



# Professional Toolbox for School teachers on Drop Out prevention of migrant students

Intellectual Output 4

## KEEP ON SUPPORTING SCHOOL TEACHERS TO PREVENT DROPOUT OF MIGRANT STUDENTS

2016-1-ES01-KA201-025421  
[keepon-project.eu](http://keepon-project.eu)



Co-funded by the  
Erasmus+ Programme  
of the European Union

sepie

SERVICIO ESPAÑOL PARA LA  
INTERNACIONALIZACIÓN DE LA EDUCACIÓN

This project (2016-1-ES01-KA201-025421) has been funded with the support of the European Commission. The information reflects the views of the authors, and Commission cannot be held responsible for any use which may be made of the information contained therein.



## Contents

<b>Introduction</b> .....	<b>3</b>
<b>Module A: Educational counselling/coaching/support</b> .....	<b>5</b>
<b>LU 01. Educational needs and difficulties</b> .....	<b>5</b>
Title of the tool: Read & Write & Draw.....	5
Title of the tool: Sing & Say & More .....	8
<b>LU 02 Teach to learn</b> .....	<b>10</b>
Title of the tool: “Learning via playing” ( <i>card game to improve language skills</i> ) .....	10
Title of the tool: Theatre playing .....	13
<b>LU 03. Self-Responsibility and Self Organisation</b> .....	<b>17</b>
Title of the tool: K-W-L-H (Know-Want to Know-Learn-How).....	17
Title of the tool: PLEASE Strategy.....	19
<b>Module B: Dropout prevention/LU 04. Building up a positive school culture</b> .....	<b>21</b>
<b>LU 04. Building up a positive school culture</b> .....	<b>21</b>
Title of the tool: Equality and Diversity Classroom Activities .....	21
Title of the tool: S.O.D.AS. Method of problem solving.....	24
<b>LU 05: Community engagement and family mediation</b> .....	<b>27</b>
Title of the tool: Family and Community Engagement Checklist .....	27
Title of the tool: Problem Tree.....	30
<b>LU 06. Dropout risk factors, preventive measures, supportive systems</b> .....	<b>32</b>
Title of the tool: An Exercise for all Pedagogues.....	32
Title of the tool: Learning Diary .....	34
<b>LU 07. Dropout warning systems</b> .....	<b>36</b>
Title of the tool: The 4-Perspectives-Scheme.....	36
Title of the tool: Questionnaire Youth Coaching .....	40
<b>Module C: Interculturality in education</b> .....	<b>42</b>
<b>LU.08 Intercultural awareness</b> .....	<b>42</b>
Title of the tool: Stereotypes, Prejudices and Discrimination in the News .....	42
Title of the tool: Prejudice Quiz .....	44
<b>LU.09 Intercultural mediation</b> .....	<b>47</b>
Title of the tool: Iceberg Model of Culture.....	47
Title of the tool: Connecting Home and School.....	51
<b>LU 10. School integration</b> .....	<b>54</b>
Title of the tool: Digital language learning (On-Line or Offline Language Learning) .....	54
Title of the tool: Game Based Learning.....	55



## Introduction

**KEEP ON project** aims at enhance the professional development of school educators and teachers, equipping them with innovative approaches and methodologies -as Dialogic learning or Peer learning- to foster an active role of students in the teaching and learning process, helping to build intercultural settings in classrooms. This will help school education professionals to **manage Cultural Diversity** in order to **prevent dropout** of migrants and ethnic minorities, as well as refugees and asylum seekers.

KEEP ON project integrates innovative methodologies and approaches aimed at the empowerment of young migrants and ethnic minorities in self related concepts like control, self-monitoring, self-efficacy and social identity, as well as to build strategies to cope with negative social identity and the influence of group membership on self-evaluation.

**KEEP ON Professional Toolbox** is the fourth intellectual output of the project. This Professional Toolbox consists in a useful resource of practical information for the direct implementation of innovative methods in Drop Out prevention of migrant students.

The Professional Toolbox is aimed at **School Education professional profiles** (teachers, trainers, school educators, principals and/or counsellors) to **Support** School Education professionals in the Drop Out prevention of migrant students.

It also offers high quality **training material** in Drop Out prevention with a great potential of dissemination and exploitation.

The Professional Toolbox contains a set of practical and innovative activities, methodologies, dynamics, resources and tools based on:

- a) The theoretical framework and competencies identified within the KEEP ON Training Curriculum.
- b) Information gathered from the development of the Pedagogical Handbook.

These practical contents are adapted to the specific needs of the target users and beneficiaries of the project, to be applied in the organizations, services and professional activities related.

All the tools developed follow the same structure in order to ease the reading, understanding and its adaptability to different educational settings:

- a) **Title of the tool**
- b) **Description of the tool**
- c) **Required material**
- d) **Useful resources**

Below are outlined the tools developed in relation to the Modules covered by KEEP ON Project:



Module A: Educational counselling/coaching/support	Tools developed
LU 01. Educational needs and difficulties	<ol style="list-style-type: none"> <li>1. <a href="#">Read &amp; Write &amp; Draw</a></li> <li>2. <a href="#">Sing &amp; Say &amp; More</a></li> </ol>
LU 02. Teach to learn	<ol style="list-style-type: none"> <li>1. <a href="#">Learning via playing (card game to improve language skills)</a></li> <li>2. <a href="#">Theatre Playing</a></li> </ol>
LU 03. Self-responsibility and self-organisation	<ol style="list-style-type: none"> <li>1. <a href="#">K-W-L-H (Know-Want to Know-Learn-How)</a></li> <li>2. <a href="#">PLEASE Strategy</a></li> </ol>

Module B: Dropout prevention	Tools developed
LU 04. Building up a positive school culture	<ol style="list-style-type: none"> <li>1. <a href="#">Equality and Diversity Classroom Activities</a></li> <li>2. <a href="#">S.O.D.A.S. Method of problem solving</a></li> </ol>
LU 05. Community engagement and family mediation	<ol style="list-style-type: none"> <li>1. <a href="#">Family and Community Engagement Checklist</a></li> <li>2. <a href="#">Problem Tree</a></li> </ol>
LU 06. Dropout risk factors, preventive measures, supportive systems	<ol style="list-style-type: none"> <li>1. <a href="#">An Exercise for all Pedagogues</a></li> <li>2. <a href="#">Learning Diary</a></li> </ol>
LU 07. Dropout warning systems	<ol style="list-style-type: none"> <li>1. <a href="#">The 4-Perspectives-Scheme</a></li> <li>2. <a href="#">Questionnaire Youth Coaching</a></li> </ol>

Module C. Interculturality in education	Tools developed
LU 08. Intercultural awareness	<ol style="list-style-type: none"> <li>1. <a href="#">Stereotypes, Prejudices and Discrimination in the News</a></li> <li>2. <a href="#">Prejudice Quiz</a></li> </ol>
LU 09. Intercultural mediation	<ol style="list-style-type: none"> <li>1. <a href="#">Iceberg Model of Culture</a></li> <li>2. <a href="#">Connecting Home and School</a></li> </ol>
LU 10. School integration	<ol style="list-style-type: none"> <li>1. <a href="#">Digital Language Learning (On-Line or Offline Language Learning)</a></li> <li>2. <a href="#">Game Based Learning</a></li> </ol>

## Module A: Educational counselling/coaching/support

### Module A: Educational counselling/coaching/support

#### LU 01. Educational needs and difficulties

#### Title of the tool: Read & Write & Draw

<p>Description</p>	<p>Comprehending a text is much more difficult for some students than estimated. To make it manageable, it is necessary to support reading and writing skills by other skills such as drawing. The aim of this tool is to combine visual sense of learner with writing activity so that they can improve their academic skills and to find opportunities for creative expression.</p> <p><b>How to use:</b></p> <p><b>Step 1:</b> Set the students in pair and hand in reading texts and worksheets. All pairs share one text and different pairs have different texts.</p> <p><b>Step 2:</b> Give them time to read their texts - duration depends on the level and length of the texts. The pairs read the texts together for comprehension. The reading process can be accompanied with acoustic music (music suggestions: Yiruma, Spring Time: <a href="https://www.youtube.com/watch?v=w1s4cTsPeHo">https://www.youtube.com/watch?v=w1s4cTsPeHo</a> Kitaro, Carvansaray: <a href="https://www.youtube.com/watch?v=RQS9_ZN5k_c">https://www.youtube.com/watch?v=RQS9_ZN5k_c</a>)</p> <p><b>Step 3:</b> Ask the students to discuss the character(s), event(s), setting place and give a new title to the text</p> <p><b>Step 4:</b> Students fill in the worksheet collaboratively</p> <p><b>Step 5:</b> They present their works. Give each group feedback</p>
<p>Useful resources</p>	<p>For different worksheets and instructions:  <a href="https://www.edhelper.com/ReadingComprehension.htm">https://www.edhelper.com/ReadingComprehension.htm</a></p>
<p>Required material</p>	<p>-short story, a literary text</p> <p>- worksheet (see below)</p>



WORKSHEET: READ, WRITE AND DRAW	
Page 1: Writing Exercises	
The character(s)	
The Setting Place	
Events in the Story	❖ ..... ❖ ..... ❖ ..... ❖ ..... ❖ .....
How did it end?	
Give the story a new name	



**Page 2: Drawing Exercises**

**Draw the scenes with your partner. You can take turns in reading, revising and drawing**

Scene 1	
Scene 2	
Scene 3	
Scene 4	
Scene 5	
<b>TIME FOR PRESENTATION OF YOUR WORK</b>	



