value.
O3 To develop participants' skills in identifying and creating a strategy for a projectrelated to intangible heritage.
O4 To enhanceparticipants' ability to represent a visual strategyfor a project.

# Learning Outcomes

| By the end of this lesson,a student will be able to: | Link to objectives |
|---|---|
| LO1: learn to think, identify and create a strategyabout the resources they need for a project. | |
| LO2: can represent a strategy to carry out a projectvisually. | |
| LO3: gain knowledgeabout the conceptand value of intangible heritage. | |

## 1st Step

# Introduction

## Materials – Face to Face

- **Post-it notes**
- **Pencils**
- **Erasers**
- **Canvas or board for group work**

**Introduction to intangible heritage       videos**
**https://www.youtube.com /watch?v=kuTSC9TB5Ds**

**https://www.youtube.com /watch?v=OtpuHzDtdMc&l ist=PLWuYED1WVJIPcDR7j nmyHnqdeP_oAZ1Jx**

## Materials – Online

- **Laptop/tabl et/mobile**
- **Canva**

## Duration -(minutes)

**5 minutes**

## Notes - Description of step – Explanations

Facilitator asks participants to think and create a mind mapof what comesto mind when they thinkabout intangible heritage
(The participants may use a whiteboard/ smartboard/ online document).

## 2nd Step

### Duration -(minutes)

**10 minutes**

### Notes - Description of step – Explanations

Following the activity, the participants watch the followingvideos:
https://www.youtube.com/watch ?v=UZS3dmOMXlQ
https://www.youtube.com/watch?v=OtpuHzDtdMc&list=PLWuYED1WVJIPcDR7jnmyHnqdeP_oAZ1Jx.
After watchingthe videos, the facilitator asks participants why intangible heritageis important and opens a group discussion.

## 3rd Step

### Duration -(minutes)

**10 minutes**

### Notes - Description of step – Explanations

The facilitator asks participants to scan the QR code to the Unesco Intangible heritage site to explore intangible heritage traditions and their relationship to sustainable development goals:
https://ich.unesco.org/en/dive&display=sdg#tabs.

## 4th Step

### Duration -(minutes)

**10 minutes**

## Notes - Description of step – Explanations

The facilitator divides participants into groups of 5 accordingto the list s/he projectedon the screen to ensure the pairs have mixed abilities. Students with learningdifficulties or disabilities are included and receive help from the other student. In case of the presence of students with high or low-incidence disabilities, the facilitator will support them by giving extra time if needed,allowing them to move during the activity if required, repeating the commands and providing easily accessible specialmaterials such as special screens and keyboards or voice assistants and to think of a projectto promote intangible heritage in a way that brings benefits to a diversity of people in their local communities.

For the next step, groups jot down. For each category, students use a differentcolour of post-itnotes.
-Their ideas
-The specific people the project could benefit from
-The list of activities needed to carry out the project
-The list of resources they would need
-The list of people they would need to involve to carry out the project and the project title

## 5th Step

## Duration -(minutes)

**20 minutes**

## Notes - Description of step – Explanations

After creating all the assets,participants place their post-it notes on a canvas or board, drawing lines between the elements on their canvas to map their strategies, or they can design a templateif they jotted down notes online.
After putting all the elementstogether, the groups present their work to the other groups and get feedback.

## Assessment Methods

Participants will present their strategy maps to other groups in their class and obtain peer review. They vote for the best strategy map based on the following criteria: feasibility, efficiency, relevance, and considerations of its positive social impact.

## List of References/
## Additional Recommended Reading

## Differentiation

Depending on the requirements of each individual student. This activityis suitable for participants between 15-18 who are in mixed-ability classes from all genders and abilities and speak at least one common language at least B1 level during the activity. During this activity, the participants will work in groups and as a whole group. Group work can make learning more interactive and engaging, increasing participants' motivation to participate in the task or activity. It can help reduce the feeling of being singledout by peers, which participants with learning difficulties may feel as they work with peers who may have similar struggles. Participants with learningdifficulties or disabilities are included and receive help from the other student. In case of the presence of participants with high or low-incidence disabilities, the facilitator will support them by giving extra time if needed, allowing them to move during the activity if required, repeating the commands and providing easily accessible specialmaterials such as special screensand keyboards or voice assistants.

