

**Accepted, resettled, integrated, valued and  
employed**

**ARiVE**

**Curriculum**

**Handbook**

*Project number 2017-1-SE01-KA204-03454*



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

# Contents

Background to the ARIVE project .....	6
General introduction to the ARIVE training curriculum .....	7
Content in short.....	9
Description of the target group of the training.....	13
Module 1: Occupational perspective according to ARIVE methodology .....	14
Exercises for occupational perspective according to ARIVE methodology .....	15
Table 1. List of exercises included in Module 1 – Occupational perspective.....	15
Module 2: Educational pathways to labour market according to ARIVE methodology.....	15
Exercises for educational pathways to labour market according to ARIVE methodology .....	16
Table 2. List of exercises included in Module 2 – Educational pathways to labour market. ....	16
Module 3: Social Integration according to ARIVE methodology .....	17
Exercises for Social integration according to ARIVE methodology .....	18
Table 3. List of exercises included in Module 3 – Social Integration.....	18
Module 4: Labour market integration according to ARIVE methodology.....	19
Exercises for Labour market Integration according to ARIVE methodology .....	20
Table 4. List of exercises included in Module 4 – Labour market Integration. ....	20
Key competences and modules according to ARIVE project.....	21
<b>DIGITAL EXERCISES</b> .....	23
<b><i>STARTING WITH WINDOWS</i></b> .....	23
<b><i>Start menu, taskbar and desktop</i></b> .....	24
<b><i>Android</i></b> .....	24
<b><i>Storage</i></b> .....	25
<b><i>The files on my SMARTPHONE</i></b> .....	26
<b><i>Living in a Cloud</i></b> .....	26
<b><i>The Magic WEB</i></b> .....	27
<b><i>Where should I work?</i></b> .....	28
<b><i>Not everything is what it claims to be</i></b> .....	29
<b><i>My bank is everywhere</i></b> .....	29
<b><i>Email</i></b> .....	30
<b><i>Connecting via email</i></b> .....	30
<b><i>NOW YOU HAVE CONTACTS!</i></b> .....	31
<b><i>I am on Facebook</i></b> .....	31
<b><i>So many friends</i></b> .....	32

<i>POSTING, LIKING AND SHARING</i> .....	32
<i>My photos on Instagram</i> .....	33
<i>DANGERS of USING THE INTERNET</i> .....	34
<i>VIRUSES / TROJANS / ADAWARE AND PRECAUTIONS</i> .....	35
<b>MATHEMATICAL EXERCISES</b> .....	36
<i>Save money with a discount</i> .....	36
<i>The use of mathematics in cooking</i> .....	37
<i>Mathematics in medicine</i> .....	37
<i>Proper use of time</i> .....	38
<i>Saving money</i> .....	38
<i>Math skills in shops</i> .....	39
<i>Units of measure</i> .....	40
<b>ACTIVE CITIZENSHIP EXERCISES</b> .....	41
<i>Basic job requirements</i> .....	41
<i>Understanding cultural differences</i> .....	42
<i>Dealing with cultural differences</i> .....	43
<i>Setting goals and personal effectiveness</i> .....	44
<i>Key competences for employment/voluntary work</i> .....	44
<i>Entry requirements of education</i> .....	45
<i>Exploring motivation</i> .....	46
<b>LITERACY EXERCISES</b> .....	48
<i>Human Bingo</i> .....	48
<i>Baggage Claim</i> .....	49
<i>Form filling</i> .....	49
<i>Running Dictation</i> .....	50
<i>Starting a New job</i> .....	51
<i>Questioning techniques</i> .....	52
<i>Complete the sentence</i> .....	52
<b>CO-WORKING LABORATORY EXERCISES</b> .....	54
<i>Work-based laboratory on intercultural communication</i> .....	54
<i>Work-based Laboratory on Supporting Intervention for Social Integration</i> .....	55
<i>Work-based laboratory on provision of Career Counselling I</i> .....	55
<i>Work-based laboratory on Career Counselling II</i> .....	56
<b>PHYSICAL AND MENTAL HEALTH EXERCISES</b> .....	58

<i>Building self-resilience, reflection and esteem</i> .....	58
<i>Healthy Eating</i> .....	59
<i>Choice and Goals</i> .....	59
<i>Introduction to team-work</i> .....	60
<i>Knowledge of local agencies and networks that can provide support</i> .....	61
<i>Active Listening (and its benefits)</i> .....	62
<i>Health Services</i> .....	62
ANNEXES .....	64
<b>Digital Exercises:</b> .....	64
Annex 4.2.....	64
Annex 5.....	65
Annex 6.1.....	65
Annex 6.2.....	68
Annex 10.....	73
Create and send email.....	73
Annex 11.....	76
To add a contact that has send an email to you .....	76
To View your Contacts.....	77
Annex 12.....	77
Annex 13.....	80
<b>Mathematical exercises</b> .....	82
Annex 16.....	82
Annex 17.....	82
Annex 18.....	82
Annex 19.....	83
Annex 20.....	83
Annex 21.....	83
Annex 22.....	83
<b>Literacy Excercises</b> .....	84
Annex 23.....	84
Annex 24.....	84
Annex 25.....	85
Annex 26.....	87
Annex 27.....	88



## Background to the ARIVE project

ARIVE is a transnational project within KA2 programme of Erasmus+, aimed at the development of quality learning opportunities in order to encourage low-qualified and low-skilled humanitarian migrants to assess and upskill their competences in order to enter the labour market at the early stages. The specific objectives of the project are to:

- facilitate the recognition of formal, non-formal and informal knowledge, competences and skills of refugees/subsidiary protection holders/asylum seekers through the design and implementation of a toolkit for integration skills assessment to enable signposting to suitable peer support groups;
- transfer new qualifying skills to refugees/subsidiary protection holders/asylum seekers through tailored courses that meet their specific learning needs and characteristics, in particular language and digital skills;
- provide refugees/subsidiary protection holders/asylum seekers with hands-on experience through the creation and implementation of work-based laboratories.

The project partnership consists of 5 partners representing adult education providers, general educational providers and social enterprise. The project duration is 36 months with a start date of 1st of September 2017.

The ARIVE project will strive to tackle all major causes that prevent refugees' integration and to boost levels of integration in communities, namely:

- Lack of recognition of knowledge, competence and skills, including previous studies;
- Deskilling and social isolation;
- Lack of work experience in the host country and peer networks at a suitable professional/vocational level;
- Language and understanding of the civic and social landscape.

The general objective of the project is to develop quality learning opportunities in order to encourage low-qualified and low-skilled humanitarian migrants to assess and upskill their competences in order to enter the labour market at the earliest opportunity. This integration shall be facilitated taking into consideration the individual's needs and capacities as well as labour market demand.

## General introduction to the ARIVE training curriculum

This document is part of the integral set of documents and online materials which, all together, form the set of materials that will enable trainers to train participants in the ARIVE methodology. The set of materials consist of a curriculum handbook that describes the next steps for piloting in detail.

The curriculum handbook contains sets of training exercises designed to help participants (refugees/subsidiary protection holders and asylum seekers recently arrived to Europe) to gain new qualifying skills through tailored courses that meet their specific learning needs and characteristics. In particular language and digital skills with hands-on experience through the creation and implementation of work-based laboratories facilitated by refugee support groups. Also, in the handbook trainers can find supporting materials: literature, videos, links, examples, exercises for participants, supporting materials for participants and the like. These are all highly visual materials that will facilitate the learning process of non-native speakers. These materials can be used in combination with the exercises set out in the curriculum description.

This document contains the detailed curriculum: the set of exercises covering the professional area of the participants who are interested in working according to ARIVE.

The Curriculum Handbook embraces 2 parts:

1. UNDERSTANDING THE NEEDS of low-qualified migrants for better service provision by the Migrant Service Provider.
2. COUNSELLING AND TRAINING MATERIAL FOR LOW-QUALIFIED MIGRANTS as a first step in the integration process.

The first section includes the following information:

- a) General and specific educational objectives in the counselling of low-qualified migrants;
- b) Intercultural communication;
- c) Expected learning outcomes;
- d) Social and labour market integration of low-qualified migrants, legislation and administrative procedures;
- e) Assessment criteria and follow-up to ensure individual progression;
- f) Orientative Information Techniques;
- g) Service Management and Principles of Customer Care.

The second section consists in the Curriculum Handbook, containing the methodology and the teaching material of the Curriculum. The second part of the course focuses on development of

basic digital competences of the migrants. The curriculum description is divided into 4 modules:

1. Occupational perspective
2. Educational pathways to the labour market
3. Social Integration
4. Labour market integration

Each module contains a set of exercises which relate to the main subject of the module. The first module covers training exercises on the occupational perspective methodology. It is about occupational perspectives including; awareness of the various professions, understanding personal characteristics and abilities and the ability to correlate personal qualities with the requirements of the profession and specialties. The second module is about educational pathways to labour market which includes levels of educational attainment, dropout rate, grades and skills. The third module refers to the involvement of refugees/subsidiary protection holders and asylum seekers recently arrived to Europe in society as full members, who take an active part in all spheres of life. The fourth module consists of understanding employment, wages or income, occupation, activity rate and over qualification rate.

Each module begins with a brief description of the module itself and the subjects that will be presented in that part of the training. This introduction can be used by the trainer in his/her preparation. Each exercise has a standard lay out: title, learning objectives, learning outcome (knowledge and understanding, application of, making judgements, communication skills, learning skills), duration, how to run the exercise, reflection and feedback, hand-out, supporting materials (video, links, literature, others) and annexes.

The Didactic Manual contains the teaching materials of all modules consisting of topic sheets, videos and presentations. These are all highly visual materials that will facilitate the learning process of non-native speakers.

The curriculum ends with an overview of all the learning methods which are used in the different exercises.

Indicators of achievement: the aim of the Curriculum Handbooks will be successfully achieved if a) the perceived outcomes are in line with the expected outcomes defined by partners before the toolkit implementation; b) min. 70% of trainers indicate their level of satisfaction as high or very high; c) stakeholders show a high level of interest around the product.

Means of verification: a) work performance questionnaires; b) product performance questionnaires; c) number of downloads of the Curriculum Handbooks from the partner project websites.



## Content in short

The table below provides a general overview of the subjects, learning objectives and exercises in the modules of the ARIVE curriculum:

Subject	Learning objectives	Exercises
<b><u>DIGITAL EXERCISES</u></b>		
Starting with Windows	Using windows and setting up important settings	Work with Windows (Open, Close, Minimise, Maximise, Restore, Size and Move)
Start menu, taskbar and desktop	Customising the start menu, taskbar and desktop	Steps to customise the start menu, taskbar and desktop
Android	Using a tablet or a smartphone with android	Familiarisation with the use of a smartphone and tablet with Android OS.
Storage	Learn how to use the storage of a PC (including cloud services)	The storage options on PCs and smartphones/tablets
The files on my SMARTPHONE	Finding and Sharing Files (documents, audio files, pictures, video, etc.)	Work with documents, audio files, pictures, videos
Living in a Cloud	Learn how and why to use cloud storage, Working with the google drive	Learn how to create a google account
The magic web	Able to connect and browse the internet	How to use the Google Browser, History and Bookmarks
Where should I work?	Search for a JOB online	Understanding the need of reflecting and processing information with a critical eye
Not everything is what it claims to be	Comparing sources to assess information	Understanding how the internet works
My bank is everywhere	Understand online banking	Understanding how to work with online bank account
Email	Create an email account	Knowledge how to create an email account
Connecting via email	Sending and receiving emails	Understanding and knowledge of how to send and receive emails
Now you have contacts	Learn how to include contacts to your email account	Work with contacts and email account. How to add contacts to email account
I am on Facebook	Learn how to create a Facebook account	Work with Facebook. Interactions via social media
So many friends	Learn how to make friends in Facebook	Work with Facebook page. Make new friends on Facebook
Posting, liking and sharing	Learn basic activities on Facebook	Work with Facebook page. Knowledge how to post, share and like on Facebook
My photos on Instagram	Learn how to use Instagram	Work with Instagram. How to create an Instagram account. Create and share Instagram content

Dangers from using the internet	Learn the dangerous side of the web and protect yourself.	Understanding the main dangers from the use of the Internet
Viruses / trojans / adaware and precautions	Learn about the Malware	Understanding the various Types of malware

Subject	Learning objectives	Exercises
---------	---------------------	-----------

### MATHEMATICAL EXERCISES

Save money with a discount	Figure out how to calculate a discount when you buy something	The ability to save money when buying a promotional product
The use of mathematics in cooking	Learn how to determine the proportions for cooking	Ability to adjust the recipe for the required number of servings
Mathematics in medicine	Ability to determine the required dose of a drug	The ability to correctly calculate the dose of medicine for each individual
Proper use of time	Learn how to calculate your time	Ability to allocate time to tasks, to be punctual
Saving money	Learn how to save money	The ability to manage money and how to save it properly
Math skills in shops	Ability to calculate the amount of money to pay for the goods and get change	Ability to calculate the amount for delivery and how much to pay for the product
Units of measure	The concept of unit measure	Ability to use measure units

Subject	Learning objectives	Exercises
---------	---------------------	-----------

### ACTIVE CITIZENSHIP EXERCISES

Basic job requirements	Understanding of the process for labour market entry; Understanding of general basic competences and skills needed to enter the labour market	Knowledge of Labour market and what skills needed to enter the labour market
Understanding cultural differences	Able to understand cultural differences between host and home country	Work with Hofstede website, discussion regarding differences between host and home country
Dealing with cultural differences	Able to apply the knowledge and understanding of cultural differences in different context	Involving typical situations and general situations for discussion
Setting goals and personal effectiveness	Understand the relevance of setting goals; Able to set goals	Knowledge about personal effectiveness in 7 areas and what habits need to be improved

Key competences for employment/voluntary work	Understand what key competence are Understand how mastering of key competences are a basic requirement for all citizens	Knowledge regarding key competences and ways of identify them
Entry requirements of education	Understand expected behavior and attitude in class room situations Able to apply knowledge regarding expected behaviour	Knowledge of basic behavioral expectations related to following education
Exploring motivation	Able to recognise different skills and competences of oneself	Work with motivational exercises "My dream job"

Subject	Learning objectives	Exercises
---------	---------------------	-----------

**LITERACY EXERCISES**

Human Bingo	To be able to read and understand simple statements	Work with bingo cards, develop questioning, literacy, communication skills
Baggage Claim	Able to read aloud Able to understand statements	Literacy skills development, Working as a part of a team
Form filling	To follow instruction to complete a simple form To practice the information on a job application	Work with the job application form and requested information
Running Dictation	To be able to read simple sentences To be able to write simple sentences	Work with texts and statements
Starting a New job	Basic writing skills Basic reading skills	Group work using markers and flipchart papers
Questioning techniques	Understand open and closed questioning	Knowledge regarding open, close and leading questions. Discussion on the pros and cons of each question type
Complete the sentence	Able to write short text to complete the sentence	Task: "Complete the sentence"

Subject	Learning objectives	Exercises
---------	---------------------	-----------

**CO-WORKING LABORATORY EXERCISES**

Work-based laboratory on intercultural communication	Develop intercultural communication skills Conduct an effective orientation interview	Knowledge of cultural codes and rules and principles for effective communication and intercultural communication
--	--	--

Work-based Laboratory on Supporting Intervention for Social Integration	Plan interventions to support the integration of migrants into the social context in which they live. Provide Information and orientation to migrants on rights, duties and opportunities (accommodation, health, administrative issues)	Knowledge of the basics of local society, culture and history. Knowledge of migrants' rights and duties etc.
Work-based laboratory on provision of Career Counselling I	Gain knowledge of available tools to identify and assess formal, non-formal and informal learning Use available tools to identify and assess formal, non-formal and informal learning	Able to recognise cultural, personal and professional characteristics of the migrant as resources to use and develop in different contexts
Work-based laboratory on Career Counselling II	Implement laboratories to support migrants in their job search. Introduce migrants to available educational, training and professional opportunities	Able to motivate migrants and support problem-solving and decision-making

Subject	Learning objectives	Exercises
---------	---------------------	-----------

### **PHYSICAL AND MENTAL HEALTH EXERCISES**

Building self-resilience, reflection and esteem	Building personal resilience; Developing problem solving skills	Discussion of "What is resilience?". Using videos for further discussion
Healthy Eating	Understanding of basic healthy eating / eating a balanced diet	Knowledge of five main food groups
Choice and Goals	Learners able to set clear goals (preferably using S.M.A.R.T. technique)	Knowledge of using S.M.A.R.T. technique
Introduction to team-work	Understand the importance of working effectively with other people	Effective teamworking
Knowledge of local agencies and networks that can provide support	Understand what local support agencies are available Understand the different areas for which support is available	Knowledge of local agencies that can provide support
Active Listening (and its benefits)	Understand active listening and how it can be beneficial	Knowledge of active listening
Health Services	Able identify relevant health service providers and when it might be appropriate to access them	Knowledge of available health support provision

## Description of the target group of the training

The target group of ARIVE is refugees/subsidiary protection holders and asylum seekers recently arrived to Europe. The project will address mostly (but not exclusively) low-skilled refugees. Female migrants are given special consideration, integrating a gender approach in the design and implementation of the project's products. Although the beneficiaries of the action are constituted by humanitarian migrants only, the project's products are applicable to other kinds of migrants as well.

Impact on target groups:

- Reinforcement of basic digital and language skills
- Acquisition of vocational skills
- Acquisition of work experience in the host country through work-based laboratories
- Increased possibility to obtain a job that better matches real skills
- A better service for the assessment of their knowledge, competence and skills
- A better offer of training courses tailored to meet their specific learning needs
- Increased opportunities to have their real skills recognised and valued (formal-non-formal-informal)
- Enhanced socio-economic inclusion in the host countries

## Module 1: Occupational perspective according to ARIVE methodology

Occupational perspective focuses on one's ability to be part of the work environment and to maintain employment, due to:

1. The individual's knowledge (acquired knowledge) that consists of:

Learning Dimension - includes knowledge that is acquired by experience, study or training.

- Social Dimension - reflects knowledge that is inspired by social interactions or shared through interpersonal communication. It also includes the relational aspect of knowledge.
- Procedural Dimension - comprises knowledge of practices and processes required to accomplish work tasks and activities.
- Capability Dimension - represents individual's exploitation of their knowledge to enhance their innovation and performance capabilities by creating new knowledge and using their existing knowledge in enhancing corporate performance to realise the organisation's goals;

2. The individual's know-how (skills). Know-how is a term for practical knowledge on how to accomplish something, as opposed to "know-what" (facts), "know-why" (science), or "know-who" (communication);

3. The individual's soft skills (attitudes). Soft skills are the personal attributes, personality traits, inherent social cues and communication abilities needed for success in a job. Soft skills characterise how a person interacts in his or her relationships with others.

