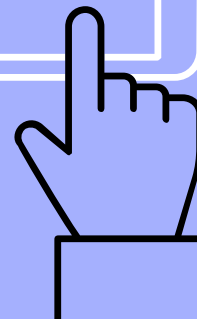
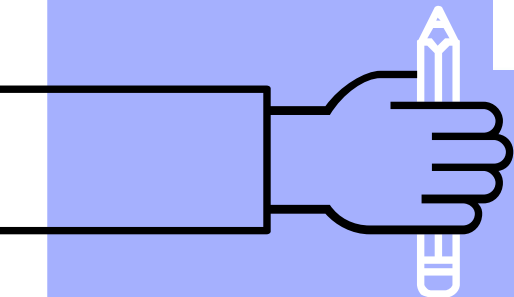
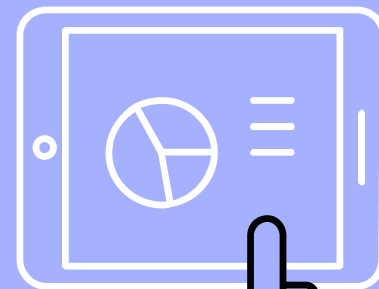
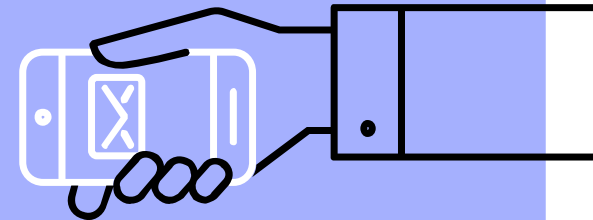
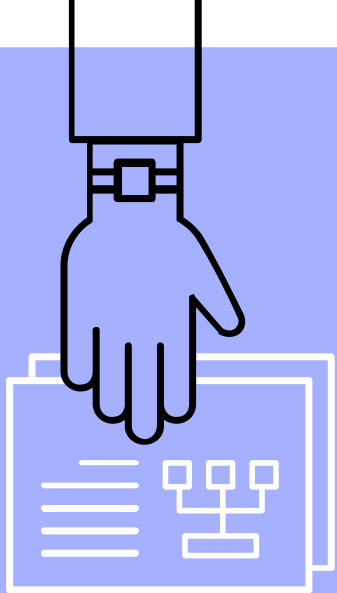


