

Strategic Partnership

RomABC moves forward

Further development of innovative instruments for combating functional illiteracy of Roma and other vulnerable groups in Europe

INTELLECTUAL OUTPUT 2

Handbook for trainers and mediators in alphabetisation measures for Roma

Language version: English



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Introduction

"Whe nyo ur eadt hi ste xty ouk no whow itfe elsi fyo uc ann otr eadp rop er ly."
(source of the German text: "Grundbildung in Europa: Projekte und Perspektiven", NA BIBB).

According to UNESCO, an estimated number of 73 million adult Europeans are considered as functional illiterates. This is equal to 1/5 of the employable population aged 18 to 64 years. Taking reliable figures on the extension of functional illiteracy into consideration (e.g. leo – Level One Study in Germany), this concerns 6.2 Mio. adults in Germany, 2 Mio. in Greece, 1.2 Mio. in Hungary, 0.2 Mio. in North Macedonia, 3.8 Mio. in Romania, 0.8 Mio. in Serbia and 0.5 Mio. in Slovakia. Unfortunately, there are no valid figures concerning the literacy rate of Roma. Experts say that the share of functional illiterates among adult in urban regions of the partner countries is about 60 per cent, in rural areas partly up to 80 per cent. Women are particularly concerned.

Unfortunately, the low education level is still a relevant reason for the permanent discrimination of Roma. Disadvantages in the education sector which is a central field for the social integration and raising of such a young generation, are particularly visible. A real segregation exists.

Many times, functional illiteracy is the reason for the difficult access of Roma to education and employment as basis for their social integration.

For this reason, a Curriculum for alphabetisation courses for the improvement of the literacy of Roma in the fields reading, writing, numeracy and IT that is in line with their specific needs was developed in the Strategic Partnerships „RomABC goes Europe!“ and „RomABC – the next dimension“. During the testing of this Curriculum in the frame of according courses, it got obvious that an insufficient health literacy and a lack of basic civic knowledge is also limiting the every-day-life of Roma relevantly.

Therefore, the further development of the Curriculum for raising the literacy grade of adult Roma by those emphasis was the centre of our follow-up project “RomABC moves forward”.

The comparable high share of functional illiterates among Roma does not only require a possibly nation-wide offer of tailored alphabetisation courses, accordingly trained adult educators but also innovative training offers and adequate training material. Those were covered in the project by:

- the further development of the Handbook for trainers
- the education of trainers in a Pilot Training
- the utilisation of the training material for webinars and
- the development of a blended learning course for the alphabetisation of Roma from level 3.

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Handbook for trainers and mediators

„RomABC moves forward“ was implemented by partner organisations from Germany, Greece, Hungary, North Macedonia, Romania, Serbia and Slovakia and aimed particularly on a reduction of the number of functional illiterates among adult Roma, the raising of their employability and the increasing of their share in adult education measures. Thus, the project results contribute concretely to the implementation of the post-2020-EU-Framework for national Roma integration strategies and the according national strategies of the partner countries.

How to use this Handbook?

This Handbook addresses adult education actors planning and implementing alphabetisation courses for Roma.

On one hand, it shall serve trainers and mediators as accompanying reference book and shows the most important connections and information in the alphabetisation of Roma they should know. On the other hand, the Handbook contains all important information on the implementation of alphabetisation courses for Roma, particularly selected exercises on the single emphasis.

The contents of the Handbook focus on:

Chapter I: Adult Education

Here, the trainers and mediators find tips and proposals for the practical implementation of alphabetisation courses including their evaluation.

Chapter II: Roma as learners

The information in this Chapter support the trainers and mediators in involving Roma as learners actively in the implementation of alphabetisation courses.

Chapter III: Templates

The included templates are important for planning, implementing and evaluating the alphabetisation course in order to reach the best possible results for each participant.

Chapter IV: Catalogue of Exercises

This Chapter contains selected exercises in the fields reading, writing, numeracy, IT-basics, health and basic rights as well as learning to learn and learning at another place. Finally, all exercises aim at the improvement of the participants' capability in every-day-life.

Chapter V: Training Material

The training material shall be used for implementing the exercises from Chapter IV with the Roma in the alphabetisation courses.

Chapter I: Adult Education

1. Definitions

- Functional illiteracy

The UNESCO definition of functional illiteracy from 1978 says:

“A person is illiterate who cannot with understanding both read and write a short simple statement on his everyday life.

A person is functionally illiterate who cannot engage in all those activities in which literacy is required for effective functioning of his group and community and also for enabling him to continue to use reading, writing and calculation for his own and the community’s development.”

- Course leader

A course leader is a person who leads a group of learners, committing time and energy to help reach the educational goal of the programme while helping learners to determine and fulfil their personal goals. A course leader is, at the same time, the key person and the most important agent determining the success or failure of an illiterate adults’ educational programme. They are the animator, co-ordinator, catalyst, collaborator, mediator, consultant, initiator, expert, changing successive roles according to the needs of the learners in the context of a dynamic educational process. The ideal course leaders enjoy working with their students and possess strong administrative skills, being comfortable with providing both consultation and discipline. Course leaders should be familiar with the culture, language and basic understanding of their learners daily life, especially when teaching minority groups.

The key responsibilities of the course leader are to:

- provide academic leadership of the course, maintaining academic quality standards during course delivery, following the special needs, learning styles and personality of each student, ensuring both the educational progress and the satisfaction of the class.
- work with harmony and professionalism, with all staff members of the course programme, both technical and administrative, in order to provide qualitative educational support to the class.
- Co-operate with programme partners, inside and outside the classroom while following the curriculum instructions to support the course design and delivery.
- shape and enhance the course design and development according to the level of the class and the needs of the students.
- monitor and evaluate the progress of the class and each single learner.
- advise students in order to achieve both their personal and educational goals and make the most out of the programme.

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Handbook for trainers and mediators

It is important for all course leaders to remember that in this Roma functional illiteracy educational programme we need to pay attention not just to what learners know and should learn but how they use this knowledge.

References:

UNESCO (1978). Records of the General Conference. 20th Session Vol. 1 Paris: UNESCO
Noye D. and Piveteau J. (2002). Practical instruction handbook of the instructor. (Commission of the European Communities, 2000).
Rogers A. (1999). Adult education. Courau S. (2000).

• Trainer for adults

The trainer in adult learning is a person who facilitates the learning of adults and imparts practical knowledge or skills by applying adult education theories and practices. The trainer's expertise and skills have been acquired through experience and not necessarily through formal qualifications. In addition to the necessary knowledge and experience adult trainers need to have "appropriate mentality and attitudes, as well as educational and personal skills". The trainer is required to operate in many different contexts, to approach different types of adults and to transmit and spread the craving for knowledge, lifelong learning and development to the trainees. The trainer needs to inspire students and stand by them, not as an authority but as a companion in a perpetual evolution and improvement of their living conditions on multiple levels, motivating them to become aware of the sources of their difficulties and the causes of their problems and to develop ways and means to deal with them.

The key responsibilities of the adult trainer are to:

- follow and implement the Curriculum with harmony, professionalism and respect for all colleagues and learners
- deliver the courses with respect to the special needs of the learners and the level of the class
- help all learners achieve specific outcomes, group learning goals and personal learning goals by using active, participatory, participant-centred methods.
- evaluate the process of all learners on a regular basis (daily and weekly) and measure the progress achieved by all learners at the end of the learning programme.
- be familiar with the culture, ethics and traditions of the target group and ensure the learning processes "fits" their culture.
- promote dialogue and interaction between participants, not just between themselves and the participants.

The adult trainer for Roma should:

- be familiar with the specific characteristics of Roma, as well as the skills and practices they develop and accept the Roma culture not as inferior, but as different
- be aware of prejudices, poverty and racism faced by Roma communities and of the strategies needed to deal with them
- prefer a non-competitive teaching approach in a collaborative environment
- be familiar with working in small groups, using active techniques that require participation in the learning process and help Roma learners to present their own interpretations of how they feel

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- show particular sensitivity when they address the class, especially concerning the distinction of "we-they," due to the function of the latter as producing a sense of collective responsibility, pride and guilt.

References:

Noye D. and Piveteau J. (2002). Practical instruction handbook of the instructor. (Commission of the European Communities, 2000.

Jarvis P. (2004).

- **Mediator**

A mediator is a person that participates in the mediation process or a conflict situation between two parties and helps them reach a solution. Many times, different parties may have different needs, different points of view and different cultural backgrounds. The mediator helps them overcome their differences; however, they are not responsible for the outcome of the mediation process as the parties may not arrive to a solution despite the mediators' efforts.

The key responsibilities of the mediator are to:

- identify problematic issues and ascertain the situation.
- understand and respect both parties' perspectives, viewpoints and the basis for their opinions, feelings, attitudes and actions.
- gain the confidence of both parties and establish a relationship of trust.
- break down communication barriers and help the parties' representatives communicate openly.
- ensure effective communication.
- suggest possible solutions to conflicts and problematic issues that satisfy both parties.
- let the different parties make the final decision on their solution.
- create a positive impact on the relations of both parties during and after the mediation process.

References:

https://www.coe.int/t/dg4/education/roma/Source/Guide_EN.pdf

2. Basic education and key competences

The primary function of education as an institution is to teach basic or fundamental skills, such as reading, writing and arithmetic and make sure that these skills are properly learned and mastered. However, there is a great gap between these fundamental skills and what adults will need to succeed as learners, workers, and active citizens in today's society and the modern competitive economy and labour market.

Today, in the EU, education encompasses much more than the above-mentioned fundamental skills of literacy, as skills required for work, learning, and life are considered to be equally important. These essential skills are: reading, writing, document use, numeracy, computer use (digital literacy), oral communication, thinking skills, working with others and continuous learning, and are considered a gateway to employment and social inclusion.

Modern European education enhances social inclusion, and improves living conditions, jobs growth, and the policy priorities of the European Commission for cohesion.

In the new lifelong learning context, the European Commission works with member-states to strengthen "key competences" – a series of skills and attitudes that will help learners find personal fulfilment in life, find work and take active part in society. According to the European Commission, these Key competences are:

- a. **communicating in a mother tongue**, thus ability to express and interpret concepts, thoughts, feelings, facts and opinions both orally and in writing.
- b. **communicating in a foreign language**
- c. **mathematical, scientific and technological competence**, in other words mastering numeracy, an understanding of the natural world and also an ability to apply knowledge and technology to perceived human needs (such as medicine, transport or communication).
- d. **digital competence** namely the ability information and communications technology for work, leisure and communication).
- e. **learning to learn**
- f. **social and civic competences**, namely ability to participate effectively and constructively in one's social and working life and engage in active and democratic participation, especially in increasingly diverse societies.
- g. **sense of initiative and entrepreneurship** and
- h. **cultural awareness and expression**.

In this context education is more than reading, writing, and arithmetic. Equal and social inclusive education is critical to reducing poverty and inequality.