Soft skills include adaptability, attitude, communication, creative thinking, work ethic, teamwork, networking, decision making, positivity, time management, motivation, flexibility, problem-solving, critical thinking and conflict resolution.

Refugees/subsidiary protection holders face several difficulties in finding jobs. These challenges are mainly due to social-cultural differences, language, devaluation of their qualifications and work experience, stringent national policies, limited social networks and discrimination. Describes tasks that will help refugees/subsidiary protection holders and asylum seekers recently arrived in Europe find a job using a computer and the internet even at home, it will help with communication and CV skills and will focus on improving skills for work and improving qualification levels.

## Exercises for occupational perspective according to ARIVE methodology

Table 1. List of exercises included in Module 1 – Occupational perspective.

Occupational perspective					
<i>Key competence of the curriculum:</i>					
Active citizenship					
Basic job requirements	Understanding cultural differences	Setting goals and personal effectiveness	Key competences for employment	Exploring motivation	
Literacy					
Human Bingo	Baggage Claim	Form filling	Running Dictation	Starting a New job	Complete the sentence
Digital competences					
Starting with Windows	Start menu, taskbar and desktop	Android	Storage	The files on my SMARTPHONE	Where should I work?
Not everything is what it claims to be	My bank is everywhere	Connecting via email	Now you have contacts!	Posting, liking and sharing	My photos on Instagram
Dangers from using the internet			Viruses / trojans / adaware <sup>1</sup> and precautions		
Mathematical					
The use of mathematics in cooking	Mathematics in medicine	Proper use of time	Saving money	Maths skills in shops	
Mental and physical health					
Building self-resilience, reflection and esteem	Choice and Goals	Knowledge of local agencies and networks that can provide support	Introduction to team-work	Active Listening (and its benefits)	

## Module 2: Educational pathways to labour market according to ARIVE methodology

Every refugee/subsidiary protection holder and asylum seeker recently arrived in Europe finds themselves in a difficult situation when they come to a new country. They face the fact that there is no place of work, they do not speak the host country language, they have no friends who can help with the issues they encounter when arriving in a new country and they cannot be protected by the host country as in their own country etc.

It is difficult for an employer to determine the value of their qualifications, their experience and the knowledge they possess to gain at least an initial niche in the host country's labor

<sup>1</sup> Adaware is an antivirus program to protect your computer against existing and new potential threats.

market. Unlike overseas students who come to study to gain new knowledge and skills and to gain experience, refugees are not provided with an educational institution that will serve them with programs of daily activities that are related to learning and problem solving.

Thus, Module 2 focuses on addressing the following aspects that will help raise awareness, understanding, knowledge, skills and experience.

To gain local networking skills (digital competences), training will be held for refugees to learn about working with Microsoft Windows (menu, taskbar, desktop) on a theoretical and practical basis, developing skills in working with Android and with files on a Smartphone, using the Cloud and Magic WEB<sup>2</sup>. Also, training will be offered that is focused on finding a job (search online), enabling refugees to start their own job search even at home. Working with emails and online banking will also be considered in the courses. Since you can not do anything and live without Facebook, Instagram in the modern world and you want to have ability to publish, share and like, post photos and make new friends, all these skills will be provided in the training and tasks described in Module 2.

Module 2 describes the tasks that will help refugees/subsidiary protection holders and asylum seekers recently arrived to Europe to save money using discounts, use mathematical skills in cooking and medicine, show how to manage your own time and to understand measurements.

Exercises for educational pathways to labour market according to ARIVE methodology

Table 2. List of exercises included in Module 2 – Educational pathways to labour market.

Educational competences					
<i>Key competence of the curriculum:</i>					
Active citizenship					
Understanding cultural differences		Entry requirements for education		Exploring motivation	
Literacy					
Human Bingo	Baggage Claim	Running Dictation	Starting a New job	Questioning techniques	Complete the sentence
Digital competences					
Starting with Windows	Start menu, taskbar and desktop	Android	Storage	The files on my SMARTPHONE	Living in a Cloud
The Magic WEB	Not everything is what it claims to be	My bank is everywhere	Connecting via email	Now you have contacts!	Dangers from using the internet
Viruses / trojans / adaware and precautions					

<sup>2</sup> Magic Web Creator is a website builder with a simple CMS (Content Manage System), fully visual, which will help you create your website; easily, quickly and plainly.



Mathematical					
Save money with a discount	The use of mathematics in cooking	Mathematics in medicine	Proper use of time	Math skills in shops	Units of measure
Mental and physical health					
Building self-resilience, reflection and esteem		Choice and Goals		Introduction to team-work	

### Module 3: Social Integration according to ARIVE methodology

Integrating and adapting refugees/subsidiary protection holders and asylum seekers recently arrived to Europe to the main institutions, statuses and relationships of the host society is a long process. For the migrants the integration process consists of learning a new culture, learning specified systems like the economy, politics, law, science, education, the media resources, arts, literature and religion and building relationships with members of the receiving society and the formation of a feeling of belonging and identification towards the host society.

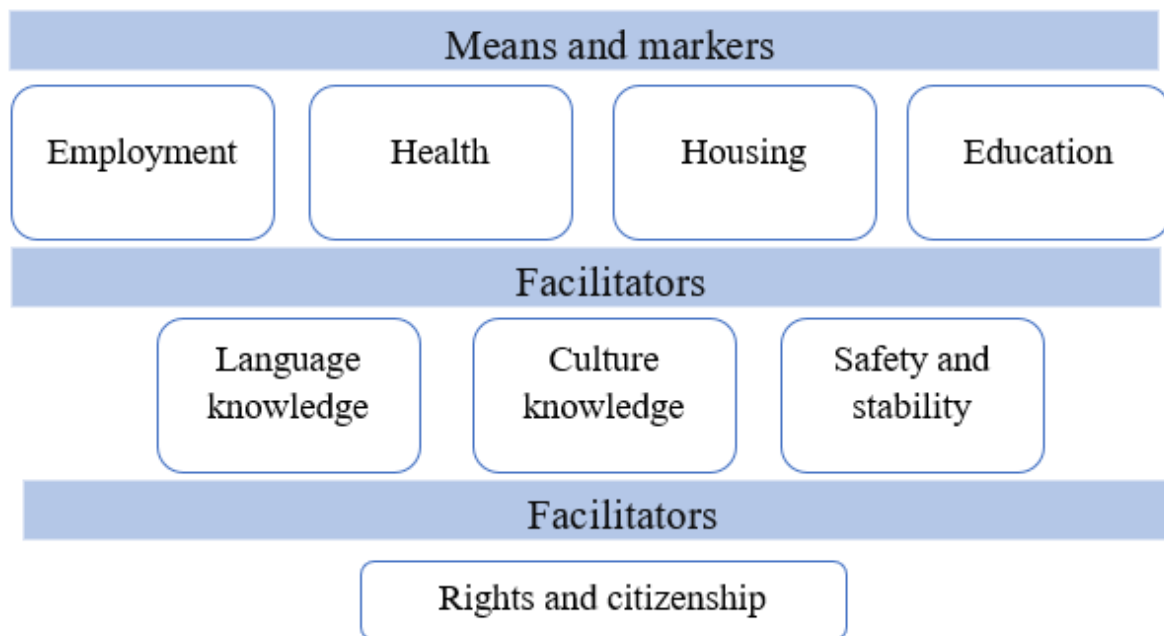
Social integration is focused on the safe, stable and social settlement regarding social disintegration, social exclusion and social fragmentation. It includes relations of social inclusion/exclusion with the host society, participation in clubs and associations, and cultural and religious issues, including language, identity and belonging.

Social integration is a dynamic two-way process of mutual accommodation by all immigrants and residents of Member States. Employment is a key part of the integration process and is central to the overall participation of immigrants in the host society. Basic knowledge of the host society's language, history and institutions is indispensable for integration. Education is critical for preparing immigrants, and especially their descendants, to be successful and active participants in society. Access for immigrants to institutions, as well as to public and private goods and services, on a basis equal to national citizens and in a non-discriminatory way, is a crucial foundation for integration. Frequent interaction between immigrants and Member-State citizens is a fundamental mechanism for integration. The practice of diverse cultures and religions is guaranteed and safeguarded, unless these practices conflict with other inviolable European rights or with national law. The participation of immigrants in the democratic process and in the formulation of integration policies, especially at the local level, supports their integration.

The common challenges that migrants face in social integration are knowledge of the language and culture of the host society. Language knowledge is crucial for the refugees/subsidiary protection holders and asylum seekers recently arrived in Europe to adapt to their host country and is a necessary attainment and component of the integration process. Language and literacy skills are often components of migrant learning programmes that aim at the improvement of learners' health, livelihood, or income situation. Language skills give you

the opportunity to communicate with people, which is important in understanding the culture of your host country, helping with day-to-day activities and of course language skills help you to find a job. Fluency in a language is a highly sought-after skill by employers, as an increasingly globalised world means that you will need to communicate with a wider variety of clients. Your language skills could also be key to you potentially being hired for a job, so it's vital that you're able to show off these skills appropriately on your CV to give yourself the best possible chance.

### The Indicators of Integration



Exercises for Social integration according to ARIVE methodology

Table 3. List of exercises included in Module 3 – Social Integration.

Citizenship						
<i>Key competence of the curriculum:</i>						
Active citizenship						
Understanding cultural differences	Dealing with cultural differences	Entry requirements for education	Exploring motivation			
Literacy						
Human Bingo	Baggage Claim	Running Dictation	Starting a New job			
Digital competences						
Android	The files on my SMARTPHONE	Living in a Cloud	The Magic WEB	Where should I work?	My bank is everywhere	Dangers from using the internet

Connecting via email	Now you have contacts!	I am on Facebook	So many friends	Posting, liking and sharing	My photos on Instagram	Viruses / trojans / adaware and precautions
Mathematical						
Save money with a discount		Proper use of time			Saving money	
Mental and physical health						
Building self-resilience, reflection and esteem	Healthy Eating	Choice and Goals	Introduction to team-work	Knowledge of local agencies and networks that can provide support	Active Listening (and its benefits)	Health Services

## Module 4: Labour market integration according to ARIVE methodology

The involvement of migrants on the labour market critically depends on the skills of migrants, the skills of existing workers, and the characteristics of the host economy. The inclusion of migrants in the labour market is key to ensure their effective integration into the host societies and their positive impact on the EU economy; this entails fully using their skills and realising their economic potential. For overall integration and positive economic impact in the host countries, it is necessary to provide migrants with language skills, educational and vocational skills and training.

The activity and qualification level and the extent to which migrants' skills are able to replace or supplement the workforce of existing workers will affect employment and wages.

Module 4 will focus on the study of common labour market requirements, increasing the level of knowledge and CV writing . The process for labour market entry and the general basic competencies and skills needed to enter the labour market will be considered.

Regarding this module the trainer and the participants will work together on issues such as: general requirements that an employer can ask of a new staff member (when applying for a low skilled job), discussion related to understanding what is meant by a low skilled job and what jobs are suitable for the field (low skilled job), what skills and knowledge should they have to work in low-skilled jobs, how they can meet these capacities, how can low skilled jobs help a person integrate into the new society, what challenges they will have to go through (lagging behind in education, language barriers, discrimination, uneven access to employment and decent housing and social services, or mismatching jobs and overqualification in the case of highly educated migrants).

## Exercises for Labour market Integration according to ARIVE methodology

Table 4. List of exercises included in Module 4 – Labour market Integration.

<b>Labour market integration</b>						
<i>Key competence of the curriculum:</i>						
Active citizenship						
Basic job requirements	Understanding cultural differences	Dealing with cultural differences	Setting goals and personal effectiveness	Key competences for employment	Entry requirements for education	Exploring motivation
Literacy						
Human Bingo	Baggage Claim	Form filling	Running Dictation	Starting a New job	Questioning techniques	Complete the sentence
Digital competences						
Starting with Windows	Start menu, taskbar and desktop	Android	The files on my SMARTPHONE	Where should I work?	Not everything is what it claims to be	My bank is everywhere
Connecting via email		Dangers from using the internet		Viruses / trojans / adaware and precautions		
Mathematical						
The use of mathematics in cooking	Mathematics in medicine	Proper use of time	Saving money	Math skills in shops	Units of measure	
Mental and physical health						
Building self-resilience, reflection and esteem	Choice and Goals	Introduction to team-work	Knowledge of local agencies and networks that can provide support		Active Listening (and its benefits)	

## Key competences and modules according to ARIVE project

The table below presents an overview of the relationship between key competences for life-long learning (European Reference Framework) and the 4 training modules. One of the main reasons to use this focus is that by training key competences gives much clearer focus and distinction since mastering them is needed often occupational, educational, citizenship as well as labour market integration. The table will clearly demonstrate this.

Key competence of the curriculum:	Occupational	Educational	Citizenship	Labour market integration
<b>Active citizenship</b>				
Basic job requirements	X			X
Understanding cultural differences	X	X	X	X
Dealing with cultural differences			X	X
Setting goals and personal effectiveness	X			X
Key competences for employment	X			X
Entry requirements for education		X	X	X
Exploring motivation	X	x	X	X
<b>Literacy</b>				
Human Bingo	X	X	X	X
Baggage Claim	X	X	X	X
Form filling	X			X
Running Dictation	X	X	X	X
Starting a New job	X	X	X	X
Questioning techniques		X		X
Complete the sentence	X	X		X
<b>Digital Competences</b>				
Starting with Windows	X	X		X
Start menu, taskbar and desktop	X	X		X
Android	X	X	X	X
Storage	X	X		
The files on my SMARTPHONE	X	X	X	X
Living in a Cloud		X	X	
The Magic WEB		X	X	
Where should I work?	X		X	X
Not everything is what it claims to be	X	X		X

My bank is everywhere	X	X	X	X
Connecting via email	X	X	X	X
Now you have contacts!	X	X	X	
I am on Facebook			X	
So many friends			X	
Posting, liking and sharing	X		X	
My photos on Instagram	X		X	
Dangers from using the internet	X	X	X	X
Viruses / trojans / adaware and precautions	X	X	X	X
<b>Mathematical</b>				
Save money with a discount		X	X	
The use of mathematics in cooking	X	X		X
Mathematics in medicine	X	X		X
Proper use of time	X	X	X	X
Saving money	X		X	X
Math skills in shops	X	X		X
Units of measure		X		X
<b>Mental and physical health</b>				
Building self-resilience, reflection and esteem	X	X	X	X
Healthy Eating			X	
Choice and Goals	X	X	X	X
Introduction to team-work	X	X	X	X
Knowledge of local agencies and networks that can provide support	X		X	X
Active Listening (and its benefits)	X		X	X
Health Services			X	

# DIGITAL EXERCISES

There are many things we use in our daily lives but one of the most common things we face on a daily basis, is the Internet (digital world).and the tools we use to use to access the Internet such as laptops, smartphones and more.

The digital world is the availability and use of digital tools to communicate on the Internet, digital devices, smart devices and other technologies.

Exercises and tasks that are focused on skills, awareness and gaining experience, how to use laptops, phones, the Internet in various programs are provided below.

<b><i>STARTING WITH WINDOWS</i></b>	
<b>Learning objective</b>	Using windows and setting up
<b>Learning outcome: Knowledge and understanding Application of Making judgements Communication skills Learning skills</b>	Work with Windows (Open, Close, Minimise, Maximise, Restore, Size and Move) Be able to open and close applications Demonstrate how to Open Control Panel and change system settings such as the time
<b>Duration</b>	40 min
<b>How to run the exercise</b>	The trainer should demonstrate how to move around in windows, and how to perform the following tasks: <ol style="list-style-type: none"> <li>1. Open, Close, Minimise, Maximise, Restore a Window</li> <li>2. Start and close an Application</li> <li>3. Open Control Panel and change system settings such as the time</li> </ol> After each demonstration students repeat the steps. Short tasks are assigned to students. For example, on the Whiteboard write tasks such as: <ol style="list-style-type: none"> <li>1. Open Control Panel</li> <li>2. Open and Minimise MS Word</li> <li>3. Change your computer date to XX/XX/XX</li> <li>4. Add on your PC the French language</li> </ol> Allow time for the students to perform the tasks.
<b>Reflection and feedback</b>	Trainer organises reflection and feedback on: <ul style="list-style-type: none"> <li>- The importance of the activities</li> <li>- Repetition to make sure that they remember how to do it</li> </ul>
<b>Hand-outs</b>	None
<b>Supporting materials:</b> <ul style="list-style-type: none"> <li>- video</li> <li>- links</li> <li>- literature</li> <li>- others</li> </ul>	PPT Annex 1

## *Start menu, taskbar and desktop*

<b>Learning objective</b>	Customising the start menu, taskbar and desktop
<b>Learning outcome:</b> <b>Knowledge and understanding</b> <b>Application of</b> <b>Making judgements</b> <b>Communication skills</b> <b>Learning skills</b>	List the steps to customise the start menu, taskbar and desktop Able to customise the Desktop (add/remove icons, add shortcuts, change background) the taskbar and the Start menu.
<b>Duration</b>	1 hour
<b>How to run the exercise</b>	The trainer should demonstrate how to move around in windows, and how to perform the following tasks: 1. Customise the Desktop (add/remove icons, add shortcuts, change background) 2. Customise the taskbar. 3. Customise the Start menu After each demonstration students repeat the steps. Short tasks are assigned to them (i.e. add recycle bin to your desktop).
<b>Reflection and feedback</b>	The trainer should ask the students if they have understood everything and if not to go through the steps again. If yes ask the students to demonstrate some of the steps.
<b>Hand-outs</b>	You may print Annex 2 as handout
<b>Supporting materials:</b> - video - links - literature - others	PPT Annex 2

## *Android*

<b>Learning objective</b>	Using a tablet or a smartphone with android
<b>Learning outcome:</b> <b>Knowledge and understanding</b> <b>Application of</b> <b>Making judgements</b> <b>Communication skills</b> <b>Learning skills</b>	Get familiar with the use of a smartphone and tablet with Android OS. Describe what the main features of Android are. Use basic Android apps.
<b>Duration</b>	30 min
<b>How to run the exercise</b>	Start by using the presentation in Annex 3. Use the android emulator (can be downloaded from <a href="https://droid4x.en.uptodown.com/windows/download">https://droid4x.en.uptodown.com/windows/download</a> for demonstration purposes. Allow time for the students to experiments with the emulator for android smartphones which is installed on their pcs. Assign short tasks to them making sure that they gained the skills to perform them.
<b>Reflection and feedback</b>	The trainer should ask the students if they have understood everything and if not to go through the steps again. If yes ask the students to demonstrate some of the steps.