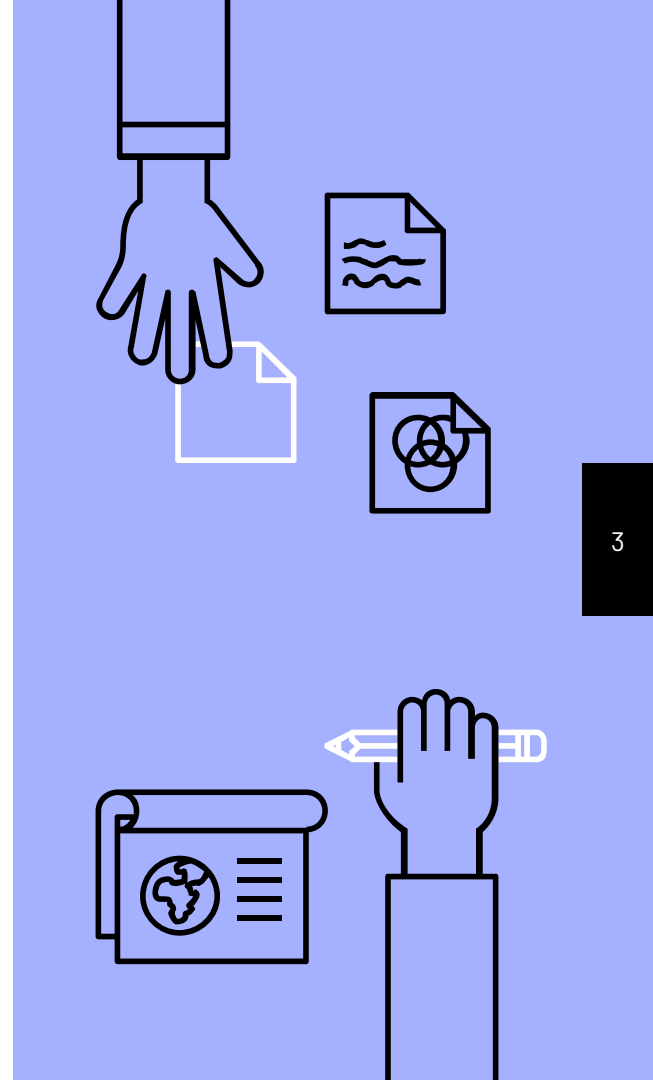
# Project Stronger Together



# **The handbook aims to convey the following:**

- Summarize the whole project and usability for the users
- Promote the unique methodology of the project
- Present the main goals of the curriculum
- Inform about the digital game product
- Present the partner organizations included in the project
- Collect and show the best practices from each partner country

***We like to think that the handbook is an excellent way to describe the project, and easily refer to key essential information.***



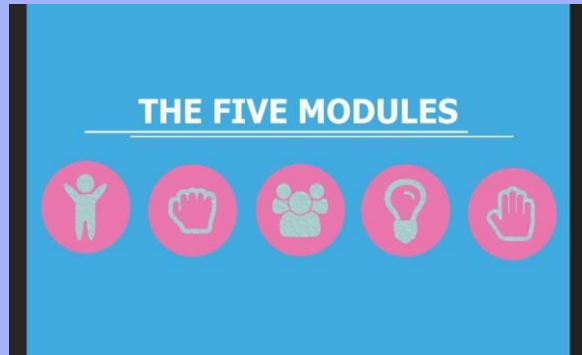
# Contents of the Handbook

## Point 1 – Project

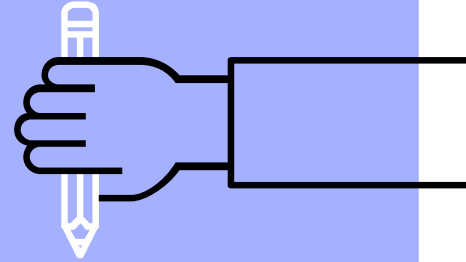
- The project is based on the curriculum, the main product besides the digital game. This is a great tool to use in regular classes, to teach children about fundamental values of empathy and social cohabiting
- With the curriculum usage (along the game), teachers, parents, and children ages 10-12, will all take part in prevention of violent radicalization
- The classroom discussions become more productive through this, and children are prepared with good values prior to the higher education later on
- The 5 modules are the main 5 values that delve deeper upon studying them



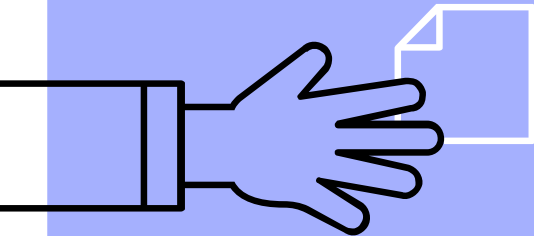
*We put main emphasis on the 5 modules:*



1. Morality
2. Self-control
3. Inclusion & diversity
4. Critical thinking
5. Preventing & solving conflicts



These modules/curriculum, with the game, are available in 7 languages: English, French, German, Macedonian, Swedish, Italian, and Danish.



