

# IO3 In-service Training Programme and Handbook Key Learning Outcomes

Learning Contents MODULE 1  
Face-to-Face learning  
University of Seville



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## Introduction

The In-service training programme aims to ensure that both adult educators and migrant support workers are trained and prepared in terms of these two objectives:

- 1) to harness the potential of the PAST-TIMES suite of resources to support young migrants to build key transversal, high-value skill sets and support the integration of young migrants into their new host country by building the civic, social and cultural awareness
- 2) to support the active ageing of seniors and help them to develop the necessary skills and attributes to support the integration of young migrants through an intergenerational learning programme.

It comprises a total of 50 hours of learning, divided into 2 modules, subdivided into 4 hours of preparatory face-to-face workshop: 21 hours of 3 days face-to-face training programme and 25 hours of online self-directed learning. The distribution goes:

### MODULE 1: PEDAGOGIC CHALLENGES (25h)

- Break -Ice Workshop (4h)
- Unit 1.1: Online learning and working in dynamic online environments (5h)
- Unit 1.2: Developing intergenerational learning programmes (8h)
- Unit 1.3: Teaching in multi-ethnic environments and how to overcome cultural and linguistic barriers (8h)

### MODULE 2: HOW TO DEVELOP WEBQUESTS (25h)

- Unit 2.1: Defining a webquest (5h)
- Unit 2.2: Structuring a webquest (10h)
- Unit 2.3: Building a webquest (10h)

## Face to face MODULE 1: PEDAGOGIC CHALLENGES

### Preparatory face-to-face workshop

This module aims to help aged people to improve their knowledge, understanding and appreciation of the challenges that migration brings about, the effectiveness of actions to tackle the challenges, and to reflect their contribution to immigrants in an interactive digital environment. The practical learning work sessions of the didactic objectives will ensure that the participants are autonomous when managing information searches and will establish interactive dynamics by means of the contributions and comments made.

This first unit is intended to get the participants to know each other and ease their interaction. Coherently, this unit will be developed only as an initial face-to-face workshop. Throughout the forthcoming development of both face-to-face and online modules, this task will be completed.

#### For the facilitator/educator

As far as possible, the facilitator will be provided with previous access to the participants' profiles to prepare each activity accordingly and help understand or/and complement some participant's lack of information.

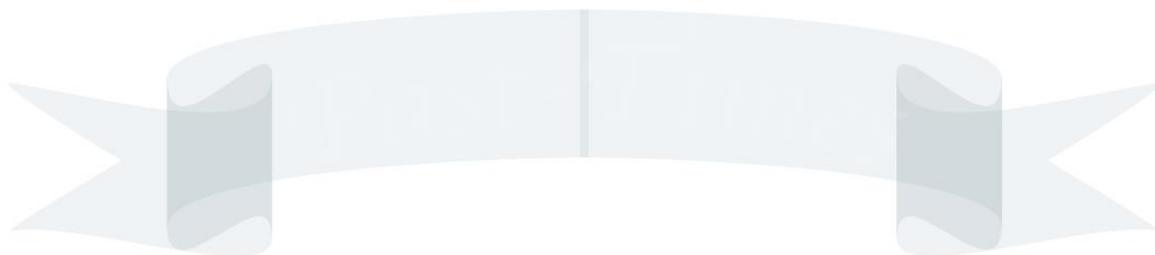
The facilitator will firstly provide his/her own answers to the activities. When needed, he/she will also offer background information from each participant's country -depending on the item below- as a model and break-ice for each activity. The facilitator will always be the first to answer.

The intended effect will be to stimulate the memory and responses of the participants by means of visual material (photos, movie posters, videos).

Preparatory face-to-face workshop			
Learning hours: 4h	Face-to-Face: 4h		Online studies: 0h
Learning outcomes	At the end of this session, learners will be able to: <ul style="list-style-type: none"> <li>• Know about each other</li> <li>• Know about the cultures involved</li> <li>• Know about each other's lifetime</li> </ul>		
Duration	Material needed	Activity proposed and tips for the tutor	Resource
15mn	Pencils/coloured paper notes	<p><i>Ice Breaker: Present yourself</i></p> <p>The first day of a course is essential to know each other. The room is also a participant, so chairs will be distributed in the room making a circle. The facilitator will be standing in the centre to present her/himself. Everyone repeats the same with their information.</p>	<a href="#">R.M1.WS.01</a>
15mn	Pencils/sticky paper notes	<p><i>Nametags: My name is...</i></p> <p>Each participant -facilitator included- take one sticky note and makes a line in the middle to divide it into two parts. At the top, everyone writes his/her real name and place it into a box/bag. After that, each participant draws a sticky paper and locate that person in the room out loud. When everyone has been given his/her note, they will think of a nickname and write it down at the bottom of the stick note, bellow their real name. That nickname will be used for an online profile they will create across the module.</p>	<a href="#">R.M1.WS.02</a>

40mn	Pencils/coloured paper notes	<p><i>My best game</i></p> <p>Each participant writes in a paper the name of a game they used to play when they were kids. Once all papers are collected, the facilitator brings closer the bag to each participant who will pick one. Each learner will try to guess what the game is about. Right after the guess, the writer of the game will explain the game. The learner will be able to tell their stories (one place, one issue, one goal)</p>	<a href="#">R.M1.WS.03</a>
40mn	N/A	<p><i>At the school</i></p> <p>Everyone -facilitator first- tells the others about who was the teacher they remember better from school. If they did not go to the school, who taught them better and what (i.e., mother, grandma). How the classroom was distributed? Who sat in front and in rear? How were girls and boys distributed? What did they do during the break?</p>	<a href="#">R.M1.WS.04</a>
50mn	N/A	<p><i>At home</i></p> <p>Everyone answers: when they got home after school, who was there? Who helped to solve problems with the homework? After that, participants will talk about the relationship with parents and siblings.</p>	<a href="#">R.M1.WS.05</a>
50mn	N/A	<p><i>Social relations</i></p> <p>Let's talk about values: in a round-up, the facilitator creates a debate on the ideal friendship and asks the participants about those ideals when they were young, in their culture, who was considered handsome and/or beautiful and what was the meaning of being happy. Also, what are the changes since then?</p>	<a href="#">R.M1.WS.06</a>

30mn	Pencils/ paper	<p><i>Fact or fiction</i></p> <p>Now each participant writes down four facts about themselves, one of which is not true. The rest must take note of the fact they think is not true. After finishing, the group starts again identifying which fact is not true and why they reached that conclusion. Check how many people discovered the truth.</p>	<a href="#">R.M1.WS.07</a>
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### UNIT 1: Online learning and working in dynamic online environments

<b>Module 1</b>	<b>ONLINE LEARNING AND WORKING IN DYNAMIC ONLINE ENVIRONMENTS</b>		
<b>Unit 1.1</b>	<b>ONLINE ENVIRONMENTS</b>	<b>Learning outcome</b>	<i>be involved in responsible and lawful online communications</i>
<b>Learning resource</b>	<b>COMPUTER PRESENTATION/ POSTERS-STICKY NOTES</b>	<b>Learning method</b>	Face-to-face training
<b>At the end of the Unit, you will be able to</b>	<ul style="list-style-type: none"> <li>- Manage and control the main social networks</li> <li>- Acknowledge the privacy policies and security</li> <li>- Assess the Strengths, Weaknesses, Opportunities and Threats of Social Networks</li> </ul>		
<b>Resource title</b>	<a href="#"><u>R.M1.U1</u></a>	<b>Duration</b>	2 hours
<b>Activity details</b>	<p><i>We are going to work on how to create a profile in the main social networks: Facebook, Twitter Instagram, LinkedIn and Google (others will be mentioned Yahoo, Microsoft), as well as what we can do with them. We will also get to know the privacy policies and the impact of networking on-line.</i></p> <p><i>The result will be a SWOT analysis of social networking. As result, responsible and lawful online communicative strategies between immigrants and elders will be promoted.</i></p>		
<b>Instructions</b>	<p><b>Step 1:</b> Get to know the main social networks starting with <i>Google environment, Facebook, Twitter, Instagram and LinkedIn</i>. Purposes and possibilities. The concept of <i>online profile</i> will be discussed.</p> <p><b>Step 2:</b> The participants will have a look at the rules and terms of use of each social network. The facilitator/educator will sum up what “privacy policies” are about; what considerations users, companies and governments have.</p> <p><b>Step 3:</b> A debate will be created on the base of a SWOT analysis: Strengths, Weaknesses, Opportunities and Threats of Social Networks and personal/professional/anonymous profiles. Do’s and don’t need to be considered.</p>		

<b>Worksheet</b>	<b>SWOT Analysis</b>
	Strength #1   Weakness #1
	Strength #2   Weakness #2
	Strength #3   Weakness #3
	Opportunity #1   Threat #1
	Opportunity #2   Threat #2
Opportunity #3   Threat #3	

### To go further

Social networks:

<https://www.internetsociety.org/resources/doc/2016/online-identity-who-me/>

<https://gizmodo.com/how-to-make-your-social-media-accounts-as-private-as-po-1793949395>

<https://www.cactusvpn.com/beginners-guide-to-online-privacy/online-identity/>

Do's and don'ts:

<https://www.arte.tv/es/videos/079431-001-A/contra-el-acoso/> (choose your language!)