**Module A Educational counselling/coaching/support**

**LU 01. Educational needs and difficulties**

**Title of the tool: Sing & Say & More**

<b>Description</b>	<p>The methodology of Orff Schulwerk offers a holistic educational model that combines music with basic speaking skills with movements and drama. The aim is to overcome lingual and social difficulty through incorporation of prototype speech, song, movement, dramatic situation and often instrumental play. While using hand drums and rhythm sticks, learners both interact with each other, facilitate coordination of their movements and practices some part of a language.</p> <p>How to use:</p> <p>The categories of activity, through the use of speech, singing, movement, body percussion, and instrument play, include the following:</p> <ul style="list-style-type: none"><li>- Preliminary Play: Guided experiences in spontaneous exploration of the materials under focus.</li><li>- Imitation: Accurate replication (echo response of a given pattern)</li><li>- Exploration: Guided experiences in applying suggested ideas.</li><li>- Improvisation: Invention of original material</li></ul> <p>Example: Hand Drums. Rhythm Sticks</p> <ul style="list-style-type: none"><li>• Teacher recites poem. Students listen for repeated patterns.</li><li>• “Did you notice any patterns that repeated?” (Hand drums. Rhythm sticks.)</li><li>• Students join teacher on the repeated pattern. Listen to the contrasting pattern.</li><li>• Students recite entire poem, with teacher and then without teacher support. • Teacher models body percussion. Pat on “hand drums.” Clap on “rhythm sticks.”</li><li>• Students join teacher on poem and body percussion.</li></ul>
<b>Useful resources</b>	<p>For full lesson plans:</p> <p><a href="https://teachingwithorff.com/category/lesson-plans/">https://teachingwithorff.com/category/lesson-plans/</a></p>





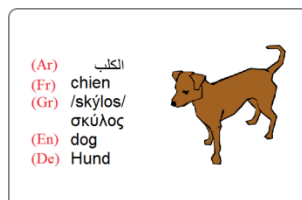
	<p>Lesson examples by Roger Sams:</p> <p><a href="http://teachingwithorff.com/wp-content/uploads/2014/09/HD-Stick-Lessons-by-Roger-Sams.pdf">http://teachingwithorff.com/wp-content/uploads/2014/09/HD-Stick-Lessons-by-Roger-Sams.pdf</a></p> <p>The website of American Orff Schulwerk Association</p> <p><a href="http://aosa.org/">http://aosa.org/</a></p>
<b>Required material</b>	<ul style="list-style-type: none"><li>- Poem/language pattern/</li><li>- Rhythm instrument, preferably drums and sticks (when necessary)</li><li>- Musical instrument (when necessary)</li></ul>

**Module A: Educational counselling/coaching/support/**
**LU 02 Teach to learn**
**Title of the tool: “Learning via playing” (card game to improve language skills)**
**Description**

The tool described below is an activity mentioned in a digital platform created for the PRESS project (Provision of Refugee Education and Support Scheme) which is initiative of Hellenic Open University. The activity was applied in the Refugee Cultural Festival that took place in Geneva on 17th of June 2017.

The aim of the tool – among others – is to enhance language skills by playing a memory game. The tool-game is being played using 20 pairs of cards (totally 40). Each card has an image on its one side e.g. an animal or an object, and on its other side there is the name of the figure in several languages. The game as played in the Refugee Cultural Festival of Geneva used the French, English and Arabic language. It can be adapted though to the needs of the trainees. For example, for refugees being in Greece, the Greek language together with the English and Arabic can be used. The goal for each player is to match the image of his/her card with its pair card and to pronounce the word of those cards in all of the languages used and maybe in an additional language if possible.

In order to use the tool, the teacher/instructor has to prepare the necessary material for the game, that is the cards. She/he can create cards with simple and more difficult words. For the images needed for the creation of the cards, good sources are the webpages [www.openclipart.org](http://www.openclipart.org), [www.pixabay.com](http://www.pixabay.com) and [commons.wikimedia.org](http://commons.wikimedia.org) where someone can find a plethora of clip arts. The teacher can organize words both in groups of difficulty and in groups of related words i.e. animals, transportation, family, greetings etc. Using a word processor we can create cards and print them on a cardboard. The result can be similar to the card shown below. Each card should be printed twice.



Once the cards have been created the teacher selects which group of cards to use for the game, according to the needs of the learners and the learning goals she/he wants to achieve. In the first step of the game the cards are positioned upside down on a table. Each player chooses two of the cards



	<p>trying to get two cards that match, namely cards portraying the same thing. If the cards match the player has to pronounce the words written on the cards before continuing getting two more cards. If the cards do not match, the player returns them back to the table and the next player takes turn. The winner of the game is the player who has paired the most cards and managed of course to pronounce the words written on them. To keep children motivated the people that organized the activity in the Refugee Cultural Festival in Geneva had prepared several gifts that were given in the form of a lottery. The winner had to draw a number corresponding to a specific gift. According to the relative article in the PRESS Project digital platform it was proved successful in keeping children motivated.</p> <p>In a second phase of the game the teachers/trainers handed out new cards but this time having only the images of the cards of the first phase and not the words. The children had to write on the cards the name of the image on them using as many languages possible. In this phase children didn't have to act competitively, rather each child was helping other children towards the common goal to fill in all the words of the cards. Consequently, this cooperation during the second phase, between the children, apart the cognitive part of the activity which is improving language skills, the tool results to the transformation of the group of children to a team. The latter has in turn many benefits in terms of enhancing the feeling of safety within the team, the confidence of the children, their performance in the cognitive part of the activities and at the end in preventing dropping-out.</p> <p>The content of the game can be adapted to the needs of the trainees. As already said a language can be added or change so that to meet the needs of the hosting country of the refugees. Additionally, the language level can be altered. There can be levels of difficulty of the words on the cards so that to be played by people of different language level or different learning speed ability. For example, young children have different learning speed than teenagers or adults. So, accordingly the difficulty of the words can be altered as appropriate.</p> <p>Additionally, the number of the cards cannot be limited to the 20 pairs. The teacher/educator can adapt their number to less or more according to the needs of the people he/she teaches/trains. According to the relative article of PRESS project for the 20 pairs of cards, a maximum of 8 children is a proper number of players so that the game to have a good flow and succeed the desired results and the estimated time needed, based on those numbers is 5 hours.</p>
Useful resources	<ul style="list-style-type: none"><li>• <a href="http://press-project.eap.gr/thinktank/viewtopic.php?f=10&amp;t=68">http://press-project.eap.gr/thinktank/viewtopic.php?f=10&amp;t=68</a></li><li>• <a href="http://www.openclipart.org">http://www.openclipart.org</a></li><li>• <a href="http://www.pixabay.com">http://www.pixabay.com</a></li></ul>



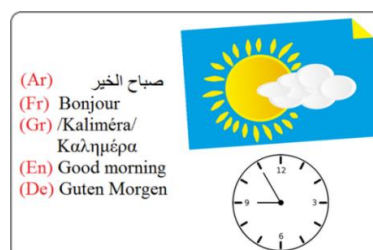
	<ul style="list-style-type: none"><li>• <a href="http://commons.wikimedia.org">http://commons.wikimedia.org</a></li></ul>
<b>Required material</b>	<ul style="list-style-type: none"><li>• Computer</li><li>• Printer</li><li>• Cardboard for creating the cards</li><li>• Scissor to cut the cards</li></ul>

**Module A: Educational counselling/coaching/support/**
**LU 02 Teach to learn**
**Title of the tool: Theatre playing**
**Description**

The aim of the tool is to enhance the linguistic skills of the refugees in the language of the hosting country in an experiential way. The learners are being asked to take part in simple situations in which they have to use the language of the hosting country. In other words, they become actors following simple scenarios. The scenarios are initially very simple and gradually become more complex. In the very first phase, the scenario involves only greetings depending on the day or night time defined by the teacher/instructor for the needs of the scenario. Gradually, scenarios are enriched with more elements like introducing her/himself, directions, time etc. Depending on the age, the linguistic skills level and the possible particular needs of the learners the teacher/instructor can create more complex scenarios.

Since the scenarios can be from very simple to more complex the tool is being characterized by its flexibility to be applied to any age - from children to teenagers and adults. Additionally, it can be used to any country as the material needed and which will describe below is easily adaptable.

In order to apply the tool, we will need cards with the necessary words or phrases written on them and possibly a related picture. For example, for “Good morning” such a card could have the form of the following figure:



A nice source of free images for the creation of the cards are the webpages [www.openclipart.org](http://www.openclipart.org), [www.pixabay.com](http://www.pixabay.com) and [commons.wikimedia.org](http://commons.wikimedia.org). Using a word processor and printing on cardboards we can create cards with words and phrases that meet the needs of the group of learners we teach.

Each learner who participates in the scenario gets the cards with the words or phrases needed for the scenario. She/he can take advice from the cards when she/he does not remember the word/phrase needed. Complementary

she/he may use a dictionary and a good proposal for it is the “Mini Lexicon for Basic Communication” which is a small dictionary for Greek or English-speaking persons available in 6 different languages (Arabic, Farsi, Sorani, Urdu, Kurmanji, French). Mini Lexicon can be found in <http://metadrasi.org/en/campaigns/mini-lexicon-for-basic-communication/> Alternatively, this information on words/phrases can be presented with a video projector.

The scenarios can be video recorded and the videos can be presented later with the video projector. This will enhance learning and further will give more fun to the process as the learners would find nice to watch themselves in the videos.

Below, there are some scenarios that can be used in the early phases:

#### Scenario 1 (Greetings)

The teacher defines in the beginning the supposed time of the day that the situation is being taken place. The time will result to different greetings that the learners should use. Thus, if the scenario defined by the teacher is that the learners meet someone in the morning the should respond as:

- Good morning!
- Good morning!
- Leaving...*
- Bye.
- Bye.

otherwise, if it is evening:

- Good evening!
- Good evening!
- Leaving...*
- Good night / Bye
- Good night / Bye

#### Scenario 2 (Meeting new people)

- Greetings
- What is your name?
- My name is Sam. What is your name?
- I am Kevin and this is my friend Danny.
- Nice to meet you Kevin. Nice to meet you Danny.
- Where are you from?
- I am from Syria. And you?
- I am from Iraq.