# What is the worst that could happen with this lesson?

One potential worst-case scenario could be that the participants feel uncomfortable sharingpersonal memories or experiences with their classmates during the interview, leading to a lack of engagement or participation.

Additionally, supposethe facilitator needs to provide clearguidelines or supportduring the interviewing process. In that case, participants may need more meaningful data or insight to conduct compelling interviews.

Technical issues, such as equipmentfailure or poor sound quality during interviews, could also disrupt the activity. Finally, if the facilitator does not create a safe and inclusive environment, participants may not feel comfortable sharing their experiences or opinions, leading to a lack of engagement and participation.

# What will you do to correrct it?

To avoid potential issues and addressany challenges that may ariseduring the lesson,here are some possible solutions:

1.  Time management: The lesson plan should be reviewed and evaluated to ensure sufficient time. If necessary, the facilitator can extend the duration of the activityor make adjustments to the lesson plan to make the best use of the time available.

2.  Accessibility: Participants with learningdifficulties or disabilities should be included and provided with appropriate accommodations to support their needs. The facilitator should know any specific needs and make arrangements accordingly, such as providing extra time or unique materials.

3. Language barriers: If participants have limited proficiency in the language of instruction, the facilitator can provide additionalsupport, such as using visualsor translation tools,to ensure thateveryone can understand and participate.

4.Lack of engagement: To keep participants engaged andmotivated, the facilitator can use variousteaching strategies, such as interactive activities, group work, or multimedia resources, to cater to different learningstyles.

5.Conflict among participants: If a conflict arises, the facilitator can address the issue by reminding participants of the importance of mutual respectand collaboration and providing guidance on communicating effectively and constructively resolving conflicts.

# 9th Lesson Plan

EXHIBITION

## Course Category

Community-basedHeritage Management

## Title of Lesson

Exhibition

## Type of Activity

Learning by doing/Experiential Learning

## Key Words

Community-based Heritage Management, Research, Exhibition, Cultural heritage, Cultural expressions, Cultural identities, Preservation, Creative expression, Localaudience, Social significance, History

## Lesson Description

Participants learn to engage with their community heritage through researchand creating an exhibition poster.They learn to encourage others to gain interest in their community heritage.

## Lesson Duration

One hour can be extended if the time allocated needs to be increased.

# Learning Objectives

This lesson aims to:
O1 To gain knowledge on conducting research for Heritage Management. O2 To gain competence in communicating ideas in visually appealing ways.
O3 To gain experience in promoting heritage appreciation in their communities.

# Learning Outcomes

By the end of this lesson, a student will be able to:

LO1: gain knowledge on conducting research for Heritage Management.

LO2: gain competence in communicating ideas in visually appealing ways.

LO3: gain experience in promoting heritage appreciation in their communities.

Link to objectives

## Structure of lesson

### 1st Step

# Introduction

## Materials – Face to Face

- **Pen**
- **Notebook**
- **Cardboard**
- **Markers**

**Video**
**Community-based approach to heritage management**
**https://www.youtube.com/watch?v=7iXvcsYraE4**

## Materials – Online

- **Computer**
- **Tablet**

## Duration -(minutes)

**5 minutes**

## Notes - Description of step – Explanations

The facilitator Introduces participants to the importance of community engagement in heritage projects throughthe video;

https://www.youtube.com/watch?v=7iXvcsYraE4

## 2nd Step

### Duration -(minutes)

**5 minutes**

### Notes - Description of step – Explanations

The facilitator divides participants into groups according to the list s/he projected on the screen to ensure that the groups are mixed abilities. Participants with learning difficulties or disabilities are included and receive help from the other student. For participants with high or low-incidence disabilities, the facilitator will support them by giving them extra time if needed, allowing them to move during the activity,repeating the commandsand providing easily accessible specialmaterials such as special screensand keyboards or voice assistants.