Mis/Disinformation [https://periodismoglobal.com/2019/10/29/mecanismos-del-desorden-informativo/amp/?\\_twitter\\_impression=true](https://periodismoglobal.com/2019/10/29/mecanismos-del-desorden-informativo/amp/?_twitter_impression=true)

## UNIT 2: Developing intergenerational learning programmes

<b>Module 1</b>	<b>DEVELOPING INTERGENERATIONAL LEARNING PROGRAMMES</b>		
<b>Unit 1.2</b>	<b>ONLINE ENVIRONMENTS</b>	<b>Learning outcome</b>	fighting stereotypes of ageism
<b>Learning resource</b>	<b>STREETS / PICTURES</b>	<b>Learning method</b>	Face-to-face training
<b>At the end of the Unit, you will be able to</b>	<ul style="list-style-type: none"> <li>- empower oneself by sharing knowledge about basic needs</li> <li>- understand and appraise oneself through a communicative process</li> </ul>		
<b>Resource title</b>	<a href="#"><u>R.M1.U2</u></a>	<b>Duration</b>	3 hours
<b>Activity details</b>	<p><i>Elder participants will lead this unit in groups of four (two pairs, elder migrant). At the end of the unit, both elders and migrants will be sharing information on how to feel safe in the area, how to grow their sense of belonging and mutual recognition.</i></p> <p><i>Migrants will keep a more passive role observing and memorising/taking notes of the how's and why's until Step 4.</i></p>		
<b>Instructions</b>	<p><b>Step 1: Home</b> Elder participants will visit (if possible) or describe:</p> <ul style="list-style-type: none"> <li>- What does the elder recognise as home?</li> <li>- How is their home?</li> <li>- How would they improve it?</li> <li>- For how long have they been living there?</li> <li>- What memories does it bring?</li> </ul> <p><b>Step 2: Neighbourhood</b> The neighbourhood has advantages and disadvantages. It also provides places elders visit regularly: From places to be entertained to places where they act as citizens. Which services are there (such as shops, hairdresser, bar, pharmacy or administrative units -police, governmental offices...)? Do these places and services cover their necessities? Follow the list of items to check.</p> <p><b>Step 3: Classical social networks</b> Elders will reflect on how they keep connected with their friends and neighbours:</p>		

	<ul style="list-style-type: none"> <li>- Why and how they met?</li> <li>- Whom do elders know in the area?</li> <li>- Do they go to workshops or meetings?</li> </ul> <p><b>Step 4: Feedback</b> Both migrants will summarize the whole experience, describing and comparing their elder mates. They will then make a reflection on the ways he or she has observed and the differences and similarities with themselves.</p>
<b>Worksheet</b>	<u>Not applied</u>

**To go further**

<https://www.verywellmind.com/what-is-maslows-hierarchy-of-needs-4136760>

<https://epale.ec.europa.eu/en/blog/8-top-tips-successful-intergenerational-learning>

**UNIT 3: Teaching in multi-ethnic environments and how to overcome cultural and linguistic barriers**

<b>Module 1</b>	<b>TEACHING IN MULTI-ETHNIC ENVIRONMENTS AND HOW TO OVERCOME CULTURAL AND LINGUISTIC BARRIERS</b>		
<b>Unit 1.3</b>	<b>ONLINE ENVIRONMENTS</b>	<b>Learning outcome</b>	<i>to get to know the welfare state in Europe and how to manage an intercultural dialogue with the institutions</i>
<b>Learning resource</b>	<b>Presentation/activity sheet</b>	<b>Learning method</b>	Face-to-face training
<b>At the end of the Unit, you will be able to</b>	<ul style="list-style-type: none"> <li>- Acknowledge the big picture towards multi-ethnic environments</li> <li>- Understand the European dimension, democratic and civil rights.</li> <li>- Overcome linguistic barriers</li> </ul>		
<b>Resource title</b>	<b><u><a href="#">R.M1.U3</a></u></b>	<b>Duration</b>	3 hours
<b>Activity details</b>	<i>All participants will have a short explanation on the host country institutions and global perspective to acquire the big picture we are all involved in. Everyone will have to fill in the worksheet with the information requested. Elders will guide young immigrants to find the information.</i>		

<b>Instructions</b>	<p><b>Step 1: Immigration and globalization</b>  <i>The facilitator/educator will provide information on immigration policies and the societal response.</i></p> <p><i>The facilitator/educator will finish the presentation demystifying migration recurrent lies and inaccurate data sets.</i></p> <p><b>Step 2: Democracy and institutions</b>  <i>The facilitator/educator will provide each participant with a worksheet to be filled in with the information presented on the host country and its socio-political model as well as the economy, political parties, current debates in the country, historical references relevant today.</i></p> <p><b>Step 3: Linguistic barriers</b>            Citizens need to communicate with their institutions. There are procedures to do so even though sometimes these are difficult to understand even for locals. Participants will focus on words, acronyms or expressions that are especially tough to understand in these processes.</p>
<b>Worksheet</b>	<i>Not applied</i>

### To go further

Towards migrant integration

[https://ec.europa.eu/education/policies/european-policy-cooperation/education-and-migrants\\_en](https://ec.europa.eu/education/policies/european-policy-cooperation/education-and-migrants_en)

<https://www.infomigrants.net/en/post/20297/most-african-migrants-in-europe-are-educated-study-found>

About linguistic barriers

<https://www.typetalk.com/blog/overcoming-language-barriers-communication/>

## Face to face MODULE 1: Resources

### Resources: Preparatory face-to-face workshop

Activity Code	Powerpoint	Title
<a href="#">R.M1.WS.01</a>	<a href="#">PPT.F2F.WS.01</a>	Ice Breaker: Present yourself
<b>Overview</b>		
<p>❖ <i>Purpose:</i></p> <ul style="list-style-type: none"> <li>- Get to know each other in a first place</li> <li>- Recognise some people for what they have done or any other characteristic</li> <li>- Loose shame to public exposure</li> </ul> <p>❖ <i>Duration:</i> 15mn</p>		
<b>Instructions</b>		
<ul style="list-style-type: none"> <li>- The room is also a participant, so chairs will be distributed in the room making a circle.</li> <li>- The facilitator will make use of the powerpoint to present the activity and guide it. Everyone stands up.</li> <li>- The facilitator will be standing in the centre to present her/himself.</li> <li>- The educator will have A4-sized paper with the information prompt of the activity:               <ul style="list-style-type: none"> <li>○ Name(s) / Surname(s)</li> <li>○ Age</li> <li>○ Birthday</li> <li>○ Place of origin</li> <li>○ Place of residence</li> <li>○ Professional info</li> <li>○ Personal info</li> <li>○ A secret...</li> </ul> </li> <li>- The facilitator/educator passes the posters to the one on his/her left.</li> <li>- Everyone repeats the same procedure with their own information until the circle is completed.</li> </ul>		
<b>Activity details</b>		
The A4-sized paper or posters need big letters so everyone can see and needs to be read clearly outloud.		
<b>Assessment of the activity</b>		
<ul style="list-style-type: none"> <li>- The facilitator/educator will make take notes of some information and will ask randomly if they recognise who's who.</li> </ul>		
<b>References/Further reading</b>		
<a href="#">N/R</a>		