References:

http://www.unesco.org/education/GMR2006/full/chapt6_eng.pdf

https://ec.europa.eu/regional_policy/en/policy/how/priorities

European Commission, Directorate-General for Education, Youth, Sport and Culture, *Key competences for lifelong learning*, Publications Office,

2019, <https://data.europa.eu/doi/10.2766/291008>

<http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=LEGISSUM:c11090>

3. How to plan teaching?

- Quality standards for alphabetisation courses for Roma

0. Preliminary remarks

One order towards the Co-ordination Unit Alphabetisation that has been existing since 2010 was the elaboration of Quality Standards for ESF funded alphabetisation measures in the Free State Saxony. The accordingly presented results were achieved after an in-depth literature study, a check of the current state of alphabetisation in Saxony and a lively exchange with practitioners and scientists through the Co-ordination Unit Alphabetisation.

The results served the partners of the project "RomABC goes Europe!" that was funded from the ERASMUS+ programme as basis for the definition of the Quality Standards for the application in alphabetisation measures for Roma in Germany, Hungary, Romania and Portugal.

In the frame of the Strategic Partnerships "RomABC – the next dimension" and "RomABC moves forward", those Quality Standards were modified and are now the basis for the implementation of alphabetisation courses for adult Roma in the fields reading and writing, numeracy, IT basics, health and basic rights.

Pedagogical views

Pre-condition for a successful alphabetisation of Roma are the experiences of the organisation in the educational field. These experiences relate to:

- The work structures of the institution in the preparation and implementation of offers for disadvantaged people, particularly functional illiterates
- The experiences of the employed staff in teaching and attending disadvantaged people, particularly functional illiterates.

For the benefit of the participants, the institution intends to keep continuity in its offers. The use of instruments for quality assurance as well as the principles of Gender Mainstreaming are natural for the institution.

The institution keeps a low-threshold and sensitive access of the participants. It uses different means and ways of acquiring participants, e.g. dissemination of target group specific flyers, implementation of information and sensitisation events in Roma Communities, talks within families. The ensuring of anonymity and the protection of person-relating data are a matter of course.

In line with the views of the participants, the institution works in Networks and ensures this way also the best possible consultation offer for the participants with multiple problems.

Dealing with the participants is done respectfully and non-judgemental. The wishes and needs of the learners for achieving their objective to raise their literacy grade are the focus.

1. Qualitative requirements towards the institution / equipment

1.1 Rooms

For the implementation of the alphabetisation courses, the institution provides appropriate rooms and furniture for the alphabetisation work that are pleasing and that give the employed staff the possibility for different learn settings.

The participants have access to PCs including printer and Internet.

Apart from the classrooms, a room for individual consultations is available for the staff and participants.

The institution should be well accessible by public transport and accordingly signposted.

1.2 Equipment

For the lessons, the employed staff obtains the necessary technical means (blackboard, whiteboard or flipchart) and audio-visual media (CD player, video respectively DVD player, projector). A basic equipment of consumables and material appropriate and necessary for the alphabetisation work is available.

Part of that are schoolbooks, scripts, reference books and learning games in the according number, but also moderation cards, pens, glue, paper etc. The schoolbooks and learning material are adequate to adults.

2. Qualitative requirements towards the alphabetisation measures for Roma

2.1 Initial and learning consultation

The initial consultation of a future course participant is of a high importance because it is relevant for the further individual success of the participant. It is done by a staff member who is experienced in alphabetisation and who is discrete, individual, uncomplicated and at first open-ended concerning the result.

Is the participant interested the course, the grading procedure should start soon (introductory sheet) and problems of the participant should be discussed (completing interview).

Under avoidance of exam situations, the reading and writing abilities, skills in numeracy, existing knowledge in using the PC and competences in every-day-life are recorded. The results are the basis for the decision about the course participation and an internal differentiation in the implementation of the course.

In the further course, a continuing learning consultation should be ensured with view on the personality, the social behaviour as well as the learning and working attitude.

2.2 Group size

In order to make an individual working with the participant possible, the size of the group is as a rule at least six and maximum eight participants.

2.3 Lesson time

The time should not extend 30 lessons per week.

The concrete possibilities of the target group and the design of the course by the provider are decisive for the number of lessons and the course of the alphabetisation measures. A systematic heightening of the number of lessons during the course is possible.

In the time planning of the lessons (start of lessons, breaks), learning-psychological basics will be considered.

2.4 Lesson contents

Relating to the contents, methods and didactical design of the course, it should be the aim to promote the learner in raising his/her literacy grade in an extension that is possible due with consideration of his/her individual pre-conditions and wishes.

This is done before the background of improving the chances for social participation of the individuum, the increasing of employability and for the improvement of social integration.

Emphasis is the mediation of knowledge and skills in the fields reading/reading comprehension and literary language competences, numeracy, IT, health and basic rights - and with all that an improvement of the capability in every-day-life.

Furthermore, other aspects of basic education can be mediated serving the aim of making it possible for the participants to learn and to be involved in lifelong learning.

The following prioritisation relating to the times of the course is recommended:

| | |
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| Reading/writing, numeracy, IT basics, health, basic rights: | Extension 85 per cent of the total number of lessons in the course |
| Practical parts: | Extension 15 per cent of the total number of lessons in the course |

In that, an analytical separation of the contents of the single fields is not always possible.

The contents of the lessons and of the competences that shall be mediated in the single fields are an orientation in order to achieve the described objectives.

2.5 Practical parts

The practical parts contribute relevantly to the sustainability of the project. Practical parts relate to the living environment of the participants respectively labour market-oriented parts, such as excursions or trial lessons and short-term internships in co-operating institutions.

Here, the participant can develop his/her practical skills, implement the knowledge he/she gained within the alphabetisation and basic education measures and he/she can establish a professional perspective for himself/herself.

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The consideration of the relations between theory and practice is essential in this. According individual orders to the participants, their attendance in the practical phase respectively the assessment of the things experienced in the practice belong to that.

The social-pedagogue or mediator and/or a staff member of the co-operating institution attends this phase and works on possibly occurring problems together with the participant.

The practical part should equal 15 per cent of the time.

2.6 (Social-pedagogic) care

The social pedagogue or mediator consults and accompanies every single participant, ensures this way an effective learning process and supports the maintenance of the learning motivation of the individual. In the ideal case, he is involved in the learning consultation of the participants already before the beginning of the course and within the course duration.

The attending (social-pedagogic) care of the participant during the course is based on the initial conversation. In this, the social-pedagogue or mediator is orienting on the personal living situation and the wishes of the learner. Regularly, he implements special conversations with the course leader and as necessary with the staff members of the co-operating institutions and observes lessons.

The social-pedagogue or mediator is the contact person for the participants during the course and in the post-care. Fixed consultation hours and a good availability of the social-pedagogue or mediator must be ensured. He implements in regular distances individual conversations and establishes together with the participant individual objectives that are documented. They are regularly checked and as necessary adapted.

The social-pedagogue or mediator works consequently after the principle "help for self-help", provides offers for extending the social competences of the participants and mediates help offers of network partners, such as debt counselling, help for homeless and others. This is mainly done within the individual care.

The social-pedagogue or mediator does visiting social work for avoiding absenteeism and course dropouts, goes to authorities if there is the need and supports the participants in their efforts to start a job.

The post-care by the social-pedagogue or mediator ensures the continuation of started measures according to the individually agreed objectives, also through the mediation in further (help) offers.

2.7 Questioning of participants

In order to be able to evaluate the course offer, the questioning of the participants is indispensable, apart from the concrete assessment of the course. The institution uses instruments appropriate for the target group. The results are documented and considered for follow-up measures.

3. Qualitative requirements towards the staff

The teaching of functional illiterates demands a big deal of the professionalism of the staff. In the selection of the staff, the following aspects are considered:

- Pedagogical and technical qualification
- Professional experiences

Besides, they should have an appropriateness for the target group containing

- Special competence
- Method competence
- Personal, social and intercultural competences

And which consists particularly of

- Knowing the Roma "language"
- Knowledge about the history, culture, traditions and identity of the Roma
- Openness for working with Roma in the courses and
- The ability to approach Roma and to create an appealing and pleasant working environment.

A permanent further education of the staff is a matter of course.

- **Learning and perception types**

The pressing demands of modern society necessitate continuous learning and a constant expansion of skills and skill-sets. Strong continuous learning skills are required to successfully adapt to changing work and life conditions.

Learning is a process of acquiring knowledge and involves ongoing, active procedures of inquiry, engagement and participation in the world around us. Our behaviour, skills, values and ethics are acquired when we process information. Learning may occur as part of education, personal development or any other informal/formal training. It is a continuous process, as it involves viewing our experiences as potential learning and re-examining assumptions, values, methods, policies, and practices. To express ideas, to inform people, to communicate, to create, we need to learn.

However, learning is not a "one-size-fits-all" procedure. Every learner has their own personality and learns in different ways. They use different methods to store and process information, or to recall the knowledge acquired. Some learners prefer to write or draw diagrams, while others understand best when they are able to read the material. Some prefer to listen to a lecture, others to focus on visual information, while others want to be more hands-on in their pursuit of education. Every learner therefore has their unique learning style.

Overview of learning styles

What is a learning style? It is the way in which each individual learner begins to concentrate on, process, absorb and retain new and difficult material. As mentioned above, some prefer to read or write, others prefer to listen, some use pictures and graphs to reinforce their memory, and others function kinaesthetically.

The international literature identifies 6 basic learning styles:

- 1) Auditory: prefers auditory information
- 2) Visual (spatial): prefers visual information using pictures, images, and spatial understanding
- 3) Verbal (linguistic): prefers using words, both in speech and in writing
- 4) Kinaesthetic: prefers using kinaesthetic information (body movements, hands and sense of touch)
- 5) Social (interpersonal): prefers to learn in groups or with other people
- 6) Solitary (intrapersonal): prefers to work alone and use self-study

1) Auditory learning style

Auditory learning is a learning style in which a person learns through listening. They learn best by participating in group discussions, listening to the radio, attending lectures, talking on their mobile phones, participating in web discussion groups or by using voice email. They are effective learners and easily follow in-class instructions. They use their listening and repeating skills to sort through the information that is conveyed to them. They prefer individual learning, and learn better if they have enough time to collect, listen to and process the information conveyed. When studying a foreign language, they like to listen to music because the lyrics help them to better retain the vocabulary. They also enjoy singing, moving in a rhythmic fashion, tapping their fingers or feet, or playing musical instruments. They solve problems by talking them through and like to follow a predefined study plan. YouTube, webpages, audio books, interviews and information in several languages are useful study tools for auditory learners.

2) Visual (spatial) learning style

Visual learners retain visual information and have difficulty with memorizing verbal information. They learn by using images, pictures, colours, and maps to organise information and communicate with others. They also like to draw and paint. They have good spatial perception, a great sense of direction, read maps effortlessly and envisage imagery easily. Photographs, picture books, graphs, flashcards, different typefaces and bright colours are useful study tools for the visual learner. Visual learners also like to take notes during class, and circle, underline and highlight information in different colours. They study by using diagrams and other visual information, and learn best in clean, quiet and harmonious surroundings.