## Point 2 – PARTNERS



- **VIFIN (Denmark)** –  
Coordinator – Center for  
social development and  
integration



- **VNB (Germany)** –  
Federation for education on  
societal issues



- **Eco Logic (Macedonia)** –  
specializing in sustainable  
and social development



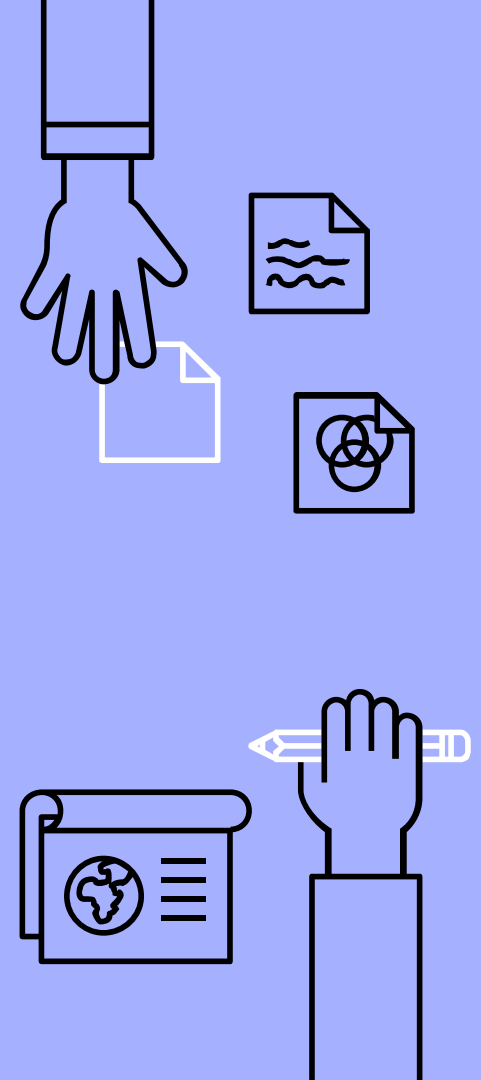
- **CSCI (Italy)** – Training  
agency specializing in  
pedagogy



- **Etterbeek (Belgium)** –  
Pilot municipality



- **Ostra Goinge (Sweden)** –  
Pilot municipality



# Point 3 – METHODOLOGY

**In the Methodology section of the handbook, you can find the following information:**

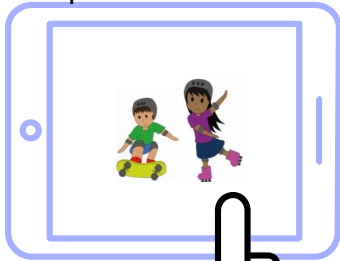
- Best ways to implement the 5 modules of the curriculum, i.e., their recommended normal implementation with pupils
- The curriculum reflects the modules' implementation; through group work, dialogue, activities, game-based learning, reflection of what is learned and tried out.
- Emphasizing the function of the \*curriculum + game\* = this offers flexibility & is a ready, practical educational tool
- What each modules consists of (introduction + practical activities + wrap-up) and needed time dedicated to each
- How can the teacher conduct the sessions in terms of 'time slots' and the age/target groups respectfully



## **Point 4 – THE DIGITAL BOARD GAME**

### **In this handbook section, you can find:**

- The exact modules included per target groups (4 of 5 modules)
- The 2 environments where the game can be played, and how it is best to play it; in class, with a tablet, with 3-4 pupils per group; & at home with tablet or smartphone together with parents/guardians
- Game time needed, 45-60 minutes per theme
- Gameplay; how it's important to make the most good choices as possible





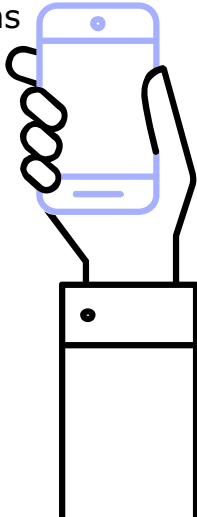
# The gameplay

The goal of the digital game is to make the best choices offered, and as much as possible.

The 4 out of 5 modules contain 10 scenarios each, making pupils think well before choosing, thus working on their teamwork as well.

The game starts first by choosing the language, and then a class level with a group name.