Activity Code	Powerpoint	Title
<a href="#">R.M1.WS.02</a>	N/A	Nametags: My name is...
<b>Overview</b>		
<p>❖ <i>Purpose:</i></p> <ul style="list-style-type: none"> <li>- To reinforce memorization</li> <li>- To recognise people's names</li> <li>- To ease the way they will choose a partner</li> </ul> <p>❖ <i>Duration:</i> 15mn</p>		
<b>Instructions</b>		
<ul style="list-style-type: none"> <li>- The room is also a participant, so chairs will be distributed in the room making a circle.</li> <li>- The facilitator will make use of the powerpoint to present the activity and guide it. Participants remain sit.</li> <li>- The facilitator will distribute one sticky note and pen to each participant.</li> <li>- The facilitator will then stand in the centre with an A4-sized paper, he/she will write a line by the half, dividing it into two equal parts.</li> <li>- The facilitator/educator will then write her/his name, very clear and will instruct the participants to write clearly and with big characters.</li> <li>- The participants will do the same.</li> <li>- Once finished, they will put their sticky note in a box/bag.</li> <li>- Now the facilitator/educator will bring the bag closer so that each participant takes one sticky note.</li> <li>- They have to disorderly look for each other and offer the sticky note to the original owner calling out their name and nickname.</li> <li>- Facilitator/educator will explain what a nickname is and how in internet people may use several names, real, professional profile or nicknames and how they can be changed over time.</li> <li>- They have now to think of an alternative name to write down at the bottom of the sticky note</li> </ul>		
<b>Activity details</b>		
<p>Nickname creators to help and/or play:</p> <p><a href="https://www.spinxo.com/?search=online+id+name+ideas">https://www.spinxo.com/?search=online+id+name+ideas</a></p> <p><a href="https://www.name-generator.org.uk/nickname/">https://www.name-generator.org.uk/nickname/</a></p>		
<b>Assessment of the activity</b>		
<ul style="list-style-type: none"> <li>- The facilitator/educator will make sure that everyone has the note with both names stuck on their upper chest.</li> </ul>		
<b>References/Further reading</b>		
<p><a href="https://www.collinsdictionary.com/es/diccionario/ingles/nickname">https://www.collinsdictionary.com/es/diccionario/ingles/nickname</a></p> <p><a href="https://www.theguardian.com/technology/2012/apr/19/online-identity-authenticity-anonymity">https://www.theguardian.com/technology/2012/apr/19/online-identity-authenticity-anonymity</a></p> <p><a href="https://www.westpac.com.au/faq/account-nickname-rename/">https://www.westpac.com.au/faq/account-nickname-rename/</a></p>		

Activity Code	Powerpoint	Title
<a href="#">R.M1.WS.03</a>	N/A	My best game
<b>Overview</b>		
<ul style="list-style-type: none"> <li>❖ <i>Purpose:</i> <ul style="list-style-type: none"> <li>- To reinforce memorization and backtrack to childhood</li> <li>- To recognise people’s past experiences</li> <li>- To compare and find common attitudes associated to pleasant times.</li> </ul> </li>   <li>❖ <i>Duration:</i> 40mn</li> </ul>		
<b>Instructions</b>		
<ul style="list-style-type: none"> <li>- The room is also a participant, so chairs will be distributed in the room making a circle.</li> <li>- The facilitator will make use of the powerpoint to present the activity and guide it. They can remain sit.</li> <li>- The facilitator will distribute one clean note to each participant.</li> <li>- The facilitator will then make clear the name of the game0</li> <li>- He/she then write her/his “best game” when being a kid.</li> <li>- The facilitator puts the note in a box/bag.</li> <li>- He/she will instruct the participants to do the same, writing very clearly and with big characters.</li> <li>- Once finished, they will put their note in the box/bag too.</li> <li>- Now the facilitator/educator will bring the bag closer so that each participant takes one note and reads it out loud. The person of the left has to guess with just a name what the game was about (<i>see activity details</i>).</li> <li>- Facilitator/educator will decide when to stop the guessing and ask the owner to explain what was the game about.</li> </ul>		
<b>Activity details</b>		
<p>The game’s basic information: rules (if any), how many people were involved, where and when they usually played the game.</p>		
<b>Assessment of the activity</b>		
<ul style="list-style-type: none"> <li>- The facilitator/educator will help the participants choose one of the games and play it!</li> </ul>		
<b>References/Further reading</b>		
<a href="#">N/A</a>		

Activity Code	Powerpoint	Title
<a href="#">R.M1.WS.04</a>	N/A	At the school
<b>Overview</b>		
<ul style="list-style-type: none"> <li>❖ <i>Purpose:</i> <ul style="list-style-type: none"> <li>- To reinforce memorization and backtrack to childhood/teenage.</li> <li>- To recognise people’s past experiences.</li> <li>- To compare and find common attitudes.</li> <li>- To recognise personal/private/public values differences.</li> </ul> </li> <li>❖ <i>Duration:</i> 40mn</li> </ul>		
<b>Instructions</b>		
<ul style="list-style-type: none"> <li>- The room is also a participant, so chairs will be distributed in the room making a circle.</li> <li>- The facilitator will make use of the powerpoint to present the activity and guide it. They can remain sit.</li> <li>- The facilitator will then make clear the name of the activity and then will explain the changes education suffered in latest decades.</li> <li>- He/she tells everyone about the name of the teacher (or educator, if not at school) that he/she remembers better and why.</li> <li>- Other dialogue questions: <ul style="list-style-type: none"> <li>○ How the classroom was distributed?</li> <li>○ Who sat in front and who at the rear?</li> <li>○ What happened if you were left-handed?</li> <li>○ How were girls and boys distributed?</li> <li>○ What did they do during the break?</li> <li>○ Which subject did they learn about?</li> <li>○ What kind of assessments?</li> <li>○ What happened if they behaved badly?</li> </ul> </li> <li>- The facilitator will instruct the participants to do the same and dynamize the dialogue in the terms proposed as a purpose above.</li> </ul>		
<b>Activity details</b>		
N/A		
<b>Assessment of the activity</b>		
<ul style="list-style-type: none"> <li>- The facilitator/educator will make sure every participant has his/her say.</li> </ul>		
<b>References/Further reading</b>		
<p><a href="https://www.britannica.com/topic/education/Education-in-the-20th-century">https://www.britannica.com/topic/education/Education-in-the-20th-century</a>  <a href="https://journals.openedition.org/histoire-education/2149">https://journals.openedition.org/histoire-education/2149</a>  <a href="https://www.redalyc.org/pdf/3216/321629404012.pdf">https://www.redalyc.org/pdf/3216/321629404012.pdf</a></p>		