3) Verbal (linguistic) learning style

Verbal learners take advantage of both the written and the spoken word. They like to play on the meaning and sound of words, and learn by drawing inferences and summarising texts. They enjoy speaking, reading and writing, listening to and reciting stories, playing word games, and participating in group discussions. They are good at remembering names, places, dates and casual information and express themselves easily, both in writing and verbally (discussions, interviews, etc.). They are conservative in their ideas and behaviour, and dress accordingly.

4) Kinaesthetic learning style

Kinaesthetic learners rely on movement to process new and difficult information, and learn best by participating in labs, workshops, and through physical activities. They like to listen to music while reading or studying, and have the ability to focus on two things at once. They enjoy moving about, using larger hand gestures, running and dancing. They also prefer hands-on work in their learning activities, such as sketching, painting, making models, typing or tracing words. They do well in laboratory science, sports and acting. They also do well on multiple choice exams and dislike having to provide lengthy written answers. Their study methods involve whole-body movements and frequent breaks.

5) Social (interpersonal) learning style

Social learners love to interact and prefer learning through interpersonal communication and exchange of ideas, taking full advantage of interactive knowledge and communication skills. People with strong social learning styles have a need for group activities and enjoy sharing their ideas, having lots of friends, belonging to a community, heading committees, participating in group learning projects, discussions, clubs and social gatherings, and engaging in activities such as speech, drama, and debate teams.

6) Solitary (intrapersonal) learning style

Solitary or (intrapersonal) learners are basically the opposite of social (interpersonal) learners and prefer to learn alone using self-study. They do their best work when they are in a quiet space with nobody else around to distract them and enjoy spending time alone. Solitary learners are also very in touch with themselves, private, introspective and independent, and tend to follow their intuition. They also tend to be organised individuals, who enjoy planning, making lists and sticking to an agenda. They have strong computer skills, which they acquire at a young age, and usually prefer virtual and online learning environments and study materials, as well as technology-mediated learning formats.

Combining multiple learning styles

Inside the classroom, learners rarely fall into one category only but combine characteristics from several learning styles. In the process of continuing education, learning styles change to reflect different experiences and learning environments. In his article "Do Visual, Auditory, and Kinaesthetic Learners Need Visual, Auditory, and Kinaesthetic Instruction" (2006), Daniel T. Willingham suggests that instructors need to use a multimodal teaching approach, in order to ensure that every member of the class can understand and process information that is potentially hard to retain.







Based on the learning styles outlined above, the multimodal teaching approach needs to incorporate the following elements:

- The learning content – the material to be learned and the way it should be accessed
- The learning method – the activities that the learner will engage in during the learning process
- The learning tools – the different approaches that will help learners attend to new information
- The learning environment – the way the classroom or learning milieu is set up and organised

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Learning type recognition

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|  |  |  |  |  |  |
| Auditory Learning Type | Visual (spatial) Learning Type | Verbal (linguistic) Learning Type | Kinaesthetic Learning Type | Inter-personal Learning Type | Intra-personal Learning Type |
| Processes audio information | Brings a picture in his/ her mind when thinking of something | Learns through the written and spoken word | Has mimetic skills | Shares information | Focuses his/her attention on one subject at a time |
| Learns from speeches, discussions, interviews | Prefers charts and schematic illustrations | Remembers words, written or oral explanations | <p>Listens to music while learning or reading</p> <p>Has a good sense of rhythm</p> | Uses feedback information and communication | <p>Thinks independently</p> <p>Understands his/her feelings and focuses on his/her inner feelings and aspirations</p> |
| Works in working groups | <p>Uses illustrated books and photos</p> <p>When meeting people he/she remembers their features</p> | Is characterised by logical organisation of notes, logical connection of the individual elements/ information | Has good synchronisation (eye - hand) | Tries himself/ herself and his/her ideas and tends to share them with others | Draws information from sources that he/she identifies and controls |
| Dialogue and questions help him/her | Learns more easily by using cards, different fonts, and bright colours in the text | Reads, writes, narrates and hears stories | <p>Uses his/her hands: painting, constructions, copying a drawing, keyboard</p> <p>Can communicate with gestures</p> | Has lots of friends | Defines his/her objectives |

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| Reads loudly | Learns by creating pictures, sketches, drawings and charts | Plays word games | Has an aptitude for physical and formal sciences and he/she likes to learn by solving quizzes | Likes collaborative work in groups | Works alone and at his/her own pace Needs a reasonable amount of time to process the information |
| Combines study with music | Keeps notes, circles words, highlights sentences, uses colours | Pays attention to instructions and announcements | Moves and interacts with the classroom's space | He/she is a good mediator between his/her co-learners | Insists on his/her goals |
| Uses keywords that he/she hears/remembers | Pays attention on details and spelling | Has increased composing skills | Has good performance in body movements and drawings | Has effective oral and non-oral communication | Follows his/her intuition |
| Sings, moves rhythmically and listens to music | Reads maps and depicts accurately the places he/she has visited | Remembers names, places, dates and daily tasks | He/she is impulsive and guided by emotion | He/she is interested in protecting the environment | Has trust in his abilities |
| Follows a plan/schedule of actions | He/she is good at finding his/her way | Expresses himself/herself through conversations and interviews | Can focus his/her attention on two subjects at the same time | He/she is accepted by his/her co-learners | Uses the technological means for his education |
| Remembers details from discussions fluently | Prefers to learn in a clean/tidy quiet learning atmosphere | The learning subject must be related to reality and everyday life | Prefers multiple choice exercises | He/she is interested in politics and interpersonal relationships | Often repeats the educational material |






Intellectual Output 2

Handbook for trainers and mediators

- Learning style recognition test






The following test is performed to identify the learner's learning styles. The test is carried out, as the acquaintance of learners with their learning styles can enhance their awareness of their strong preferences and warn them of their weaknesses which, if not addressed, may cause difficulties (Felder 2010). At the same time, when learners are aware of their personal learning styles, according to Claxton & Murrell (1987), they tend to:

- (a) have more motivation to learn
- (b) keep the information transferred to them for a longer period of time
- (c) gain more autonomy in learning, and
- (d) implement what they have learned more effectively

| |  |  |  |  |  |
|------------------|---|---|---|--|---|
| Coffee | | | | | |
| Lemon | | | | | |
| Cotton wool | | | | | |
| Bird | | | | | |
| Violin | | | | | |
| Wood | | | | | |
| Car | | | | | |
| Summer | | | | | |
| Ocean | | | | | |
| Playing children | | | | | |
| Tree | | | | | |
| Lilac | | | | | |
| Plane | | | | | |
| Roast goose | | | | | |

Intellectual Output 2

Handbook for trainers and mediators

| |  |  |  |  |  |
|---------------|---|---|---|--|---|
| Rain | | | | | |
| Cow-shed | | | | | |
| Sand-paper | | | | | |
| Pub | | | | | |
| Holidays | | | | | |
| Cat | | | | | |
| Soap | | | | | |
| Sport | | | | | |
| Silk | | | | | |
| Bread | | | | | |
| Water-fall | | | | | |
| Early morning | | | | | |
| Candle | | | | | |
| Sunset | | | | | |

<https://www.livescience.com/60752-human-senses.html>

- **Classroom management**

Classroom management is a very important aspect of teaching. Classrooms are crowded and busy places in which groups of learners who have the interest of learning and with different abilities and behaviour are directed in ways that maximise work involvement.

Definition

“The actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning.”

“In accordance with this definition, effective classroom management is a derivative of healthy interactions between the students and teachers who populate instructional environment, and is also dependent on teacher attitudes and thoughts.”

1. Model ideal behaviour

Make a habit of demonstrating behaviour you want to see, as modelling **effectively teaches students how to act** in different situations.

A straightforward way to model certain behaviours is holding a mock conversation with an admin, other trainer or student helper in front of the class. Talking about a test or other relatable topic, be sure to:

- Use polite language
- Maintain eye contact
- Keep phones in your pockets
- Let one another speak uninterrupted
- Raise concerns about one another's statements in a respectful manner

After, start a class discussion to list and expand upon the ideal behaviours you exemplified.

2. Let students help establish guidelines. Encourage all students to help you build classroom rules, as you will generate more buy-in than just telling them what they are not allowed to do.

3. Document rules. Do not let your mutually-respected guidelines go forgotten.

Similar to handing out a syllabus, print and distribute the list of rules that the class discussion generated. Then, go through the list with your students. Doing this, emphasises the fact that you respect their ideas and intend to adhere to them. And when a student breaks a rule, it will be easy for you to point to this document.

If you are feeling creative, you can include the rule list in a learner handbook with important dates, events and curriculum information.

4. Avoid punishing the class. **Address isolated behaviour issues instead of punishing an entire class, as** the latter can hurt your relationships with students who are on-task **and thereby jeopardise other classroom management efforts.**

Instead, call out specific learners in a friendly manner. For example:

"Do you have a question?", not "Stop talking and disrupting other students"

"Do you need help focusing?", not "Pay attention and stop fooling around while I am talking".

This basic approach will allow you to keep a friendly disposition, while immediately acknowledging poor behaviour.

5. Encourage initiative

Promote initiative, and inject variety into your lessons, by allowing learners to work ahead and deliver short presentations **to share take-away points.**

Almost inevitably, you will have some eager learners in your classroom. You can simply ask them if they would like to get ahead from time-to-time. For example, if you are reading a specific chapter in a textbook, propose that they read the following one too. When they deliver their subsequent presentations to preview the next chapter on your behalf, you may find that other learners want a bit more work as well.

6. Offer praise

Praise students for jobs well done, as doing so **improves academic and behavioural performance,** according to the recent research review and study.

When it is sincere and references specific examples of effort or accomplishment, praise can:

- Inspire the class
- Improve a learner's self-esteem
- Reinforce rules and values you want to see

Perhaps more importantly, it encourages learners to repeat positive behaviour. Let's say a learner exemplifies advanced problem-solving skills when tackling another activity. Praising his or her use of specific tactics should go a long way in ensuring he or she continues to use these tactics. Not to mention, you will motivate other learners to do the same.

7. Use non-verbal communication. Complement words with actions and visual aids to **improve content delivery,** helping learners focus and process lessons.

Many differentiated instruction strategies and techniques are rooted in these communication methods. For example, running learning stations — divided sections of your classroom through which learners rotate — allows you to deliver a range of non-spoken content types. These include videos, infographics and physical objects such as counting coins.'