	Trainer invites trainees to use the emulator for more practice
<b>Hand-outs</b>	You may print Annex 3 as handout
<b>Supporting materials:</b> - video - links - literature - others	On the PCs make sure the android emulator is installed (can be downloaded from <a href="https://droid4x.en.uptodown.com/windows/download">https://droid4x.en.uptodown.com/windows/download</a> ) PPT Annex 3.1 Annex 3.2 = <a href="https://droid4x.en.uptodown.com/windows/download">https://droid4x.en.uptodown.com/windows/download</a>

<i>Storage</i>	
<b>Learning objective</b>	Learn how to use the storage of a PC (including cloud Services)
<b>Learning outcome:</b> <b>Knowledge and understanding</b> <b>Application of</b> <b>Making judgements</b> <b>Communication skills</b> <b>Learning skills</b>	List storage options on PCs and smartphones/tablets Understand Cloud Services and the File Structure on a PC Create Folders and Files on a PC Move, Copy, Delete and Restore deleted folders and Files on a PC Searching and locate files and sharing data Use a cloud service
<b>Duration</b>	30 minutes
<b>How to run the exercise</b>	Start by using the presentation in Annex 4.1. Demonstrate the steps of performing a task (as indicated in the PowerPoint presentation). When you are demonstrating the steps ask the students to write down the steps in Annex 4.2. Assign short tasks to them making sure that they gained the skills to perform them. Example: Write on the whiteboard 5 tasks for the students to perform 1. Create a folder on the C drive named “Digital” 2. Copy a picture from the folder pictures in the folder “Digital” 3. Delete the picture from the Digital folder 4. Restore the picture from the Recycle bin. 5. Search for the picture named “name of picture restored” Allow extra time for the students to experiment.
<b>Reflection and feedback</b>	The trainer should ask the students if they have understood everything and if not to go through the steps again. If yes ask the students to demonstrate some of the steps.
<b>Hand-outs</b>	Print Annex 1.2.1 Print Handout 1.2.1.H1
<b>Supporting materials:</b> - video - links - literature - others	How to be successful in life: <a href="https://www.youtube.com/watch?v=ktlTxC4QG8g">https://www.youtube.com/watch?v=ktlTxC4QG8g</a> PPT 4 Annex 4.2

## *The files on my SMARTPHONE*

<b>Learning objective</b>	Finding and Sharing Files (documents, audio files, pictures, video, etc.)
<b>Learning outcome:</b> <b>Knowledge and understanding</b> <b>Application of</b> <b>Making judgements</b> <b>Communication skills</b> <b>Learning skills</b>	Recognise where the files are stored. Know how to access the files Describe how those can be shared
<b>Duration</b>	1 hour
<b>How to run the exercise</b>	<p>The trainer should be familiar with the MyFiles app as well as how to share a file via Bluetooth or using a wire. He/she should be able to locate any type of file using this app. To run this activity you need at least 4 smartphone users in your class.</p> <p>Split the students in 4 groups. Each group should have a smartphone. The Students should:</p> <ul style="list-style-type: none"> <li>• Take a photo with their smartphone</li> <li>• Take a video with their smartphone</li> <li>• Then use MyFiles to locate the photo and video they took</li> </ul> <p>Explain how data is organised in the MyFiles application.</p> <ul style="list-style-type: none"> <li>• Turn on Bluetooth on their mobiles</li> <li>• Explain to them step by step how to send the photo to another group in the class.</li> <li>• Use a wire to transfer the video on a PC</li> </ul> <p>Ask the students to write down in Handout Annex 5 the steps for sending the picture with Bluetooth and using the wire.</p>
<b>Reflection and feedback</b>	<p>The trainer should ask the students if they have understood everything and if not to go through the steps again.</p> <p>If yes ask the students to demonstrate some of the steps.</p>
<b>Hand-outs</b>	Annex 5
<b>Supporting materials:</b> - video - links - literature - others	Annex 5

## *Living in a Cloud*

<b>Learning objective</b>	Learn how and why to use cloud storage Working with the google drive
<b>Learning outcome:</b> <b>Knowledge and understanding</b> <b>Application of</b> <b>Making judgements</b> <b>Communication skills</b> <b>Learning skills</b>	Learn to create a google account Describe the importance of the cloud Understand why to use google drive and create an account
<b>Duration</b>	1 hour

<b>How to run the exercise</b>	<p>Provide the students with the Handout Annex 6.1 Go through the steps as outlined in the handout while demonstrating the steps using a PC connected with the projector so that each participant creates a google account.</p> <p>Proceed with the viewing of the video <a href="https://www.youtube.com/watch?v=-HU9Z5gtQVk">https://www.youtube.com/watch?v=-HU9Z5gtQVk</a> which explains how google drive work.</p> <p>Provide the students with the Handout Annex 6.2 and demonstrate step by step how</p> <p>a) To navigate in Google drive  b) To upload a document from the local disk on google drive  c) To access the file in google drive from a smartphone</p>
<b>Reflection and feedback</b>	Trainer concludes and relate conclusion to participants responsibilities; trainer refers to cultural differences and focus on self-management in the host country
<b>Hand-outs</b>	Annex 6.1 Annex 6.2
<b>Supporting materials:</b> - video - links - literature - others	Annex 6.1 Annex 6.2  <a href="https://www.youtube.com/watch?v=-HU9Z5gtQVk">https://www.youtube.com/watch?v=-HU9Z5gtQVk</a>

<b><i>The Magic WEB</i></b>	
<b>Learning objective</b>	Able to connect and browse the internet
<b>Learning outcome:</b> <b>Knowledge and understanding</b> <b>Application of</b> <b>Making judgements</b> <b>Communication skills</b> <b>Learning skills</b>	<p>Be able to use the Google Browser.</p> <p>Understand how to locate a web site or a page with a URL and navigate.</p> <p>Be able to use History and Bookmarks.</p>
<b>Duration</b>	1 hour
<b>How to run the exercise</b>	<p>Start with the presentation in Annex 7. As you go through with the presentation, open Google Chrome and demonstrate step by step each task</p> <ol style="list-style-type: none"> <li>1. Entering the URL of a site</li> <li>2. Navigating in a site, using back and forward</li> <li>3. Reloading a page</li> <li>4. Viewing and deleting History</li> <li>5. Adding and editing Bookmarks</li> </ol> <p>After each demonstration students repeat the steps. Short tasks are assigned to students. For example, on the Whiteboard provide the URL address of a site and write the above-mentioned tasks for the students to perform.</p>

	Allow some time for the students to experiment on their own.
<b>Reflection and feedback</b>	The trainer should ask the students if they have understood everything and if not to go through the steps again. Ask them also whether they believe that what they have learned will help them in their professional and everyday life.
<b>Hand-outs</b>	Print Annex 7
<b>Supporting materials:</b> - video - links - literature - others	PPT Annex 7

<b><i>Where should I work?</i></b>	
<b>Learning objective</b>	Search for a JOB online
<b>Learning outcome:</b> <b>Knowledge and understanding</b> <b>Application of</b> <b>Making judgements</b> <b>Communication skills</b> <b>Learning skills</b>	Understand the need of reflecting and processing information with a critical eye. Be able to use search engines
<b>Duration</b>	1 hour
<b>How to run the exercise</b>	<ul style="list-style-type: none"> <li>• Start google chrome and go to <a href="http://www.google.com">www.google.com</a>.</li> <li>• Ask the participants what they would like to search about.</li> <li>• Explain the options, ALL, Images and Videos that appear at the top of the results as well as the meaning of the ad sign (advertisement) in front of a result.</li> </ul> <p><b>Project:</b> Ask the participants to:</p> <ul style="list-style-type: none"> <li>• Search for a job of their liking in their host country.</li> <li>• Present 3 potential jobs they have found.</li> <li>• Explain to the class what needs to be done in order to proceed with an application for the job.</li> </ul>
<b>Reflection and feedback</b>	Facilitate a discussion on what they think about this procedure, if they have done it before and whether they find it useful.
<b>Hand-outs</b>	
<b>Supporting materials:</b> - video - links - literature - others	

### *Not everything is what it claims to be*

<b>Learning objective</b>	Comparing sources to assess information
<b>Learning outcome:</b> <b>Knowledge and understanding</b> <b>Application of</b> <b>Making judgements</b> <b>Communication skills</b> <b>Learning skills</b>	Understand how on the internet works. Understand the need of reflecting and processing information with a critical eye. Be able to use Google search engine.
<b>Duration</b>	1 hour
<b>How to run the exercise</b>	<ul style="list-style-type: none"> <li>• Write on the whiteboard the addresses of the 2 online newspapers.</li> <li>• The participants should be form groups of 4.</li> </ul> <p><b>Group Project:</b> Ask the groups to:</p> <ul style="list-style-type: none"> <li>• Find a piece of news which appears in both online newspapers and read it carefully.</li> <li>• Assess whether the information appears to be valid by searching the news in google.</li> <li>• Assess whether the writers in the 2 online newspapers appear to be subjective</li> </ul>
<b>Reflection and feedback</b>	Why is important to reflect on the online postings with a critical eye. Discuss
<b>Hand-outs</b>	
<b>Supporting materials:</b> - video - links - literature - others	

### *My bank is everywhere*

<b>Learning objective</b>	Understand online banking.
<b>Learning outcome:</b> <b>Knowledge and understanding</b> <b>Application of</b> <b>Making judgements</b> <b>Communication skills</b> <b>Learning skills</b>	List the kind of services that are offered online by the banks a Describe the security issues.
<b>Duration</b>	1 hour
<b>How to run the exercise</b>	<ol style="list-style-type: none"> <li>1. <b>Discussion:</b> Ask the participants if they have an online bank account. Do they use it?</li> <li>2. Proceed with the PowerPoint in Annex 2.3. 2. Explain the services offered by most of the banks online and what are the security issues</li> <li>3. Allow time for questions and answers.</li> <li>4. The trainer (if possible) could demonstrate his/her own online banking services.</li> </ol>

<b>Reflection and feedback</b>	Discuss on how the online banking is saving time and changing the everyday chores
<b>Hand-outs</b>	
<b>Supporting materials:</b> - video - links - literature - others	Annex 8

<i><b>Email</b></i>	
<b>Learning objective</b>	Create an email Account
<b>Learning outcome:</b> <b>Knowledge and understanding</b> <b>Application of</b> <b>Making judgements</b> <b>Communication skills</b> <b>Learning skills</b>	Able to open a gmail account Check a gmail account
<b>Duration</b>	1 hour
<b>How to run the exercise</b>	1. The trainer starts by demonstrating the steps in Annex 4.1.1. 2. The students repeat the steps to create their own Gmail account.
<b>Reflection and feedback</b>	Ask all the email of the participants and send them a motivating email. Ask the participants to log in and check their emails and tell you and each other what they have found.
<b>Hand-outs</b>	Annex 6.1
<b>Supporting materials:</b> - video - links - literature - others	PPT Annex 9

<i><b>Connecting via email</b></i>	
<b>Learning objective</b>	Sending and receiving emails
<b>Learning outcome:</b> <b>Knowledge and understanding</b> <b>Application of</b> <b>Making judgements</b> <b>Communication skills</b> <b>Learning skills</b>	Able to send and receive emails Recognise new email
<b>Duration</b>	1 hour
<b>How to run the exercise</b>	1. The trainer starts by demonstrating the steps in Handout Annex 10

	2. The students repeat the steps to get familiar with sending, replying and forwarding emails.
<b>Reflection and feedback</b>	Ask the participants to reply to your previous email!
<b>Hand-outs</b>	Annex 10
<b>Supporting materials:</b> - video - links - literature - others	Annex 10

### ***NOW YOU HAVE CONTACTS!***

<b>Learning objective</b>	Learn how to include contacts to your email account
<b>Learning outcome:</b> <b>Knowledge and understanding</b> <b>Application of</b> <b>Making judgements</b> <b>Communication skills</b> <b>Learning skills</b>	Find and import contacts to your email account
<b>Duration</b>	1 hour
<b>How to run the exercise</b>	<ol style="list-style-type: none"> <li>1. The trainer starts by demonstrating the steps in Annex 11</li> <li>2. The students repeat the steps to add a contact by using the 2 methods as illustrated in the Handout.</li> <li>3. The participants should exchange emails and add all their classmates in their contacts.</li> </ol>
<b>Reflection and feedback</b>	N/A
<b>Hand-outs</b>	Annex 11
<b>Supporting materials:</b> - video - links - literature - others	Annex 11

### ***I am on Facebook***

<b>Learning objective</b>	Learn how to create a facebook account
<b>Learning outcome:</b> <b>Knowledge and understanding</b> <b>Application of</b> <b>Making judgements</b> <b>Communication skills</b> <b>Learning skills</b>	Be enabled to have interactions via social media Open and maintain a Facebook account
<b>Duration</b>	1 hour and 20 min
<b>How to run the exercise</b>	<ol style="list-style-type: none"> <li>1. The trainer starts by demonstrating the steps in Annex 12</li> <li>2. The students repeat the steps to create their own Facebook account and customise their profile.</li> </ol>

<b>Reflection and feedback</b>	Do they like facebook? Why?
<b>Hand-outs</b>	Annex 12
<b>Supporting materials:</b> - video - links - literature - others	Annex 12

<b><i>So many friends</i></b>	
<b>Learning objective</b>	Learn how to make friends of facebook
<b>Learning outcome:</b> <b>Knowledge and understanding</b> <b>Application of</b> <b>Making judgements</b> <b>Communication skills</b> <b>Learning skills</b>	Find your friends on Facebook Make new friends on Facebook Recognise which are your friends and protect yourself from phishing
<b>Duration</b>	30 min
<b>How to run the exercise</b>	<ol style="list-style-type: none"> <li>1. The trainer starts by demonstrating the search button in his/her Facebook account to find a participant on Facebook to send a friend request.</li> <li>2. The trainer demonstrates how to accept a friend request. The trainer should explain what it means to accept a friend request (i.e. he will be able to see your posts) and demonstrate how to limit access to their profiles (From Settings – Privacy).</li> <li>3. The participants are provided with enough time to search for friends who have a Facebook account and send friend requests.</li> <li>4. The students are urged to invite and accept all the friends' requests from their classmates.</li> </ol>
<b>Reflection and feedback</b>	Start a discussion about how not everyone is actually real on Facebook and how to be safe online. Discuss upon phishing,
<b>Hand-outs</b>	Annex 13
<b>Supporting materials:</b> - video - links - literature - others	Annex 13

<b><i>POSTING, LIKING AND SHARING</i></b>	
<b>Learning objective</b>	Learn basic activities on Facebook
<b>Learning outcome:</b> <b>Knowledge and understanding</b> <b>Application of</b> <b>Making judgements</b> <b>Communication skills</b>	Demonstrate how to post, share and like on Facebook



<b>Learning skills</b>	
<b>Duration</b>	
<b>How to run the exercise</b>	<ol style="list-style-type: none"> <li>1. The trainer may use the source <a href="https://www.facebook.com/help/333140160100643">https://www.facebook.com/help/333140160100643</a> in order to demonstrate the following: <ul style="list-style-type: none"> <li>• How do I share something on Facebook?</li> <li>• How do I post to a Facebook group?</li> <li>• How do I add photos?</li> <li>• How do I share a link on Facebook?</li> <li>• How do I post a video on Facebook?</li> </ul> </li> <li>2. The students are provided with enough time to repeat the tasks demonstrated by the trainer.</li> <li>3. Small assignments: <ol style="list-style-type: none"> <li>a. The students must search on the Internet and share a link of an article of their choosing.</li> <li>b. Each group records a short video using a smartphone with their migration stories or something else that they like and share them on FB.</li> <li>c. All groups should be able to view the videos of the rest of the teams</li> </ol> </li> </ol>
<b>Reflection and feedback</b>	Why would they post, like and share something on Facebook?
<b>Hand-outs</b>	
<b>Supporting materials:</b>	<a href="https://www.facebook.com/help/333140160100643"><u>https://www.facebook.com/help/333140160100643</u></a>
- video	
- links	
- literature	
- others	

<b><i>My photos on Instagram</i></b>	
<b>Learning objective</b>	Learn how to use Instagram
<b>Learning outcome:</b>	List the Instagram functions
<b>Knowledge and understanding</b>	Able to create an Instagram account
<b>Application of</b>	Create and share Instagram Content
<b>Making judgements</b>	
<b>Communication skills</b>	
<b>Learning skills</b>	
<b>Duration</b>	2 hours
<b>How to run the exercise</b>	<ol style="list-style-type: none"> <li>1. The trainer starts by demonstrating the steps 1-5 as outline at the source <a href="https://www.wikihow.com/Use-Instagram"><u>https://www.wikihow.com/Use-Instagram</u></a></li> <li>2. The students form 5 groups. Each group should have at least a smart phone.</li> <li>3. The students repeat the steps to create an Instagram account</li> <li>4. The trainer proceeds demonstrating steps 1-5 in Part 2 in order to explain how to use tabs in Instagram. The steps should be read from of the source <a href="https://www.wikihow.com/Use-Instagram"><u>https://www.wikihow.com/Use-Instagram</u></a></li> <li>5. The students are allowed 15 minutes to practice.</li> </ol>

	<p>6. The trainer demonstrates how to follow other people on Instagram and how to add photos. Steps 1-7 (read from the source in Part 3) should be demonstrated.</p> <p>7. The students are asked to post photos and follow their classmates on Instagram.</p>
<b>Reflection and feedback</b>	
<b>Hand-outs</b>	
<b>Supporting materials:</b> - video - links - literature - others	<a href="https://www.wikihow.com/Use-Instagram">https://www.wikihow.com/Use-Instagram</a>

## ***DANGERS of USING THE INTERNET***

<b>Learning objective</b>	Learn the dangerous side of the web and protect yourself.
<b>Learning outcome:</b> <b>Knowledge and understanding</b> <b>Application of</b> <b>Making judgements</b> <b>Communication skills</b> <b>Learning skills</b>	<ul style="list-style-type: none"> <li>• Understand the main dangers from the use of the Internet.</li> <li>• Know what are the essential precautions to avoid these dangers.</li> </ul>
<b>Duration</b>	30 minutes
<b>How to run the exercise</b>	<ol style="list-style-type: none"> <li>1. Split the participants in 5 groups of 4 and provide each group with a card. Each card has written on it one of these words: <ul style="list-style-type: none"> <li>• Cyberbullying</li> <li>• Online Predators</li> <li>• Theft of personal information</li> <li>• Inappropriate content</li> <li>• Phishing</li> </ul> </li> <li>2. Ask the participants to search online and give a definition for each of these words</li> <li>3. Allow time for discussions and questions in order to answer any queries that may have arose</li> <li>4. Proceed with the presentation in Annex 14 to provide a clear final definition of what these threats are</li> <li>5. Each group must come with a suggestion on how one can be protected from these threats</li> </ol>
<b>Reflection and feedback</b>	Have they faced such a danger in real or virtual life before? How did they handle it?
<b>Hand-outs</b>	Print Annex 14. for participants Prepare 5 Cards with the words <ul style="list-style-type: none"> <li>• Cyberbullying</li> <li>• Online Predators</li> <li>• Theft of personal information</li> <li>• Pornography and other inappropriate content</li> <li>• Phishing</li> </ul>
<b>Supporting materials:</b> - video	Annex 14

- links	
- literature	
- others	

<b><i>VIRUSES / TROJANS / ADAWARE AND PRECAUTIONS</i></b>	
<b>Learning objective</b>	Lean about the Malware
<b>Learning outcome: Knowledge and understanding Application of Making judgements</b>	<ul style="list-style-type: none"> <li>• Understand the various Types of malware.</li> </ul>
<b>Duration</b>	30 minutes
<b>How to run the exercise</b>	<ol style="list-style-type: none"> <li>1. Split the participants in 5 groups of 4 and provide each group with a card. Each card has written on it one of these words: <ul style="list-style-type: none"> <li>• Virus</li> <li>• Trojan</li> <li>• Worm</li> </ul> </li> <li>2. Ask the participants to search online and give a definition for each of these words.</li> <li>3. Allow time for discussions and questions in order to answer any queries that may have arose.</li> <li>4. Proceed with the presentation in Annex 15 to provide a clear final definition of what these threats are.</li> <li>5. Ask the participants to google search for a free antivirus. Select one and demonstrate step by step how this is installed on a PC (participants perform the steps with the trainer).</li> <li>6. Stress the importance for updating the library definitions of the antivirus to be protected.</li> </ol>
<b>Reflection and feedback</b>	Where is most probable that those viruses are nesting? Have they ever had a PC virus? How did they handle it?
<b>Hand-outs</b>	
<b>Supporting materials:</b>	PPT Annex 15
- video	
- links	
- literature	
- others	

# MATHEMATICAL EXERCISES

For financial inclusion refugees/subsidiary protection holders and asylum seekers recently arrived to Europe must have mathematical skills. These skills are necessary for banking, savings, credit, insurance etc. Economic and financial inclusion contributes to the self-reliance, resilience and independence of refugees.