Activity Code	Powerpoint	Title
<a href="#">R.M1.WS.05</a>	N/A	At home
<b>Overview</b>		
<ul style="list-style-type: none"> <li>❖ <i>Purpose:</i> <ul style="list-style-type: none"> <li>- To reinforce memorization and backtrack to childhood/teenhood.</li> <li>- To recognise other people's past experiences.</li> <li>- To compare and find common attitudes associated to emotions.</li> <li>- To recognise personal/private/public values differences.</li> </ul> </li> <li>❖ <i>Duration:</i> 40mn</li> </ul>		
<b>Instructions</b>		
<ul style="list-style-type: none"> <li>- The room is also a participant, so chairs will be distributed in the room making a circle.</li> <li>- The facilitator will make use of the powerpoint to present the activity and guide it. They can remain sit.</li> <li>- The facilitator will then make clear the name of the activity and then tells everyone about the changes in family types.</li> <li>- S/he will add an experience, i.e. when coming back home after school. Who was there and what he/she did?</li> <li>- Other dialogue questions: <ul style="list-style-type: none"> <li>○ What kind of relationship you had with your parents?</li> <li>○ Who did what?</li> <li>○ What time schedule they had in relation to you?</li> <li>○ What kind of relationship you had with your siblings?</li> <li>○ What did you take for granted from them?</li> <li>○ How large your family was/s?</li> <li>○ What kind of relationship you had with your neighbours?</li> <li>○ Which festivities did/do you usually celebrate?</li> <li>○ What kind of privacy did you share with your family?</li> <li>○ How did you enjoy holiday time (summer, religious)?</li> </ul> </li> <li>- The facilitator will instruct the participants to do the same and dynamize the dialogue in the terms proposed as a purpose above.</li> </ul>		
<b>Activity details</b>		
N/A		
<b>Assessment of the activity</b>		
<ul style="list-style-type: none"> <li>- The facilitator/educator will make sure every participant has his/her say.</li> </ul>		
<b>References/Further reading</b>		
<a href="https://www.tandfonline.com/toc/rhof20/current">https://www.tandfonline.com/toc/rhof20/current</a> <a href="https://www.cairn.info/revue-journal-francais-de-psychiatrie-2010-2-page-23.htm#">https://www.cairn.info/revue-journal-francais-de-psychiatrie-2010-2-page-23.htm#</a> <a href="https://family.jrank.org/pages/493/Family-History.html">https://family.jrank.org/pages/493/Family-History.html</a> <a href="https://reviews.history.ac.uk/review/37">https://reviews.history.ac.uk/review/37</a>		

Activity Code	Powerpoint	Title
<a href="#">R.M1.WS.06</a>	N/A	Social relations
<b>Overview</b>		
<ul style="list-style-type: none"> <li>❖ <i>Purpose:</i> <ul style="list-style-type: none"> <li>- To reinforce values commonly shared: friendship, beauty and happiness.</li> <li>- To compare and find coincidences or differences in the definition of abstract concepts all cultures share.</li> <li>- To recognise other people's definitions.</li> </ul> </li> <li>❖ <i>Duration:</i> 40mn</li> </ul>		
<b>Instructions</b>		
<ul style="list-style-type: none"> <li>- The room is also a participant, so chairs will be distributed in the room making a circle.</li> <li>- The facilitator will make use of the powerpoint to present the activity and guide it. They can remain sit.</li> <li>- The facilitator will then make clear the name of the activity and then tells everyone about the concept of ideal friendship.</li> <li>- Other dialogue questions: <ul style="list-style-type: none"> <li>○ Any difference (if any) in comparison with today?</li> <li>○ Who was considered beautiful?</li> <li>○ And handsome?</li> <li>○ How did you try to be likeable or attractive?</li> <li>○ Any difference (if any) in comparison with today?</li> <li>○ What were the conditions to be considered being happy?</li> <li>○ Any difference (if any) in comparison with today?</li> <li>○ How did you think you would success?</li> <li>○ Were you successful with that definition?</li> <li>○ Any difference (if any) in comparison with today?</li> </ul> </li> <li>- The facilitator will instruct the participants to do the same and dynamize the dialogue in the terms proposed as a purpose above.</li> <li>-</li> </ul>		
<b>Activity details</b>		
N/A		
<b>Assessment of the activity</b>		
<ul style="list-style-type: none"> <li>- The facilitator/educator will make sure every participant has his/her say.</li> </ul>		
<b>References/Further reading</b>		
<a href="https://www.littlethings.com/beauty-through-the-ages/">https://www.littlethings.com/beauty-through-the-ages/</a> <a href="https://www.scienceofpeople.com/ideal-body-types-throughout-history/">https://www.scienceofpeople.com/ideal-body-types-throughout-history/</a>		

Activity Code	Powerpoint	Title
<a href="#">R.M1.WS.07</a>	N/A	Fact or fiction
<b>Overview</b>		
<ul style="list-style-type: none"> <li>❖ <i>Purpose:</i> <ul style="list-style-type: none"> <li>- To acknowledge and discuss prejudgements and/or prejudices.</li> <li>- To acknowledge and discuss about stereotypes.</li> <li>- To recognise own mistakes and assumptions.</li> </ul> </li> <li>❖ <i>Duration:</i> 40mn</li> </ul>		
<b>Instructions</b>		
<ul style="list-style-type: none"> <li>- The room is also a participant, so chairs will be distributed in the room making a circle.</li> <li>- The facilitator will make use of the powerpoint to present the activity and guide it. They can remain sit.</li> <li>- The facilitator will then make clear the name of the activity and then tells everyone about how humans tend to infer and suppose characteristics about others with no scientific evidence.</li> <li>- Now each participant writes down four facts about themselves, one of which is not true.</li> <li>- The rest must take note of the fact they think is not true.</li> <li>- After finishing, the group restarts identifying which facts are not true and how they got to that conclusion.</li> <li>- The facilitator checks how many people discovered the truth.</li> <li>- The facilitator instructs about positive and negative stereotypes and prejudices and asks: <ul style="list-style-type: none"> <li>○ Do you know of any stereotypes about [nationality: British, Spanish, Italian, French] people?</li> <li>○ What are some stereotypes you know of about [gender: women, men] and sexuality [LGTBI+]?</li> <li>○ What stereotypes exist about people who are [socioeconomic: rural, urban, poor, rich...]? <ul style="list-style-type: none"> <li>○ Or professions: teacher, banker, cook.</li> <li>○ What stereotypes exist about people who are [physical: blonde, tall, fat]?</li> </ul> </li> </ul> </li> <li>- What stereotypes exist about [religion: Muslim, Jewish, Catholic, Protestant, Orthodox]?</li> </ul>		
<b>Activity details</b>		
N/A		
<b>Assessment of the activity</b>		
<ul style="list-style-type: none"> <li>- The facilitator/educator will make the participants reflect on stereotypes and prejudices they must recognise.</li> </ul>		
<b>References/Further reading</b>		
<a href="https://www.simplypsychology.org/katz-braly.html">https://www.simplypsychology.org/katz-braly.html</a> <a href="https://quizlet.com/26478844/stereotypes-vocabulary-word-list-flash-cards/">https://quizlet.com/26478844/stereotypes-vocabulary-word-list-flash-cards/</a> <a href="https://www.thoughtco.com/what-is-the-meaning-of-stereotype-2834956">https://www.thoughtco.com/what-is-the-meaning-of-stereotype-2834956</a>		

## UNIT 1 RESOURCES

Activity Code	Powerpoint	Title
<a href="#"><u>R.M1.U1</u></a>	<a href="#"><u>PPT.F2F.M1.U1</u></a>	Responsible and lawful online communications
<b>Overview</b>		
<ul style="list-style-type: none"> <li>❖ <i>Purpose:</i> <ul style="list-style-type: none"> <li>- To get to know the online environment by means of the main Social Networks today.</li> <li>- To get to know the informal rules and legislation that applies</li> <li>- To analyse and discuss them using a SWOT analysis</li> </ul> </li> <li>❖ <i>Duration:</i> 180mn</li> </ul>		
<b>Instructions</b>		
<p><b>STEP 1</b></p> <ul style="list-style-type: none"> <li>- The room is not a participant, so chairs and desk will be distributed parallelly to the screen.</li> <li>- The facilitator will make use of the powerpoint to present the activity and guide it.</li> <li>- The facilitator will make use of the powerpoint to present the activity and guide it. They can remain sit.</li> <li>- The participants will have access to computers with internet.</li> <li>- The facilitator will then make clear the name of the activity and then checks if everyone heard about social networks.</li> <li>- The facilitator/educator opens the four main network they are going to work with and explains what they are for (purposes and possibilities): <ul style="list-style-type: none"> <li>○ Facebook: meeting friends/family and keep connected with them. Promotion.</li> <li>○ Twitter: getting to know people/institutions you do not know. Promotion.</li> <li>○ Instagram: same but using pictures.</li> <li>○ LinkedIn: same but for professional purposes.</li> <li>○ Google &amp; Microsoft environment: online tools, email, presentations, drive...</li> </ul> </li> <li>- The facilitator/educator explains what an <i>online profile</i> is. They do not still open new profiles (in case they already have it).</li> <li>-</li> </ul> <p><b>STEP 2</b></p> <ul style="list-style-type: none"> <li>- Facilitator/educator will open discussion on cookies, privacy and surveillance.</li> <li>- The facilitator/educator will open the terms and conditions in each platform to show the length and complicated terms and conditions.</li> <li>- A debate will be open to which considerations users, companies and governments might have.</li> </ul>		

### STEP 3

- A debate will be created using a SWOT analysis - strengths and weaknesses; opportunities and threats- (see *activity details*) on online networking and personal/professional/anonymous profiles:
  - Participants will stick a note with three ideas for each panel: strengths and weaknesses for each users, companies and governments.
  - Participants will stick a note with two ideas for each panel: opportunities and threats.
- Debate on the results for 30 minutes.