Intellectual Output 2

Handbook for trainers and mediators

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Intellectual Output 2

Handbook for trainers and mediators

• The first course day

Three suggestions (depending on the level of literacy)

| 1. | 2. | 3. |
|---|---|--|
| <ul style="list-style-type: none"> • Introduction of the trainer and mediator • Introduction of the course including training and break times • Visit of the venue and introduction of the facilities | <ul style="list-style-type: none"> • Introduction of the trainer and mediator • Introduction of the course including training and break times • Visit of the venue and introduction of the facilities | <ul style="list-style-type: none"> • Introduction of the trainer and mediator • Introduction of the course including training and break times • Visit of the venue and introduction of the facilities |
| <ul style="list-style-type: none"> • Introduction to the ABC with the names of the participants <ul style="list-style-type: none"> - everyone who's name starts with A goes into the left corner etc. - short introduction of the participants (name, age, place of residence, family) | <ul style="list-style-type: none"> • Introduction to the ABC with the names of the participants <ul style="list-style-type: none"> - everyone who's name starts with the same letter as the item on this picture (e.g. apple) goes into the left corner etc. - short introduction of the participants (name, age, place of residence, family) | <ul style="list-style-type: none"> • Introduction to the ABC with the names of the participants <ul style="list-style-type: none"> - the participants write their names on a card and introduce themselves shortly (name, age, place of residence, family) |
| <ul style="list-style-type: none"> • The trainer writes „family“ in the middle of a flipchart paper, asks the participants to name all family members and writes them around the word “family”. • The trainer asks single participants for the age or year of birth and writes the figures on the flipchart to make them visible. | <ul style="list-style-type: none"> • The participants are divided in three groups. Each of them receives a list of words they need to read. They shall select the terms of family members. Later in the plenary, they shall present their selection and say if they have this respective family member or not (e.g. sister, niece etc.). | <ul style="list-style-type: none"> • The trainer writes „family“ in the middle of a flipchart paper and asks single participants to write family members around the word, e.g. uncle. • In addition, the trainer asks another participant to write the name of her/his uncle on the flipchart. |
| <ul style="list-style-type: none"> • Joint singing of the ABC song Fehler! Linkreferenz ungültig. • Assessment of the first day through personal addressing of the participants and Daily Assessment (smiley questionnaire) | <ul style="list-style-type: none"> • Joint singing of the ABC song Fehler! Linkreferenz ungültig. • Assessment of the first day through personal addressing of the participants and Daily Assessment (smiley questionnaire) | <ul style="list-style-type: none"> • Joint singing of the ABC song Fehler! Linkreferenz ungültig. • Assessment of the first day through personal addressing of the participants and Daily Assessment (smiley questionnaire) |
| Social-pedagogic support, time for individual questions | Social-pedagogic support, time for individual questions | Social-pedagogic support, time for individual questions |

- The ABC of learning tips

Modern literature outlines some easy learning practices which can be followed by all learning types. The steps on which they rely on are: encoding (words of persons or situations), saving new knowledge and recalling them from short or long memory. Learning is a complex process. Learning goals are not easy to be achieved. The following table presents an ABC of learning tips that will help learners to be more functional, decisive and effective.

| | |
|--|---|
| <p><u>A like Accomplishment</u> Do not forget to celebrate every day of your new learning experience by writing a weekly note on what you have accomplished to learn each week. Keep a diary of the accomplishments.</p> | <p><u>B like Believe in yourself</u> Organise visits at new places on a regular basis. e.g. the church, the cinema, the mall. Learning in practice is fun while using your skills on a regular basis will make you have confidence.</p> |
| <p><u>C like Creativity</u> Be creative. Remember to boost your creativity in class with subjects that truly interest you. Write a short note to your trainer at the beginning of the learning programme to inform him/her which are the subjects you feel you are interested in and you feel creative about.</p> | <p><u>D like Devotion</u> Remember that learning is fun but it is not always easy. Set a daily plan on a piece of paper, create a timetable and hang it on your desk in order to remember your class hours. Set up your study hours at home as well. Create a daily priority list on your timetable in order to fulfil your homework. Learning is like family – one needs to be devoted to new subjects as if they were its relatives!</p> |
| <p><u>E like Empty desk</u> Before you sit down for learning, remove everything from your desk that could draw away your attention from learning. A clean, tidy, „empty desk“ helps you concentrate on the course.</p> | <p><u>F like Fear and Frustration</u> It is natural to fear new experiences, new learning fields and tasks. It is natural to feel frustrated or disappointed when you do not succeed. Write your frustration off your soul by expressing it on paper or through talking to your trainer. Let him/her keep a short list of things that make you fear or disappoint you when learning. By the end of the programme, you will find out that you have overcome most of the things that you thought they were impossible.</p> |
| <p><u>G like Gestures</u> For memorising learning contents, it might help that you invent gestures for certain facts.</p> | <p><u>H like Helping Hand</u> If you cannot cope with a certain field, do not hesitate to ask for help. Contact with your fellow classmates who are particularly good at this field, or ask for help from your trainer. Do not forget to help your co-learners in a field that you are particularly good when asked! Always remember that learning to learn goes through learning to help one another.</p> |

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Handbook for trainers and mediators

| | |
|---|--|
| <p><u>I like Intelligence</u> Every person is intelligent but our intelligence differs from one person to another as we have different characteristics. Each person has a different way to learn how to use his/her intelligence. Stick a label on your desk saying "I am intelligent in my own way", repeat this phrase daily and remember every day that you are completely capable and intelligent to learn any subjects you are interested in. Do not allow yourself think that you are not intelligent or capable.</p> | <p><u>J like Joy</u> Be glad about learning successes and express this joy.</p> |
| <p><u>K like Knowledge</u> You know more than you may think. Use everything you know from other sources than school in your present learning. Remember that education is not just about going to school and getting a degree, although the latter is most useful to everyone. Education is about enhancing your knowledge, strengthening your character, absorbing and enjoying the fruits of life.</p> | <p><u>L like Laughing</u> Laughing is healthy, with a positive and smiling face, many things are easier to do. Always keep a positive attitude towards learning, towards your trainer, your co-learners and towards new learning experiences. A grumpy person makes the work harder for himself/herself.</p> |
| <p><u>M like Mistakes</u> Mistakes are really important and absolutely necessary in the learning process. Embrace your mistakes and do not feel bad. Learn from the mistakes you made in order to be ready for the next task. Use them to improve yourself. Take a weekly notice of your exercises' mistakes in order to avoid making others in the future.</p> | <p><u>N like Neighbouring area</u> Sometimes it is worth visiting a special learning place. The more the environment is linked with the learning content the better.</p> |
| <p><u>O like Obedience</u> Obedience is one of the keys to learning. Keep calm and follow your trainer's instructions. Try not to create a fuss in the classroom. A calm environment is particularly necessary in order to learn. Obedience helps us clean our mind and focus on a task, even if the task is not pleasant.</p> | <p><u>P like Patience</u> Knowledge, memorising or recalling information does not come easy. It is important to be patient and follow each step at a time your trainer shows you. Remember, nobody learns everything in a day or in any short period of time and nobody learns without failing first. Stay in the classroom, follow your trainer's instructions and stay on the track of learning despite any mistakes and difficulties. That is the way to learn.</p> |
| <p><u>Q like Questions</u> One cannot learn how to remember or combine information successfully without posing questions. Feel free to ask your trainer for everything you have not understood over and over. Ask yourself daily if you have truly understood the things that you feel complicated, or you think they are difficult. Never leave the classroom without clarifying misunderstandings.</p> | <p><u>R like Repeat</u> Do not forget to repeat the things you have learned. It is a good way to remember and never forget them. Repeating a process, an exercise, a conversation etc is a great way to proceed from learning to practice.</p> |

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Handbook for trainers and mediators

| | |
|---|---|
| <p><u>S like Speaking</u> It is important to speak to your trainers about things that concern you. A conversation with a difficult trainer often helps both sides. It will help you understand your mistakes and will help your trainer understand the way to make a learning subject more comprehensible for you and the rest of the classroom. Make it your motto not to speak about the trainer but with him.</p> | <p><u>T like Test</u> Try to test yourself and your skills daily and participate in the classroom. Try to test yourself by explaining something to a co-learner. Remember that you truly know something only when you have tested yourself repeatedly and when you can explain it to yourself and your co-learners and be understandable as well as when you can use it properly in everyday life.</p> |
| <p><u>U like Utilising mnemonics</u> If it is hard for you to memorise something, utilise a mnemonic that you have invented by yourself. There is a variety of different things a person tends to remember. Try to memorise something by comparing or combining it with something that brings you in mind.</p> | <p><u>V like Variety</u> There are loads of different learning technologies and methods. Choose the ones that are most appropriate for you and stick to them.</p> |
| <p><u>W like Writing</u> Always try to improve your writing skills. Do not be satisfied with smearing or writing something that does not make sense. Remember that writing is just another way to introduce yourself or to be served, or even helped.</p> | <p><u>Z like Zany things</u> If something is funny or weird, you memorise it only because it is strange.</p> |

- How can the trainer contribute to successful learning?

Today's educational process is formulated into multicultural classes where the trainer's role is both demanding and essential. A trainer working with vision has goals, is organisational, methodical, focuses on pedagogical issues with an emphasis on learner performance (Bredeson, 2002), shares knowledge, reflections, thoughts, views and experiences and becomes a companion to revealing learning. (Birman et al., 2000)

Learning process is supported and can be more successful when the trainer:

- creates motivation for learners to explore knowledge in-depth and to learn constantly
- creates expectations and persuades learners to stay in the learning process
- accepts and respects every learner's difference avoiding stereotypes
- cultivates learner's critical thinking
- contributes to the smooth socialisation of every learner
- gives prominence to the interests and skills of each learner
- encourages and strengthens every learner's skills
- ensures equal learning opportunities for all
- encourages teamwork and taking initiatives
- contributes to career guidance
- connects learning needs with labour market
- strengthens cultural and linguistic identity
- adopts positive behavioural patterns
- solves conflicts and strengthens relationships between learners
- promotes awareness towards human rights
- uses new technologies
- evaluates both learners and himself/herself

The trainer is the person to cultivate and promote:

- the active and constructive participation of each learner in practical activities such as experiments, observations, synthetic works etc.
- the participation of every learner in discussions and other collaborative activities
- the participation of each learner in educational visits (learning at another place)
- the "voluntary practice" for every learner that includes active thought and follow-up of their own learning

- **Motives through self-experience**

- It will help me to gain knowledge / it could help me to finish high school / it could
- It will help me to learn texts in English / it could help me to understand poetry, songs in English / it could help me to understand better the theatrical performances
- It will help me to obtain a degree / certificate / it could help me to get a place at the university / to study at a vocational training Institute / it could help me to
- It will help me to improve my pronunciation
- It will help me to learn how to use the Internet / It will help me to search for doctors / or to send and receive emails
- It will help me to learn how to travel by plane / It will help me to travel generally/ It will help me to read maps
- It will help me to improve my communication skills / to make new friends / to be getting out of the house more often
- It will help me enrich my CV
- It will help me change my career / take a better position in my job
- It will help me to use in my work the knowledge I get from the programme
- The completion certificate will help me find a job
- For personal pleasure

Correlations

- How important is your participation?
- Do you encounter any difficulties in attending classes?
- Is the duration of the programme sufficient?
- Are the teaching days convenient to you?
- Are the teaching hours convenient to you?
- Is the educational material matching your needs?
- Is the class interesting?
- Are you encouraged enough to attend classes?
- What *should* be the *role* of the instructor?
- Is the teacher-learner relationship crucial to the lesson?
- To what extent are your prior knowledge and experience used?
- Is there any link between theory and practice?
- Which forms of teaching are mostly used in the lesson?
- What steps does the teacher take to complete the educational process?
- Do the teaching methods and the actions taken by the teacher encourage the educational process?
- To what extent does the offered programme respond to the expectations of learners?
- To what extent does the offered programme cover the educational needs of learners?