Pupils' goal is to 'save' many characters, and gather as much positive icons as possible.



## **Point 5: Best Practices**

In this section, each partner country contributed with input of the local game and curriculum testing sessions in the schools.



Due to the global pandemic, physical classes were hindered, and every partner did their best to find the best solutions and practices for implementing the game and activities sessions.

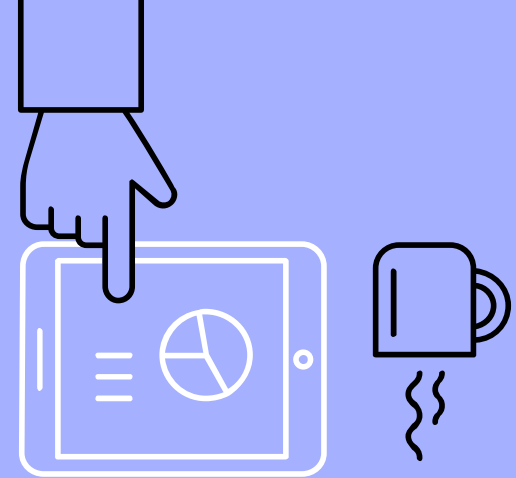
This section contains useful and practical suggestions that were successful and tried out by teachers.



## **Best Practices – categories**

**For each partner's best practice, you will find the following information provided:**

- 1) Schools**
- 2) Number and class of pupils**
- 3) Adaptation to the methodology for the curriculum + game**
- 4) The results of the adaptations made by teachers**
- 5) Impressions and quotes by teachers and pupils**



## **Best practices: VIFIN (Denmark)**

**What: The 5 modules + the game**

**Where: Vejle Midtbyeskole**

**Target group: 5<sup>th</sup> and 6<sup>th</sup> grade, 20 pupils**

**How: Visual working through age-appropriate images for Morality. The conflict management module was adjusted for this use.**

**Results: Positive feedback by pupils, with only 1-2 negative impressions.**

**Quote impression: A positive, fun course that propels more curiosity.**



“

Best practices: Ostra Goinge  
(Sweden)

*What: 3 out of 5 modules (Inclusion and diversity, Morality, Critical thinking)*

*Where: 3 schools (Snapphaneskolan, Prastavangsskolan, Molleskolan)*

*Target group: pupils ages 10 to 12*

*How: Easier sessions with older pupils. Also, projector presenting followed by a dilemma discussion, as well as curriculum used as starting point followed by teacher's activities.*

*Results: In-depth conversations, and direct pupils' involvement in the discussions.*

*Quote impression: Most fun were the discussions, as well as clarifying dilemmas through this method. Also, critical thinking was most enhanced.*



## **Best practices: VNB (Germany)**

**What: 2 out of 5 modules (Self-control, Inclusion and diversity)**

**Where: Gymnasium Luchow (GHS Altenbruch Cuxhaven)**

**Target group: 5<sup>th</sup> and 6<sup>th</sup> grade pupils (upper secondary, as well as lower secondary school for pupils of special needs)**

**How: Combining exercises for self-control. Also, direct interactive participation of pupils for a game session related to the modules tested.**

**Results: Improved knowledge on self-control, and easier discussion about minorities, and diversity.**

**Quote impression: Great enthusiasm by teachers who succeeded to impress the pupils. Also, motivation for organizing a teacher training as well.**





## **Best practices: CSCI (Italy)**

“

***What: 3 of 5 modules (Inclusion and diversity, Critical thinking, Morality)***

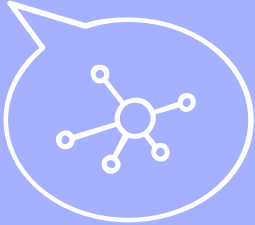
***Where: 2 schools (Tanzio da Varallo, Rosa Stampa)***

***Target group: pupils ages 11 to 14***

***How: Whole class involvement, instead of pairs or groups. Discussing dilemmas and focusing on resolving them together. Digital game was used individually at home.***