	<p><u>Scenario 3 (Asking directions)</u></p> <p>The teacher defines again the time of the day and additionally the place where someone would like to go and leaves the learners to interact with the help of the cards. When needed she/he intervenes to help the learners.</p> <p style="padding-left: 40px;">Excuse me! Do you know how to get to the city centre? <i>Directions</i></p> <ul style="list-style-type: none"><li>- Thank you.</li><li>- You're welcome.</li></ul> <p><u>Scenario 4 (Time)</u></p> <p>The teacher defines the time i.e. showing a drawing with a clock. The participants of it should ask the other what time it is. The scenario is being repeated as many time as needed so that every participant to know how to respond in any case of time.</p> <ul style="list-style-type: none"><li>- Excuse me! What time is it?</li><li>- It is "<i>the defined by the teacher time</i>"</li><li>- Thank you.</li><li>- You're welcome.</li></ul> <p>According to the progress of the learners the scenarios are enriched and the different words/phrases used in previous scenarios are combined.</p> <p>Further, videos with simple dialogues in the language of the hosting country are presented to the learners. Afterwards, the learners are being asked initially to give a summary of the dialogue and additionally to use it as a scenario for them. There are plenty of videos in the web with simple dialogues for language learning. For the case of Greece a good source of such videos is the multimedia application of the NGO Metadrasi published in <a href="http://www.metadrasi.org/lexiko/select_language.htm">http://www.metadrasi.org/lexiko/select_language.htm</a> The application is for learning the Greek language and currently supports Albanian, Arabic, Georgian, Urdu-Punjabi and Russian language.</p> <p>Conclusively, the above described method is characterized by its flexibility in terms of the difficulty and the language of the scenarios. It is recommended that the teachers/learners should first investigate the level of the linguistic skills of the learners, as well as their particular needs. Especially for the latter, the feedback taken from the learners can lead to adaptation of the scenarios so that to include situations from their daily life.</p>
<b>Useful resources</b>	<ul style="list-style-type: none"><li>- <a href="http://metadrasi.org/en/campaigns/mini-lexicon-for-basic-communication/">http://metadrasi.org/en/campaigns/mini-lexicon-for-basic-communication/</a></li><li>- <a href="http://www.metadrasi.org/lexiko/select_language.htm">http://www.metadrasi.org/lexiko/select_language.htm</a></li><li>- <a href="http://www.openclipart.org">http://www.openclipart.org</a></li></ul>



	<ul style="list-style-type: none"><li>- <a href="http://www.pixabay.com">http://www.pixabay.com</a></li><li>- <a href="http://commons.wikimedia.org">http://commons.wikimedia.org</a></li></ul>
<b>Required material</b>	<ul style="list-style-type: none"><li>- Computer</li><li>- Printer</li><li>- Cardboard for creating the cards</li><li>- Scissor to cut the cards</li><li>- Small dictionary e.g. Mini lexicon</li><li>- Video projector</li></ul>



**Module A: Educational counselling/coaching/support**
**LU 03. Self-Responsibility and Self Organisation**
**Title of the tool: K-W-L-H (Know-Want to Know-Learn-How)**

<b>Description</b>	<p><b>K-W-L-H Strategy</b> is used to guide student through a text. Students begin by brainstorming everything they <b>KNOW</b> about a topic. This information is recorded in the K column of a K-W-L-H chart. Students then generate a list of questions about what they <b>Want to Know</b> about the topic. These questions are listed in the W column of the chart. During or after reading, students answer the questions that are in the W column. This new information that they have <b>Learned</b> is recorded in the L column of the K-W-L-H chart. Finally, for H column, students write how or from which resources they can learn more.</p> <p><b>Purpose</b></p> <p>The K-W-L-H strategy serves the following purposes:</p> <ul style="list-style-type: none"> <li>➤ Elicits students’ prior knowledge</li> <li>➤ Sets a purpose for learning</li> <li>➤ Helps students to monitor their comprehension</li> </ul> <p>The strategy is a constructivist assessment and based on students’ observations and personal views and can also be used as a peer learning task in learning environment.</p>
<b>Useful resources</b>	<p><a href="http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html#h">http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html#h</a></p> <p><a href="https://www.youtube.com/watch?v=7-8oHyimDE">https://www.youtube.com/watch?v=7-8oHyimDE</a></p> <p><a href="https://www.youtube.com/watch?v=PvFoON4oIOc">https://www.youtube.com/watch?v=PvFoON4oIOc</a></p> <p><a href="http://ccti.colfinder.org/sites/default/files/constructivist_teaching_methods.pdf">http://ccti.colfinder.org/sites/default/files/constructivist_teaching_methods.pdf</a></p>
<b>Required material</b>	<p>The following worksheet can be provided by the professional (see chart below)</p>



K-W-L-H CHART ON			
K What do we KNOW?	W What we WANT to know?	L What have we LEARNT?	H HOW can we learn more? (where can we find additional information on the topic?)

**Module A: Educational counselling/coaching/support**
**LU 03 Self-responsibility and Self-organisation**
**Title of the tool: PLEASE Strategy**
**Description**

Self-responsibility is maintained through self-organisation which is necessary for maintaining academic skills at school. Time management is an important factor to obtain successful results. PLEASE strategy is intended to enable students to generate and organize ideas in written form, in a way to gain time during writing. In the level of high school, control lists are helpful to improve strategic thinking skills of learners. PLEASE strategy:

1. **P**ick a topic
2. **L**ist your ideas
3. **E**valuate the list
4. **A**ctivate with a topic sentence
5. **S**upply with supporting sentences
6. **E**nd with a concluding sentence

The steps to be followed by the learners including planning and writing are indicated in the checklist and learners follow the instructions during the writing process

**HOW TO USE THE TOOL:**

Welch, M., & Jensen, J.B. (1990). Write, P.L.E.A.S.E.: A video-assisted strategic intervention to improve written expression of inefficient learners. Remedial and Special Education, 12, 37-47.

Step 1: Teacher asks the students to pick the appropriate textual format given the topic, purpose and audience. The appropriate textual format given the topic, purpose and audience.

Step 2: Students write their ideas on the topic and they determine whether it is complete or not.

Step 3: Teacher asks the students to reflect on their own writing. They plan the best way of organizing or sequencing the ideas that will be used to generate supporting sentences.



	<p>Step 3: Activation of writing starts with a topic sentence to introduce the paragraph Students are instructed how to write short and simple declarative topic sentences that will “activate” the written idea for the reader.</p> <p>Step 4: In order to supply the topic sentence using the list generated for supporting sentence ideas, they gradually enhance the idea by generating clarifying or “expansion” sentences.</p> <p>Step 5: Students end their paragraph with a concluding sentence to summarize the paragraph and hold the ideas together.</p>
Useful resources	<p><a href="http://cehs01.unl.edu/csi/Pdfs/please.pdf">http://cehs01.unl.edu/csi/Pdfs/please.pdf</a></p> <p><a href="http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.632.6591&amp;rep=rep1&amp;type=pdf">http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.632.6591&amp;rep=rep1&amp;type=pdf</a></p>
Required material	Check list example (see below)
<b>PLEASE STRATEGY WORKSHEET</b>	
<b>My topic</b>	
<b>List of Ideas</b>	<ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul>
<b>My evaluation</b>	
<b>Topic sentences</b>	
<b>Supporting sentences</b>	
<b>End sentence</b>	
<b>Teacher's notes</b>	



## Module B: Dropout prevention/LU 04. Building up a positive school culture

### Module B: Dropout prevention

### LU 04. Building up a positive school culture

#### Title of the tool: Equality and Diversity Classroom Activities

#### Description

The following tool has been designed to provide teachers with different activities and ideas to help promote multiculturalism in their classrooms and therefore in their schools as a way of contributing to build up a positive school culture.

Teachers will have some resources:

- To include diversity within their teaching methods.
- To make reference and use examples from a variety of cultures, religions and traditions.
- To challenge stereotypes.

These are some activities addressed to teachers:

1. Use current news and events  
Discuss at class current situations where people are being discriminated and see what your pupils think and understand about it.
2. Make a list with things from abroad  
Ask your students to list what things that they use in their daily life come from abroad. Are they surprised about the result?
3. Inclusion in activities at class  
Make sure that when you use examples, posters and any kind of resources, they include people from different backgrounds, with disabilities, special needs...
4. Quizzes  
Use quizzes to learn about different cultures, religions, disabilities, etc.  
You can also involve pupils to prepare them each week.
5. Prepared themed weeks  
Host for example “Indian week”, “Islam week”, “Disability week”... and prepare materials, samples of food, pictures and activities



about that theme.

You can use events that are celebrating too as “Chinese New Year, “Ramadan” to explain why each occasion is celebrated and share with your pupils what are they enjoying the most.

6. Learn languages

Teach your pupils words in different languages to raise their awareness of language barriers around the world and to discuss about the benefits of talking more than a language?

7. Analyse stereotyped popular expressions

Take different popular expressions where people are discriminated by sex, origin, religion, sexual orientation, disability, etc. and ask your students about the stereotypes behind and how people can feel when they listen them.

For instance:

"All his family are delinquents, what else can you expect..."

"He is single and mature, he is homosexual for sure"

"Woman at the wheel is a danger"

"He/she works like a black man/woman"

"Lame people blame the bad conditions of the stony path"

"How many breads are there in the hoven? 21 burnt!! Who did it? The Jewish dog"

8. Hearing/sight/physical impairment games

Play games to raise awareness of different physical disabilities. Can your students put on a jumper with just one hand? Can they guide a friend around the classroom with a blindfold on? Can they lip-read what the characters on TV are saying with the sound off? Use these activities to show the difficulties that people face and explain how these people learn to overcome them.