- The learning history of trainer and mediator

School

- Did I used to understand easily significant ideas, concepts and basic principles of the learning subjects?
- Did I acquire the ability to apply what I have learned to other / different situations other than those mentioned in the lesson?
- Have I developed the ability to solve real problems?
- Have I been an active participant in classroom discussions / work?
- Did I make new friends while taking the lessons?
- Did I learn to appreciate different opinions from my own?
- Have I become more responsible by attending school?
- Did I discover some of my personal interests and abilities during the learning process?
- Did I found out what kind of job I would like to do in the future, while I was attending school?

Family

- Did my family care about my education?
- Did the school's educational approach match my upbringing?
- Did my family cared to discuss personal matters with my teachers?
- How did my family face my performance at school?
- Was there any competition between me and my brothers or sisters for school performance?
- Did any of my brothers or sisters received more care from my parents in particular?
- Were both genders (men/women or boy/girl) in my family treated as equals?
- Did my parents respect my school teachers?

Nowadays

- Do I emphasise the importance of collegiality and cooperation between colleagues?
- In which fields/tasks am I good for today?
- Is there something I have learned in the last five years for the first time?
- If yes, what have I learned and where do my motives come from?
- Are there any (learning) fields for which I would say that I was never capable to learn?
- If I am currently facing an unpleasant / difficult task while learning or working, how can I cope with it?
- Do I still feel I make some of my efforts in order to please my parents?
- How important is my performance for me today?
- Why did I chose working in my current job?

Chapter II: Roma as learners

1. EU policy towards Roma

European Commission

A NEW EU ROMA STRATEGIC FRAMEWORK

Factsheet – October 2020
#EU4Roma
#UnionOfEquality

"Where is the essence of humanity when every single day Roma people are excluded from society and others are held back simply because of the colour of their skin or their religious belief?"

President von der Leyen,
State of the Union Address 2020

The Roma are Europe's largest ethnic minority. Out of an estimated 10-12 million Roma in Europe, some 6 million live in the EU. Many Roma in the EU are victims of prejudice and social exclusion, despite the fact that EU countries have banned discrimination. The EU has long stressed the need for better Roma inclusion, but overall progress has been limited over the past 10 years. The European institutions and every EU country have a joint responsibility to improve the living conditions and inclusion of the Roma.

The new EU Roma strategic framework sets a number of targets up until 2030, which aim to promote **effective equality**, **socio-economic inclusion** and **meaningful participation of Roma**.

| Statistic |
|---|
| 41% of Roma have experienced discrimination over the past 5 years |
| 85% of Roma children are at risk of poverty compared to 20% of children in the general population |
| 62% of Roma youth are not in education, employment or training compared to 10% of youth in the general population |

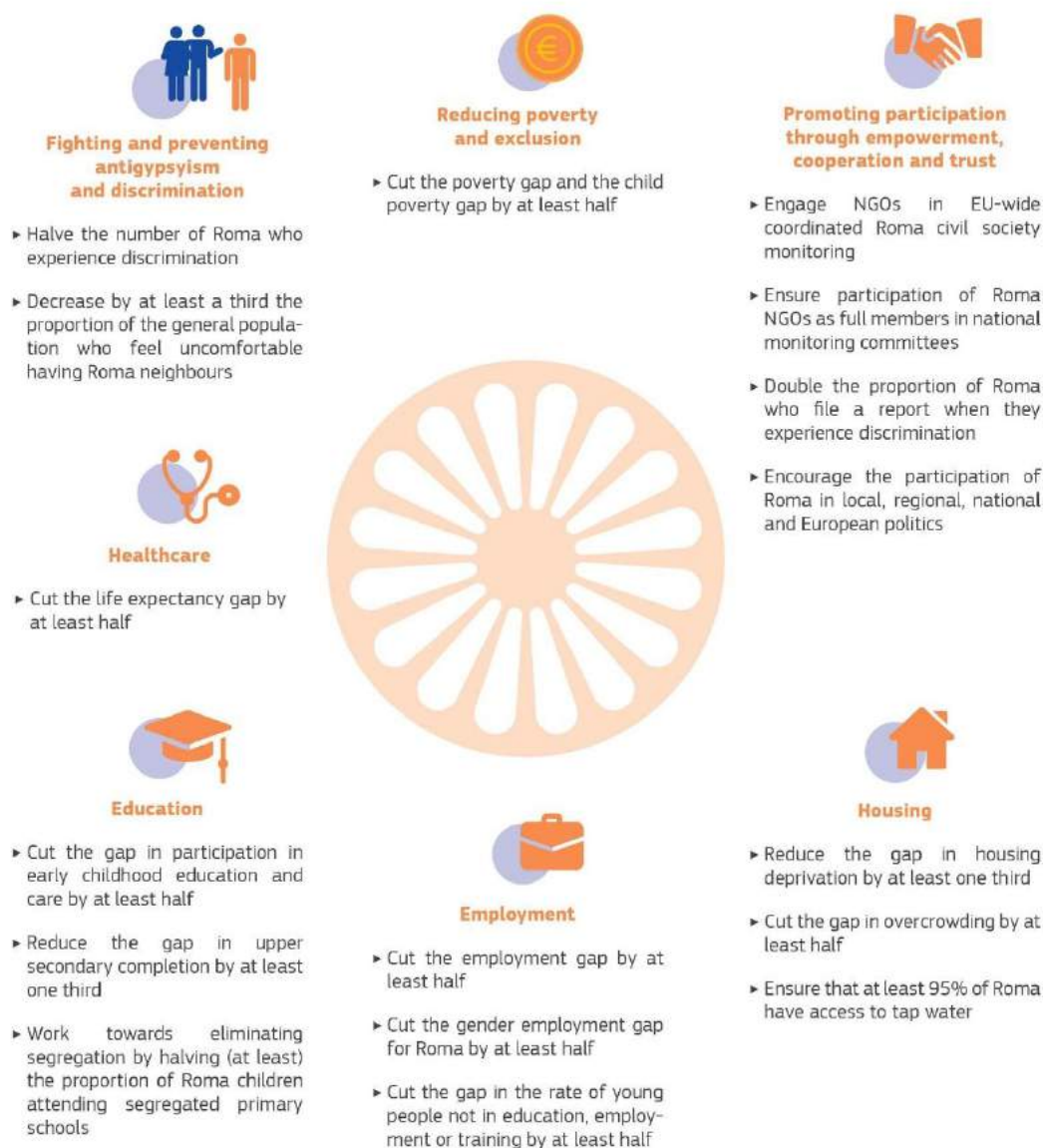
"As a Roma student myself, I experienced the lack of Roma representation in the content we were taught in school. This makes it harder for Roma to be open about revealing their Romani identity."

Simona, Romania
Global Teaching Fellow at Bard College Berlin

Justice and Consumers

2030 TARGETS

The EU Roma strategic framework sets out a number of targets on **minimum progress** to be achieved by 2030 and provides guidance to EU Member States on how to do this.



Roma on the EU's agenda



Examples of good practices at the national level over the last 10 years



Examples of EU funding



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Additional information can be found on the following websites:

https://ec.europa.eu/info/policies/justice-and-fundamental-rights/combating-discrimination/roma-and-eu_en

<http://fra.europa.eu/en/theme/roma>

https://en.wikipedia.org/wiki/Rights_of_the_Roma_in_the_European_Union

2. History, culture and language of Roma

Cultural identity of Roma

The total number of Roma in Europe is estimated at around 12 million. In order not to disturb the centuries-old prince of the inner social order, as well as the attitude of Roma to the non-Roma world, the pattern and measure of Roma life shows an unshaken alignment with the tradition. The sensitivity to Roma ethnic identity is realised by identifying an individual with a group, with its inheritance, achievements and symbols. Although we can notice numerous differences due to a series of historical circumstances.

History and migrations

It is believed that the Roma left India about 1,000 years ago and that they went through the countries that are now encompassing the borders of Afghanistan, Iran (former Persia), Armenia, and Turkey. Part of Roma still lives in the East, even in Iran, including some who have moved to Europe and then returned. At the beginning of the 14th century, the Roma came to the Balkans, and at the beginning of the 16th century they moved to Scotland and Sweden. Some Roma moved southward through Syria to North Africa, coming to Europe via Gibraltar. Both migration branches met in today's France. People similar to Roma still live in India today, and are most likely descended from the desert state of Rajasthan.

The causes of the Romani emigration are one of the greatest mysteries in history. Some scholars assume that the Roma originated in the low social caste of Hindus were recruited as mercenaries, who were given the status of a cathartic warrior caste and sent to the west to oppose the Islamic military expansion. According to another theory, the Roma are the descendants of captives captured by the Muslim conquerors of northern India and have, over time, developed a special culture in the land of their captivity. It is noted that Mahmud of Ghazni took half a million prisoners during the Turkish-Persian invasion of Sindh and Punjab in India.

Why the Roma have not returned to India, choosing instead to travel west to Europe, is an enigma that can be associated with military service under Muslims, but remains enigma.

Prevalence

The largest concentration of Roma is on the Balkan Peninsula in Southeast Europe, Central Europe, the US, Russia and the countries of the former Soviet Union. A smaller number of Roma live across Western Europe, the Middle East, and North Africa. The Roma are divided among themselves by territorial, cultural and dialectological differences into three main groups:

- Kaldereši (blacksmiths who came from the Balkans to central Europe, and then moved to North America). They represent the largest Roma group;
- Manushes (also known as Sinti), mostly inhabited by Alsace and the surrounding regions of France and Germany. They are known as traveling entertainers and circus players;
- Romnichels (mostly inhabited he United Kingdom and North America).

Each of these group is further subdivided into two or more subgroups depending on the occupation and/or the territories they come from. Some of these subgroups are: Mačvaje, Lovari, Čurari, Sinti, Rudari, Balša, Ludari, Luri, Šorašaji, Ungarice, Bašalde and Romungro.

Persecution

Stereotypes towards the Roma were regularly nourished with stories about slattern women, drunken men and negligent children. That is why Roma on the historical road were often exiled to persecutions, discrimination, ethnic stigmatisation, political, cultural and economic marginalisation, generally speaking to social exclusion. In order to survive this situation and to preserve identities and folklore heritage, the Roma people have raised an invisible wall to the outside world, actually designed a parallel social structure, based on a tangled system of kinship relations and strict rules that group connections always stood against the interests of the individual. For the members of other nations, the Roma use a common name - Gadze, establishing a clear border between the Roma and non-Roma world.

Porajmos, the saddest word in the Romany language

Intolerance towards Roma reached a peak during the Second World War. Like the Jews, and unlike the other categories pursued by the Nazis, Roma were automatically sent to concentration camps, slave labour and / or death. It is believed that over 500,000 Roma were killed in this way.