The educator/facilitator needs to take into account the do's and don'ts as well as online informal rules (*do not feed the troll, use capital letters for shouting, do not believe everything you see, free does not mean "mine"...*)

### Activity details

Alternatively, to posters and sticky notes, the facilitator may use *Mentimeter*, an online web for the participants to interact in real time with the questions, having a final graph with the responses. In such case, the educator must have it prepared in advance.

### Assessment of the activity

- The facilitator/educator will make the participants reflect on stereotypes and prejudices they must recognise.

### References/Further reading

*Mentimeter*: <https://www.mentimeter.com/>

Responsible E-Communications: <https://positivepeople.co.nz/training-development/responsible-e-communication/>

Digital citizenship: teens being responsible online: <https://raisingchildren.net.au/pre-teens/entertainment-technology/digital-life/digital-citizenship>

Communication on Tackling Illegal Content Online - Towards an enhanced responsibility of online platforms: <https://ec.europa.eu/digital-single-market/en/news/communication-tackling-illegal-content-online-towards-enhanced-responsibility-online-platforms>

## UNIT 2 RESOURCES

Activity Code	Powerpoint	Title
<a href="#"><u>R.M1.U2</u></a>	<a href="#"><u>PPT.F2F.M1.U2</u></a>	Fighting stereotypes of ageism
<b>Overview</b>		
<p>❖ <i>Purpose:</i></p> <ul style="list-style-type: none"> <li>- Elders to acquire an active role.</li> <li>- Elders to talk about and their personal life.</li> <li>- Elders to recognise their safety circle.</li> <li>- Elders to recognise a sense of belonging and social recognition.</li> <li>- Migrants to get to know the natural environment of elders.</li> </ul> <p>❖ <i>Duration:</i> 3 hours</p>		
<b>Instructions</b>		
<p><b>STEP 1</b></p> <ul style="list-style-type: none"> <li>- The room is a participant, so chairs and desk will be distributed to form groups of four participants, two elders and two migrants.</li> <li>- The facilitator will make use of the powerpoint to present the activity and guide it. They can remain sit.</li> <li>- The facilitator will then make clear the name of the activity and states who leads.</li> <li>- He/she also tell migrants to take notes comparing both elders to their answers to:               <ul style="list-style-type: none"> <li>○ What does the elder recognise as home?</li> <li>○ How is their home?</li> <li>○ How would they improve or had improved it?</li> <li>○ For how long they have been living there?</li> <li>○ What memories does it bring?</li> </ul> </li> <li>- The facilitator/educator moves around the room visiting each group and checking the development.</li> </ul> <p><b>STEP 2</b></p> <ul style="list-style-type: none"> <li>- Same groups follow. This times the object to be addressed will be their neighbourhood: Shops, cinema, pharmacy, places to meeting and keep active, as well as places where act as citizens:               <ul style="list-style-type: none"> <li>○ Where is the pooling station? Where do they vote?</li> <li>○ Where is the closest police station?</li> <li>○ Where do they go to pay their taxes?</li> </ul> </li> </ul> <p><b>STEP 3</b></p> <ul style="list-style-type: none"> <li>- The facilitator/educator now takes the attention to explain that instead of places, now they have to talk about people. Elders will reflect on how they keep connected with their friends and neighbours:               <ul style="list-style-type: none"> <li>○ Whom do elders know in the area?</li> <li>○ Why and how they met?</li> <li>○ For how long?</li> </ul> </li> </ul>		

- What do they like or dislike about them?

#### Activity details

*Ideally, pairs would actually walk their neighbourhood in a field trip. If the situation is not appropriate, they will just story tell about their personal/private life (not the intimate one).*

#### Assessment of the activity

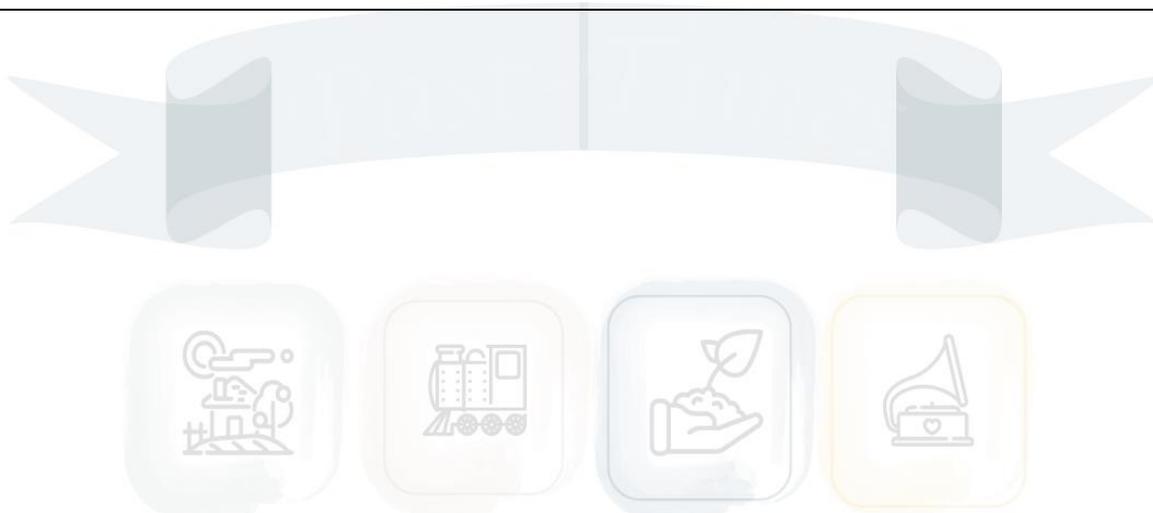
The facilitator/educator will make the participants reflect on stereotypes and prejudices they must recognise.

#### References/Further reading

Fighting ageism: <https://www.apa.org/monitor/may03/fighting>

Assessing Anti-ageism Routes to Older Worker Re-engagement:  
<https://journals.sagepub.com/doi/abs/10.1177/0950017003017001265>

Fighting stereotypes, Ageing and life-course:  
[https://www.who.int/ageing/about/fighting\\_stereotypes/en/](https://www.who.int/ageing/about/fighting_stereotypes/en/)



### UNIT 3 RESOURCES

Activity Code	Powerpoint	Title
<a href="#"><u>R.M1.U3</u></a>	<a href="#"><u>PPT.F2F.M1.U3</u></a>	An intercultural dialogue with the institutions
<b>Overview</b>		
<p>❖ <i>Purpose:</i></p> <ul style="list-style-type: none"> <li>- Migrants to acquire an active role.</li> <li>- Migrants to talk about and their personal life.</li> <li>- Migrants to recognise their safety circle.</li> <li>- Migrants to recognise a sense of belonging and social recognition.</li> <li>- Elders to get to know the natural environment of migrants.</li> </ul> <p>❖ <i>Duration:</i> 3 hours</p>		
<b>Instructions</b>		
<p><b>STEP 1</b></p> <ul style="list-style-type: none"> <li>- The room is a participant, so chairs and desk will be distributed to form groups of four participants, two elders and two migrants.</li> <li>- The facilitator will then make clear the name of the activity and states who leads.</li> <li>- The facilitator will make use of the powerpoint to present the activity and guide it. They can remain sit.</li> <li>- This time the object to be addressed will be immigration in the global era and European policies.</li> <li>- The facilitator/educator presents the current situation on immigration following three different patterns:               <ul style="list-style-type: none"> <li>○ Governmental response: Eurostat, national, regional data. Their migration policies and data.</li> <li>○ Civil society's response: NGOs, religious associations, foundations, think tanks.</li> <li>○ Private sector's: <i>mass media</i>, foundations, think tanks...</li> </ul> </li> </ul> <p><b>STEP 2</b></p> <ul style="list-style-type: none"> <li>- The facilitator tells elders to take notes comparing both migrant's answers to (the worksheet provided).</li> <li>- The facilitator/educator moves around the room visiting each group and checking the development is ok.</li> </ul> <p><b>STEP 3</b></p> <ul style="list-style-type: none"> <li>- The facilitator/educator now takes the attention to explain that instead of places, now they have to talk about people. Elders will reflect on how they keep connected with their friends and neighbours:               <ul style="list-style-type: none"> <li>○ Whom do elders know in the area?</li> <li>○ Why and how they met?</li> <li>○ For how long?</li> <li>○ What do they like or dislike about them?</li> </ul> </li> </ul>		
<b>Activity details</b>		