9. Jigsaws about countries

Make your own jigsaws to match facts, flags, languages... with their country.

10. Play music

Bring world music or/and bring instruments from other countries.

11. Tell stories

Use stories that challenge perceptions and stereotypes to encourage your pupils to think about their beliefs and look at the world in a different way.



<b>Useful resources</b>	<p>Edutopia - George Lucas Educational Foundation <a href="https://www.edutopia.org/blog/preparing-cultural-diversity-resources-teachers">https://www.edutopia.org/blog/preparing-cultural-diversity-resources-teachers</a></p> <p>Promoting Equality &amp; Diversity in the Classroom – Tips &amp; Resources for Teachers. Louise Petty, 2014. <a href="http://www.highspeedtraining.co.uk/hub/classroom-equality-diversity/">http://www.highspeedtraining.co.uk/hub/classroom-equality-diversity/</a></p>
<b>Required material</b>	<p>Paper, pens, flipchart paper, computer to play music and video samples of food, music instruments (or pictures with music instruments).</p>



**Module B. Dropout prevention**

**LU 04. Building up a positive school culture**

**Title of the tool: S.O.D.A.S. Method of problem solving**

<b>Description</b>	<p>Building a positive environment in individual classrooms and throughout your whole school is about relationships. It takes commitment and consistency from the whole team—administrators, teachers and support staff and it is possible to make it happen, even in the most challenging school environments.</p> <p>Problems will always come up inside and outside of school. Students are much more likely to recognize and resolve them appropriately when we teach them how to do so. Problem solving can also be used retrospectively (with the luxury of hindsight) to help students make better decisions in the future.</p> <p>The SODAS method is a model that provides structure to the process of solving problems and gives students a new way to approach situations where they might have acted hastily or inappropriately in the past.</p> <p>This method helps to examine problems in a rational way that is easy to remember.</p> <p>S.O.D.A.S. is an acronym of:</p> <p>S = Situation O = Options D = Disadvantages A = Advantages S = Solution</p> <p>S = Situation: The student describes a situation that causes a problem.</p> <p>O = Options: The student is encouraged to list at least three options he could have considered for handling this situation.</p> <p>It is important that the option that caused a problem is still included as one of the possibilities. The student could think of more than 3 options for any particular situation.</p> <p>D = Disadvantages &amp; A = Advantages: Next, the child lists some disadvantages and advantages (pros and cons, or benefits and consequences) for each of the options. It is important to include both disadvantages and advantages for each option.</p> <p>S = Solution</p>
--------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------





Useful resources	<p>Finally, after reviewing several options, each with its disadvantages and advantages, the child or teen comes up with a solution for “next time”.</p> <p>By practicing S.O.D.A.S method, students can develop their skill of problem solving and generalize the use of the skill to different places and different people.</p> <p>Professionals are recommended to adapt the steps of the method according to their expectations and needs of their students. It’s important to allow time for discussion and modify the steps of the skill if necessary.</p>
Required material	<p>The following worksheet can be provided by the professional (see table below)</p>

<b>SODAS METHOD</b>
<b>Describe the situation</b>
<b>List 3 or more Options for handling this situation next time</b>
<p>a.</p> <p>b.</p> <p>c.</p>
<b>For EACH Option, list the Disadvantages</b>
<p>a.</p> <p>b.</p>



c.
<b>For EACH Option, list the Advantages</b>
a. b. c.
<b>What is my solution?</b>



<b>Module B: Dropout prevention</b> <b>LU 05: Community engagement and family mediation</b>	
<b>Title of the tool: Family and Community Engagement Checklist</b>	
<b>Description</b>	<p>This tool is aimed to help educational staff (mainly principals but also teachers and others) by providing a checklist to guide them through the engagement process, as well as to assess to which extent families and community are engaged at their education centres.</p> <p>The tool is divided in three sections to monitor the engagement process from the basic level to full engagement strategies. Columns helps to set the priority of the strategies and the staff responsible of them, as well as to identify periodicity of the activities.</p> <p>The checklist provides a bare minimum number of activities or strategies at the 3 levels; however, educational staff are free to add some others depending on their background and their social, cultural and educational needs.</p> <p>See checklist below.</p>
<b>Useful resources</b>	<ul style="list-style-type: none"> <li>• Original checklist (with some other questions and activities): <a href="http://c.ymcdn.com/sites/www.nafsce.org/resource/resmgr/Toolkits/Boston_Engaging_Families_Out.pdf">http://c.ymcdn.com/sites/www.nafsce.org/resource/resmgr/Toolkits/Boston_Engaging_Families_Out.pdf</a></li> <li>• Another useful checklist for family and community engagement for educational staff: <a href="http://www.michigan.gov/documents/Parent_Involvement_Part_1_12-16-04_111426_7.pdf">http://www.michigan.gov/documents/Parent_Involvement_Part_1_12-16-04_111426_7.pdf</a></li> <li>• Another family engagement toolkits: <a href="http://www.nafsce.org/?page=Toolkits">http://www.nafsce.org/?page=Toolkits</a></li> <li>• Parent Satisfaction Survey: <a href="http://www.tolerance.org/sites/default/files/documents/tt_abc_parent_attitudinal.pdf">http://www.tolerance.org/sites/default/files/documents/tt_abc_parent_attitudinal.pdf</a></li> </ul>
<b>Required material</b>	<ul style="list-style-type: none"> <li>• This checklist only requires a computer, a pen and a printer to be implemented.</li> </ul>



LEVEL 1 - (Basic) Involvement & Engagement Strategies	Rarely	Sometimes	Regularly	Priority	Assigned to
1- There are signs welcoming parents to the Educational Centre (E.C.).					
2- Staff greets parents in a friendly, respectful manner at pick-up time. Staff can address parents by name.					
3- Staff asks parents how they are, how do they feel.					
4- Staff introduces parents to each other.					
5- Staff makes an effort to communicate to each parent something interesting /positive that their child did or said at least once a week.					
6- Staff asks parents regularly for input about their child's needs.					
7- E.C. has community resources information for parents (mental & physical health, nutrition, housing, schools, social services, free activities, etc.).					
8- E.C. hosts at least one annual open house to attract and inform new families and recognize existing ones.					
9- Program holds periodic parent orientations - at different times and dates to allow for more parent participation					
10- Staff phones parents to remind them of meetings and call them after to thank them or tell them that they were missed.					
11. Family activities are planned at various times of the day or week and take into account the parent's work schedule.					
LEVEL 2 - (Intermediate) Involvement & Engagement Strategies	Rarely	Sometimes	Regularly	Priority	Assigned to
1- Staff receives training and support in how to be respectful of families and children no matter their backgrounds and cultural identifiers.					
2- E.C. communicates with families constantly, using newsletters, phone calls, e-mails, etc.					
3- E.C. has a parent suggestion box and staff are prepared to address					



parents' suggestions.					
4- Staff asks families what they want and need and really listen to their answers.					
5- If the staff doesn't speak the languages of all families, the program uses interpreter services for communicating verbally.					
6- E.C. offers activities for both parents and staff together: Exercise classes, art workshops, first aid course, etc.					
7- E.C. hosts parent forums and/or discussion groups.					
8- E.C. has volunteers and invites the larger community in to support it.					
9- Staff conducts formal and informal surveys on a regular basis.					
10- Staff invites families to share family traditions (cook recipes, photos, dance, etc.).					
<b>LEVEL 3 (Advanced) - Strategies to Develop Family / Parent Leadership</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Regularly</b>	<b>Priority</b>	<b>Assigned to</b>
1- Staff assists parents to advocate publicly for issues that affect the E.C and their child (educational, health, social services, etc.)					
2- Staff celebrates and recognizes those parents that contribute their time and effort.					
3- E.C. offers Parent Leadership Courses and actively recruits parents for those opportunities.					
4- E.C. has a program improvement council or Advisory Board where parents can help set the agenda.					
5- E.C. offers home visits to provide information about parent opportunities directly to the parents and build relationships.					
6- E.C. staff help to facilitate families and schools working together as a team to set goals for the child.					

## Module B. Dropout prevention

### LU 05: Community engagement and family mediation.

#### Title of the tool: Problem Tree

#### Description

A problem tree is very well-known tool because it helps to provide an overview of all the known causes and effect to an identified problem; in this case, to drop-out situations and family and community engagement needs. Understanding the context and identifying causes and effects is essential in planning an engagement process.

The main features of a problem tree are:

1. It helps to break down the problem into manageable and definable chunks, making possible to change from abstract problems to feasible solutions.
2. It identifies the main issues and arguments and can help to establish who and what are the actors and processes at each stage.
3. It can involve to all the actors related to the problem in a major or a minor extent, so teachers and other educational staff will be able to discuss issues and find solutions together with parents and other members of the community.
4. Present issues - rather than apparent, future or past issues - are dealt with and identified.
5. Provides an outline of the project plan, including the activities that need to be undertaken, the goal and the outcomes of the intervention.