Language

The Roma national minority has its own language that is not unique and uses several different dialects. The Roma language belongs to the Indo-European language group. The Romany language analysis has shown that it is closely related to Indo-European languages spoken in North India and Pakistan (Punjab). This fact is especially important for determining the geographical origin of Roma, because certain words which are borrowed from other languages and integrated in in Romani language allow the monitoring of the scheme of their migration to the west. Contemporary linguistics has established the connection between the Romany language and the Punjabi and Patohar language, which are spoken in northern India and Pakistan. It is believed that Romani is a group of Central Indian languages, which includes Hindi, Urdu, etc. languages.

Religion

They have lost their ancient faith without the chances of renewal, and today they are believers of the most common world's religions and religions in the countries they live in.

The term Gypsies

The term Gypsies has disappeared during the centuries-old use and has an offensive meaning. The root of the noun lies in the Greek language τσιγγάνοι or ἀτσιγγάνοι meaning "untouchable". In English, the name "Gypsy" is used for the Roma, which is thought to have been derived from the name Egypt, due to the former belief that the Roma were the ancients of Egypt. Most Roma are referred to themselves by the generic name Roma, which means "man" or "husband", while for the members of other nations, the Roma use the term "gadža".

Present situation

The level of integration of Roma into society is still limited. Roma are located on the margins of the society, living in the settlements that look like a ghetto. Only a small number of Roma children finish secondary school. Roma generally feel rejected from the state and society, which creates further obstacles to their integration.

3. The Roma in Europe

Nowadays, the Roma are the largest ethnic minority group in Europe. It is estimated that approximately 10-12 million Roma live in Europe and 6 million out of those live in the European Union and are European citizens. However, it is impossible to get a precise count since Roma communities are left out of most official reports. The Roma have traditionally been nomad populations (even though this way of life is gradually fading) that are by now to a significant percentage "on the brink of integration into the societies where they live."

Even though for many centuries the Roma have co-existed with other populations in various parts of Europe, the Roma community has experienced greater social exclusion from the majority, especially in accessing employment, education, health and social services. As a matter of fact, evidence shows that almost one in two Roma, about 41 per cent, feel discriminated against because of their ethnic origin in everyday life tasks such as looking for work, at the workplace, and in regard to housing, health and education. The current situation of Roma communities in the EU is alarming; recent studies of the EU's Fundamental Rights Agency (FRA) regarding quality of life and discrimination showed the following:

In terms of financial condition and housing, 80 per cent of Roma continue to live below the poverty line in their respective countries, while one third of Roma households lack running water, 46% lack bathrooms, showers, or indoor toilets, and at least one tenth lack electricity.

Furthermore, about 27 per cent of Roma adults and 30 per cent of Roma children face hunger at least once a month. In terms of employment, only one fourth of young (over the age of 16) and adult Roma are employed or self-employed, while only 16 per cent of Roma women are employed. At the same time, evidence shows the paid work rates for Roma aged 20-64 years to be 30 per cent, significantly below the EU average of 70 per cent. Young Roma between the ages of 16-24 are in an even worse situation, facing an unemployment rate of 63 per cent while, at the same time, lacking vocational training and education. This means that the Roma NEET average in Europe is almost four times higher compared to the non-Roma NEET average for the same age group. In terms of education, the data show that more than half of all Roma youth between the ages of 6 and 24 (about 53 per cent) are not enrolled in school, while 18 per cent of Roma between 6 and 24 years of age attend a lower educational level. In terms of accessibility to the health system, 74 per cent of adult Roma are covered by national basic health insurance or additional insurance and receive proper care.

The situation of the Roma in Europe, despite the implementation of several policies, remains critical. Roma people are generally disadvantaged compared to the overall population:

- They face a higher risk of poverty, persistent severe poverty, and are more likely to be born into poverty.
- They have less access to basic services (electricity, energy, sanitation and running water).

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- They are more likely to be unemployed and face job insecurity and greater discrimination from employers.
- They face a higher risk of certain health problems, e.g. heart and lung diseases.
- They are less likely to complete their basic education, and they tend to have higher rates of illiteracy and functional illiteracy due to higher absenteeism and drop-out rates.
- Although they are entitled to social services, the vast majority are often unaware of the services available. Furthermore, they often express distrust of public and social services due to prior discriminatory experiences.
- They have a worse housing situation than most citizens, and tend to live in overcrowded households and often face discrimination by landlords.

The key role of the European Union is to create and co-ordinate policies aimed at access to education, employment, public health, housing, infrastructure and the fight against poverty, which is the responsibility of each Member State.

Efforts have already taken place in this direction. In Finland, for example, participation in pre-primary education has increased from 2 per cent to 60 per cent.

In Hungary, a new law has been introduced to make pre-primary education for all children compulsory. A corresponding compulsory two-year pre-primary education programme is implemented in Bulgaria, while, in Ireland, the institution of "mobile teachers" following the nomadic communities is implemented.

Furthermore, the EU strongly supports Roma access to employment and has prepared a strategy aimed at helping to attract the Roma to the labour market and thus increase their employment rates.

On the same social inclusion context, the EU promotes access of the Roma to healthcare, by helping all member states provide access to quality healthcare especially for children and women, as well as preventive care and social services at a similar level and under the same conditions that apply to the rest of the population, while also involving qualified Roma in healthcare programmes.

The final aim is to close the gap between the share of Roma with access to housing and to public utilities (such as water, electricity and gas) and that of the rest of the population by promoting non-discriminatory access to housing, including social housing. Action on housing needs to be part of an integrated approach including, in particular, education, health, social affairs, employment and security, and desegregation measures.

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4. The situation of Roma in the partner countries

- **The Sinti and Roma in Germany**

For more than 600 years, Sinti and Roma have been living in Germany. At first, they were well acknowledged as handicraft men, but this changed soon. Again and again, they were socially excluded, persecuted or murdered. Until today, they need to fight prejudices.

In 1407, Sinti were mentioned in the documents for the first time. About a century later, several Communal Assemblies declared the "gypsies" as outlawed. That meant everybody could persecute or even murder them without being punished. The Guilds forbade them to work as handicraft men. In addition, the Sinti did not get the permission to settle. Due to the forced non-settlement that lasted several centuries, they need to combat the prejudice to be "travelling peoples".

In the middle of the 18th century, the idea of humanism brought a change in politics. Instead of persecuting the Sinti, they now should be forced to settle. But it was not about settlement but a forced integration. However, depending on the place they were forbidden to preserve their culture and language.

Young people needed to learn a handicraft profession and were obliged to attend the army. Many Sinti children were separated from their families and deported. In a few regions of Germany, the situation was better: a peaceful living together between the Sinti and the majority was possible.

In 1891, the German Federal Council enforced "Instructions for combating the Gypsy plague". From 1926, all Sinti and Roma were registered with their fingerprints.

This was the foundation stone of the genocide by the Nazis. Until 1930, almost all Sinti and Roma in the German Empire were settled and were German citizens.

Immediately after the Nazis took power, the persecution of the Sinti and Roma started again. They lost the German citizenship, were brought into camps and had to do forced labour. Children were not allowed to go to school anymore and many more limits in daily life were introduced. The Imperial Health Authority started to record the Sinti and Roma with race audits. From 1940, families were deported into Concentration Camps. About 500,000 Sinti and Roma were murdered.

After the end of the Nazi regime, they were not acknowledged as victims of the National Socialism. Even the German citizenship was refused so that many of the Sinti and Roma remained stateless for a long time. However, the German citizenship was one pre-condition to get accepted as victim of the Nazi regime. In 1956, the Federal High Court of Justice judged that the deportation of Sinti and Roma in 1943 was in no way a racist persecution of a minority. Apart from that, they were confronted with the offenders of the Nazi regime again. Deputies of the former Imperial Safety Authority gained new positions in the State Offices of Criminal Investigations or the Federal Traveller Centres. Even doctors who contributed relevantly to the genocide to the Sinti and Roma could go on working unmolestedly.

In the 1970s, associations of the Sinti and Roma pointed out the conditions through public events.

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After a massive public pressure, the Chancellor Helmut Schmidt acknowledged the murder to the Sinti and Roma officially as genocide for racist reasons in 1982.

In 1990, it was assumed that about 70,000 Sinti and Roma live in Germany. An exact number could not be given because personal data were not recorded based on a membership in an ethnic minority. According to their own point of view they are well integrated in the society. Reason for that is that the access to education, employment, the health system and housing is ensured without limits – as it is for each other ethnic or national minority or the majority. This is also reflected by the fact that the two representing bodies, the Central Council of German Sinti and Roma and the Sinti Alliance of Germany, did not require an own national strategy until now.

Independent from that, antiziganism is still widespread in the population. In daily life they need to face relevant prejudices.

A new situation occurred due to the civil war in former Yugoslavia and the Kosovo conflict in the 1990s as well as the migration of ethnic Roma from Bulgaria and Romania after they got the freedom of movement.

Unfortunately, there are no reliable figures about the Roma who came as refugees respectively as nationals of EU member states. Because of the increasing number of Roma, a lot of challenges need to be faced at the local level:

- learning of the language
- ensuring the care for infants
- executing the school attendance
- avoiding school drop-outs
- housing situation
- provision of appropriate education opportunities (e.g. alphabetisation, vocational training, adult education)
- employment
- combating addictions.

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- **The Roma in Greece**

The Roma community is one of the largest ethnic groups in Greece, with a population that exceeds 250.000 while other estimations vary. Similar to other European countries, the Roma community in Greece faces numerous challenges ensuing not only from their poor living conditions, culture and way of life, but also from the deficient integration state policies in national (Greece) and regional (EU) level and the intertemporal social discrimination.

Discrimination may vary from serious racial abuses to the more usual less favourable access to education, health, police protection and housing compared to the majority population.

A great proportion of Roma communities are constantly marginalized (in social, economic, and cultural terms) by their respective local society, facing multiple and intersectional discrimination and social exclusion, which leads to subsequent lack of social cohesion and creates numerous problems and major obstacles.

Contrary to the vast majority of other European populations, Roma community faces severe and chronic challenges throughout the continent in terms of education, health and living conditions, with problems such as illiteracy, infant mortality and malnutrition being part of their daily life and creating additional impediments in their efforts for social and economic progress.

Living in constant social exclusion, Roma usually create their own "enclaves", self-contained areas populated only by them, in which the majority is living, partially or even completely isolated from surrounding populations.

Housing problems are among the most severe throughout the Roma communities in whole Europe. The majority of them lack key amenities (see below), while most Roma rooms host more than 2 or even 3 persons.

According to the 2011 UNDP/World Bank/EC survey:

- On average, in the Roma households surveyed more than two persons live in one room.
- Roughly 90 per cent of the Roma live in households at risk of poverty.
- 45 per cent of the Roma live in households that lack at least one of the following basic housing amenities (namely indoor kitchen, indoor toilet, indoor shower or bath and electricity).
- 42 per cent of the Roma surveyed for 2013 EU report said that they have either no piped water or no sewage or no electricity in their home.

In Greece the housing problem and the lack of the adequate available space is probably the most indicative factor for Roma's poor living conditions. The average number of persons per room is above 2.5, worse than all respective numbers in Europe, while the houses lacking at least one key amenity exceeds 35 per cent.