The following tasks will help refugees understand how to use mathematical skills in everyday life.

<i>Save money with a discount</i>	
<b>Learning objective</b>	Work out how to calculate a discount when you buy something Find out how much money you can save when buying promotional goods
<b>Learning outcome:</b> <b>Knowledge and understanding</b> <b>Application of</b> <b>Making judgements</b> <b>Communication skills</b> <b>Learning skills</b>	The ability to save money when buying a promotional product Mathematical knowledge (% concept), understanding the concept of discount The use of skills in everyday life The ability to analyse the benefits of a purchase The ability to calculate the amount of money saved
<b>Duration</b>	1 hour
<b>How to run the exercise</b>	The trainer starts the training with the question: do the participants know what discount is? The trainer explains the meaning of the word “discount” The trainer asks the participants how often they buy a product with a discount? The trainer asks the participants whether they know how to calculate the amount they have saved and how to show it as a percentage. After discussing all the issues, the trainer gives a task that participants together with the trainer solve. The trainer sums up the results of the training and asks if there are any questions
<b>Reflection and feedback</b>	The trainer asks the participants whether they understand the value of the discount and how it helps to save?
<b>Hand-outs</b>	Annex 16
<b>Supporting materials:</b> - video - links - literature - others	<a href="http://tiny.cc/3y9sjz">http://tiny.cc/3y9sjz</a>  Annex 16

<b><i>The use of mathematics in cooking</i></b>	
<b>Learning objective</b>	Learn how to determine the proportions for cooking
<b>Learning outcome:</b> <b>Knowledge and understanding</b>	Ability to adjust the recipe for the required number of servings Understanding the units of mass
<b>Application of</b> <b>Making judgements</b>	The use of skills in everyday life The ability to calculate the appropriate amount of goods to prepare the appropriate dish
<b>Communication skills</b> <b>Learning skills</b>	Ability to calculate proportions
<b>Duration</b>	1 hour
<b>How to run the exercise</b>	The trainer starts training on the question of how often they cook and do they use recipes for cooking? The trainer asks if participants understand how many grams, millilitres, litres etc in one teaspoon, tablespoon, a glass etc.? The trainer presents the participants with a site where they can find a scale measuring the ingredients The trainer gives the task. The participants and the trainer do it together The trainer asks in which area you can still use the mass unit The trainer sums up everything that was said
<b>Reflection and feedback</b>	The trainer should ask the students if they have understood everything. If they do not understand, then go through the main tasks again
<b>Hand-outs</b>	Annex 17
<b>Supporting materials:</b> - video - links - literature - others	<a href="https://www.goodtoknow.co.uk/food/cups-to-grams-converter-87833">https://www.goodtoknow.co.uk/food/cups-to-grams-converter-87833</a> <a href="http://tiny.cc/o19sjz">http://tiny.cc/o19sjz</a> Annex 17

<b><i>Mathematics in medicine</i></b>	
<b>Learning objective</b>	Ability to determine the required dose of a drug for consumption
<b>Learning outcome:</b> <b>Knowledge and understanding</b>	The ability to correctly calculate medications for each person Knowledge of weight, height, age to determine the dose prescribed in the instructions
<b>Application of</b> <b>Making judgements</b> <b>Communication skills</b> <b>Learning skills</b>	The use of skills in everyday life Discussion Ability to calculate the required dose of the drug
<b>Duration</b>	1 hour
<b>How to run the exercise</b>	The trainer asks the participants whether they read the instruction before use Have they ever had a case where they had to determine the correct dose of a drug before use The trainer presents the task to the participants, which they solve together The trainer asks if they will now use the instructions before taking the medication and if there are any questions

<b>Reflection and feedback</b>	The trainer should ask the students if they have understood everything. If they do not understand, then go through the main tasks again
<b>Hand-outs</b>	Annex 18
<b>Supporting materials:</b> - video - links - literature - others	<a href="http://tiny.cc/n49sjz">http://tiny.cc/n49sjz</a>  Annex 18

### *Proper use of time*

<b>Learning objective</b>	Learn how to calculate your time
<b>Learning outcome:</b> <b>Knowledge and understanding</b> <b>Application of</b> <b>Making judgements</b> <b>Communication skills</b> <b>Learning skills</b>	Ability to allocate time to a task and to be punctual Mathematical skills The use of skills in everyday life  Ability to calculate time for each appointment
<b>Duration</b>	1 hour
<b>How to run the exercise</b>	The trainer asks how long it took them to come to the training, and what time did they need to leave home Do they know the meaning of the word "punctual" The trainer tells the meaning of the word "punctual" The trainer asks if they always try to be punctual The trainer presents the task to the participants, which they solve together The trainer asks if they understand why it is important to be punctual, participants give some examples
<b>Reflection and feedback</b>	The trainer should ask the students if they have understood everything. If they do not understand, then go through the main tasks again
<b>Hand-outs</b>	Annex 19
<b>Supporting materials:</b> - video - links - literature - others	<a href="http://tiny.cc/399sjz">http://tiny.cc/399sjz</a>  Annex 19

### *Saving money*

<b>Learning objective</b>	Learn how to save money
<b>Learning outcome:</b> <b>Knowledge and understanding</b> <b>Application of</b> <b>Making judgements</b> <b>Communication skills</b> <b>Learning skills</b>	The ability to manage money and how to save it properly Understanding the purpose of savings The use of skills in everyday life Discussion and argumentation  Ability to calculate the saved amount per month, year, etc.
<b>Duration</b>	1 hour

<b>How to run the exercise</b>	<p>The trainer asks if they know the word “savings”</p> <p>The trainer explains the meaning of the word “savings”</p> <p>The trainer asks if they understand what savings are for</p> <p>The trainer asks if any of the attendees save money, if yes, which way</p> <p>The trainer presents the task to the participants, which they all together solve</p> <p>The trainer and all the participants discuss whether it is profitable to save, whether it is necessary at all, whether it is possible to do without it</p>
<b>Reflection and feedback</b>	The trainer should ask the students if they have understood everything. If they do not understand, then go through the main tasks again
<b>Hand-outs</b>	Annex 20
<b>Supporting materials:</b> - video - links - literature - others	<a href="http://tiny.cc/tatjz">http://tiny.cc/tatjz</a>  Annex 20

<b><i>Math skills in shops</i></b>	
<b>Learning objective</b>	Ability to calculate the amount of money to pay for the goods and the amount of change they should get
<b>Learning outcome:</b>  <b>Knowledge and understanding</b> <b>Application of</b> <b>Making judgements</b> <b>Communication skills</b> <b>Learning skills</b>	Ability to calculate the amount charged for delivery and how much to pay for the product Mathematical skills The use of skills in everyday life  Ability to pay properly in stores
<b>Duration</b>	1 hour
<b>How to run the exercise</b>	<p>The trainer asks how often they are paid in cash</p> <p>Were there any cases where they were given the wrong change and did they notice it immediately</p> <p>Do you include the cost of delivery when you buy a product</p> <p>The trainer presents the task to the participants, which they all together solve</p> <p>Discussion of results and their follow-up. Will they check the change before leaving the cashier</p>
<b>Reflection and feedback</b>	The trainer should ask the students if they have understood everything. If they do not understand, then go through the main tasks again
<b>Hand-outs</b>	Annex 21
<b>Supporting materials:</b> - video - links - literature - others	<a href="http://tiny.cc/upatjz">http://tiny.cc/upatjz</a>  Annex 21

<i>Units of measure</i>	
<b>Learning objective</b>	The concept of unit measure
<b>Learning outcome:</b> <b>Knowledge and understanding</b> <b>Application of</b> <b>Making judgements</b> <b>Communication skills</b> <b>Learning skills</b>	Ability to use units of measure Knowledge of centimetre, metre, kilometre, millimetre, etc. The use of skills in everyday life  Ability to use units of measure
<b>Duration</b>	1 hour
<b>How to run the exercise</b>	The trainer asks what they know about measurement (width, length) The trainer explains the difference between the concepts They discuss how these concepts are used in life and what they use to measure The trainer proposes to remove individual measures from each participant in order to give an example of what the measures (width, length) are used for
<b>Reflection and feedback</b>	The trainer should ask the students if they have understood everything. If they do not understand, then go through the main tasks again
<b>Hand-outs</b>	Annex 22
<b>Supporting materials:</b> - video - links - literature - others	<a href="http://tiny.cc/6r9sjz">http://tiny.cc/6r9sjz</a> (here you can find a table where you can write the parameters) <a href="http://tiny.cc/dtatjz">http://tiny.cc/dtatjz</a>  Annex 22



# ACTIVE CITIZENSHIP EXERCISES

Active citizenship means people getting involved in their local communities and democracy at all levels, from local to national and global activity.

An active citizen promotes the quality of life in a community through both political and non-political process developing a combination of knowledge, skills, values and motivation to work to make a difference in the society.

Civic inclusion involves voting rights, representation in the political arena, public employment, naturalisation rate, share of long-term residence and volunteering.

The general aspects related to this area are given below in training exercises.

<b><i>Basic job requirements</i></b>	
<b>Learning objective</b>	Understanding of the process for labour market entry; Understanding of general basic competences and skills needed to enter the labour market
<b>Learning outcome:</b> <b>Knowledge and understanding</b> <b>Application of</b> <b>Making judgements</b> <b>Communication skills</b> <b>Learning skills</b>	Knowledge of Labour market requirements; knowledge of own ambition -- Compare own skills and knowledge level to requirements Discussion and argumentation Reflection
<b>Duration</b>	1.30 hour
<b>How to run the exercise</b>	<ul style="list-style-type: none"> <li>• Trainer asks participants to come up with general requirements they think an employer will ask of a new staff member to be competent in when applying for a low skilled job;</li> <li>• To clarify what is meant by low skilled job, the trainer presents some examples on video;</li> <li>• Trainer asks what participants think about these kind of jobs</li> <li>• Trainer asks about required capacity of workers; can participants give examples?</li> <li>• Trainer asks about hindrances;</li> <li>• Trainer summarises capacities / adds to complete the picture</li> <li>• Trainer challenges participants to indicate how these jobs and their requirements relate to similar jobs in country of origin;</li> <li>• Trainer asks whether and how well participants are able to meet these capacities;</li> <li>• Question and discussion: how can low skilled jobs help one to integrate in the new society?</li> </ul>
<b>Reflection and feedback</b>	Trainer organises reflection and feedback on: - Perceived requirements and actual requirements

	<ul style="list-style-type: none"> <li>- Differences of low skilled work in host country and home country</li> <li>- Perceived experiences, skills, knowledge and competences and actual ones.</li> </ul>
<b>Hand-outs</b>	None
<b>Supporting materials:</b>	Video of low skilled jobs (Youtube to be added!!)
- video	
- links	
- literature	
- others	

<b><i>Understanding cultural differences</i></b>	
<b>Learning objective</b>	Able to understand cultural differences between host and home country
<b>Learning outcome:</b>	<p>Knowledge of main intercultural differences</p> <p>Able to recognise different context and communication requirements</p> <p>Reflection</p>
<b>Knowledge and understanding</b>	
<b>Application of</b>	
<b>Making judgements</b>	
<b>Communication skills</b>	
<b>Learning skills</b>	
<b>Duration</b>	1 hour
<b>How to run the exercise</b>	<ul style="list-style-type: none"> <li>• Trainer gives a short introduction on the 6 cultural dimensions of the Hofstede model, describing the effects of society's culture on the values of its members, and how these values relate to behaviour;</li> <li>• Participants are referred to Hofstede website;</li> <li>• In small groups participants map for comparison of the dimensions for host country and own country;</li> <li>• Participants talk about reality of the describes differences;</li> <li>• Trainer asks groups to define the two main differences, two most astonishing differences, most surprising differences (astonishing means causing astonishment, whereas surprising means that is or are a surprise);</li> <li>• Trainer discusses these main differences and why they are perceived in this way;</li> <li>• Trainer asks participants whether they see these differences in daily life; trainer asks for examples;</li> <li>• Trainer asks how participants cope with these differences / what is difficult/ what is easier to deal with?</li> <li>• Question and discussion on responsibilities of the newly arrived</li> </ul>
<b>Reflection and feedback</b>	<p>Trainer discusses the notion of integration in relation to the perceived differences;</p> <p>Reflection on the responsibility of the newly arrived</p>
<b>Hand-outs</b>	

## *Dealing with cultural differences*

<b>Learning objective</b>	Able to apply the knowledge and understanding of cultural differences in different context
<b>Learning outcome:</b> <b>Knowledge and understanding</b> <b>Application of</b> <b>Making judgements</b> <b>Communication skills</b> <b>Learning skills</b>	Knowledge of main cultural differences in different context Apply norms and behavior of the host country re communication  Reflection
<b>Duration</b>	1,5 hours
<b>How to run the exercise</b>	<ul style="list-style-type: none"> <li>• Trainer makes inventory of typical situation in which newly arrived meet citizens of the host country;</li> <li>• Trainer asks participants to indicate in which way these situations are different;</li> <li>• Trainers asks participants to indicate how they deal with these situations / how they could deal with these situations;</li> <li>• Trainer then focusses on 3 general situations: introducing oneself to a new person; making and going to an appointment and going on a visit/having people on visit;</li> <li>• Trainers facilitates discussion on how participants currently deal with these situations; what is in line with expectations of hoist country and what not;</li> <li>• Trainers links outcome of discussion to 6 dimensions of Hofstede</li> <li>• Trainer asks participants to formulate advice to other newly arrived in how to behave in the above 3 standard situations.</li> <li>• Trainers asks participants how to deal with inconveniences in the above 3 areas</li> </ul>
<b>Reflection and feedback</b>	Trainer summarises the standard procedure regarding first encounters; appointments and regarding going / inviting people for a visit. Trainer invites participants to practice these: for example, the shaking of a hand when meeting somebody who you see for first time or meet.
<b>Hand-outs</b>	
<b>Supporting materials:</b> - video - links - literature - others	YouTube videos (to be added)

### *Setting goals and personal effectiveness*

<b>Learning objective</b>	Understand the relevance of setting goals; Able to set goals;
<b>Learning outcome:</b> <b>Knowledge and understanding</b> <b>Application of</b> <b>Making judgements</b> <b>Communication skills</b> <b>Learning skills</b>	Knowledge about personal effectiveness in 7 areas Able to apply new habits of personal effectiveness Able to analyse own behavior pattern  Reflection
<b>Duration</b>	1 hour 15 minutes
<b>How to run the exercise</b>	<ul style="list-style-type: none"> <li>• The trainer makes a short introduction on self-management and personal effectiveness based on main point of S. Covey “7 habits of highly effective people”;</li> <li>• Create small groups;</li> <li>• Participants are asked to reflect on their own habits: how do you deal with each one of them; what gain do you have by doing it in this way? what risks do you take when dealing with them in this way?</li> <li>• In groups participants discuss what habit they might need to change;</li> <li>• Participants discuss what could be of help when trying to do this;</li> <li>• Trainer collects outcome of all groups;</li> <li>• Trainer presents general summary and main habits; participants might want to look into for themselves;</li> <li>• Trainer discusses with participant the collected advices regarding support in familiarising oneself to this new habit</li> <li>• Trainer summarises main support ideas.</li> </ul>
<b>Reflection and feedback</b>	Trainer evaluates session Trainer links viewpoints presented in the session to norms and values of host society.
<b>Hand-outs</b>	
<b>Supporting materials:</b> - video - links - literature - others	How to be successful in life: <a href="https://www.youtube.com/watch?v=ktlTxC4QG8g">https://www.youtube.com/watch?v=ktlTxC4QG8g</a>

### *Key competences for employment/voluntary work*

<b>Learning objective</b>	Understand what key competence are Understand how mastering of key competences are a basic requirement for all citizens
<b>Learning outcome:</b> <b>Knowledge and understanding</b> <b>Application of</b> <b>Making judgements</b> <b>Communication skills</b>	Knowing what key competences are Able to indicate development opportunities