The problem tree toolkit is carried out in 4 steps:

1. **Select and define the core problem:**
  - The first thing is to identify the problem that the project wants to overcome. The core problem would only overcome if a change happens.
  - The core problem is written down in the middle of the paper, or on a sticky-note that is placed in the middle of a wall.
2. **Identify the causes and effects.**
  - Participants now have to consider which are the direct causes and effects of the problem are. Each cause has to be written in negative terms, and it can be written down by every participant or with the help of a facilitator, using a sticky-note or writing them down in the flip chart paper.
  - Participants analyse and reorder all the sticky-notes.
  - Then, they work through the cause and effect on a sequential basis, starting from the core problem. The immediate causes to the problem are placed in a line below that of the core problem. The immediate effect is placed above the problem.
  - Participants need to continue to repeat the process on further

	<p>horizontal lines until they are no longer able to identify any further underlying causes.</p> <ul style="list-style-type: none"> <li>• It is important to review the sequence of cause and effects in order to make logical sense.</li> <li>• Once the order or placement of all the cause and effect relationships is agreed, they can be linked with vertical lines. Horizontal lines can be used to join related causes or effects.</li> </ul> <p><b>3. Develop a solution tree</b></p> <ul style="list-style-type: none"> <li>• Next step is to develop a solution tree by reversing the negative statements that form the problem tree into positive ones. This is very helpful to define the objectives of the action (i.e., from “parents are not involved in school life” to “parents are engaged to school life”).</li> </ul> <p><b>4. Select the preferred intervention</b></p> <ul style="list-style-type: none"> <li>• The final step is to select a preferred and one-only strategy for the intervention, which may not be able to tackle all the causes, but it helps to identify them and to define other interventions.</li> </ul> <p><b>5. Define the responsibilities and roles of the stakeholders</b></p> <ul style="list-style-type: none"> <li>• It is very important to determine the resources to meet the objectives, such as teachers’ guide, agreement between partners, meeting planning, etc. With the above in mind, it is possible to assign duties and responsibilities, establish activities, deadlines and define performance indicators for the intervention.</li> </ul>
<p>Useful resources</p>	<ul style="list-style-type: none"> <li>• More information about Problem Tree tool: <a href="https://www.odi.org/publications/5258-problem-tree-analysis">https://www.odi.org/publications/5258-problem-tree-analysis</a></li> <li>• Problem tree related to education: <a href="https://www.adats.com/documents/book8/download/o802.pdf">https://www.adats.com/documents/book8/download/o802.pdf</a></li> <li>• Gijón Municipality Local Action Plan to involve parents in the prevention of early school leaving (using a problem tree): <a href="https://sociales.gijon.es/multimedia_objects/download?object_id=176280&amp;object_type=document">https://sociales.gijon.es/multimedia_objects/download?object_id=176280&amp;object_type=document</a></li> </ul>
<p>Required material</p>	<ul style="list-style-type: none"> <li>• Flip chart paper or an overhead transparency.</li> <li>• 'Post-it' notes or similar.</li> <li>• Markers, pens or pencils.</li> <li>• Computer software (word, excel), to transfer the final product into an electronic format.</li> </ul>

## Module B: Dropout prevention

### LU 06. Dropout risk factors, preventive measures, supportive systems

#### Title of the tool: An Exercise for all Pedagogues

#### Description

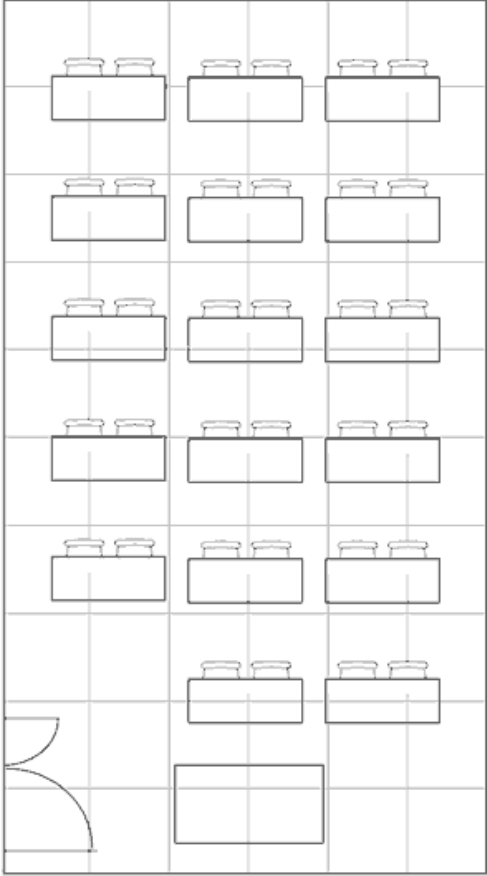
The following tool “An exercise for all pedagogues” is based on a development of Mag<sup>a</sup> Beata Hola within the scope of the EU-project Key Competence Happiness and was adapted by the Austrian Ministry of Education in order to help teachers and pedagogues to

- improve the relationship between teachers and students;
- avoid prejudices based on first impressions, general impressions and characteristics of students;
- improve internal differentiation;
- use of appropriate teaching methods for all present learn types;
- treat the students in a fair way;
- avoid stereotyped thinking;
- discover hidden qualities, potentials and resources of the students.

First the teacher/pedagogue draws a plan of the classroom including all desks/seats and writes the names of the students on the place they are usually seated. During the following lessons the teacher writes down three little positive things next to the names that he/she found out about the student. It’s important to do it with all the students. At first it seems to be quite easy but usually it takes a couple of lessons to think about some positive characteristics or abilities of every student. It’s going to be easy with some students; with other students it might be hard or seems to be impossible to discover three positive things. The point is that every student has positive things which have to be discovered by the teacher/pedagogue. Sometimes they might be hidden and hard to find, but it’s possible. In case the pedagogue has tried really everything but couldn’t find any positive aspect at all for a specific student, he/she can write down the sentence, “I value his/her impressive capability of keeping his great characteristics secret from me”.

After doing this with all the students the pedagogue/teacher tries to integrate the knowledge and insight he/she won in the following teaching/learning process considering the specific interests, abilities and characteristics of the students. This way the tool does not only help the pedagogue/teacher to see his/her students in a positive way but also helps to use diverse methods according to the different needs and learning types and to choose topics students are interested in.



	<p>After a couple of lessons the pedagogue/teacher is supposed to check again his classroom-map and to check, if the notes are still up to date or if he/she has to adapt something.</p> <p>The duration of the use of this tool is flexible and can be from a couple of lessons up to several months (incl. adaptations).</p>
<p>Useful resources</p>	<p><a href="https://www.bmb.gv.at/schulen/pwi/pa/jc_esl_handreichung.pdf?5te5km">https://www.bmb.gv.at/schulen/pwi/pa/jc_esl_handreichung.pdf?5te5km</a></p> <p><a href="https://www.csun.edu/~acc50786/Education.html">https://www.csun.edu/~acc50786/Education.html</a></p> <p><a href="http://steinhardt.nyu.edu/appsych/opus/issues/2013/fall/gallagher">http://steinhardt.nyu.edu/appsych/opus/issues/2013/fall/gallagher</a></p>
<p>Required material</p>	<p>Paper with drawing of the classroom, desks and seating plan, e.g.:</p> 

**Module B. Dropout prevention**
**LU 06. Dropout risk factors, preventive measures, supportive systems**
**Title of the tool: Learning Diary**

<b>Description</b>	<p>In case a student is at risk of school dropout there are various options of supportive measures. If the reason of the learning difficulties is considered motivational, this tool can help the student to reflect after every lesson in a structured way on the things he/she has just learnt and on the significance for his/her personal life. The meaning for his/her individual situation is closely linked with his/her motivation. If the student sees the importance and sense of the subject matter, it will enhance his/her motivation and performance.</p> <p>The first step is to reflect on the lesson and write down the results after every lesson. The following questions will help the students to reflect their learning experience:</p> <ul style="list-style-type: none"> <li>- Have I learnt something new today? If yes, what was it?</li> <li>- What was the most important thing of this lesson?</li> <li>- On what do I want to expand?</li> <li>- Which contents should be covered again in the following lesson?</li> <li>- What do I want to put into practice immediately?</li> </ul> <p>The next step is to draw a conclusion of the results of the diary and to get feedback. One possibility is a talk to the teacher or a counsellor. The important thing is that the student decides the topics/results he wants to talk about. Another option would be a student's conference moderated by one of the students or the teacher of the correspondent subject.</p> <p>It's important that the student makes use of the learning diary regularly and during a longer period of time (i.e. at least a month). Answering the questions of the diary is only a question of some minutes after the lessons.</p>
<b>Useful resources</b>	<p><a href="https://www.bmb.gv.at/schulen/pwi/pa/jc_esl_handreichung.pdf?ste5km">https://www.bmb.gv.at/schulen/pwi/pa/jc_esl_handreichung.pdf?ste5km</a></p> <p><a href="http://www.uta.fi/edu/en/studies/study_practices/Learning%20diary%20instructions_EDU.pdf">http://www.uta.fi/edu/en/studies/study_practices/Learning%20diary%20instructions_EDU.pdf</a></p> <p><a href="http://www.london.ac.uk/fileadmin/documents/staff/staff_development/diary_law.pdf">http://www.london.ac.uk/fileadmin/documents/staff/staff_development/diary_law.pdf</a></p>
<b>Required material</b>	<p>Writing material, template of learning diary (see below)</p>



Learning Diary	
Subject: .....	Date: .....
<b>Have I learnt something new today? If yes, what was it?</b>	
<b>What was the most important thing of this lesson?</b>	
<b>On what do I want to expand?</b>	
<b>Which contents should be covered again in the following lesson?</b>	
<b>What do I want to put into practice immediately?</b>	

**Module/Learning Unit: Module B. Dropout prevention**
**LU 07. Dropout warning systems**
**Title of the tool: The 4-Perspectives-Scheme**

**Description**

The 4-perspectives scheme helps teachers and pedagogical personnel to get a holistic view of students with learning difficulties and to determine possible reasons in order to react appropriately. As the name indicates, there are four possible perspectives:

- cognition-theoretical perspective: focus on learning and cognitive skills of the student
- motivational perspective: focus on motivation of the student
- clinical perspective: focus on possible psychological or physiological deficiencies of the student
- socio-ecological perspective: focus on students as individuals who are parts of systems and environments

Depending on the perspective a teacher can determine different sources of dropout risk and take appropriate measures:

Perspective	Possible reasons	Measures
Cognition-theoretical	- no efficient learning strategies - deficient basic skills in individual subjects	- remedial teaching - learning to learn - peer-learning
Motivational	Little or no motivation because of: - failures at school - personal problems - missing orientation	- catch the interest of the student with the help of appropriate and diverse teaching methods - measures to enhance intrinsic motivation
Clinical	Physical or psychical problems	Cooperation with experts and therapists
Socio-ecological	The social environment (family, friends...) has negative impacts on the student.	Improve the cooperation of family, school and social services