## 3rd Step

### Duration -(minutes)

**10 minutes**

### Notes - Description of step – Explanations

The facilitator asks groups to research the concept allocatedto their groups,such as culture, cultural heritage, the importance of cultural expressions, cultural identities and the importance of preserving cultural heritage and to come up with creativeideas (presentation, role-playing, concert, piece of writing...) to present their findings to the other groups.

# 4th Step

## Duration -(minutes)

**25 minutes**

## Notes - Description of step – Explanations

After the researchand designing of groups' presentations/artworks/creative expressions, groups present theirworks to other groups, give feedback, and connect with their allocated topic.

# 5th Step

## Duration -(minutes)

**15 minutes**

## Notes - Description of step – Explanations

As a final step, the facilitator asks groups to combineall the information gathered by the groups separately and come up with a joint report.

## Assessment Methods

The groups will create exhibitions where they present their works to a local audienceand aspire to encourage communityinterest in the selectedheritage element/site. The exhibition will address why the heritage element/site is essential and highlight its social significance and history.After the exhibition, the groups will mingle and talk about the exhibition's success.

## List of References/
## Additional Recommended Reading

## Differentiation

Depending on the requirements of each individual student. This activity
is suitable for participants between 15-18 who are in mixed-ability classes from all genders and abilities and speak at least one common language at least B1 level during the activity. During this activity, the participants will work in groups and as a whole group. Group work canmake learning more interactive and engaging, increasing participants' motivation to participate in the task or activity. It can help reduce the feeling of being singled out by peers, which participants with learning difficulties may feel as they work with peers who may have similar struggles. Participants with learning difficulties or disabilities are included and receive help from the other student. In case of the presence of participants with high or low-incidence disabilities, the facilitator will support them by giving extra time if needed, allowing them to move during the activity if required, repeating the commands and providing easilyaccessible special materials such as specialscreens and keyboardsor voice assistants.

# What is the worst that could happen with this lesson?

The worst that could happen with this lesson is that some participants may feel uncomfortable presenting their ideas in front of others or need help to work effectively in a group setting. Additionally, there may be technical difficulties accessing the materialsneeded for the activity or creating the exhibition posters. Lastly, someparticipants may not be interested in the topic, resultingin a lack of engagement and participation.

# What will you do to correrct it?

These issues can be addressed throughclear instructions, supportive facilitation, and resources and accommodations for participants needing them.

# 10th Lesson Plan

**COMMUNICATING IDEAS**

**VIRTUAL TOUR**

## Course Category

Tourism and Heritage

## Title of Lesson

Exhibition

## Type of Activity

Learning by doing/Experiential Learning

## Key Words

Tourism, Heritage, Community Engagement, Public speaking, Communication, Virtual tour, Local heritage site, Research

## Lesson Description

This activity encourages participants to practice public speaking, communicate ideas to a diverse audienceand offer a virtual experience to an audience.At the same time, the aim is to encourageparticipants to learn about heritagesites in their communities and be able to teach othersabout their culturalheritage.

## Lesson Duration

One hour can be extended if the time allocated needs to be increased.

# Learning Objectives

This lessonaims to:

O1 To learn how to communicate ideas by presenting important community heritagesites.
O2 To learn how to encourage othersto appreciate the cultural heritage.

# Learning Outcomes

By the end of this lesson,a student will be able to:

LO1: learn to communicate ideas by presenting about important community heritage sites.

LO2: learn to encourageothers to appreciate their cultural heritage.

LO3: gain research skills to identify and collect information about local heritagesites.

LO4: develop public speaking skills by presenting their virtual tours to the class. LO5: gain an appreciation for the cultural heritage in their localcommunities.