***Results: Pupils showed major awareness on the topics, and emotional openness, even though with more intense guidance.***

***Quote impression: Fascinating materials, even though complex for some pupils. Unanimously agreed that this has to affect real life choices.***





## **Best practices: Eco-Logic (North Macedonia)**

**What: Module 5 physically, and modules 1-4 physical and virtual testing**

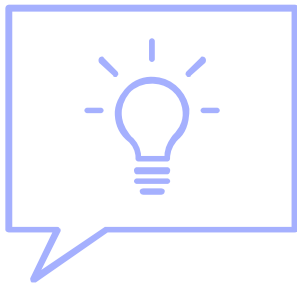
**Where: 2 elementary schools (OOU Bratstvo, and OOU Strasho Pindjur)**

**Target group: 5<sup>th</sup> and 6<sup>th</sup> grades (ages 10-12)**

**How: Dramatization of curriculum exercises, as well as online chat discussions/reflection sessions afterwards. Digital game was played at home, and in online chats as well.**

**Results: Attentive pupils all throughout, with good, detailed discussions. Pupils engaged in discussing the benefits and they self-evaluated what they understood.**

**Quote impression: Online digital game is a big advantage from many aspects. These topics are crucial in our region/country**





**Best practices: Etterbeek (Belgium)**

*What: Module Self-control*

*Where: Claire Joie school*

*Target group: 6<sup>th</sup> grade pupils*

*How: Adaptations of curriculum activities for self-control; waiting for a turn to speak and participate. Also, using a lot of visuals as well.*

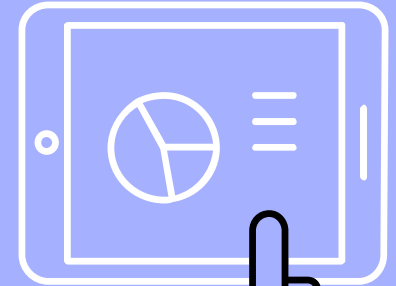
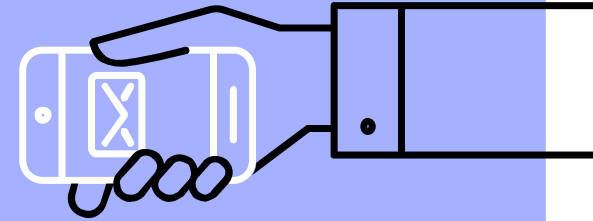
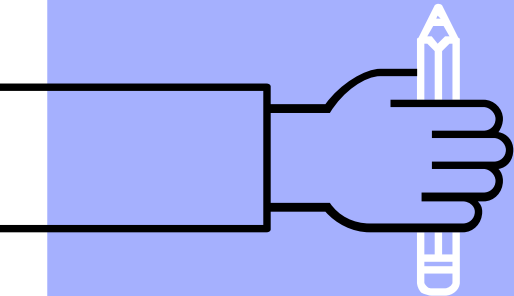
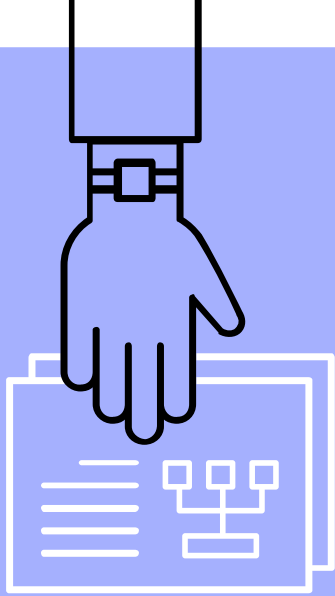
*Results: Better awareness on the content, proposing ideas for controlling oneself when needed, and good control over unpleasant emotions.*