If a student doesn't do his homework, avoids the contact with teachers, has temporarily bad grades, is distracted during class etc. a fast conclusion could be that the student has a lack of motivation. With the help of the 4-

	<p>perspectives-scheme teachers have various options of interpretation in order to understand the students and the reasons of the problems better.</p> <p>Use of the tool:</p> <p>Step 1: Discover (learning) problems of students. Observe changes.</p> <p>Step 2: Try to identify the reasons of the problems and possible measures with the help of the tool-table (-&gt; materials).</p> <p>Step 3: The following steps are helpful to validate your interpretation/results:</p> <ul style="list-style-type: none"> <li>- Offer the student a clarifying conversation.</li> <li>- Consult other teachers in order to compare the behaviour/success of the student in various subjects.</li> <li>- Contact the parents.</li> <li>- Organize a meeting of the student with internal/external experts/consultants.</li> </ul> <p>The duration of this tool depends on every individual case and can vary from a couple of minutes to a process of several weeks.</p>
<p>Useful resources</p>	<p><a href="https://www.bmb.gv.at/schulen/pwi/pa/jc_esl_handreichung.pdf?5te5km">https://www.bmb.gv.at/schulen/pwi/pa/jc_esl_handreichung.pdf?5te5km</a></p> <p><a href="http://www.huffingtonpost.com/franklin-schargel/the-real-reasons-children-drop-out-of-school_b_4093876.html">http://www.huffingtonpost.com/franklin-schargel/the-real-reasons-children-drop-out-of-school_b_4093876.html</a></p> <p><a href="http://kups.ub.uni-koeln.de/4516/4/DISS.pdf">http://kups.ub.uni-koeln.de/4516/4/DISS.pdf</a></p> <p><a href="https://books.google.at/books?id=k1Hcl6XZ3hkC&amp;printsec=frontcover&amp;dq=learning+and+learning+difficulties&amp;hl=de&amp;sa=X&amp;ved=0ahUKEwjQ7_GG1dvVAhXHbRQKHSfqCwsQ6AEIKTAA#v=onepage&amp;q=learning%20and%20learning%20difficulties&amp;f=false">https://books.google.at/books?id=k1Hcl6XZ3hkC&amp;printsec=frontcover&amp;dq=learning+and+learning+difficulties&amp;hl=de&amp;sa=X&amp;ved=0ahUKEwjQ7_GG1dvVAhXHbRQKHSfqCwsQ6AEIKTAA#v=onepage&amp;q=learning%20and%20learning%20difficulties&amp;f=false</a></p>
<p>Required material</p>	<p>Table with the 4-perspectives-scheme (see below)</p>

The 4-Perspectives-Scheme		
Perspective	Possible reasons	Measures
Cognition-theoretical	<ul style="list-style-type: none"> <li><input type="checkbox"/> No efficient learning strategy</li> <li><input type="checkbox"/> Bad time management</li> <li><input type="checkbox"/> Deficient basic skills in individual subjects</li> <li><input type="checkbox"/> Student is overstrained.</li> <li><input type="checkbox"/> Student is not challenged enough.</li> <li><input type="checkbox"/> Doesn't respond to teaching methods</li> <li><input type="checkbox"/> Has in at least one other subject serious learning difficulties</li> <li><input type="checkbox"/> .....</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Remedial teaching</li> <li><input type="checkbox"/> Learning to learn</li> <li><input type="checkbox"/> Peer-learning</li> <li><input type="checkbox"/> Improvement of cooperation with school psychologist, consulting teachers, case management</li> <li><input type="checkbox"/> Diversity of methods in order to address all learning types</li> <li><input type="checkbox"/> Include other teachers and parents in order to elaborate together a strategy</li> <li><input type="checkbox"/> .....</li> </ul>
Motivational	<p>Little or no motivation because of:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Failures at school</li> <li><input type="checkbox"/> Personal problems</li> <li><input type="checkbox"/> Missing orientation</li> <li><input type="checkbox"/> .....</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Catch the interest of the student with the help of appropriate and diverse teaching methods</li> <li><input type="checkbox"/> Praise little achievements</li> <li><input type="checkbox"/> Participation at educational counselling and/or vocational orientation</li> <li><input type="checkbox"/> Target agreement discussion</li> <li><input type="checkbox"/> Include parents as partners</li> <li><input type="checkbox"/> .....</li> </ul>
Clinical	<ul style="list-style-type: none"> <li><input type="checkbox"/> Physical problems</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Cooperation with experts and therapists</li> </ul>



	<ul style="list-style-type: none"> <li><input type="checkbox"/> Psychological problems</li> <li><input type="checkbox"/> Emotional challenge because of upheaval in the family (e.g. divorce)</li> <li><input type="checkbox"/> .....</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Talk to parents</li> <li><input type="checkbox"/> .....</li> </ul>
<p>Socio-ecological</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The social environment (family, friends... ) has negative impacts on the student.</li> <li><input type="checkbox"/> Problems with class/group or other students</li> <li><input type="checkbox"/> Deficient integration of student in class/group</li> <li><input type="checkbox"/> .....</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Improve the cooperation of family, school and social services</li> <li><input type="checkbox"/> Intensify the use of teaching methods which support the cooperation and conflict ability of the student, e.g. peer mediation</li> <li><input type="checkbox"/> .....</li> </ul>

**Module B: Dropout prevention**
**LU 07. Dropout warning systems**
**Title of the tool: Questionnaire Youth Coaching**

<b>Description</b>	<p>In regards to the implementation of the Youth Coaching (individual advice, guidance, mentoring, case management for students with problems, special needs or disabilities) the Ministry of Education of Austria developed the following tool with indicators for the risk of school dropout and exclusion. This questionnaire helps teachers and tutors to identify those students and recommend them for Youth Coaching.</p> <p>First the responsible teacher/tutor completes the questionnaires for his students according to different criteria as there are grade retention in the past, aggressive behaviour, truancy etc. (see the questionnaire below).</p> <p>After completing the questionnaires, the responsible teacher/tutor has a talk with one of the coaches discussing the results of the questionnaires in order to identify students with problems/difficulties and to decide the further approach (Youth Coaching or other intervention). At all stages of the procedure a close cooperation between teachers/tutors and coaches is strongly recommended.</p> <p>Concerning the duration of the tool, completing the questionnaire is only a matter of a couple of minutes. But, of course, it requires knowing the students very well. Otherwise the observation might take weeks or even months. The following talk to the coach takes usually between 15 and 30 minutes, depending on complexity of the individual case.</p> <p>Depending on the specific target group, school type etc. this questionnaire can to be adapted to the particular needs.</p>
<b>Useful resources</b>	<p><a href="https://www.bmb.gv.at/schulen/pwi/pa/jc_esl_handreichung.pdf?5te5km">https://www.bmb.gv.at/schulen/pwi/pa/jc_esl_handreichung.pdf?5te5km</a></p> <p><a href="http://ec.europa.eu/dgs/education_culture/repository/education/policy/strategic-framework/doc/europe-warning-systems_en.pdf">http://ec.europa.eu/dgs/education_culture/repository/education/policy/strategic-framework/doc/europe-warning-systems_en.pdf</a></p> <p><a href="http://www.bundeskost.at/wp-content/uploads/2014/02/presentation_youth-coaching_20131122.pdf">http://www.bundeskost.at/wp-content/uploads/2014/02/presentation_youth-coaching_20131122.pdf</a></p>
<b>Required material</b>	<p>Questionnaire (see below), pen</p>





Characteristics for identifying the need of coaching & guidance (Youth Coaching)	Yes	No
Name of student: ..... Date: .....		
Risk of negative semester or year report		
Repetition of academic year in the past		
Special educational needs in at least one subject		
Big deficiencies in the areas of language competence and reading ability		
Psychosocial abnormalities (e.g. aggressive behaviour)		
Poor availability of and/or missing support by parents/legal guardian		
Frequent truancy affecting the performance (school absenteeism)		
Currently no prospect of graduation and/or training place (apprenticeship)		

## Module C: Interculturality in education

### Module C: Interculturality in education

#### LU.o8 Intercultural awareness

#### Title of the tool: **Stereotypes, Prejudices and Discrimination in the News**

#### Description

School teachers and educators will use this tool to give students the opportunity to reflect about stereotypes, prejudices and discrimination from an empirical approach, analysing a real example from the news or social media.

Students will need to make a brief presentation, no more than 5 minutes long, describing a real event that constitutes an example of stereotypes, prejudices and/or discrimination.

The teacher can decide if presentations need to be made individually or in small groups (3-4 students) depending on the characteristics and circumstances of the classroom.

The learning objectives of the tool are to raise awareness about stereotypes, prejudices and discrimination, and how these concepts are perceived in our own cultural environment. And on a second level, to provide students with a basic empirical approach to analyse cultural information.

#### **STEPS**

The teacher will explain students that they need to make a brief presentation in the classroom (maximum 5 minutes) describing a real event that constitutes an example of stereotypes, prejudices and/or discrimination.

The example will consist on a negative belief, attitude and/or behaviour toward a specific person or group with a different cultural background. It can also be based on actions or statements from a specific person.

Students can use information from the news or the social media, as well as a movie clip or YouTube video to illustrate their example. But the example cannot be based on a movie or other fictional episode.