Link to objectives

### 1st Step

# Introduction

## Materials – Face to Face

- **Projector**

**Video aboutWorking with Community   Heritage projects: Community-based approach to heritage management https://www.youtube.com /watch?v=A9GR_lJqQdA https://www.yout ube.com/watch?v=7iXvcsYraE4**

## Materials – Online

- **Computer**
- **Tablet**
- **Mobile phone**
- **Canva**

## Duration -(minutes)

**10 minutes**

## Notes - Description of step – Explanations

The facilitator Introduces participants to the importance of community engagement in heritage projects throughthe videos:

https://www.youtube.com/watch ?v=A9GR_lJqQdA
https://www.youtube.com/watch ?v=7iXvcsYraE4.

## 2nd Step

### Duration -(minutes)

**10minutes**

### Notes - Description of step – Explanations

Facilitator asks participants what they think can be the impact of involving communities in heritage projects.The facilitator also asks questions such as "What are the pros and cons of tourism in preserving community heritage?" and "How to ensure a positiveimpact?" and opens a whole
group discussion.

## 3rd Step

### Duration -(minutes)

**10 minutes**

### Notes - Description of step – Explanations

Facilitator asks participants to work in groups to conduct brief research on heritage in their local communities. The facilitator gives them leading questions to research, such as, "What is the history of such heritage?" and "Why is it importantto communities?". The groups conductthe research and discuss it within their group.

## 4th Step

### Duration -(minutes)

**10 minutes**

### Notes - Description of step – Explanations

After the research, groups collect images,videos and resourceson a local heritage site.

## 5th Step

### Duration -(minutes)

**20 minutes**

### Notes - Description of step – Explanations

After collection, the groups preparea 5-minute presentation that provides a virtual tour of the site, including historyand an explanation of its importance for local heritage; presenttheir virtual toursto the entire class and get feedback from other groups.

## Assessment Methods

At the end of the discussion and feedback cycle, the groups evaluate the quality of the virtualtour experience they created. They may write down the evaluation or type their views onlineon a document.

## List of References/
## Additional Recommended Reading

## Differentiation

Depending on the requirements of each student.This activity is suitable for participants between 15-18 who are in mixed-ability classes from all genders and abilities and speak at least one common language at least B1 level during the activity. During this activity, the participants will work in groups and as a whole group. Group work can make learning more interactive and engaging, increasing participants' motivation to participate in the task or activity. It can help reduce the feeling of being singled out by peers, which participants with learning difficulties may feel as they work with peers with similar struggles. Participants with learning difficulties or disabilities are included and receive help from the other student. In case of the presence of participants with high or low-incidence disabilities, the facilitator will support them by giving extra time if needed, allowing them to move during the activity if required, repeating the commands and providingeasily accessible specialmaterials such as special screensand keyboards or voice assistants.

# What is the worst that could happen with this lesson?

There could be several potentialissues that couldarise during this lesson, including:

1. Technical difficulties: Using technology such as projectors and laptops could lead to technical issues that could delay or interrupt the lesson.

2. Limited engagement: Participants may not show interest in the heritage sites in their community or in presenting their virtual tour to the class, leading to a lack of engagement and participation.

3. Limited accessibility: Participants with disabilities or those who may not have accessto technology may feel left out or excluded from the activity.

4. Misinformation: Participants may need to conductproper research or present false information about the heritage sites, leading to misrepresenting the community's heritage.

It is essential to plan to address these issues and minimise the potential impact they may have on the lesson.

# What will you do to correrct it?

To prevent technical issues, it is advisable to conduct a test run of the technology forthe virtual tourpresentation beforehand. The facilitator canalso assist participants who may needhelp with the technology.

To address potential issues related to group work, the facilitator can establish clearguidelines and expectations for collaboration, encourage open communication among group members, and offer additional supportto students who may needit. The facilitator can monitor groupinteractions and intervene to ensure all participants are included and engaged.