*R.M1.U1.03 worksheet:*

- Basic information on the host country: flag, anthem, festivities.
- Since when it belongs to the *European Union*.
- Which type of political regime? *Parliamentary monarchy or republic?*
- What are the basic democratic values?
- What does it mean to be a citizen? How and when do you act as such?
- What does it mean *to live in a welfare system?*
- What are the main political parties and what do they promote/support?
- What are the current debates in the country?
- What are the main mass media and what are their bias?
- How would you describe your local, regional or national environments?
- How would you imagine the future of each?

**Assessment of the activity**

- The facilitator/educator will ask each group to comment on their answers and make a list of the words, expressions or acronyms which are difficult to understand.
- The facilitator/educator will make sure that everyone keeps a list with these.

**References/Further reading**

Intercultural dialogue: [https://ec.europa.eu/culture/policy/strategic-framework/intercultural-dialogue\\_en](https://ec.europa.eu/culture/policy/strategic-framework/intercultural-dialogue_en)

Promoting multiculturalism and intercultural dialogue through institutions and initiatives of civil society organizations in Botswana:

<https://www.tandfonline.com/doi/abs/10.1080/17447140903427382?journalCode=rmmd20>

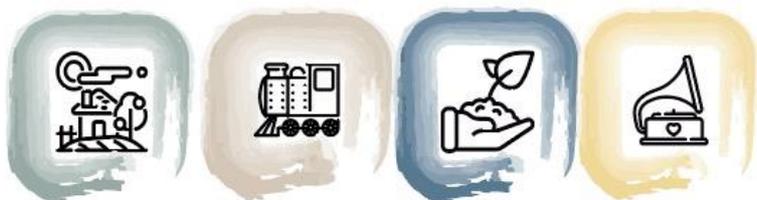
Integration of society with intercultural dialogue: <https://eeagrants.org/archive/2009-2014/projects/LV03-0184>

# IO3 In-service Training Programme and Handbook

## Key Learning Outcomes

Learning Contents M1  
Online Training  
University of Seville

*Past-Times*



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## On-line training MODULE 1: PEDAGOGIC CHALLENGES

This part of module 1, online, aims to help aged people to improve their knowledge, understanding and appreciation of the challenges that migration brings about, the effectiveness of actions to tackle the challenges, and to reflect their contribution to immigrants in an interactive digital environment. The practical learning work sessions of the didactic objectives will ensure that the participants are autonomous when managing information searches and will establish interactive dynamics by means of the contributions and comments made.

### **For the facilitator/educator**

As far as possible, the facilitator will be provided with previous access to the participants' profiles to prepare each activity accordingly and help understand or/and complement some participant's lack of information.

The facilitator will firstly provide his/her own answers to the activities. When needed, he/she will also offer background information from each participant's country -depending on the item below- as a model and break-ice for each activity. The facilitator will always be the first to answer.

The intended effect will be to stimulate the memory and responses of the participants by means of visual material (photos, movie posters, videos).



## UNIT 1: Online learning and working in dynamic online environments

<b>Module 1</b>	<b>ONLINE LEARNING AND WORKING IN DYNAMIC ONLINE ENVIRONMENTS</b>		
<b>Unit 1.1</b>	<b>ONLINE ENVIRONMENTS</b>	<b>Learning outcome</b>	<i>find out and set strategies of communication in their digital interaction and social networking</i>
<b>Learning resource</b>	<b>INTERNET/COMPUTER PRESENTATION</b>	<b>Learning method</b>	On-line training
<b>Resource title</b>	<a href="#"><u>R.M1.U1</u></a>	<b>Duration</b>	3 hours
<b>Activity details</b>	<p><i>Participants will be practicing and managing new online profiles with which both elders and migrants will interact in this and other units. By doing so, the participants will acknowledge the cultural differences that must be overcome in the learning process, such as legal, religious, social, family models or the dialogue with institutions. The participants will acknowledge cultural differences that must be overcome.</i></p>		
<b>Instructions</b>	<p><b>Step 1: Let's network!</b> Each participant will open a profile in <i>Google, Facebook, Twitter, Instagram, LinkedIn</i>.</p> <p><b>Step 2: Privacy policies</b> Harmful or/and unlawful activities on-line will be considered with examples.</p> <p><b>Step 3: Let's share.</b> Participants/users start sharing experiences of their childhood.</p> <p><b>Step 4: More friends? The friends of my friends.</b> Each participant will have to add and introduce a friend/relative/workmate from outside the programme.</p>		
Worksheet			

### To go further

<https://aspireinternetdesign.com/social-media-blogging/quick-guide-setting-social-media-accounts-business/>

## UNIT 2: Developing intergenerational learning programmes

<b>Module 1</b>	<b>DEVELOPING INTERGENERATIONAL LEARNING PROGRAMMES</b>		
<b>Unit 1.2</b>	<b>ONLINE ENVIRONMENTS</b>	<b>Learning outcome</b>	<i>value one's own experience assets and negotiate what might be interesting in an intergenerational relationship</i>
<b>Learning resource</b>	<b>INTERNET/COMPUTER/BLOG</b>	<b>Learning method</b>	On-line training
<b>Resource title</b>	<a href="#"><u>R.M1.U2</u></a>	<b>Duration</b>	5 hours
<b>Activity details</b>	In pairs, migrants will help elders to create a blog. In that blog, elders will transfer the experiences of their daily life. The content to be included will not be larger than 3 topics that each pair will agree upon. Elders will be responsible of commenting in their social network profiles already created each step, with pictures. Migrants will comment online at the end of the activity.		
<b>Instructions</b>	<p><b>Step 1: Create a blog</b> Young migrants will lead the activity creating a blog following the instructions of the facilitator. Elders publish online the experience.</p> <p><b>Step 2: Choose three topics</b> Once Step 1 is accomplished, each pair will agree upon three topics they write down in the worksheet. Elders publish online the how they did it.</p> <p><b>Step 3: Let's write them down and publish!</b> Migrants will guide elders throughout the process typing and making related questions to help create a 500-word entry to the blog. Elders will be correcting language mistakes and expressions, if any, and providing their experience as subject matter.</p> <p><b>Step 4: Share</b> The young migrants and elders will summarize their experience and share in their social networks the three entries.</p>		
<b>Worksheet</b>	<p><i>LIST of ITEMS</i></p> <p><b>Topic 1</b></p> <p><b>Topic 2</b></p> <p><b>Topic 3</b></p>		