<b>Learning skills</b>	Assess one owns mastery of key competences
<b>Duration</b>	1,5 hours
<b>How to run the exercise</b>	<ul style="list-style-type: none"> <li>• Trainer shortly introduces the objective of the exercise</li> <li>• Trainer shows video on key competences</li> <li>• Trainer asks participants whether they understand what key competences are;</li> <li>• Trainer summarises and then give short intro on all 8 key competences;</li> <li>• Trainer asks participants why these are relevant for all;</li> <li>• Trainers asks participants to indicate where in daily life people demonstrate these competences;</li> <li>• Split in small groups:</li> <li>• Trainer asks participants to discuss how they score on each one of the competences</li> <li>• Trainer asks how participants could benefit themselves from mastering these 8 competences</li> <li>• Trainer collects group outcome and discusses these jointly;</li> <li>• Trainer concludes and relate conclusion to participants responsibilities.</li> </ul>
<b>Reflection and feedback</b>	Trainer stimulates discussion on how to develop the 8 competences and what participants themselves can do to develop these (for example in voluntary work).
<b>Hand-outs</b>	Example sheet consisting of the 8 key competences with examples for each one of the competences, and a scoring option
<b>Supporting materials:</b> - video - links - literature - others	On key competences: <a href="https://youtube.com/watch?v=RD-elxXm1lw">https://youtube.com/watch?v=RD-elxXm1lw</a>

### ***Entry requirements of education***

<b>Learning objective</b>	Understand expected behavior and attitude in class room situations Able to apply knowledge regarding expected behaviour
<b>Learning outcome:</b> <b>Knowledge and understanding</b> <b>Application of</b> <b>Making judgements</b> <b>Communication skills</b> <b>Learning skills</b>	Knowledge of basic behavioral expectations related to following education Able to demonstrate attention and motivation  Able to raise questions, listening Reflection
<b>Duration</b>	1 hour
<b>How to run the exercise</b>	<ul style="list-style-type: none"> <li>• Trainer shortly introduces the objective of the exercise;</li> <li>• Trainer shows video of some standard class room situation / on raising questions;</li> </ul>

	<ul style="list-style-type: none"> <li>• Trainer asks participants whether they understand what is expected of students in educational settings (classroom /at home);</li> <li>• Trainer summarises main attitudes and expectations;</li> <li>• Trainer asks participants why these are relevant for all;</li> <li>• Trainers asks participants to indicate where differences are in host land compared to country of origin; discussion;</li> <li>• Split in small groups:</li> <li>• Trainer asks participants to discuss how well they are able to meet these expectations/ what is difficult to do, why it is difficult to do;</li> <li>• Trainer collects feedback</li> <li>• A plenary discussion participant exchange idea on how to improve their capacity in demonstrating the right educational behavior (raising questions, showing interest, planning homework, practice etc);</li> </ul>
<b>Reflection and feedback</b>	Trainer concludes and relate conclusion to participants responsibilities; trainer refers to cultural differences and focus on self-management in the host country
<b>Hand-outs</b>	
<b>Supporting materials:</b>	
- video	<a href="https://www.youtube.com/watch?v=aZIUaQw8RA4">https://www.youtube.com/watch?v=aZIUaQw8RA4</a>
- links	
- literature	
- others	

<b><i>Exploring motivation</i></b>	
<b>Learning objective</b>	Able to recognise different skills and competences of oneself
<b>Learning outcome:</b>	
<b>Knowledge and understanding</b>	Hidden experiences, skills and competences
<b>Application of</b>	Prior experience in career development
<b>Making judgements</b>	
<b>Communication skills</b>	Presenting arguments; listening
<b>Learning skills</b>	Reflection
<b>Duration</b>	1,5 hours
<b>How to run the exercise</b>	<ul style="list-style-type: none"> <li>• Trainer presents motivational exercise “My dream job”</li> <li>• Trainer asks participants to write down their dream job on a piece of paper;</li> <li>• Trainer reminds participants that one needs to forget existing barriers (education, availability etc) for achieving this dream job;</li> <li>• All papers are collected in a bowl and mixed;</li> <li>• Each participant draws one piece of paper (not their own one);</li> <li>• Participants are asked to guess who’s dream job this is, based on knowledge of the participants; (owner is not disclosed yet)</li> </ul>

	<ul style="list-style-type: none"> <li>• Participants present the arguments why they think the dream job is suited for that persons;</li> <li>• All participants present their opinion;</li> <li>• Then the trainer asks who's dream job this was;</li> <li>• Owner of dream job is asked what the discussion has taught him/her of their own skills and competences;</li> <li>• This is repeated several times;</li> <li>• Trainer facilitate discussion on how one can make a first step in working towards one's dream;</li> </ul>
<b>Reflection and feedback</b>	Trainer provides feedback on information provided by others on own personal strengths and weaknesses and how this can help in making career steps
<b>Hand-outs</b>	
<b>Supporting materials:</b> <ul style="list-style-type: none"> <li>- video</li> <li>- links</li> <li>- literature</li> <li>- others</li> </ul>	

# LITERACY EXERCISES

Literacy skills are all the skills needed for reading and writing.

Literacy skills help refugees gain knowledge through reading as well as using media and technology. These skills also help refugees create knowledge through writing as well as developing media and technology.

Refugees/subsidiary protection holders and asylum seekers recently arrived to Europe need to be able to work effectively with information, using it at all levels of Bloom's Taxonomy (remembering, understanding, applying, analysing, evaluating, and creating).

The following are the tasks that will help you better understand this area of social inclusion.

## *Human Bingo*

<b>Human Bingo</b>	
<b>Learning objective</b>	To be able to read and understand simple statements
<b>Learning outcome:</b> <b>Knowledge and understanding</b> <b>Application of</b> <b>Making judgements</b> <b>Communication skills</b> <b>Learning skills</b>	Questioning skills Literacy skills Communication skills
<b>Duration</b>	30 minutes
<b>How to run the exercise</b>	<ul style="list-style-type: none"> <li>• Each bingo card should have 8 statements with no 2 cards having exactly the same statements (examples included on the handout)</li> <li>• Trainer to prepare enough index cards for each member of the group</li> <li>• Each member of the group then has to ask other group members questions from their card until they find someone who matches the statement</li> <li>• As many different people as possible should be matched to the statements (so not one person matched against multiple statements!)</li> <li>• The name of the person is recorded and the process repeated until one member of the group has matched a different person to each statement on their card</li> <li>• When someone completes their card, they shout out BINGO!</li> </ul>
<b>Reflection and feedback</b>	Trainer organises reflection and feedback: <ul style="list-style-type: none"> <li>• Trainer asks group for general feedback and perhaps any suggestions as to other statements that could be included</li> </ul>
<b>Hand-outs</b>	Bingo Cards – use index cards, Annex 23
<b>Supporting materials:</b> - video - links - literature - others	List of statements to include on the index cards  Annex 23



## *Baggage Claim*

<b>Learning objective</b>	Able to read aloud Able to understand statements
<b>Learning outcome:</b> <b>Knowledge and understanding</b> <b>Application of</b> <b>Making judgements</b> <b>Communication skills</b> <b>Learning skills</b>	Basic literacy skills Able to follow instruction  Working as part of a team
<b>Duration</b>	1 hour
<b>How to run the exercise</b>	<p>This session can be done in 2 ways</p> <p>A lot of luggage has been left at the airport and each piece has enough information to help you guess who the luggage belongs to – in groups see if you can match the luggage with the person who left it!!</p> <p>For each person name on the handout print a separate sheet with the statements on – these are your luggage labels</p> <p>Give each team the luggage labels and when they have all written who they think the luggage belongs to get the groups to compare answers</p> <p>OR</p> <p>Print out all the statements and spread them on the table. Print out a sheet with the name of each character and how many statements they need to match then see which group can complete the task quickest (with all the correct answers)</p> <p>To enhance this exercise the instructions could be provided as a hand out – this would then develop the participants ability to read and follow simple instructions</p>
<b>Reflection and feedback</b>	Trainer discusses how we read, understand and use information
<b>Hand-outs</b>	Annex 24
<b>Supporting materials:</b> - video - links - literature - others	<p>Baggage claim “luggage labels”</p> <p>Annex 24</p>

## *Form filling*

<b>Learning objective</b>	To follow instruction to complete a simple form To practice the information on a job application
<b>Learning outcome:</b> <b>Knowledge and understanding</b> <b>Application of</b> <b>Making judgements</b> <b>Communication skills</b>	<p>how to complete a form</p> <p>writing skills</p> <p>reading skills</p> <p>ability to follow written instruction</p>

<b>Learning skills</b>	
<b>Duration</b>	1 hour
<b>How to run the exercise</b>	<p>trainer gives each participant a paper copy of the example job application to fill in</p> <p>each participant is to work on their own to complete the requested information</p> <p>participants to complete the form</p> <p>trainer to lead a group discussion on what was included and provide feedback to the group</p> <p>trainer to provide examples of good practice</p>
<b>Reflection and feedback</b>	<p>Trainer summarises how the form should have been completed</p> <p>Any questions form the group</p>
<b>Hand-outs</b>	Example Application Form, Annex 25
<b>Supporting materials:</b> - video - links - literature - others	<p>Example application form</p> <p>Annex 25</p>

<b><i>Running Dictation</i></b>	
<b>Learning objective</b>	<p>To be able to read simple sentences</p> <p>To be able to write simple sentences</p>
<b>Learning outcome:</b> <b>Knowledge and understanding</b> <b>Application of</b> <b>Making judgements</b> <b>Communication skills</b> <b>Learning skills</b>	<p>Able to read simple text and tell your partner the content</p> <p>Able to write simple statements provided to you</p> <p>To communicate clearly</p> <p>Basic literacy skills</p>
<b>Duration</b>	1 hour
<b>How to run the exercise</b>	<p>trainer to put numbered famous quotes on the walls around the room – try to keep the length of the text the same for each quote. The handout has 2 groups of quotes one set longer than the other</p> <p>trainer to divide group into pairs</p> <p>each pair to be given a number</p> <p>each pair to have one person writing and the other “running”</p> <p>when the trainer says to start the runner has to find their numbered quote and read it</p> <p>the runner then has to remember the quote and who said it and go back and tell their partner what to write. They can go back and forward as often as needed and are also able to help their partner with spellings etc</p> <p>the first-round finishes when one of the teams has written exactly what was on the wall</p> <p>pairs swap roles a</p> <p>trainer gives each pair a different number and repeat the exercise</p>

<b>Reflection and feedback</b>	Trainer evaluates session
<b>Hand-outs</b>	Annex 26
<b>Supporting materials:</b> - video - links - literature - others	Enough Quotes for each pair – examples are on the running dictation quotes sheet  Annex 26

<i><b>Starting a New job</b></i>	
<b>Learning objective</b>	Basic writing skills Basic reading skills
<b>Learning outcome:</b> <b>Knowledge and understanding</b> <b>Application of ....</b> <b>Making judgements</b> <b>Communication skills</b> <b>Learning skills</b>	To be able to read and write the processes associated with finding a job
<b>Duration</b>	1 hour
<b>How to run the exercise</b>	<ul style="list-style-type: none"> <li>• Trainer introduces the objective of the exercise</li> <li>• Trainer divides the group in to 4 or 5 smaller groups</li> <li>• Trainer gives each group a coloured marker pen (these need to be a different colour for each group)</li> <li>• Trainer gives each group a piece of flipchart paper with the title of part of the job search process on it</li> <li>• Each group is then given 2 minutes to write everything they can think of that they associate with the process</li> <li>• At the end of 2 minutes the flipchart passes to the next group who continue to add to the list (you will be able to see which group has written what as they all will have different colour pens)</li> <li>• The new group must not write anything that has already been written on the list</li> <li>• Each group must have a chance to write on each process</li> <li>• When everyone has written each group presents back</li> </ul>
<b>Reflection and feedback</b>	Trainer leads discussion on the content of each part of the process and if there are any gaps identified they could be added to the sheet for completeness
<b>Hand-outs</b>	
<b>Supporting materials:</b> - video - links - literature - others	Suggested processes: <ul style="list-style-type: none"> <li>• How to find a job</li> <li>• Applying for a job</li> <li>• Doing your CV</li> <li>• Going to an Interview</li> <li>• Your first day at work</li> </ul>

<b>Questioning techniques</b>	
<b>Learning objective</b>	Understand open and closed questioning
<b>Learning outcome:</b> <b>Knowledge and understanding</b> <b>Application of ....</b> <b>Making judgements</b> <b>Communication skills</b> <b>Learning skills</b>	Knowledge of basic literacy Able to demonstrate attention and motivation  Able to raise questions, listen to responses Reflection
<b>Duration</b>	1 hour
<b>How to run the exercise</b>	<ul style="list-style-type: none"> <li>• Trainer introduces the topic of questioning techniques</li> <li>• Trainer explains the difference between open, closed and leading questions</li> <li>• Trainer provides examples and leads group discussion on the pros and cons of each type of questioning recording all the answers on a flip chart</li> <li>• Group discussion with participants providing the answers</li> <li>• Depending on the level of language in the group there are further exercises you can do that really illustrate the difference in the amount of info you can get from someone depending on the kind of questions.</li> <li>• You could ask them to find out key facts about each other but first only using closed questions. Then do the same exercise using open questions and compare the results.</li> <li>• Trainer leads discussion on when each type of questioning might be best used in different circumstances</li> </ul>
<b>Reflection and feedback</b>	Trainer concludes and relate conclusion to participants
<b>Hand-outs</b>	Examples of questioning styles, Annex 27
<b>Supporting materials:</b> - video - links - literature - others	Annex 27

<b>Complete the sentence</b>	
<b>Learning objective</b>	Able to write short text to complete the sentence
<b>Learning outcome:</b> <b>Knowledge and understanding</b> <b>Application of ....</b> <b>Making judgements</b> <b>Communication skills</b> <b>Learning skills</b>	Basic literacy  Reflection
<b>Duration</b>	1 hour

<b>How to run the exercise</b>	<ul style="list-style-type: none"> <li>• Trainer presents the ‘<i>complete the sentence</i>’ task explaining that the information given will be shared with the group so think about the answers participants are happy to share</li> <li>• Each participant is given the handout to complete</li> <li>• Trainer asks participants to write down their responses and when they have finished fold the paper and give it to the trainer</li> <li>• All papers are collected and mixed;</li> <li>• Each participant draws one piece of paper (not their own one);</li> <li>• Participants are asked to guess who the completed sentences are about</li> <li>• All participants share their opinion;</li> <li>• Then the trainer asks who’s the owner of the sentences</li> <li>• This is repeated for each participant</li> <li>• Trainer to facilitate discussion on how others perceive us and how this might impact</li> </ul>
<b>Reflection and feedback</b>	Trainer provides feedback on information provided on own personal strength and weaknesses and how this can help in making career steps
<b>Hand-outs</b>	Complete the sentence handout, Annex 28
<b>Supporting materials:</b> - video - links - literature - others	Annex 28  Examples are in the handout provided

# CO-WORKING LABORATORY EXERCISES

The exercises described below will help you gain skills in intercultural communication, familiarise migrants with educational, training and professional opportunities, learn about measures to support the integration of migrants into the social context in which they live and so on.

<b><i>Work-based laboratory on intercultural communication</i></b>	
<b>Learning objective</b>	Develop intercultural communication skills Conduct an effective orientation interview
<b>Learning outcome:</b> <b>Knowledge and understanding</b>	Knowledge of cultural codes and rules and principles for effective communication and intercultural communication
<b>Application of</b>	Knowledge of effective interviewing skills Application of the knowledge of cultural codes and rules to interpret cultural codes Application of knowledge of effective interviewing skills to conduct effective orientation interviews with migrants
<b>Making judgements</b> <b>Communication skills</b>	Able to identify the obstacles to an effective communication Able to use and understand verbal and non-verbal communication in different languages Able to provide elements to allow understanding of communication and relationship modalities in host country Able to listen and communicate effectively
<b>Learning skills</b>	
<b>Duration</b>	5 hours
<b>How to run the exercise</b>	This laboratory takes place as a voluntary activity carried out by learners at employment agencies The activity will unfold as follows: <ul style="list-style-type: none"> <li>• Each learner will support service providers in the interaction with migrants</li> <li>• The learner greets the migrant asking for information (eg. about available job opportunities)</li> <li>• The learner starts the interview applying the techniques learned through the course (intercultural communication, orientative information techniques...)</li> <li>• A mentor/tutor will report on their performance and highlight dos and donts and areas for improvement</li> </ul>

## ***Work-based Laboratory on Supporting Intervention for Social Integration***

<b>Learning objective</b>	Plan interventions to support integration of migrants into the social context in which they live Provide Information and orientation to migrants on rights, duties and opportunities (accommodation, health, administrative issues)
<b>Learning outcome:</b> <b>Knowledge and understanding</b>	Knowledge of the basics of local society, culture and history Knowledge of migrants' rights and duties Knowledge of the local service providers and rules and models of public services Knowledge of basics of intercultural communication Knowledge of conflict management techniques
<b>Application of</b> <b>Making judgements</b>	Able to use effective communication and conflict management techniques Able to interpret cultural codes Able to apply their knowledge of the local territory to direct migrants to appropriate service providers Able to apply their knowledge of the local context to design and implement information and orientation sessions for migrants
<b>Communication skills</b>	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Creative thinking</li> </ul>
<b>Making judgements</b>	Problem-solving Able to make a decision and plan interventions to support social and labour market integration
<b>Learning skills</b>	
<b>Duration</b>	5 hours
<b>How to run the exercise</b>	<p>The laboratory is set within the context of a migrants' reception centre. The learners have to support migrants in their integration into society. Activities will unfold as follows:</p> <ul style="list-style-type: none"> <li>- learners will assess migrants' level of integration through the Quick Scan</li> <li>- learners will identify main problems and gaps that prevent migrants' social integration</li> <li>- learners will identify steps to take: organisation of a social activity/event, relevant stakeholders to whom the migrants have to be directed.</li> </ul> <p>An example of activity can be an information session on the social and cultural features of the hosting community in order to support them in the process of adaptation; at the end of the information session, learners will suggest some situations to migrants who have to find a way to react to them appropriately (at the post office, at a party...); these will take the form of simulations conducted by learners</p>

## ***Work-based laboratory on provision of Career Counselling I***

<b>Learning objective</b>	Gain knowledge of available tools to identify and assess formal, non-formal and informal learning Use available tools to identify and assess formal, non-formal and informal learning
<b>Learning outcome:</b>	