The teacher will explain students that presentations should:

- be interesting and presented in their own words
- include 2 or 3 sentence statements explaining the event
- include a simple but clear explanation about how this example illustrates the concepts of stereotypes, prejudices and/or



	<p>discrimination</p> <p>After each presentation the teacher can ask students about any relevant information they have provided, in order to clarify how the presentation illustrates the concepts of stereotypes, prejudices and/or discrimination</p> <p>If necessary, the teacher can also ask students:</p> <ul style="list-style-type: none"><li>- why they have found this particular event interesting,</li><li>- if the event is connected with them in any way (e.g. same cultural origin)</li><li>- if they have experienced or witnessed any similar situation</li></ul> <p>Finally, the teacher will hold a group discussion with the entire classroom sharing all relevant conclusions about stereotypes, prejudices and/or discrimination, and how these concepts are perceived in our own cultural environment.</p>
<b>Useful resources</b>	<p>Stereotypes, Prejudice and Discrimination: Videos and Lessons <a href="http://study.com/academy/topic/stereotypes-prejudice-discrimination.html">http://study.com/academy/topic/stereotypes-prejudice-discrimination.html</a></p> <p>Breaking the prejudice habits: educate yourself and others <a href="http://breakingprejudice.org/teaching/">http://breakingprejudice.org/teaching/</a></p>
<b>Required material</b>	<ul style="list-style-type: none"><li>- Computer and Internet connexion</li><li>- Projector and screen</li><li>- Blackboard</li><li>- Writing material</li></ul>

## Module C Interculturality in education

### LU.08 Intercultural awareness

#### Title of the tool: Prejudice Quiz

#### Description

School teachers and educators may take advantage of this tool as an introductory activity into intercultural awareness competence. Teachers will give students the opportunity to discover mutual impressions about several personal and cultural issues, and thus starting to identify and familiarize with prejudices.

The learning objectives of the tool are to raise awareness about first impressions and prejudices among students, and on a second level, to take advantage of the cultural differences in order to promote integration of students.

#### STEPS

The teacher gives a copy of the worksheet to each student.

Each student writes down his/her name on the top of the worksheet.

Once written, each student will pass the worksheet to the first student standing on his/her right side.

Then the student who has received the worksheet will write down the answer to the first question, regarding the person who wrote his/her name on the top of the worksheet.

Once the answer to the first question is written, each student will pass the worksheet to the next student standing on his/her right side.

Then the student who has received the worksheet will write down the answer to the second question, regarding the person who wrote his/her name on the top of the worksheet.

Once the answer to the second question is written, each student will pass the worksheet to the next student standing on his/her right side.

The process will be repeated on and on with every single question until the worksheet is back to the person who wrote his/her name on the top of the worksheet.

After this, every student will read what the whole classroom have wrote about his/her

Finally, a group discussion will be held about the answers, having into account how good the students know each other. In this final step, the teacher needs to focus on any type of prejudices emerging in the answers and during the discussion. On the basis of this results, the teacher will share with the classroom all relevant conclusions about what prejudices are, how



	prejudices are created, how can affect us, and how to avoid prejudices, promote mutual knowledge and facilitate integration.
Useful resources	Introduction to prejudice and discrimination <a href="https://www.tes.com/teaching-resource/introduction-to-prejudice-and-discrimination-6355918">https://www.tes.com/teaching-resource/introduction-to-prejudice-and-discrimination-6355918</a> Breaking the prejudice habits: educate yourself and others <a href="http://breakingprejudice.org/teaching/">http://breakingprejudice.org/teaching/</a> Understanding Prejudice through Paper Plate Portraits <a href="https://www.tolerance.org/classroom-resources/tolerance-lessons/understanding-prejudice-through-paper-plate-portraits">https://www.tolerance.org/classroom-resources/tolerance-lessons/understanding-prejudice-through-paper-plate-portraits</a>
Required material	- Writing material - Worksheet with the List of questions (see below)

WORKSHEET: THE QUESTIONS	
Name:	
1.	What is his/her age?
2.	What is his/her country of origin?
3.	Where does he/she lives?
4.	What kind of hobby does he/she has?
5.	What kind of sport does he/she like?
6.	What is his/her favourite television program?
7.	What is his/her favourite music?
8.	What is his/her favourite vacation?
9.	How does he/she live? (House, apartment, boathouse...?)
10.	How many brothers/sisters does he/she have?
11.	What magazine does he/she read?



12. What way of transport does he/she use to get to schools?
13. What is his/her favourite food?
14. What kind of pet does he/she have?
15. Where will he/she be in 5 years from now?
16. What does he/she do in his/her leisure time?
17. What is his/her favourite country to spend the holidays?
18. What kind of books does the person prefer?
19. What is his/her favourite music group/singer?
20. What would he/she do for a living in the future?

## Module C Interculturality in education

### LU.09 Intercultural mediation

#### Title of the tool: **Iceberg Model of Culture**

#### Description

This exercise constitutes a methodological tool for school teachers, educators and counsellors dealing with intercultural classrooms. The aim of the tool is to provide these school professionals with a methodological approach helping them when applying intercultural mediation.

The iceberg model of culture shows that only a smaller proportion of cultural aspects are visible and more obvious. While many other facets of culture are far less tangible and visible, but just as essential to our understanding of how cultures work. In fact, the sub-surface aspects directly influence those on the top of the iceberg: as religious beliefs influence holiday customs and notions of beauty influence the arts.

Just as an iceberg has a visible section above the waterline and a larger, invisible section below the waterline, so culture has some aspects that are observable and others that can only be suspected or intuited. Also like an iceberg, the part of culture that is visible (observable behaviour) is only a small part of a much bigger whole.

The relevance of this analogy is that school professionals need to take care to focus learning and integration opportunities on the less visible aspects if it is to be genuinely meaningful. Being aware of these less visible cultural aspects will help them to apply intercultural mediation, to better understand the process and motivations of migrant communities, and to achieve more reliable results when involving migrant students and their social environments.

#### **STEPS**

School teachers can use this tool as an internal method, aimed at helping them to improve intercultural mediation, but not to be directly shared with the students.

The teacher will use the **Iceberg Model of Culture** based on a three dimensions model: Doing, Thinking, Feeling (as showed in the figure included in the worksheet).

First, the teacher will use a first copy of the worksheet to try to describe (write down) as many of the elements of his/her own culture as possible, in the three levels: Doing, Thinking, Feeling. To do so, the teacher can use any research and source of information.

This will make the teacher familiar with the methodological approach of the model, and also will help him/her for the next steps of the tool

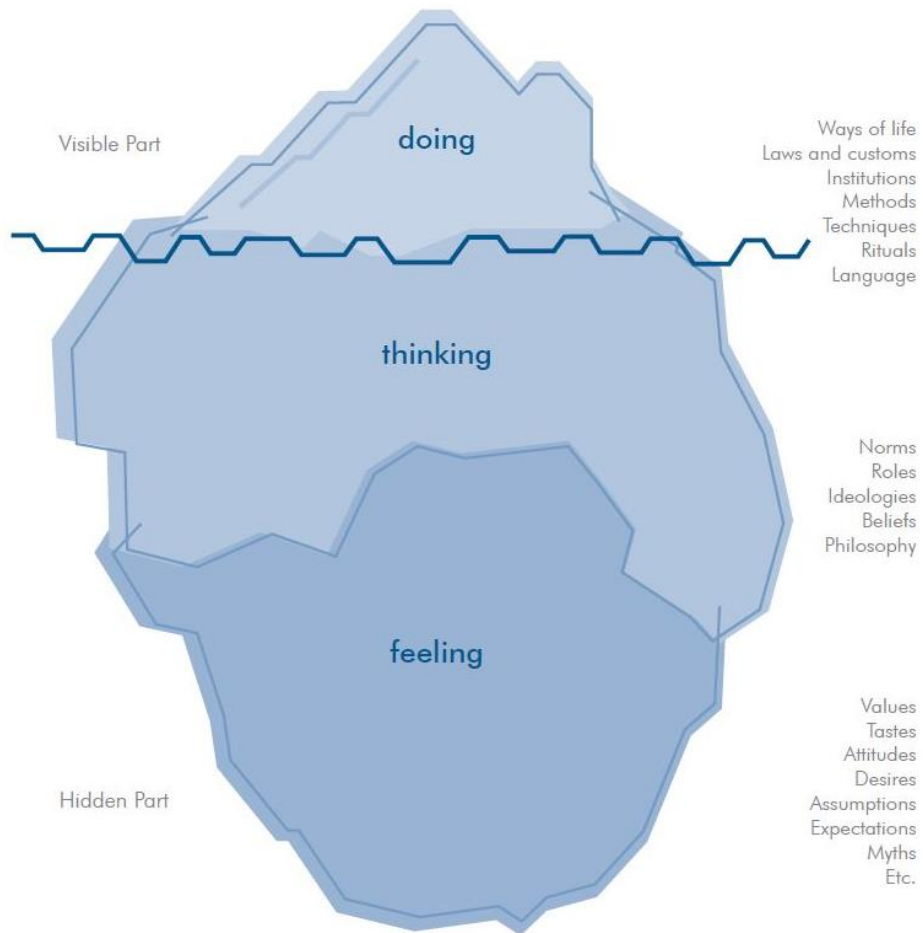


	<p>Then, the teacher will select the culture of one of the migrant students, and will use a second copy of the worksheet to try to describe (write down) as many of the elements of this culture as possible, in the three levels: Doing, Thinking, Feeling (and analyse the results achieved)</p> <p>After this, the teacher will take advantage of the less tangible aspects of culture identified to develop or plan learning activities -curricular and extracurricular- more adapted to the cultural rules, patterns and characteristics of the migrant students and their families and social environments</p> <p>Must be highlighted that learning activities about the more obvious aspects of culture are still important (e.g. the three "Fs" -Food, Flags and Festivals). However, without embracing the important issues beneath the surface, there is a risk that learning events claiming to raise intercultural understanding do not go deep enough.</p> <p>The teacher can repeat the process as many times as he/she wants, analysing different cultures or the same culture with different students</p>
<b>Useful resources</b>	<p>Iceberg simple exercise</p> <p><a href="http://www2.pacific.edu/sis/culture/pub/1.1.1_Activity_The_Iceberg.htm">http://www2.pacific.edu/sis/culture/pub/1.1.1_Activity_The_Iceberg.htm</a></p> <p>Cultural iceberg video</p> <p><a href="https://youtu.be/woPov-2nJCU">https://youtu.be/woPov-2nJCU</a></p>
<b>Required material</b>	<p>- Writing material</p> <p>- Worksheet (see below)</p>