### UNIT 3: Teaching in multi-ethnic environments and how to overcome cultural and linguistic barriers

<b>Module 1</b>	<b>TEACHING IN MULTI-ETHNIC ENVIRONMENTS AND HOW TO OVERCOME CULTURAL AND LINGUISTIC BARRIERS</b>		
<b>Unit 1.3</b>	<b>ONLINE ENVIRONMENTS</b>	<b>Learning outcome</b>	<i>helping young migrants understand cultural events, administrative procedures.</i>
<b>Learning resource</b>	<b>Activity sheet</b>	<b>Learning method</b>	On-line training
<b>Resource title</b>	<a href="#"><u>R.M1.U3</u></a>	<b>Duration</b>	5 hours
<b>Activity details</b>	<p><i>Participants, in pairs, must find information on the internet in relation to institutions, NGOs, job placements, immigration paperwork and education.</i></p>		
<b>Instructions</b>	<p><b>Step 1: Social dialogue</b>            Firstly, participants will debate on the dialogue between citizens and the governmental administration (30 minutes).  <b>Step 2: Focus</b>            Both migrants and elders will make a list of institutions as seen in the worksheet.  <b>Step 2: New online framework</b>            Most governments have developed online services for immigrants. Elders will help migrants to understand the specific language for unemployment, migration, social security.... They will also follow those institutions profiles in social networks to get updated.  <b>Step 3: Publishing linguistic barriers</b>            Migrants will take notes of the new words and publish them on their social network profiles with their meaning. They will also publish other problems they find.</p>		
<b>Worksheet</b>	<p>LIST OF INSTITUTIONS  <b>For migration</b>                         <b>For elders</b>                         <b>For both</b>            LIST OF NEW WORDS  <b>For migration</b>                         <b>For elders</b>                         <b>For both</b></p>		

**To go further**

- <https://www.typetalk.com/blog/overcoming-language-barriers-communication/>
- <https://ec.europa.eu/migrant-integration/country/indicators>
- <https://ec.europa.eu/migrant-integration/integration-practices>

## UNIT 1 RESOURCES

### On-line training MODULE 1:

Activity Code	Powerpoint	Title
<a href="#"><u>R.M1.U1</u></a>	<a href="#"><u>PPT.OLT.M1.U1</u></a>	<i>find out and set strategies of communication in their digital interaction and social networking</i>
<b>Overview</b>		
<p>❖ <i>Purpose:</i> The proposed activity has the following goals:</p> <ul style="list-style-type: none"> <li>- Get the group to know each other</li> <li>- Be able to speak in public</li> <li>- Boost self-esteem</li> </ul>		
<b>Instructions</b>		
<ul style="list-style-type: none"> <li>- The facilitator will make use of the powerpoint to present the activity and guide it. They remain sit.</li> <li>- The participants will turn on the computers and ask the facilitator if any doubt arises.</li> </ul>		
<b>Activity details</b>		
<p><b>Step 1: Let's network!</b></p> <p>Each participant will open a profile for an email address and account using the chosen nickname in <i>Google</i>. This will allow the participants using this email as a dummy email address for social networks avoiding interfering with their personal email address.</p> <p>They will need to take a selfie or look for a picture that will be shown in their public profiles. If choosing a picture which is not their own, the participants need to be remembered about the rights that "free" pictures have, even in the internet. Once they have their new account, and picture (called <i>avatar</i>), proceed opening a profile to:</p> <ul style="list-style-type: none"> <li>• <i>Facebook</i></li> <li>• <i>Twitter</i></li> <li>• <i>Instagram</i></li> <li>• <i>LinkedIn</i></li> </ul> <p>They will search for each other and <i>follow</i> each other.</p> <p><b>Step 2: Privacy policies</b></p> <p>Harmful or/and unlawful activities on-line will be considered with examples. You can access webs like <a href="https://gdpr.eu/privacy-notice/">https://gdpr.eu/privacy-notice/</a> for European legislation (GDPR) or, for the United States, <a href="https://www.freeprivacypolicy.com/blog/sample-privacy-policy-template/">https://www.freeprivacypolicy.com/blog/sample-privacy-policy-template/</a> to show the "strange" language and elements involved.</p> <p>On the other hand, cybercrime and cyber-harm, like Hate speech; cyber stalking or gender pressure will be advised not to do it (even in real life!)</p> <p><b>Step 3: Let's share.</b></p> <p>Participants/users start sharing experiences of their childhood. They will learn how to upload/drag-drop their own pictures or share links of material found on the internet related to those games/school/religious practices/town-city.</p>		

**Step 4: More friends? The friends of my friends.**

Each participant will have to add and introduce a friend/relative/workmate from outside the programme. They need to increase their community and look for small talks or conversations

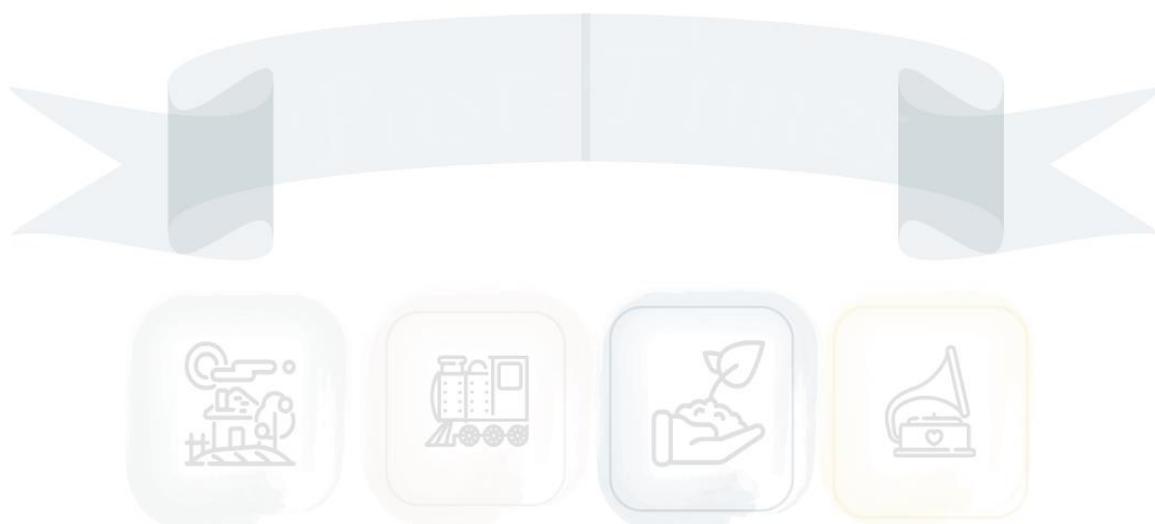
**Assessment of the activity**

At the end of the activity, the participants will have all their profiles active and showing some activity as suggested.

**References/Further reading**

Safeguarding children and young people online: A guide for practitioners:

<https://books.google.es/books?id=nwZpDwAAQBAJ&pg=PA194&lpg=PA194&dq=Harmful+or/and+unlawful+activities+online&source=bl&ots=UykzA7pZ-O&sig=ACfU3U0IHnvIWHiSg9lVS26iYBP6lm0FJQ&hl=es&sa=X&ved=2ahUKEwjzdXeJrrmAhVOxhoKHSoMDsCQ6AEwAAnoECAkQAQ#v=onepage&q=Harmful%20or%2Fand%20unlawful%20activities%20online&f=false>