<p><b>Knowledge and understanding</b></p> <p><b>Application of ....</b></p> <p><b>Making judgements</b></p> <p><b>Communication skills</b></p> <p><b>Learning skills</b></p>	<p>Understand how to perform an effective skill assessment</p> <p>Knowledge of available tools to identify and assess formal, non-formal and informal learning</p> <p>Application of his/her knowledge to</p> <ul style="list-style-type: none"> <li>• recognise cultural, personal and professional characteristics of the migrant as resources to use and develop in different contexts</li> <li>• identify problems related to life, language barriers etc.</li> <li>• interpret the migrant's needs linked to the the social and labour integration path</li> <li>• support migrants in gaining awareness of their goals starting from the identification of needs, purposes and competences</li> <li>• identify opportunities for labour integration linked to the situation and needs of the migrant</li> </ul> <p>translate personal ambitions and resources into fields of interest</p> <p>Decide on the best options to fill the gaps in migrants' experiences</p> <p>Critical thinking</p> <p>Problem-solving</p>
<p><b>Duration</b></p>	<p>5 hours</p>
<p><b>How to run the exercise</b></p>	<p>Simulation of the daily work of an operator working at a local employment agency. The activity will unfold as follows:</p> <ul style="list-style-type: none"> <li>- the operator greets the migrant asking for information about job opportunities</li> <li>- the operator starts the interview applying the techniques learned through the course (intercultural communication, orientative information techniques...)</li> <li>- the operator uses the Quick Scan to assess formal, non-formal and informal learning</li> <li>- the operator provides initial feedback based on the results of the Quick Scan and highlight the following steps to take, set following meetings with the migrant</li> </ul>

### ***Work-based laboratory on Career Counselling II***

<p><b>Learning objective</b></p>	<p>Implement laboratories to support migrants in their job search</p> <p>Introduce migrants to available educational, training and professional opportunities</p>
<p><b>Learning outcome:</b></p> <p><b>Knowledge and understanding</b></p> <p><b>Application of ....</b></p>	<ul style="list-style-type: none"> <li>• Knowledge of opportunities and characteristics of the local/regional/national economic reality, occupational trends, working conditions etc.</li> </ul> <p>Knowledge of techniques and tools to provide job counselling services</p> <p>Application of knowledge of techniques and tools to provide job counselling services in order to:</p> <ul style="list-style-type: none"> <li>• Select tools and methodologies to stimulate and strengthen the users' personal abilities</li> <li>• design customised pathways to support labour integration</li> <li>• Support individuals in drafting their CV</li> </ul>



<p><b>Making judgements</b> <b>Communication skills</b></p> <p><b>Learning skills</b></p>	<ul style="list-style-type: none"> <li>• Provide orientation and support in the job search</li> <li>• Understand and reconstruct the social-professional personal history of the individual</li> <li>• Support the user in collecting information on his personal inclusion perspectives</li> <li>• Accompany individuals in building their professional project</li> <li>• Support individuals in the process of research</li> <li>• Support individuals in a path of critical reading of information concerning learning and professional opportunities that could help them in enacting their action plan</li> <li>• Develop personalised pathway for individuals in difficult situation</li> </ul> <ul style="list-style-type: none"> <li>• Able to motivate migrants and support problem-solving and decision-making</li> <li>• Able to transfer to the user knowledge of the opportunities and characteristics of the local/regional/national economic reality, occupational trends, working conditions etc.</li> </ul> <p>Critical thinking Problem-solving</p>
<p><b>Duration</b></p>	<p>5 hours</p>
<p><b>How to run the exercise</b></p>	<p>Simulation of the daily work of an operator working at a local employment agency. This laboratory focuses on three main priorities:</p> <ul style="list-style-type: none"> <li>- drafting of curriculum and letter of motivation</li> <li>- identification of sectors of interest and companies</li> <li>- how to look for and apply for jobs</li> </ul> <p>The learner will:</p> <ul style="list-style-type: none"> <li>- show how to make a European CV</li> <li>- how to write a letter of motivation</li> <li>- how to look for a job (job search engines, employment agencies...)</li> <li>- what are the available job opportunities (which companies are looking for candidates</li> <li>- which are the gaps to fill (in terms of education) in order facilitate job integration and how to fill them (liaise with relevant educational institution, possibly free of charge)</li> </ul>

# PHYSICAL AND MENTAL HEALTH

Inclusion health (IH) is a research, service and policy agenda that aims to prevent and redress health and social inequities among the most vulnerable people in a community. This includes people who are homeless, travelling community and vulnerable migrants.

This area includes healthy life years and life expectancy.

For refugees with mental health problems to recover and rebuild their lives they need access to those social, economic, educational, recreational and cultural opportunities, and physical health services, that most citizens take for granted.

Mental inclusion consists of problem-solving skills, understanding the importance of working effectively with other people, understanding what local support agencies are available etc.

<i><b>Building self-resilience, reflection and esteem</b></i>	
<b>Learning objective</b>	Building personal resilience; Developing problem solving skills
<b>Learning outcome:</b> <b>Knowledge and understanding</b> <b>Application of</b> <b>Making judgements</b> <b>Communication skills</b> <b>Learning skills</b>	-- Application of problem-solving skills -- -- Reflection
<b>Duration</b>	1 hour
<b>How to run the exercise</b>	<ul style="list-style-type: none"> <li>• Discussion of “What is resilience?” Self-care enables awareness of ones own resilience level(s).</li> <li>• Watch the video “A Happy Brain” – link below</li> <li>• Discussion – where have people found strength in the past, what sources can they draw on now?</li> <li>• Introduce 5 senses mediation (an easy mindfulness technique)</li> <li>• Show second video – link below</li> <li>• All learners complete activity as in the video</li> </ul>
<b>Reflection and feedback</b>	Trainer organises reflection and feedback on: <ul style="list-style-type: none"> <li>- Available support networks learner has to support resilience</li> <li>- How completing the meditation left learners feeling</li> </ul>
<b>Hand-outs</b>	None
<b>Supporting materials:</b> - <b>video</b> - <b>links</b> - <b>literature</b> - <b>others</b>	<a href="https://youtu.be/GZZ0zpUQhBQ">https://youtu.be/GZZ0zpUQhBQ</a> Happy Brain  <a href="https://www.youtube.com/watch?v=azG_EHKRqmk">https://www.youtube.com/watch?v=azG_EHKRqmk</a> 5 Senses

<b><i>Healthy Eating</i></b>	
<b>Learning objective</b>	Understanding of basic healthy eating / eating a balanced diet
<b>Learning outcome:</b> <b>Knowledge and understanding</b> <b>Application of</b> <b>Making judgements</b> <b>Communication skills</b> <b>Learning skills</b>	Knowledge of five main food groups -- -- -- How to eat a balanced diet (eat a rainbow)
<b>Duration</b>	1 hour
<b>How to run the exercise</b>	<ul style="list-style-type: none"> <li>• Group activity – ask learners to identify the five main food groups. After they are identified see what foods fit into which groups</li> <li>• Divide learners into two groups. Designate one group as Service Prep and the other Cooks. One group writes a menu on a piece of flipchart paper, lays the table, and considers the nutritional value of the food. The other group makes the salad.</li> <li>• Eat the meal!</li> <li>• Service Prep group clear away</li> <li>• During/after eating, discussion of the health value of what's being eating, and what learners typically eat outside of class.</li> </ul>
<b>Reflection and feedback</b>	Trainer discusses how eating healthy can have an impact on mental well-being; Reflection on how food can trigger memories/reflection
<b>Hand-outs</b>	None
<b>Supporting materials:</b> - video - links - literature - others	Food to make a rainbow salad

<b><i>Choice and Goals</i></b>	
<b>Learning objective</b>	Learners able to set clear goals (preferably using S.M.A.R.T. technique)
<b>Learning outcome:</b> <b>Knowledge and understanding</b> <b>Application of</b> <b>Making judgements</b> <b>Communication skills</b> <b>Learning skills</b>	Knowledge of using S.M.A.R.T. technique -- Prioritisation of goals -- Reflection
<b>Duration</b>	1 hour

<b>How to run the exercise</b>	<ul style="list-style-type: none"> <li>• Body language discussion. Demonstrate use of effective (and ineffective) body language</li> <li>• Divide learners into pairs. Partners interview each other asking <i>what's your biggest achievement in life? What do you want to achieve?</i> Ask questions twice, once with positive body language, once without</li> <li>• Introduce concept of S.M.A.R.T. goals</li> <li>• Ask learners to identify 2 goals each, one professional and one fun</li> <li>• Back in the pairs each partner writes up one of their partners goals in the S.M.A.R.T. way</li> </ul>
<b>Reflection and feedback</b>	<p>Trainer summarises how S.M.A.R.T. goals are beneficial for focus / mental wellbeing</p> <p>Trainer invites participants to consider how these techniques can be used for both professional and personal life</p>
<b>Hand-outs</b>	None
<b>Supporting materials:</b>	
- video	
- links	
- literature	
- others	

<b><i>Introduction to team-work</i></b>	
<b>Learning objective</b>	Understand the importance of working effectively with other people
<b>Learning outcome:</b>	--
<b>Knowledge and understanding</b>	Effective teamworking
<b>Application of</b>	Able to analyse own style of working in a team
<b>Making judgements</b>	--
<b>Communication skills</b>	Reflection
<b>Learning skills</b>	
<b>Duration</b>	1 hour 15 minutes
<b>How to run the exercise</b>	<ul style="list-style-type: none"> <li>• Divide class into groups (maximum of four people per group)</li> <li>• Give each group a packet of spaghetti and marshmallows. They have to work as a group to build as tall a tower as possible (in 20 minutes).</li> <li>• Self-reflection. Each learner reflects on the role they took within their team, and how the role taken by other impacted upon them.</li> <li>• Discussion. The value of teamwork. What can they bring to a team? What makes an effective team?</li> </ul>
<b>Reflection and feedback</b>	Trainer facilitates discussion on the nature of teams and the roles people take within teams

<b>Hand-outs</b>	None
<b>Supporting materials:</b> - video - links - literature - others	Spaghetti Marshmallows

<b><i>Knowledge of local agencies and networks that can provide support</i></b>	
<b>Learning objective</b>	Understand what local support agencies are available Understand the different areas for which support is available
<b>Learning outcome:</b> <b>Knowledge and understanding</b> <b>Application of</b> <b>Making judgements</b> <b>Communication skills</b> <b>Learning skills</b>	Knowledge of local agencies that can provide support Able to identify appropriate agencies for support needs -- -- --
<b>Duration</b>	1 hour
<b>How to run the exercise</b>	<ul style="list-style-type: none"> <li>• Trainer introduces various areas in which someone might need support (e.g. health, finance, employment etc.)</li> <li>• Divide learners into groups and ask them to consider what local agencies are available for support and/or information, advice and guidance</li> <li>• Match the local agencies to the relevant issues and discuss where you might go/where you might signpost someone</li> <li>• Divide class into pairs. Pick two organisations they know nothing/little about. Research these organisations online</li> <li>• Discuss as a group experience of accessing some of the services mentioned</li> </ul>
<b>Reflection and feedback</b>	Trainer stimulates discussion on what is good when receiving support and what is not
<b>Hand-outs</b>	
<b>Supporting materials:</b> - video - links - literature - others	

<b><i>Active Listening (and its benefits)</i></b>	
<b>Learning objective</b>	Understand active listening and how it can be beneficial
<b>Learning outcome:</b> <b>Knowledge and understanding</b> <b>Application of</b> <b>Making judgements</b> <b>Communication skills</b> <b>Learning skills</b>	Knowledge of active listening Application of skills for active listening -- Active listening --
<b>Duration</b>	1 hour
<b>How to run the exercise</b>	<ul style="list-style-type: none"> <li>• Trainer divides class into two groups and asks them to come up with different types of questioning</li> <li>• Trainer collates groups ideas</li> <li>• Trainer shows class active listening video (link below)</li> <li>• Trainer facilitates group discussion of the video with a focus on <i>the power of listening</i></li> <li>• Trainer divides learners into pairs – they roleplay non-verbal communication styles (<i>personal space, eye contact, facial expressions, body language, gestures</i> etc.)</li> <li>• Final roleplay to practice active listening skills gained</li> <li>• Group discussion of how people felt when the person listening to them was demonstrating those skills.</li> </ul>
<b>Reflection and feedback</b>	Trainer concludes and reiterates the skills learners should have gained
<b>Hand-outs</b>	
<b>Supporting materials:</b> - <b>video</b> - <b>links</b> - <b>literature</b> - <b>others</b>	<a href="https://www.youtube.com/watch?v=FwEltOeW9aY">https://www.youtube.com/watch?v=FwEltOeW9aY</a>

<b><i>Health Services</i></b>	
<b>Learning objective</b>	Able identify relevant health service providers and when it might be appropriate to access them
<b>Learning outcome:</b> <b>Knowledge and understanding</b> <b>Application of</b> <b>Making judgements</b> <b>Communication skills</b> <b>Learning skills</b>	Knowledge of available health support provision -- Which health service provision is appropriate? -- Reflection
<b>Duration</b>	1 hour

<b>How to run the exercise</b>	<ul style="list-style-type: none"> <li>• Trainer facilitates group discussion of providers of health support (GP, hospital, pharmacy etc.)</li> <li>• Trainer explains the difference between primary and secondary health services (if appropriate to country)</li> <li>• Ask learners to consider the services compared to those that are available in their country of origin</li> <li>• Trainer divides learners into pairs. They roleplay a series of ailments and try to identify which of the health providers is relevant</li> <li>• Trainer facilitates learner's discussion of their experience(s) of accessing health services and any issues they may have had</li> </ul>
<b>Reflection and feedback</b>	Trainer provides feedback on health services. Check-in with learners to make sure they have not been <i>triggered</i> by anything discussed, particularly in relation to mental health
<b>Hand-outs</b>	
<b>Supporting materials:</b> <ul style="list-style-type: none"> <li>- video</li> <li>- links</li> <li>- literature</li> <li>- others</li> </ul>	

# ANNEXES

## Digital Exercises:

### Annex 4.2

#### Steps for Copying a File with Copy and Paste

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

#### Steps for Moving a File with Cut and Paste

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

#### Steps for Renaming a File

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

#### Steps for Deleting a File

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

#### Steps for Restoring a File from the Recycle bin



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

## Annex 5

Steps for transferring a photo to another device using Bluetooth

8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_

Steps for transferring a file to another device using a wire

8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_

## Annex 6.1

### Creating a Google Account

Creating a Google account is fairly simple. You'll need to provide some basic information, like your **name**, **age**, and **location**. Once you create and verify your account, you'll be able to use **Gmail**, **Google Docs**, **Google Calendar**, and many other services.

In this lesson, we'll show you how to **create an account**.

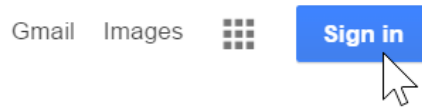
Creating an account

In order to create a Google account, you'll need to enter some information, like your **name**, **birth date**, and **location**. Creating a Google account will automatically create a **Gmail** email address.

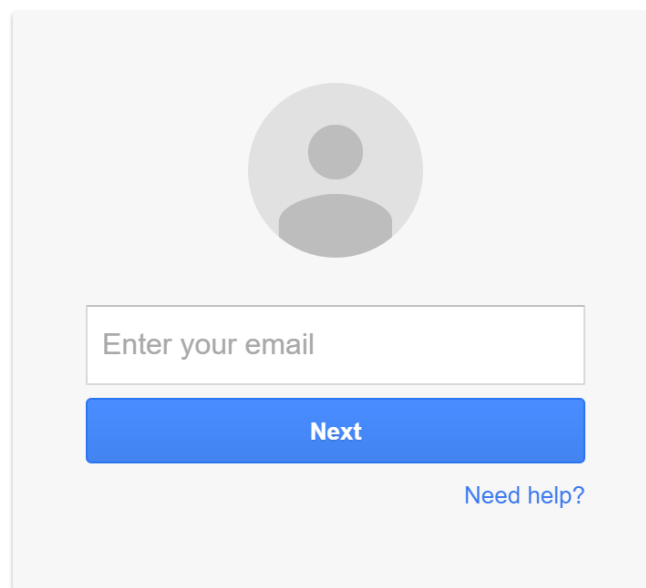
If you have a Gmail address, you **already have a Google account** so you won't need to create an account. You can simply sign in to Google using your Gmail information.

To create a Google account:

1. Go to [www.google.com](http://www.google.com). Locate and select the **Sign in** button in the top-right corner of the page.



2. Click **Create an account**.

A screenshot of the Google account creation form. It features a grey circular profile picture placeholder at the top. Below it is a white text input field with the placeholder text 'Enter your email'. Underneath the input field is a blue button labeled 'Next'. In the bottom right corner of the form, there is a blue link that says 'Need help?'.

[Create account](#)

The **signup** form will appear. Follow the directions by entering the required information, such as your name, birth date, and gender.

**Name**

Elena Casarosa

**Choose your username**

EMCasarosa82 @gmail.com

**Create a password**

.....

**Confirm your password**

.....

**Birthday**

March 02 1982

3. Review Google's **Terms of Service** and **Privacy Policy**, click the checkbox, then click **Next step**.

I agree to the Google [Terms of Service](#) and [Privacy Policy](#)

**Next step**

4. The **Create your profile** page will appear. Click **Add a photo** if you want to add a photo to your profile. If you don't want to set a profile photo at this time, click **Next step**.

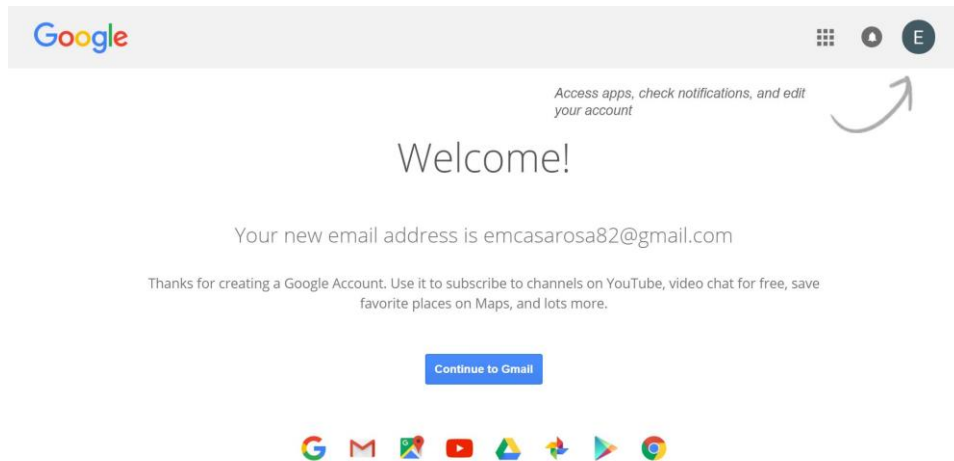
Choose how you appear across Google by creating a public Google+ profile.  
Include a photo - you can update it at any time.