**WORKSHEET: ICEBERG MODEL OF CULTURE**

**Three dimensions of the Iceberg Model of Culture**



**SELECTED CULTURE:**

<b>DOING</b>  Surface culture Emotional load: relatively low	<i>Food * Dress * Music * Visual Arts * Drama * Crafts * Dance * Literature * Language * Celebrations * Games</i>
	<u>Responses:</u>



<p><b>THINKING</b></p> <p>Unspoken rules (behaviour-based)</p> <p>Emotional Load: high</p>	<p>Courtesy * Contextual Conversational Patterns * Concept of Time * Personal Space * Rules of Conduct * Facial Expressions * Non-Verbal Communication * Body Language * Touching * Eye-Contact * Patterns of Handling Emotions</p> <p><u>Responses:</u></p>
<p><b>FEELINGS</b></p> <p>Unconscious rules (value-based)</p> <p>Emotional load: intense</p>	<p>Notions of Modesty * Concept of Beauty * Courtship Practices * Relationships to Animals * Notions of Leadership * Tempo of Work * Concepts of Food * Ideals of Childrearing * Theory of Disease * Social Interaction Rate * Nature of Friendships * Tone of Voice * Attitudes Towards Elders * Concept of Cleanliness * Notions of Adolescence * Patterns of Group Decision-Making * Definition of Insanity * Preference for Competition or Cooperation * Tolerance of Physical Pain * Concept of "self" * Concept of Past and Future * Definition of Obscenity * Attitudes toward Dependents * Problem-Solving Roles in Relation to Age, Sex, Occupation</p> <p><u>Responses:</u></p>

## Module C Interculturality in education

### LU.09 Intercultural mediation

#### Title of the tool: **Connecting Home and School**

<b>Description</b>	<p>Main relevant elements to be considered when applying this exercise:</p> <ul style="list-style-type: none"> <li>▪ School teachers, educators and counsellors can take advantage of this exercise to strengthen relationship between migrant students, their families and the school</li> <li>▪ Migrant students and their families can practice talking about the contents of the exercise in their language of choice (host country language or country of origin language)</li> <li>▪ The task foreseen in the exercise is general enough for most people to respond, so communication is encouraged between members of the family of migrant students</li> <li>▪ Migrant students are allowed to respond at their own level through a written response, an oral exposition or a sketch</li> </ul> <p><b>STEPS</b></p> <p>The teacher will ask students to talk with a member of their families (at home) and then to do the following exercise:</p> <ol style="list-style-type: none"> <li>1. With someone in your home, make a list of words to describe the city you are living in (nowadays)</li> <li>2. With someone in your home, make a list of words to describe the city where your family came from</li> <li>3. With someone in your home, make a list of the items you select when you go to the store</li> <li>4. With someone in your home, make a list of the activities that your family do during the weekend</li> </ol> <p>Students need to create the list in their houses, in collaboration with at least one member of their family</p> <p>Depending on the characteristics of the group the teacher will ask students to directly give the answers to the teacher, or to share the answers with all the classroom</p> <p>Again, depending on the group the teacher will ask students to write the answers in a piece of paper (worksheet), to do an oral exposition or to make a sketch or presentation</p> <p>Finally, the teacher will evaluate the exercise. Any relevant conclusions could be highlighted and shared with the class, especially in case of oral</p>
--------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



	<p>expositions.</p> <p>When explaining and evaluating the exercise, the teacher should take into account the following:</p> <ul style="list-style-type: none"> <li>▪ The exercise will be developed in different languages -not always the host country language- since some migrant families at home speak the language of their country of origin</li> <li>▪ The exercise should allow students to view their parents in an empowered position, highlighting what they do know instead of what they don't know</li> <li>▪ The task should be relevant to migrant students' lives</li> </ul>
<p><b>Useful resources</b></p>	<p>Culturally Responsive Activities (Center for Strengthening the Teaching Profession)</p> <p><a href="http://cstp-wa.org/cstp2013/wp-content/uploads/2014/07/activities.pdf">http://cstp-wa.org/cstp2013/wp-content/uploads/2014/07/activities.pdf</a></p> <p>Home-to-School connections guide: Tips, Tech tools and Strategies (Edutopia.org)</p> <p><a href="http://www.edutopia.org/pdfs/edutopia-home-to-school-guide.pdf">http://www.edutopia.org/pdfs/edutopia-home-to-school-guide.pdf</a></p>
<p><b>Required material</b></p>	<p>- Writing material</p> <p>- Worksheet (see below)</p>

<b>WORKSHEET: CONNECTING HOME AND SCHOOL</b>	
Ask someone in your family for help and answer the following questions	
<b>How would you describe the city you are living in?</b>	
<i>Make a list of words, as many as you can:</i>	
<b>How would you describe the city where your family came from?</b>	
<i>Make a list of words, as many as you can:</i>	



**What items you select when you go to the store?**

*Write a list of answers, as many as you can:*

**What activities do your family do during the weekend?**

*Write a list of answers, as many as you can:*

Module C. Interculturality in education	
LU 10. School integration	
Title of the tool: Digital language learning (On-Line or Offline Language Learning)	
Description	<p>Language knowledge, the acquisition of basic skills and an understanding of the laws, culture and values of the receiving society is the foundation for further learning and the gateway to employment and social inclusion. Equipping educators with the necessary skills to prevent educational segregation and to harness education as a fundamental tool for the integration of families and children from third countries is also a pillar of social inclusion.</p> <p>A digital language learning platform can be a useful tool that can be used a) either by teachers in the class, b) or by migrant students and their families themselves c) by social services that provide help to adjusting migrant families.</p> <ul style="list-style-type: none"> <li>- The duration of the method can be varied by one semester until the end of the school year.</li> </ul> <p>As an example, there is the following platform offered to Erasmus+ member organizations  <a href="https://erasmusplusols.eu/ols4refugees/">https://erasmusplusols.eu/ols4refugees/</a> that can be modified in order to meet the needs of migrant students and their families</p>
Useful resources	<p><a href="https://ec.europa.eu/migrant-integration/main-menu/eus-work/actions">https://ec.europa.eu/migrant-integration/main-menu/eus-work/actions</a></p> <p><a href="https://erasmusplusols.eu/ols4refugees/">https://erasmusplusols.eu/ols4refugees/</a></p> <p><a href="https://www.verbling.com/">https://www.verbling.com/</a></p> <p><a href="http://www.oecd.org/education/Helping-immigrant-students-to-succeed-at-school-and-beyond.pdf">http://www.oecd.org/education/Helping-immigrant-students-to-succeed-at-school-and-beyond.pdf</a></p>
Required material	<p>Computer and internet connection (for on line language learning) is necessary for the use of this tool. Also, headphones and microphone are needed.</p>

## Module C. Interculturality in education

### LU 10. School integration

#### Title of the tool: Game Based Learning

#### Description

**Game-based learning** (GBL) is a type of **gameplay** that has defined learning outcomes. Generally, **game-based learning** is designed to balance subject matter with gameplay and the ability of the player to retain and apply said subject matter to the real world.

Game-based learning is built upon a constructivist type of learning. What does this mean? Constructivism posits the need to **provide students with the necessary tools so they can build their own procedures in order to solve a problem**. This implies a participatory process by students, who interact with their environment to solve the situation that is being set out to them.

Generally, **game based learning** is designed to balance subject matter with gameplay and the ability of the player to retain and apply said subject matter to the real world

- The tool can be used by teachers, educators, School advisors, inspectors, etc.
- The duration of the method can be varied by 2 to 4 teaching hours.
- **As an example, playing the game "Putting Yourself in Migrant Shoes"** One player plays as a refugee who has managed to escape their home country and arrived in Istanbul. The objective of the game is to find a way to travel out of Istanbul, to Greece. To be successful in this the teacher with the help of the students need to collect information about job opportunities, and police activity. The game is played at school so that an empathic synergy is created towards migrants. Besides students improve their skills of English and strategic thinking. Specifications about if it's a necessary a preparatory phase before applying the tool: planning, main elements to take into account.
- Students can collect photographic material
- teachers can provide audio visual material about the two countries
- students play the role of interview and interviewer
- Students with the help of students can search the web about relevant information



<b>Useful resources</b>	<p>British Journal of Educational Technology, Volume 38, Issue 3, pages 387–393, May 2007</p> <p><a href="http://keepon-project.eu/online-digital-database/resource/journey-game-putting-yourself-in-migrant-shoes/">http://keepon-project.eu/online-digital-database/resource/journey-game-putting-yourself-in-migrant-shoes/</a></p> <p><a href="http://keepon-project.eu/online-digital-database/resource/learning-through-games-to-keep-children-at-school/">http://keepon-project.eu/online-digital-database/resource/learning-through-games-to-keep-children-at-school/</a></p> <p><a href="http://keepon-project.eu/online-digital-database/resource/best-teachers-best-students/">http://keepon-project.eu/online-digital-database/resource/best-teachers-best-students/</a></p> <p><a href="https://www.oecd.org/edu/cei/Technology-Rich%20Innovative%20Learning%20Environments%20by%20Jennifer%20Groff.pdf">https://www.oecd.org/edu/cei/Technology-Rich%20Innovative%20Learning%20Environments%20by%20Jennifer%20Groff.pdf</a></p>
<b>Required material</b>	<p>The teacher can use multimedia material if he/she thinks is useful of the game. Also, the students can find relative material photos, information from the web etc.</p>