According to the UNDP/World Bank/EC regional Roma survey data, between 55 per cent and 60 per cent of the Roma surveyed in Greece, had reported living in conditions of severe material deprivation.

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Housing policies have a high potential of indirect positive effects (mainstreaming empowerment). Housing segregation as well as inadequate social housing policy strongly hampers education, increases segregation, and limits access to the labor market and health conditions. Tackling housing segregation is also a crucial starting point to promote Romani women's empowerment.

Children in Roma communities are in very vulnerable position. Poverty, domestic violence and abuse and social discrimination are among the major problems for Roma children, who also lag behind in education as a consequence of poverty and lack of efficient integration policies (which is extremely aggravated by the old Romani custom to fight against Rom children participation in education).

More specifically, participation of Roma in Greek education (regardless of grade) is far behind the European averages, deteriorating their social exclusion and aggravating the discrimination patterns against them:

- On average, 50 per cent of Roma children surveyed attends pre-school or kindergarten in Europe; the respective number in Greece is only 4 per cent. (As EU put it, legislation in Greece is "non-existent").
- During compulsory school age, 90 per cent of Roma children aged 7 to 15 are reported to be in school in Europe, while in Greece the proportion is much lower, as roughly 35 per cent of them are not attending compulsory education!
- Participation in education drops considerably after compulsory school: only 15 per cent of young Roma adults surveyed complete upper-secondary general or vocational education. Greece is again lagging, with only 3 – 4 per cent Roma adults having completed upper-secondary grade.
- Segregation in mainstream schools attended by Roma in Greece is 35 per cent, only behind Slovakia and Hungary.

As a result, only few Roma can really determine their future (through their educational skills) and therefore avoid all the usual poverty, exclusion and discrimination challenges. Hence, with education remaining a prerogative instead of a right, these people remain isolated on their communities.

Moreover, in Greece child labor flourishes in Roma communities, with more than 10% of Roma population between 7 – 15 (compulsory education ages) are forced to work instead of attending school, a proportion which is lower only than the Romanian one.

Most surveys carried out in recent years, show that Roma continue to live in more or less the same localities that they lived in 1999 (to approximately 240 locations most of which are found in the periphery of the big cities all over Greece), which implies that the vast majority of Roma in Greece are sedentary (possibly helpful for settling a new house without problems and implementing various projects and long-term programmes about alphabetisation, vocational training, healthcare and housing).

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¹ Other estimations range Romani population from 165.000 to 320.000, FINAL REPORT of the CAHROM thematic group of experts on addressing and combating human trafficking within Roma communities (with a focus on prostitution and street children), page 6, CAHROM, 2015, accessible here <http://www.coe.int/en/web/portal/roma-women>

¹ Until recently, only 3 of 27 member states had adopted enforcing anti-discrimination legislation (Austria, Sweden and Denmark) and only five have taken measures for increasing awareness among Roma of their rights, Steps Forward Implementing National Roma Integration Strategies, page 8, EU Commission, Brussels, July 2013

¹ The situation of Roma in 11 EU Member States, Survey results at a glance, page 5

¹ The situation of Roma in 11 EU Member States, Survey results at a glance, page 12

¹ Report on the implementation of the EU framework for National Roma Integration Strategies, page 8, European Union, 2014

The situation of Roma in 11 EU Member States, Survey results at a glance, page 22

¹ See Footnote 4

¹ Empowerment of Roma Women within the European Framework of National Roma Inclusion Strategies, EU Directorate General for Internal Policies, p.60

¹ For a variety of reasons, the Romani fight school systems tooth and nail. In the Romani world, Matras writes, the child is extremely important, and the removal of a child from the household even just for the day is extremely painful. It also represents, in the mind of the Romani family, an opportunity for the government to influence children away from the Rom life. Depending on the branch of Rom, the pursuit of education by a female may not be permissible beyond a certain point. As a result, Matras writes, Romani parents sometimes work assiduously to keep their children from getting a full education, "The Romani Gypsies", Yaron Matras, [Book review by William O'Connor](#).

¹ The situation of Roma in 11 EU Member States, Survey results at a glance, page 12, Report on the implementation of the EU framework for National Roma Integration Strategies, page 4, European Union, 2014

¹ Report on the implementation of the EU framework for National Roma Integration Strategies, page 3, European Union, 2014

¹ The situation of Roma in 11 EU Member States, Survey results at a glance, page 18

- **The Roma in Hungary**

With estimated 450,000 – 1,000,000, Roma are the largest minority in Hungary. That makes 5 – 10 per cent of the total population.

The Roma originated from Northern India. This is also proven by linguistic similarities between the Indian and the Romani language. They appeared for the first time in Hungary in the 14th and 15th centuries because they were fleeing from the conquering Turks in the Balkans. They were really welcome, not only because of their handicraft talents but also because of their culture, particularly their music. Hungarian music would not be as it is without the influences of the Roma music.

In the 18th century, Empress Maria Theresa placed restrictions on Roma marriages and ordered that children are taken away from their Roma parents in order to grow up in “bourgeois” or “peasant” families.

In 1783, Joseph II prohibited the use of the Romani language. This way, the majority of Roma even forgot their native language.

During World War II, 28,000 Roma perished in Hungary.

In the 1956 Hungarian revolution, about 5 – 8 per cent of the revolutionary forces were Roma.

In socialistic times, the Hungarian Roma’s literacy and housing conditions improved. However, with the political turn in 1989/1990 a lot of Roma lost their jobs and those who were in employment (38 per cent of men and 20 per cent of women) performed unskilled jobs.

In addition, many Roma worked in unreliable and unstable jobs, often only during the season. The low employment rate is not only due to the low education level but can also be explained with discrimination.

Opposite to the majority that is aging, the number of Roma is rising, and they are much younger. Every fifth or sixth new-born Hungarian belongs to the Roma minority. Traditionally, they lived in rural areas. However, during the 20th century, many of them moved in the cities. Officially, 11,500 Roma live in Bács-Kiskun county.

Concerning the social integration of Roma, we face the following challenges:

- Only 1 out of 5 Roma children attends vocational secondary schools.
- Although more than 80 per cent complete primary education, only 1/3 continues learning at the secondary level.
- Less than 1 per cent of Roma obtain higher education certificates.
- Segregated school classes still exist.
- In some cases, Roma children are sent to classes for children with learning disabilities or even mental diseases.
- The number of functionally illiterate Roma is high.
- Settlements on the margin of towns or outside of cities do still exist.
- There is a lack of jobs and tailor-made further education measures.
- Violence between the majority and Roma is raising.

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After 1990, minorities in Hungary were allowed to found their own representing bodies – the so-called Self-Governments. They are active from the local to the national level and are mainly responsible for the preservation of habits, traditions and culture and solving conflicts within the communities.

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- **The Roma in North Macedonia**

According to the last census from 2021, in North Macedonia live around 46,468 Roma, or 2.53 per cent from the entire population. However, according to unofficial data from implemented surveys by Roma NGO's there are around 132,000 Roma living in the country. This shows that a lot of Roma are not registered in the system which makes it difficult for them to exercise their rights.

The municipality of Shuto Orizari is the only municipality in the world where the majority are Roma, and the only municipality in the world where Romani (Balkan-Romani) is the official language, in addition to Macedonian. In addition, with the Constitution of 2001, the Roma in the Republic of North Macedonia are recognized as a nation and this is the only case in the world. It is interesting to note that the Roma are mostly settled in cities, so 95 per cent of Macedonian Roma live in urban areas.

By religion, the vast majority of Roma are Muslims, but there are also a small number of Roma of the Christian religion (known as Masarmangi, Masrmangovci) living in several cities in eastern and southeastern North Macedonia.

The first settlements of Roma on the territory of Macedonia are recorded in the Middle Ages, i.e. around the 14th century. Their main migration is during the Turkish conquests of Macedonia at the end of the 14th and the beginning of the 15th century, when they worked as servants of the Turkish generals and nobles. There is also a theory that the Roma have immigrated to Macedonia since the time of Alexander the Great because they worked as his blacksmiths during his conquest of Egypt. Some Roma who call themselves Egyptians and are considered a separate ethnic group from the Roma, originally from the Indian district of Punjab to the Dravidian people, advocate this theory.

Although in relation to the Roma, as an ethnic community, the Republic of North Macedonia has made a significant positive step in relation to other countries, still, in the mentioned context, it is no exception. However, so far there has been a lack of a consistent and coordinated policy to meet the specific needs, the consequences of which are manifested in reality. The adoption of the Roma Strategy is an expression of the government's will and determination to reduce the existing gap between the Roma community and the majority population and to promote a true multicultural society. Therefore, following the direction of the political course set by the institutions of the European Union, the Republic of North Macedonia joins the countries that have shown readiness to prepare such a strategic document that promotes the principle of active protection of Roma rights. This does not mean only a moral obligation for the state, but the care for the Roma is also its legally regulated duty. Namely, the care of the state refers to the duty to respect the stated rights through appropriate legislation, but also to ensure their institutional protection through administrative and other measures necessary for full realisation of the proclaimed rights.

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- **The Roma in Romania**

Romania is home to the largest group of Roma in Europe, estimated to be between 500,000 and 2.5 million. A figure of slightly over 1 million is considered reliable by many experts, corresponding to nearly 5 per cent of the population. The vast majority of Roma live “well below the standards of civilisation common to the rural or urban locality in which they reside.” 80 per cent of Romanian Roma are unemployed, and of those who are employed, the majority are unskilled. By comparison, the national unemployment rate is between 6 and 7 per cent. Four in every five Romanian Roma live below the poverty line, compared to a national poverty rate of less than one-third. Nearly two-thirds of Roma live below subsistence level, compared to less than one in six for the population as a whole. In short, Roma are the most prominent poverty risk group in many of the countries of Central and Eastern Europe. They are poorer than other groups, more likely to fall into poverty, and more likely to remain poor.

According to the World Bank, the roots of Roma poverty are numerous: a legacy of governmental and private discrimination going back hundreds of years and continuing to the present, a lack of access to credit or capital, an over-dependence on welfare, a lack of documentation to prove identity or ownership of property, and an almost utter lack of access to social services, are all major factors. No factor, however, is as critical as the Roma education gap. The most comprehensive study of Romanian Roma revealed that in 1992, roughly one-quarter of Roma had no education whatsoever, only 3.9 per cent had completed secondary school, and only 0.7 per cent had participated in post-secondary education. While the 1989 revolution that toppled the regime of Nicolae Ceaucescu brought freedom from Communist oppression to Romania, Roma educational achievement has declined; nearly half of Roma children aged eight have not attended school or have interrupted their studies.

The failure of Romania to educate its Roma population stands in marked contrast to its success in educating the rest of the population. While education for non-Roma in Romania is improving, education for the Roma has been worsening. A lack of education is both a result and a cause of Roma poverty. Children raised in poverty are less likely to attend school and are more likely to drop out of school than those raised in wealthier environments.

For this reason, Romania’s top priorities in the development of its Roma Integration Strategy until 2020 included encouraging Roma children to participate in early childhood education and care, promoting entrepreneurship among the Roma and tackling problems of indebtedness.