Elena Casarosa

Add a photo

**Next step**

5. Your account will be created, and the Google welcome page will appear.

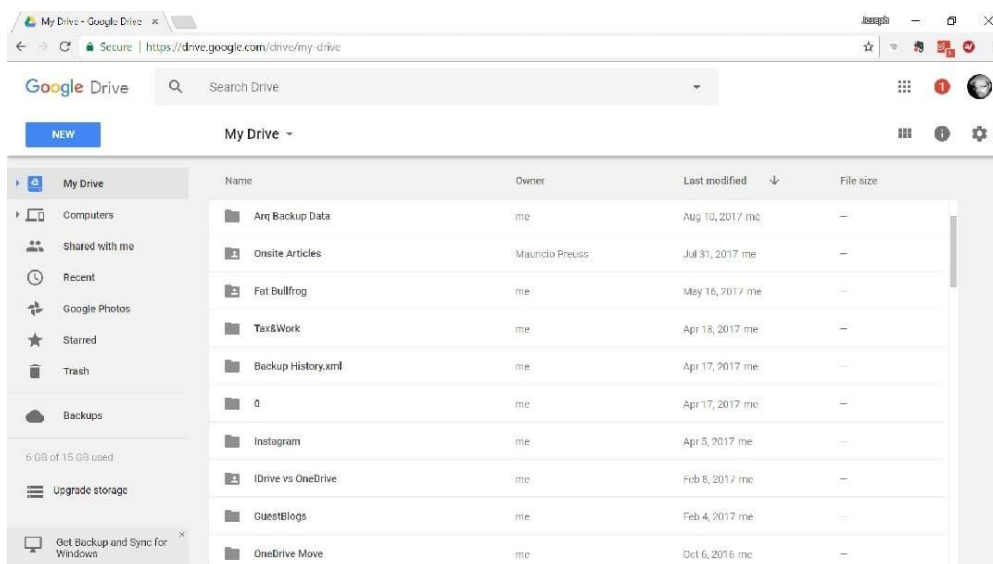


Just like with any online service, it's important to choose a **strong password**—in other words, one that is difficult for someone else to guess. For more information, review this **Creating Strong Passwords** lesson from our **Internet Safety** tutorial.

## Annex 6.2. Accessing Google Drive

### Using Google Drive from Your Browser

Google Drive can be accessed through the major browsers by going to [drive.google.com](https://drive.google.com) and logging in using your Google account credentials.



The user interface is fairly intuitive, with navigation tabs along the left margin for:

- My Drive: access your stored files
- My Computer: see what computers are synced
- Shared with Me: access files shared with you
- Recent: access recently used files
- Google Photos: access your photo library

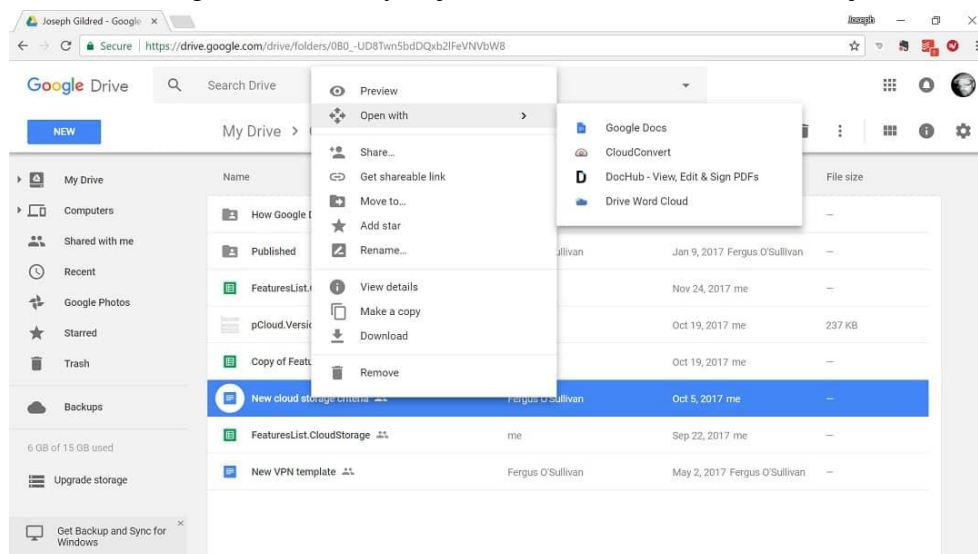
- Starred: view files tagged for importance
- Trash: access your recycle bin
- Backups: access your backups
- Upgrade Storage: buy more cloud storage

The “my drive” tab is the central hub of Google Drive. It contains the main repository for files you upload to the Google cloud. It works like a folder, capable of containing both files and subfolders. In fact, My Drive mirrors the Google Drive sync folder that gets installed on your computer when you install the Google Drive client (we’ll touch on that in the next section).

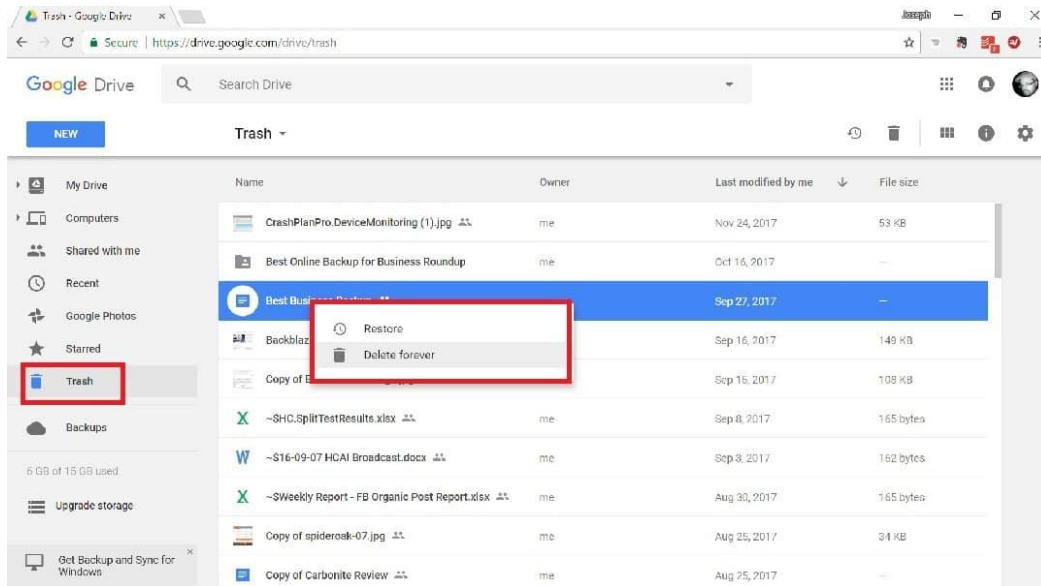
These subfolders and files appear in the central pane of the browser interface if you’ve clicked on the “my drive” tab. Double-clicking on any subfolder in that central pane lets you drill down into it to access files and additional subfolders contained within.

If you know the specific name of a folder or file you’re looking for, you can also use the search bar to near the top to find it more quickly.

Navigating through My Drive works more or less like any graphical file system, so if you’ve used Windows or MacOS before, it should all seem pretty familiar. You can drag-and-drop folders and files, and right-click on any object to access a menu for that object.



Menu items of note include an option to preview the file and another to open the file in a program capable of working with it.



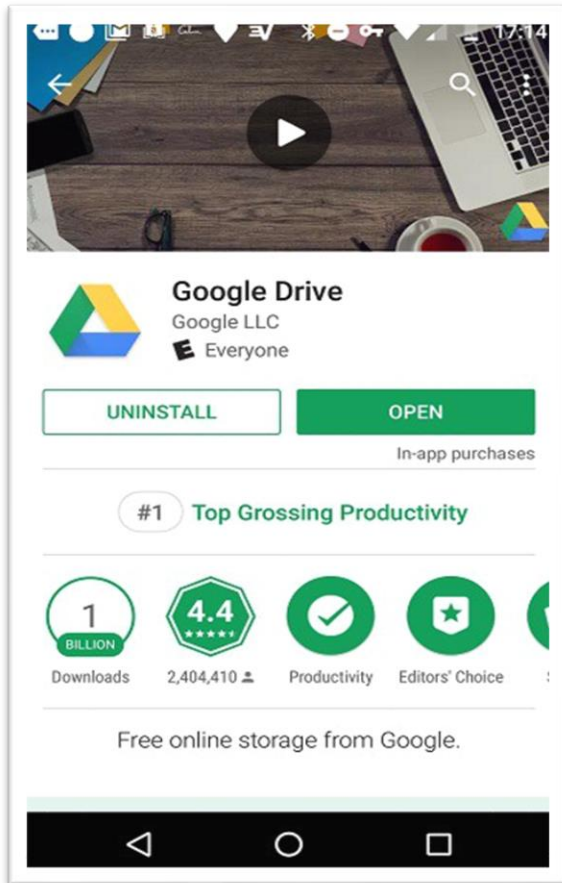
At the top of the central view, there's also a drop-down menu that lets you create new folders, upload folders and files and create new files using a program integrated with your Google Drive cloud storage.

### Using Google Drive on Your Mobile Device

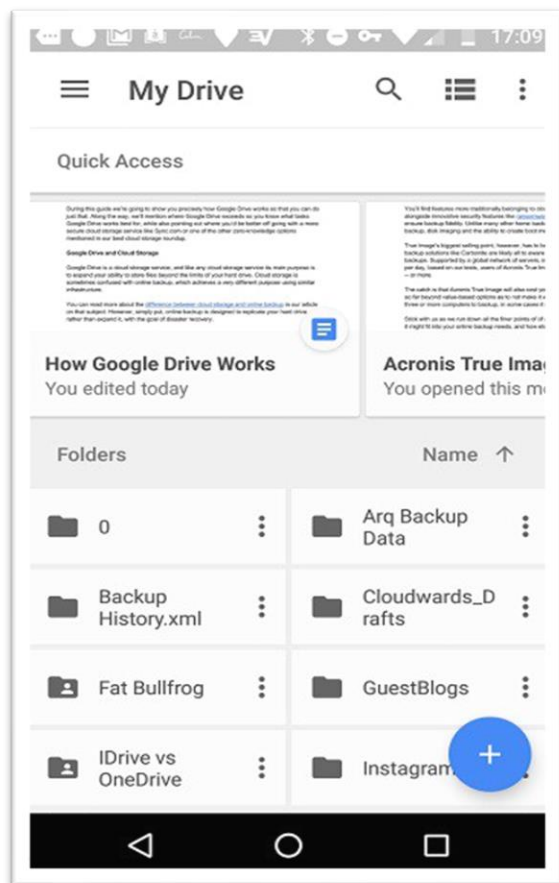
Google makes smartphone apps for both Android and iOS. During this segment, we'll be primarily looking at the Android experience as that seems the most commonly used.

While smartphone hard drives have grown in recent years, with storage capacities of 16, 32 and 64GB now commonplace, the amount of data we capture on our smartphones has more than kept pace.

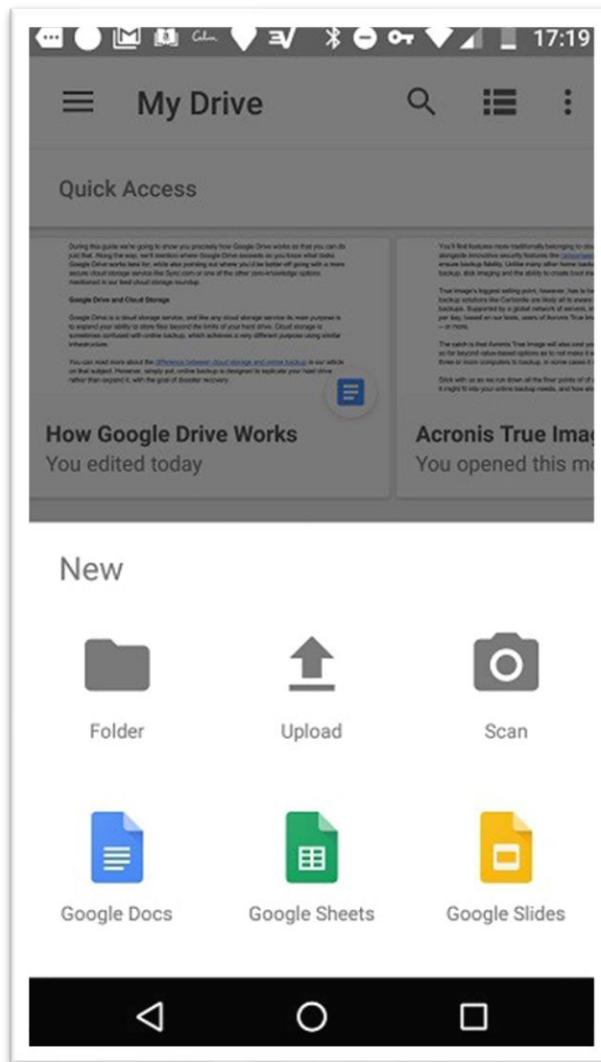
Android users get access to the Drive app by default, but if you've deleted it, it can be reinstalled by visiting the Google Play Store.



You can access your Drive storage by opening the app. The interface is fairly intuitive, with a search bar near the top to find files quickly, a “quick access” view for opening recently uploaded or edited files and folder navigation for browsing your cloud contents.



There’s also a “plus” button you can tap to upload new files from your device, scan images and create new files using Google Docs, Google Sheets and Google Slides.



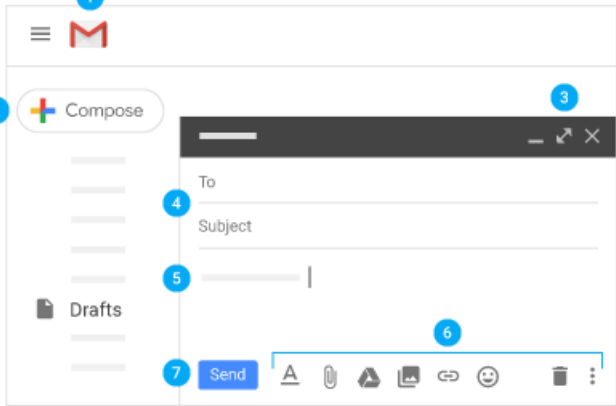
Each folder and file has additional menu options, too.



## Annex 10

### Using email

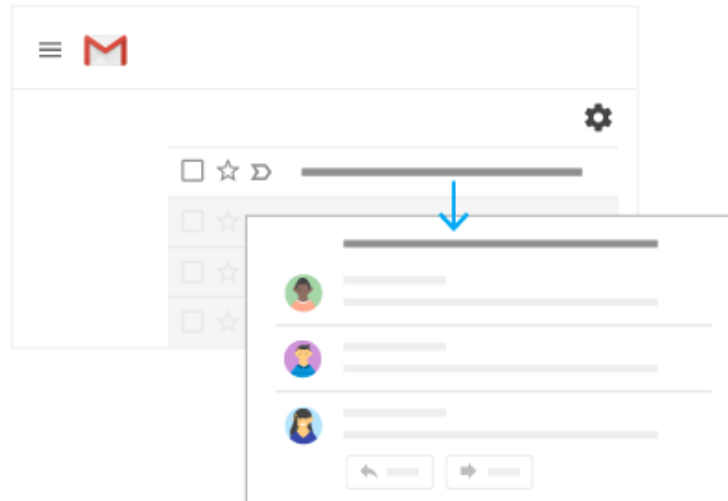
#### Create and send email

<p>Open <u>Gmail</u>. On the left, click <b>Compose</b> (Optional) Change your window using the buttons in the upper corner. Add recipients and a subject. Enter your message. Email you start writing but don't send are automatically saved in <b>Drafts</b> on the left. (Optional) Add attachments attach_file, links link, images image, and more. Click <b>Send</b>.</p>	 <p>The screenshot shows the Gmail Compose window. Callout 1 points to the Gmail logo. Callout 2 points to the 'Compose' button. Callout 3 points to the window control buttons (minimize, maximize, close). Callout 4 points to the 'To' field. Callout 5 points to the 'Subject' field. Callout 6 points to the text input area. Callout 7 points to the 'Send' button. The left sidebar shows 'Drafts'.</p>
--	--

**Tip:** To cancel sending an email, at the bottom of the window, click **Undo**. This option appears briefly, but you can change how long it lasts.

#### See new email

Unread email are **bold**. To open an email, click it. By default, replies to email are grouped into conversations. Keeping all email together in a thread makes it easier to keep track of them and saves space in your inbox. If you prefer to separate your existing email from future email, you can turn off conversation view.

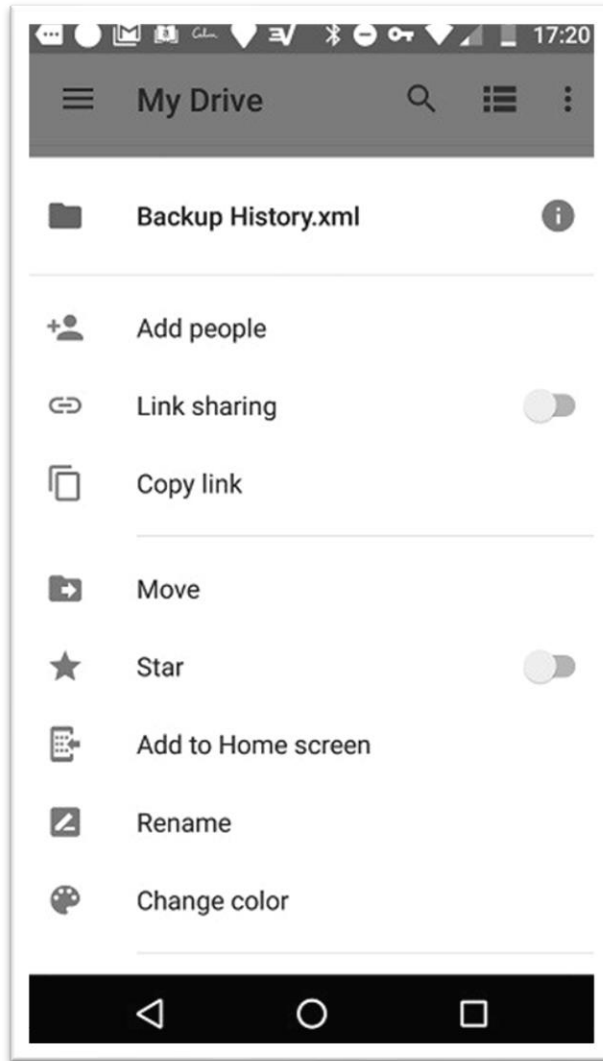


### Turn off conversation view:

1. In the top right, click Settings settings > **Settings**.
2. In the **General** tab, scroll to **Conversation View** and select **Conversation view off**.
3. At the bottom, click **Save Changes**.