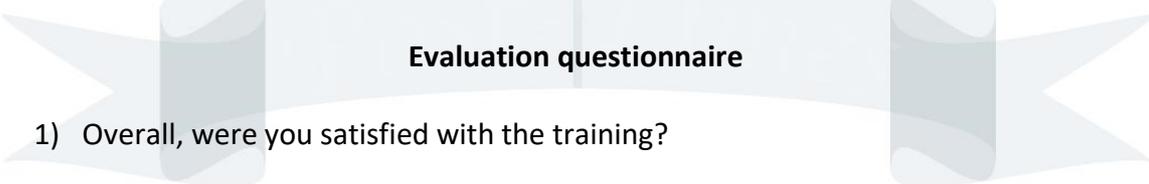
## UNIT 2 RESOURCES

Activity Code	Powerpoint	Title
<a href="#">R.M1.U2</a>	<a href="#">PPT.OLT.M1.U2</a>	<i>value one's own experience assets and negotiate what might be interesting in an intergenerational relationship</i>
<b>Overview</b>		
<p>❖ <i>Purpose:</i></p> <ul style="list-style-type: none"> <li>- To value oneself and consider the positive achievements</li> <li>- To develop skills to negotiate</li> <li>- To value <i>intergenerational relationship</i></li> </ul>		
<b>Instructions</b>		
<ul style="list-style-type: none"> <li>- The facilitator will make use of the powerpoint to present the activity and guide it. They can remain sit.</li> <li>- In pairs, migrants will help elders to create a blog. In that blog, elders will transfer the experiences of their daily life. The content to be included will not be larger than 3 topics that each pair will agree upon. Elders will be responsible of commenting in their social network profiles already created each step, with pictures.</li> <li>- Migrants will comment online at the end of the activity.</li> </ul>		
<b>Activity details</b>		
<p><b>Step 1: Create a blog</b> Young migrants will lead the activity creating a blog following the instructions and the resources offered bellow. A first entry to describe the experience by then will be published as an example. Elders publish online the experience.</p> <p><b>Step 2: Choose three topics</b> Once Step 1 is accomplished, each pair will agree upon three topics to write about that also both find interesting. In the worksheet, the pair take notes on things which are related to the topic and they will search on the internet, from music/videos to texts or other blogs. Elders publish on their social networks about the experience, mentioning their partner(s), they also will be allowed to ask online other pairs about their topics.</p> <p><b>Step 3: Let's write them down and publish!</b> Migrants will guide them throughout the process typing and making related questions to help create a 500-word entry to the blog. Elders will be correcting language mistakes and expressions, if any, and providing their experience as subject matter.</p> <p><b>Step 4: Share</b> The young migrants and elders will summarize their final experience and share the three entries in their social networks.</p>		
<b>Assessment of the activity</b>		
The facilitator/educator will have access to the working papers and results of each group: both the description of the experience and the publishing of the results online.		
<b>References/Further reading</b>		
<p><a href="https://wordpress.com/create-blog/">https://wordpress.com/create-blog/</a>  <a href="https://www.blogger.com/blogger.g?rinli=1&amp;pli=1#welcome">https://www.blogger.com/blogger.g?rinli=1&amp;pli=1#welcome</a>  <a href="https://support.google.com/blogger/answer/1623800?hl=es">https://support.google.com/blogger/answer/1623800?hl=es</a>  <a href="https://www.theblogstarter.com/">https://www.theblogstarter.com/</a></p>		

### UNIT 3 RESOURCES

Activity Code	Powerpoint	Title
<a href="#">R.M1.U3</a>	<a href="#">PPT.OLT.M1.U3</a>	<i>helping young migrants understand cultural events, administrative procedures</i>
<b>Overview</b>		
<p>❖ <i>Purpose:</i></p> <ul style="list-style-type: none"> <li>- For elders to understand the young migrants' barriers</li> <li>- For migrants to ask for help and get to know the rules that apply</li> <li>- To get to know the democratic system and its institutions</li> <li>- To get to know new words</li> <li>- To be updated by means of the social networks</li> </ul>		
<b>Instructions</b>		
<ul style="list-style-type: none"> <li>- The facilitator will make use of the powerpoint to present the activity and guide it. They remain sit.</li> <li>- Participants, in pairs, must find information on the internet in relation to institutions, NGOs, job placements, immigration paperwork and education. For those reasons, elders -who should know about their institutions- will lead this activity to help migrants to get to know which institutions are essential, from health services, protection or migration paperwork to how the tax system works to maintain the same institutions, hospitals, police, public lightening....</li> <li>- Two lists of institutions and words will summarize their interest and knowledge. A final workaround will complete these lists.</li> </ul>		
<b>Activity details</b>		
<p><b>Step 1: Social dialogue</b>  Firstly, participants will debate on the dialogue between citizens and the governmental administration sharing their own experiences as elders and migrants (30 minutes).</p> <p><b>Step 2: Focus</b>  Both migrants and elders will make a list of institutions they think are needed to know for their active civic participation in society in three columns. Those that effect one or the other, or both.</p> <p><b>Step 2: New online framework</b>  Most governments have developed online services for immigrants. Elders will help migrants to find out where to address their petitions, NGOs which support them, forms will be downloaded or mock-filled in, in order to test language and difficulties. They will also follow those institutions profiles in social networks to get updated.</p> <p><b>Step 3: Publishing linguistic barriers</b>  Migrants will take notes of the new words and expressions they have learnt in the process and will publish them on their social network profiles. They will also publish other problems they find.</p>		
<b>Assessment of the activity</b>		
The facilitator/educator will have access to the working papers and results of each group: both their posts online as well as the publishing of the results online		
<b>References/Further reading</b>		

## Evaluation form

Activity Code	Title
Evaluation form	Evaluating the training
<b>Overview</b>	
<ul style="list-style-type: none"> <li>• <i>Purpose:</i> to evaluate the 25 hours of <i>on-line training</i> and to improve your trainer's skills</li> <li>• <i>Duration:</i> 10 min</li> </ul>	
<b>Instructions</b>	
<ul style="list-style-type: none"> <li>• The educator distributes copies of the handout (below) to all participants and invites them to complete it.</li> <li>• The educator insists on the fact that evaluation is not mandatory and anonymous.</li> <li>• The educator should emphasize the fact that evaluation is made for him/her to improve him/herself.</li> </ul>	
<b>Activity details</b>	
<div style="text-align: center;">  <h3>Evaluation questionnaire</h3> </div> <p>1) Overall, were you satisfied with the training?</p> <p> <input type="checkbox"/> Absolutely yes  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> Absolutely no         </p> <p>2) Did you find the duration of the training appropriate?</p> <p> <input type="checkbox"/> Absolutely yes  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> Absolutely no         </p> <p>3) Did the training meet your expectation?</p> <p> <input type="checkbox"/> Absolutely yes  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> Absolutely no         </p> <p>4) Were you satisfied with the way of delivering the training?</p> <p> <input type="checkbox"/> Absolutely yes  <input type="checkbox"/> Yes  <input type="checkbox"/> No         </p>	

Absolutely no

5) Do you have any recommendation?

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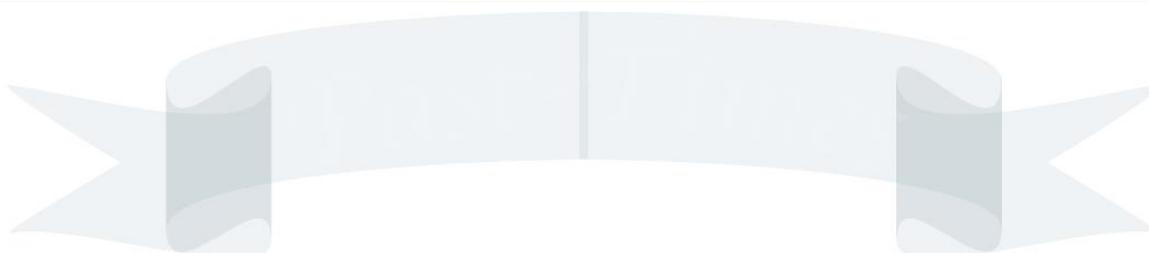
**Thank you very much for filling this questionnaire in!**

**Assessment of the activity**

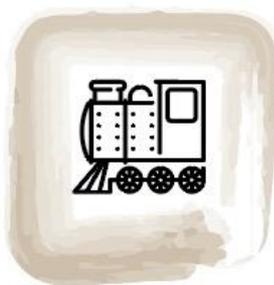
N/A

**References/Further reading**

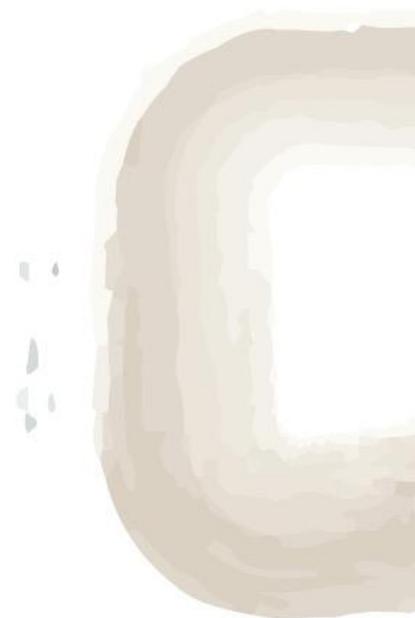
N/A



# PAST-TIMES



*Stories, Tales and Customs to Raise Intercultural Awareness*



inn<sup>o</sup>ventum



INNEO

S V E B  
F S E A



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