



European project

Stronger Together

ERASMUS+ Programme

PRESENTATION OF THE CURRICULUM

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Introduction

- The Stronger Together curriculum is composed of **five training modules**
- Designed for teachers who teach **pupils between 10 and 12** year old
- The curriculum engages a **dialogue** on essential themes with the aim to develop competences that can ultimately help to **prevent radicalization**
- The modules combine **theory** with **practice**. They contain guidance and activities related to **5 themes** (modules):
 - *Morality*
 - *Self-control*
 - *Inclusion and diversity*
 - *Critical thinking*
 - *Conflict prevention and resolution*
- It is recommended but not necessary to follow this order



Introduction

- The 5 training **modules** are built in the same way. They **contain guidance** for the teacher **and** propose **3 activities** to be implemented with the class (each adapted to an age)
- The **learning process** of each module follows the same path:
 - An introduction to the theme
 - Practical activities
 - A wrap-up and evaluation with the pupils
- Each module is backed by specific exercises of the **digital game**, ideally implemented right (or short) after the class dedicated to the theme in question
- **Time** needed:
 - 1 training time slot (40 to 50 min.) per module, including 1 practical activity
 - 1 training time slot (40 to 50 min.) for the digital game, supposed to follow each training module

Introduction

- **Full training process** (recommended but not necessary):

	10 y. o.	11 y. o.	12 y. o.
Morality	1 curriculum activity + 1 digital game session	1 curriculum activity + 1 digital game session	1 curriculum activity + 1 digital game session
Self-control	1 curriculum activity + 1 digital game session	1 curriculum activity 1 digital game session	1 curriculum activity + 1 digital game session
Inclusion & diversity	1 curriculum activity + 1 digital game session	1 curriculum activity + 1 digital game session	1 curriculum activity + 1 digital game session
Critical thinking	1 curriculum activity + 1 digital game session	1 curriculum activity + 1 digital game session	1 curriculum activity + 1 digital game session
Conflict prevention	1 curriculum activity + 1 digital game session	1 curriculum activity + 1 digital game session	1 curriculum activity + 1 digital game session

- **Each module** should be addressed **at least once** over the three school years



Introduction

- The curriculum intends to be **ready-to-use** (full and practical instructions, necessary training material, etc.)
- The **teacher** remains the **ultimate conductor** of the process
- The teacher can **adapt** his / her teaching and pick activities according to the context (age of the pupils, limitations, available resources...)
- Curriculum **available in 7 language**: strongertogetherproject.eu/curriculum
 - English
 - French
 - Danish
 - German
 - Italian
 - Macedonian
 - Swedish



CURRICULUM



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THE FIVE MODULES



MORALITY

Curriculum

Living together requires shared rules and values. The rules are generally established by law or by regulations, they must be respected, subject to sanctions. Among the fundamental values of our European democratic societies are freedom, respect, equality, the rule of law and the separation of powers. Rules and values are not static, but can evolve through democratic debate. Morality is about making choices and acting according to what we believe is right, consistent with our convictions (freedom, responsibility) and the rules and values of the society that hosts us (respect, rule of law).



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SELF - CONTROL

Curriculum



Self-control allows us to control our impulses and better progress towards our personal goals while respecting others. Learning self-control starts from childhood through the development of emotional and social skills: understanding and control of emotions, resistance to temptation, tolerance to frustration, perseverance. Practice and experience make it possible to develop self-control. When faced with difficult situations, it is important to learn to take a step back and control our aggression. Self-control learning is facilitated by a caring environment and requires the support of teachers and parents. Generally, better overall results are achieved by adopting a cooperative attitude rather than a competitive or individualistic one.

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INCLUSION & DIVERSITY

Curriculum

Our societies are mixed and open to diversity, this is part of our shared values. In our history, attempts at ethnic and religious cleansing have caused much misery. Living together with our differences is more of an opportunity than a threat. Learning to live together requires adopting a positive attitude and developing specific skills: openness, dialogue, respect, solidarity, responsibility. Beyond our differences, which enrich each other, we are all human beings with common foundations: need of recognition, love, respect, friendship, that is what unites us.

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MODULE



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CRITICAL THINKING

Curriculum

Critical thinking enables us to build an informed opinion in order to be able to choose and act accordingly, while respecting others. It is first of all a question of attitude: open-mindedness, curiosity, prudence, lucidity, autonomy, objectivity. It is also necessary to develop skills, such as collecting, comparing and verifying information, as well as dialogue with others, in order to develop a personal opinion and be able to make it evolve. Internet, new media and new technologies make these learnings even more essential for kids. It is probably impossible to escape subjectivity and the absolute reality is probably elusive, but critical thinking makes it possible to maintain coherence between our identity and our values on the one hand and the world around us and the information received on the other hand. Positioning helps us to grow and find our place in society.



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PREVENTING & SOLVING CONFLICTS

Curriculum

(Violent) radicalism is an ideological commitment that rejects the existing order, and considers that violence is a legitimate means to achieve its goals of changing society. Radicalization is an individual or collective process that can affect anyone and is not just about religion. Generally, this process induces isolation, a dogmatic thought (my vision of the world is the only one that is right), proselytism, a rejection of those who think or act differently, and even their dehumanization, which justifies the fact of brutalizing them. There are ways to prevent violent radicalization, including maintaining dialogue, fraternity and critical thinking.



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Relevance of the activity to the theme

This exercise can be used as an introduction to the theme "Morality". Morality is about making choices and acting according to what we believe is right, consistent with our convictions and the rules and values of the society. Moral dilemmas illustrate that this is not always easy and that truly 'right' answers may not exist in some situations, but rather a choice to make between different moral imperatives.

Expected results

This activity will train pupils to reflect upon their own moral values and listen to their classmates. It can prepare them for a better understanding of concepts such as: limits, rules, morality, fairness...

Comments

This activity can be scaled to different age groups.

ACTIVITY 2

EN



50 min. A PowerPoint presentation of King 33, to be evaluated. (Additional)

Instructions

The poster created in the beginning of the module can be a point of reference for the pupils during the activity, which they can return to, if they need to recall how to define the theme.

Before starting PowerPoint, the teacher chooses 3 students who will read the role of 3 animated animals showing up in the slides: Sofia the giraffe, Bibi the bear and Yoyo the rabbit (you are free to change the name of the characters). For each slide, the teacher invites students to ask questions and proposing answers, keeping an eye on the time schedule.

In this workshop teachers' role is to facilitate the debate.

Kort Læresen Impulser... Det er meningen, at Stroop-testen skal med, hvad selvkontrol kan være, og hvordan bestemt skal denne øvelse gøre det klart for eleverne, at styrer ens impulser, og lade til en diskussion om, at være nyttigt at styrer sine impulser i nogle situationer, og det i deres hverdage.

- Giver vidt egen uddannelse
- Inkluderer praktiske træne deres selvkontrol.

INCLUSIVE Kernbol... EINFÜHRUNG... ATTIV...

Thank you for your attention



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