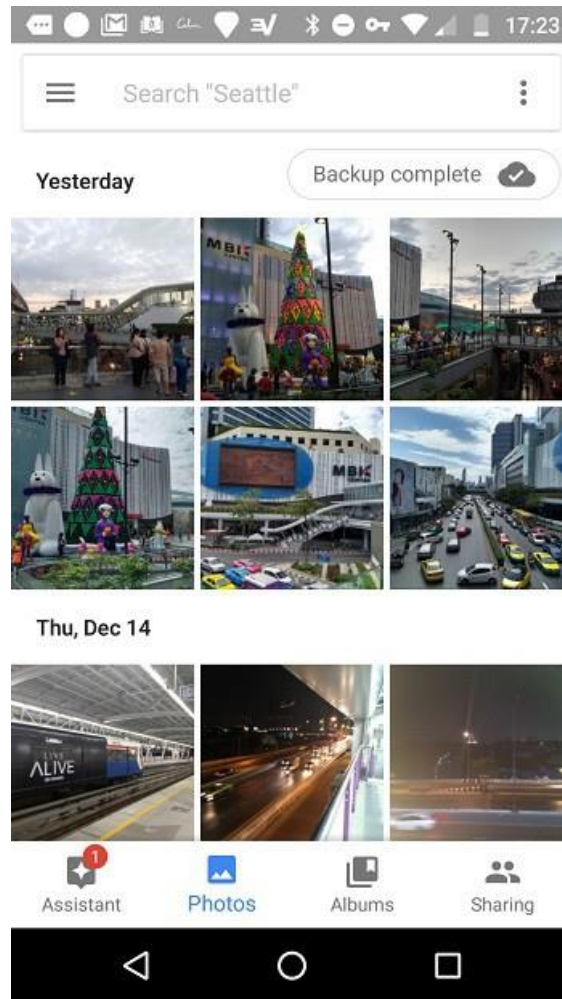
### Reply to email

1. Click on the email you wish to reply or forward
2. To reply to an email, click Reply.
3. To forward an email, click Forward



These options include sharing functionality, which lets you add people to folders or generate a link for sharing. You can also move and rename files, star them for importance and add them to your phone's home screen for easy access.

While it shares storage with Google Drive, Android users also have access to a separate app for Google Photos.



The Photos app has a search feature for finding photos fast, or you can browse photos by date and albums. The app automatically sends photos to the cloud, so you don't have to worry about losing them should you break or misplace your phone.

To prevent photos from taking up space on your phone, Google Photos can also automatically delete images on your phone that have already been safely uploaded.

There's even a share feature so you can quickly send photos to friends, family and colleagues.

Overall, the Google Drive app is one of the best cloud storage mobile apps available for its ease of use and power. Even if you end up going with another cloud storage provider for day-to-day activity, its at the very least a great way to manage photos and files created on your phone.

## Annex 11

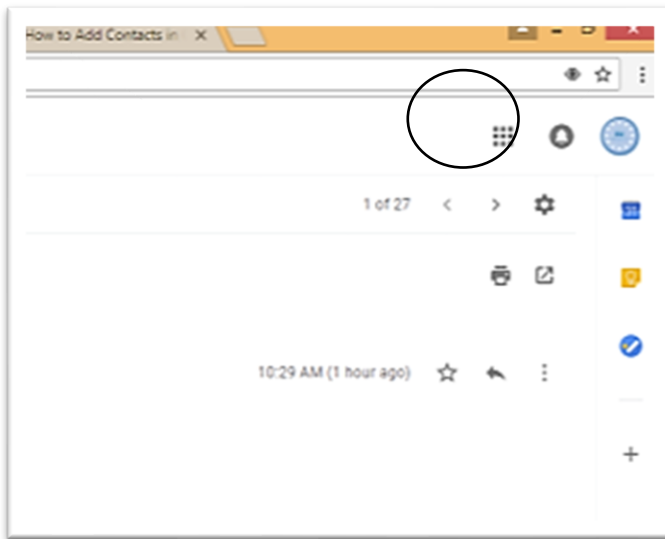
### Using Google Contacts

To add a contact that has send an email to you

1. Click on the email and then click reply
2. Point your mouse on the email
3. Click the Add Contact Button.

## To View your Contacts

1. Click on the Google Apps button at the top right of your screen



2. Click More and then click on Contacts
3. Click on the Button Add Contacts to add the details of a contact such as Name, Email etc

## Annex 12

### Signing Up for a Facebook Account

To sign up for a Facebook account, follow these three easy steps.

1. Visit [Facebook's website](http://www.facebook.com) ([www.facebook.com](http://www.facebook.com))
2. On the homepage, fill out your first name, last name, mobile number or email, password, birthday, and gender.
3. Press "Sign Up".

## Create a New Account

It's free and always will be.

First name  Last name

Mobile number or email

New password

**Birthday**

Oct  9  1993  Why do I need to provide my birthday?

Female  Male

By clicking Sign Up, you agree to our Terms, Data Policy and Cookies Policy. You may receive SMS Notifications from us and can opt out any time.

**Sign Up**

[Create a Page for a celebrity, band or business.](#)

### Setting Up Your Privacy Settings

After you've signed up for a Facebook account, you can adjust your privacy settings to control who can see your profile and information. Follow these four simple steps to change your privacy settings.

1. Click on the downward pointing arrow that's located on the top right corner of any Facebook page.
2. Click "Settings".
3. In the left sidebar, press "Privacy".
4. Set who is allowed to see your past and future posts. You can also control how people can find and contact you.

- [General](#)
- [Security and Login](#)
- [Your Facebook Information](#)
- [Privacy](#)
- [Timeline and Tagging](#)
- [Location](#)
- [Blocking](#)
- [Language](#)
- [Face Recognition](#)
- [Notifications](#)
- [Mobile](#)
- [Public Posts](#)
- [Apps and Websites](#)
- [Instant Games](#)
- [Business Integrations](#)
- [Ads](#)
- [Payments](#)
- [Support Inbox](#)
- [Videos](#)

#### Privacy Settings and Tools

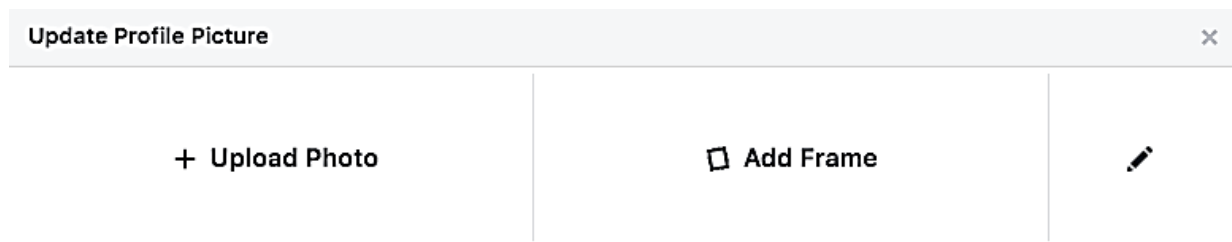
<b>Your Activity</b>	Who can see your future posts?	Public	<a href="#">Edit</a>
	Review all your posts and things you're tagged in		<a href="#">Use Activity Log in</a>
	Limit the audience for posts you've shared with friends of friends or Public?		<a href="#">Limit Past Posts</a>
<b>How People Find and Contact You</b>	Who can send you friend requests?	Everyone	<a href="#">Edit</a>
	Who can see your friends list?	Public	<a href="#">Edit</a>
	Who can look you up using the email address you provided?	Everyone	<a href="#">Edit</a>
	Who can look you up using the phone number you provided?	Everyone	<a href="#">Edit</a>
	Do you want search engines outside of Facebook to link to your profile?	Yes	<a href="#">Edit</a>

## Personalising Your Profile

Odds are, there's probably someone on Facebook who has the same name as you. To differentiate yourself from these people and help your friends and family find you on Facebook, personalise your profile by adding a profile picture, cover photo, and some personal information.

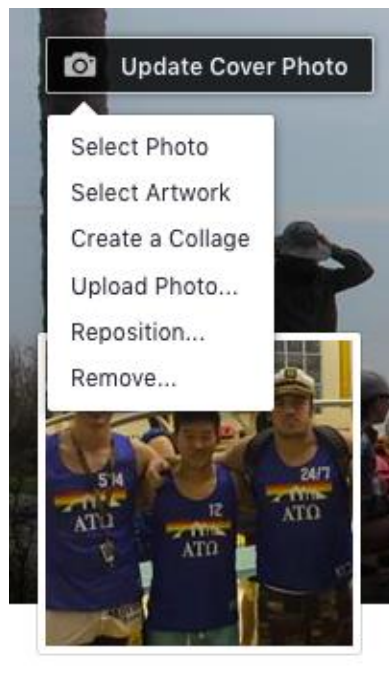
### Picking a Profile Picture

1. Go to your profile and click on your profile picture.
2. To pick your profile picture, choose a photo that you're already tagged in on Facebook, one that you've uploaded to Facebook, or a photo from your computer. You can also add a frame to your profile picture.



### Choosing a Cover Photo

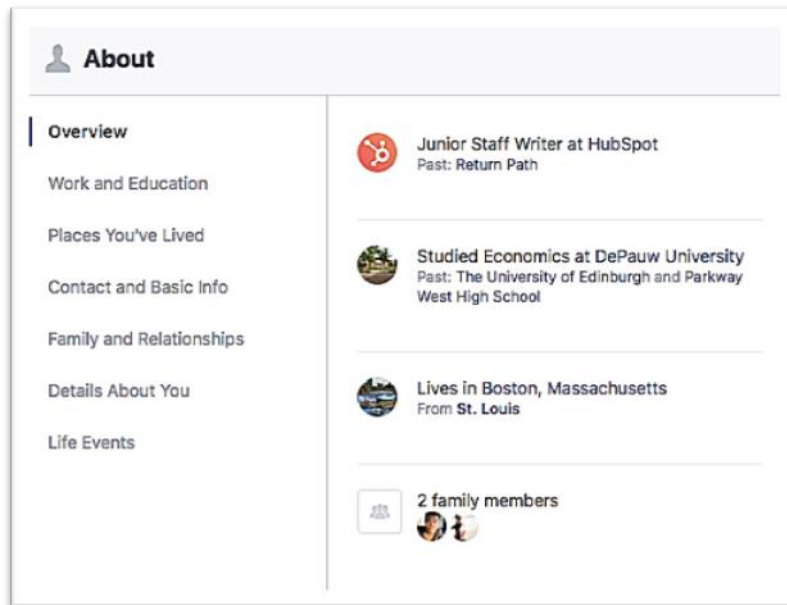
1. Click the camera button on your cover photo, which is on your profile.
2. To choose your cover photo, you can pick a photo from your Facebook profile, a selection of Facebook's own cover artwork, create a collage, or upload a photo from your computer. You can also reposition or delete your current cover photo.



### Updating Your Profile

1. Click the "About" section on your profile page.

2. In this section, you can fill in information about your work and education, the places you've lived, contact and basic info, family and relationships, details about you, and life events.



## Annex 13

### Finding your friends

Facebook can be lonely without friends, so fire off those friend requests. Once you've collected a few friends, Facebook will start suggesting other people to be your friend based on common friends and interests. Below are two methods for finding friends.

**Search:** The search bar at the top of the page is the quickest and easiest way to find your friends on Facebook. Just type the name of your friends, family, and coworkers in the search bar. It's an easy way to find just about anybody on the site.



Facebook interface showing search results for "Digital Trends" and a privacy settings menu.

**Search Results:**

- digital trends
- digital trends en español
- digital trends en espanol
- digital trends amazon
- digital trends 2018
- digital trends ranchi
- digital trends tiny house
- See all results for digital trends

**Privacy Settings:**

Who can look up your future posts?	Friends	Edit
Who can see posts and things you're tagged in?	Friends	Use Activity Log
Who can see the list of posts you've shared with friends or Public?	Friends	Limit Past Posts
Who can see your friend requests?	Everyone	Edit
Who can see your friends list?	Friends	Edit
Who can look you up using the email address you provided?	Friends	Edit
Who can look you up using the phone number you provided?	Friends of friends	Edit
Do you want search engines outside of Facebook to link to your profile?	No	Edit

**Footer:**

About Create Ad Create Page Developers Careers Privacy Cookies Ad Choices Terms Help

Facebook © 2018  
 English (US) Deutsch Español Français (France) 中文(简体) العربية Português (Brasil) Italiano 한국어 हिन्दी 日本語 +

## Mathematical exercises

### Annex 16

You come to the grocery store and see a shelf where Sale is written, all goods with a 30% discount. On the shelf there is bread - 2 Euro, butter - 3 Euro, Milk - 3.5 Euro and Yogurt - 2.5 Euro.

**Your task:**

Calculate how much discounted products will cost and how much you will need to pay?

### Annex 17

Imagine that you have a big family and every morning you cook something special for them. This morning you decided to make Good Old-Fashioned Pancakes.

**Ingredients (Original recipe makes 8 servings)**

1 1/2 **cups** all-purpose flour

3 1/2 **teaspoons** baking powder

1 teaspoon salt

1 **tablespoon** white sugar

1 1/4 cups milk

1 egg

3 tablespoons butter, **melted**

The recipe is written only for 8 servings, but since you have a big family you need to prepare more servings. That's why you need to change the pancake recipe and increase the serving size to 24 portions.

**Your task:**

Calculate the recipe to be followed for making 24 servings of pancakes

### Annex 18

The package contains 20 pieces of 200 mg tablets each. For children from 3 to 6 years (up to 22 kg), a single dose of 100 mg, for children from 6 to 9 years (up to 30 kg) - 150 mg, for children from 9 to 12 years (up to 40 kg) - 200 mg, for children 12 years and adults (body weight over 40 kg) - 400 mg.

**Your task:**

Determine how many (dose) tablets need to drink every below category:

- child from 3 to 6
- child from 6 to 9
- child from 9 to 12
- child from 12 and adults

## Annex 19

I need to be at the cottage at 15.40. I spend 1.40 hours on the road. Today I need to drop by the store.

### **Questions:**

When should I start my trip? How much time can I spend in the store?

## Annex 20

Let's say your salary is 250 euros per month. You decide to save 10% of your salary every month.

### **Your task:**

Calculate how much money you can save from your salary in one month, half a year and a whole year.

## Annex 21

You stand at the checkout and pay for the goods. You bought goods for 43,50 EUR, you have 50 EUR banknotes for 10 EUR. And they give you a change of 5EUR.

### **Question:**

1. Did they give you the right change, if not, what amount of the change you had to receive?

## Annex 22

For a better understanding of units of measure, the next task will be to measure each participant's body parameters individually (bust, waist, hips, bicep, thigh, calf, etc.). (prepare tape measure).

# Literacy Exercises

## Annex 23

Bingo – find someone who

can play a musical instrument? Name:	is older than you? Name:	birthday is in March Name:	plays football? Name:
can drive a car? Name:	has a brother? Name:	likes gardening? Name:	doesn't have a tattoo? Name:

## Annex 24

Baggage claim luggage labels

Bart Simpson

- I am a cartoon character
- I am 10 years old
- I live in Springfield
- My parents are Homer and Marge

Prince William

- I am a member of the British Royal family
- I have 3 children
- I used to fly search and rescue helicopters

Superman

- I have superhero powers
- I was born on the planet Krypton
- I am a news reporter named Clark Kent

Brad Pitt

- I am an American actor and film producer
- I starred in Once Upon a Time in Hollywood and Fight Club
- I have been voted the world's most attractive man

- I was half of Brangelina

#### Muhammad Ali

- I was a sports star
- I was famous for “float like a butterfly, sting like a bee”
- I am known for a boxing match nicknamed the rumble in the jungle

#### JK Rowling

- I am an author and film producer
- I live in Scotland
- I like all things magical
- My screenwriting debut was “Fantastic Beasts and Where to Find Them”

#### David Beckham

- I am married to a fashion designer
- I have been to a royal wedding
- I have 4 children
- I played football for Real Madrid

#### Cinderella

- I am a cartoon character
- I have 2 sisters
- I am not allowed out late
- I love shoes!!

#### Annex 25

Example of job application form

#### Application form

Application for employment as .....

Name .....

Address .....

Postcode .....

Phone .....

Email .....

#### **Education and training**

Name of school/college Qualification	Subjects studied
---	------------------

**Information in support of your application**

Please include any skills, experience and qualifications you have acquired that can support this application whether within the working environment or outside.

Work Experience	
Date	Employer (Name & Address)
Main Responsibilities	

Other skills and experience
-----------------------------

Do you consider yourself to have a disability?

Yes / No

Please tell us if there are any 'reasonable adjustments' we can make to assist you in your application or with our recruitment process

.....
-------

Do you need a work permit to work in the UK?

Yes / No

When can you start work for us?

.....
-------

**References**

Please give the names and addresses of two persons as referees - other than your present employer or relatives - who we can approach now for references. No approach will be made to your present or previous employers before an offer of employment is made.

1 .....
---------

2 .....
---------

I confirm that to the best of my knowledge the information I have provided on this form is correct and I accept that providing deliberately false information could result in my dismissal.

Name.....

Signature ..... Date .....

## Annex 26

### Running dictation quotes

"Spread love everywhere you go. Let no one ever come to you without leaving happier." -  
*Mother Teresa*

"Always remember that you are absolutely unique. Just like everyone else." -*Margaret Mead*

"Tell me and I forget. Teach me and I remember. Involve me and I learn." -*Benjamin Franklin*

"In the end, it's not the years in your life that count. It's the life in your years." -*Abraham Lincoln*

"The greatest glory in living lies not in never falling, but in rising every time we fall." -  
*Nelson Mandela*

"How wonderful it is that nobody need wait a single moment before starting to improve the world." -*Anne Frank*

"The only impossible journey is the one you never begin." -*Tony Robbins*

"You only live once, but if you do it right, once is enough." -*Mae West*

"The purpose of our lives is to be happy." -*Dalai Lama*

"Life itself is the most wonderful fairy tale." -*Hans Christian Andersen*

"The way to get started is to quit talking and begin doing." -*Walt Disney*

"It does not matter how slowly you go as long as you do not stop." -*Confucius*

## Annex 27

Some statements to use for human bingo

Who can play a musical instrument?

Who is older than you?

Who is younger than you?

Whose birthday is in March (use other months on other cards)

Who plays football?

Who plays table tennis?

Who can't swim?

Who can drive a car?

Who has a brother?

Who has a sister?

Who is an only child?

Who has a tattoo

Who has never travelled on the tube

Who likes gardening

Whose favourite colour is red (or other colours)

## Annex 28

Complete the sentence



I like people who...

The funniest thing I ever saw was...

I would like to...

The riskiest thing I ever did was...

I hate it when...

My favourite music is...

My favourite food is...

The best gift I ever received was...

I have never...

If I had a £1,000,000 I would...