*Quote impression: Sessions went well while those pupils attended that school.*



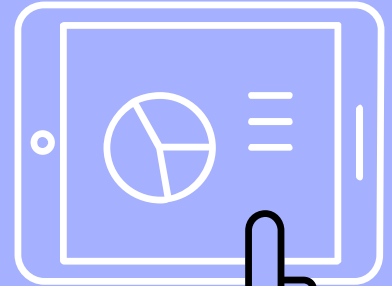
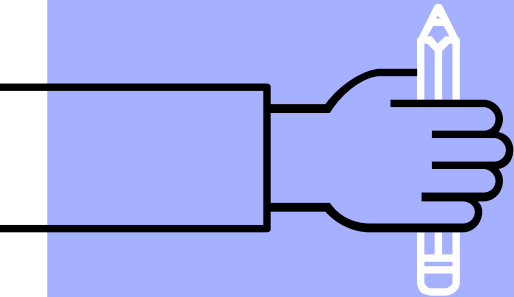
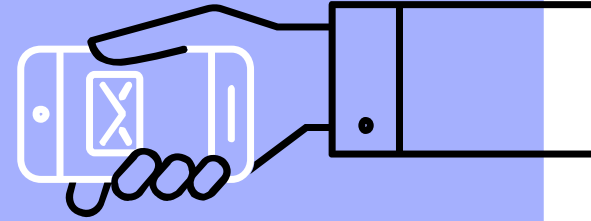
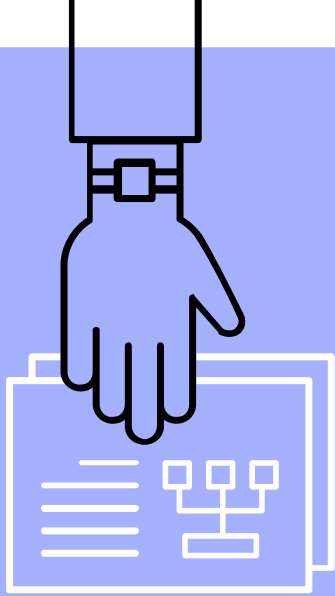
*What can you take away from this...*

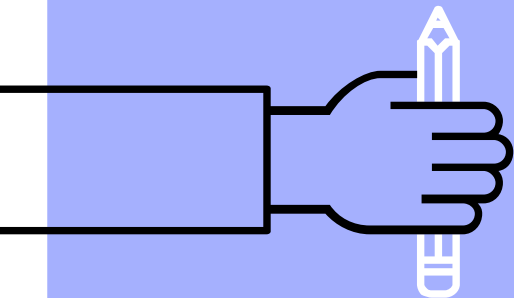
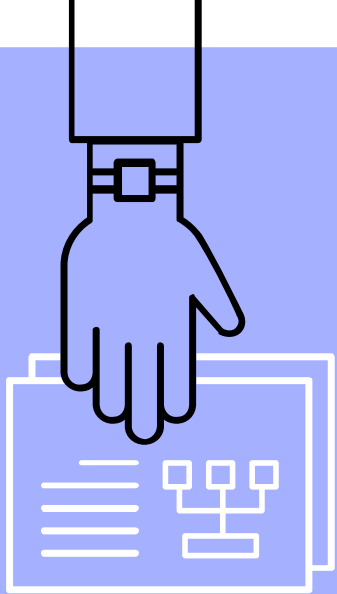
- The handbook is an exquisitely useful tool to the curriculum and digital game
- It can serve you as a quick, summed up guide to the aims/goals of the project content
- It can inspire you to try the methodologies proposed, as well as those of the best practices
- It will clarify all there is to know about the digital game





*THANK YOU FOR YOUR ATTENTION!*





**STRONGER TOGETHER**

**PRODUCED BY**

- VNB  
Verein Niedersächsischer  
BILDUNGSINITIATIVEN e.V.
- Etterbeek
- CSCL  
Consorzio Scuola Comunità Impresa
- VIFIN
- ÖSTRA  
GÖINGE
- eco  
LOGIC