Romania’s national Roma integration strategy aimed to eliminate poverty and social exclusion through targeted education, employment, healthcare and housing policies. In Romania, the Roma are an officially recognised ethnic minority represented in the parliament. The strategy’s objectives included ensuring that Roma children go to school, with a special focus on girls, and ending segregation in schools. It also aimed to improve the Roma’s access to public services and basic infrastructure.

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- **The Roma in Serbia**

Roma have been living in Serbia for centuries. The first reference to Roma in Serbia is found in a 1348 document, by which Serbian emperor Stefan Dušan donated some Roma slaves to a monastery in Prizren. In later centuries, there were new migration waves of Roma in this area from Romania, Turkey, Bosnia-Herzegovina and Hungary. According to that, they are divided into sub-groups, such as Wallachian Roma, Turkish Roma, White Roma and Hungarian Roma.

At the beginning of the 20th century a number of official organisations began to spring up around the country to help the Roma. As a result of that Romani humanitarian organisation was founded in 1927, Romani singing society in 1928, Romani football club in 1932 and the first Romani Magazine in 1935. It is estimated that before the Second World War, about 60,000 Roma lived in Serbian territories, who were then in the process of socio-economic and cultural integration into Serbian society.

In 1941, the first anti-Roma provision was introduced that lead to the exclusion of Roma from public life. Not long afterwards, the Roma were legally equated with the Jews, and it was determined that they must wear yellow ribbons with the inscription "Gypsy". New anti-Roma provisions were introduced, and many Roma were deported in concentration camps where they were killed. It is estimated that between 12,000 and 20,000 Roma died during the war, but according to some researchers this number is even higher.

In 2011, during the last census, 147,604 people (2.1 per cent of the total population) declared themselves as members of the Roma national minority, but according to some unofficial estimation about 250,000-500,000 members of the Roma national minority live on the territory of Serbia. Members of the Roma community in the Republic of Serbia were granted the status of a national minority in 2002, on the basis of which they exercise the right to protect their national, cultural and linguistic identity. Unlike some other national minorities, Roma are not concentrated in one part of the country. They live in all regions of the country and in those places, they are usually represented in a similar proportion to the total number of population as on a national level.

Most Roma are faced with social exclusion and poverty and are exposed to some form of open, and, even more often, covert discrimination. In order to improve the socio-economic status of the Roma ethnic minority in the Republic of Serbia, and, at the same time, to ensure full enjoyment of all minority rights, eliminate discrimination and achieve a greater social inclusion of Roma men and women into all segments of society, the Government adopted the Strategy for Social Inclusion of Roma from 2016 to 2025. The Strategy covers five key areas: education, housing, employment, health care and social care.

There are also a number of non-governmental organisations which work on a comprehensive integration of the Roma community, such as the Standing Conference Roma Citizens Association – League of Roma that brings together 60 civil society organisations. In 2002, under the Law on the Protection of Rights and Freedoms of National Minorities, the National Council of the Roma National Minority of the Republic of Serbia was established, which among others takes stands, initiatives and measures on all issues directly related to the position, identity and rights of the Roma national minority.

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In 2006, the Roma Inclusion Office of the Autonomous Province of Vojvodina was established by the Decision of the Assembly AP of Vojvodina, with the aim to improve the position of Roma in the fields of education, employment, housing, health care, human rights, minority rights and fight against discrimination.

The biggest obstacle to improving the social situation of Roma is their low level of education. An increased number of policies and measures have been introduced and applied in the system of education in the past decade, aiming to increase Roma children, youth and adults' access to education, make education accessible to members of the Roma community, and to increase the educational system's adaptability to the specific educational and cultural needs of the Roma community.

While, owing to these policies and measures, certain progress has been made, recent data indicate that the problem of Roma in education remains pronounced and that the main critical points are: the inclusion of Roma in pre-school education, regular attendance in elementary school, completion of primary education, and transition to secondary education.

The lack of education also leads to a difficult access to the labour market, as the majority of the registered unemployed Roma are without qualifications or with low qualifications, lacking the knowledge and skills required by modernised work process and new technologies.

There are different support systems for the social inclusion of Roma at national and local level such as, pedagogical assistants, health mediators, Roma co-ordinators and Roma inclusion mobile units. The Roma Social Inclusion Strategy 2016 – 2025 envisages the improvement of the situation of the Roma minority primarily through local community-based action.

References:

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<https://inkluzijaromavojvodina.rs>

- **The Roma in Slovakia**

The original Roma settlement of the Slovak territory dates to the 13th century. A group of Roma could have reached southern Slovakia with Ondrej II. Romani studies date the advance of the Roma from the Balkans to Central Europe to the 12th and 13th centuries, which is related to the pressure of the Ottoman Turks, who gradually expanded their territories from the Byzantine Empire to the Balkans and later almost to Central Europe.

The first written document about the Roma population in Slovakia is a document from 1322. Later, larger groups of Roma arrived in Slovakia. In 1423, Zigmund of Luxembourg issued a charter guaranteeing the Roma certain guarantees of protection and self-governing judicial powers. Compared to other countries, conditions were more favourable in Hungary for the employment of Roma in crafts, as the guild organisation was not so stable. This conditioned the gradual expansion of the scale of Roma settlement in the 15th - 17th centuries on the territory of present-day Slovakia.

Particularly attractive places for Roma to settle were the suburbs and outskirts of rural settlements, where they could develop their activities in crafts, trade, or various seasonal menial jobs. Gradually, some Hungarian towns and provinces began to regulate the immigration of Roma, with an emphasis on economic factors. At the beginning of the 18th century, the Roma in Slovakia lived mainly in groups. They were legally subject to their leaders and subsequently to the county governors.

The distribution of the Roma in the 1870s and 1880s can be partially reconstructed from the censuses that were carried out under Maria Theresa and Joseph II. They show that the Roma preferred the more southerly regions, where the climatic conditions were more favourable. In the 19th century, nomadic Olasian Roma arrived in Slovakia. Their arrival was conditioned by changes in feudal legal restrictions in 1855 and 1856 in Wallachia and Moldova. The relocation of the Roma in the middle of the 20th century allows us to reconstruct the first post-war census of the Roma population from 1947. Its scope was influenced by the resettlement processes from Slovakia to the Czech borderlands and the industrial areas of northern Bohemia. It is estimated that fewer than 1,000 Roma lived in Bohemia and Moravia in 1945 as a result of the Romani Holocaust; in 1947, the number was already 16,752. In 1947, 84,438 Roma lived in Slovakia, mostly concentrated in southern and eastern Slovakia. Spatial differentiation can be traced by the territorial districts of the National Security Corps search stations.

The Roma ethnic group represents one of the most significant minorities living in Slovakia, which in the past was characterised by a specific nomadic way of life. In terms of population, Slovakia has the largest Roma community in the world. According to the last official census in 2011, 156,164 inhabitants declared their Roma nationality.

According to data from the Atlas of Roma Communities (ARC) project, which is implemented by the Office of the Government Plenipotentiary for Roma Communities (OGPRC), the total number of people of Roma origin (not all of whom declare it) is significantly higher in 2019. ARC estimates the number of Roma living in Slovakia at 440,000 (8.06 per cent of the total population).

The national difference between the number of Roma in the census and in the most recent Atlas of Roma Communities is almost threefold.

Intellectual Output 2

Handbook for trainers and mediators

While the 2019 Atlas indicates that about 440,000 Roma live in Slovakia, only 156,000 Roma declared their Roma nationality in the 2021 census. In addition, more than half of them only claimed Roma nationality as their second nationality.

The larger Roma community lives in 804 towns and villages in Slovakia and smaller groups in 373 other municipalities. They are mainly concentrated in the South and East of Slovakia, where approximately 60 per cent of Roma live. Only a quarter of Roma claim to be Roma. A large proportion claim Slovak and Hungarian nationality.

The Roma in the Slovak Republic speak a common language called Romani, which is divided into two groups of dialects: the Central and the Vlach (Olasian). The Olasian Roma differ markedly from the old-settled Roma in Slovakia in their way of life. They make up only about five percent of the total number of Roma living in Slovakia (about 20,000 people). While other groups of Roma ('Old Settlers') have been arriving in our territory since at least the 13th century, the Olasian Roma arrived in the territory of present-day Slovakia only in the 19th century (from Romania). They maintain traditional ways of behaviour and social organisation. For the Olasian Roma, the Romani language - or the respective dialect - is the first language of communication within the community. They use the majority language only in contact with non-Roma, mainly in economic activities. Among the old settlers in more than one third of Roma communities, Slovak is the predominant language in western Slovakia and in villages with a smaller proportion of Roma population in the village. In the south of Slovakia, Hungarian is the predominant language and in four municipalities in the north-east of Slovakia, Rusyn is the predominant language.

Many Roma constantly face prejudice, discrimination, anti-Roma attitudes and socio-economic exclusion in their daily lives. In general, Roma are poorer than any other population group and are worse off than others in terms of virtually any basic social indicator, including education, health, housing conditions and access to opportunities in the labour market and civil society.

Many of them face problems arising from social exclusion. They live in settlements, in houses without the necessary equipment, the parents of children are without employment. In many settlements in Slovakia there is no source of drinking water, no public lighting, no sewage system, no access road. Significant disparities are also evident in the area of education and educational attainment. A barrier for children entering primary school is the lack of knowledge of the language of instruction, as they speak Romani at home. This is the reason why these children often have to repeat the first year and many do not complete primary school. Only a small proportion of young people go on to secondary and higher education.

Municipalities with the highest number of Roma (Atlas of Roma Communities, 2019)

1. Kosice – 11,391 (4.8 per cent)
2. Bratislava – 9,945 (2.3 per cent)
3. Trebisov – 6,685 (28.4 per cent)
4. Jarovnice (Sabinov district) – 6,042 (88 per cent)

References:

https://sk.wikipedia.org/wiki/R%C3%B3movia_na_Slovensku
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5. The motivation of Roma in adult education

Within the Strategic Partnership "The national anchoring of ROMINKO", the project partners from Germany, Greece, Hungary, Romania and Slovakia created a Guideline on the motivation of Roma in adult education. The Guideline can be found here: <https://erasmus-plus.ec.europa.eu/projects/eplu-project-details#project/2018-1-DE02-KA204-005133>

After comprehensive researches, studies and surveys, the partners could draw the following conclusions that can be relevant for all adult education measures for and with Roma:

Initiation of the participation in a measure

- We need to find someone from the Roma community, acting as a role model, who is accepted by the potential participants and has already taken part in our course.
- We should think about our course as a product, that should be sold to our target group and sum up all of its features, that can be exciting to the possible participants.
- Communication style and context should be based on Roma values: referencing to their children, family, household, claiming self-catering and managing abilities, as these referrals can help them to relate to the course promotion and find its content relevant.
- We need to ensure, that material issues are solved: actively spent training hours, catering and transportation costs must be covered. We provide payment only for training hours, that were actively spent.
- In addition, we have to provide a course certificate in order to validate the newly gained skills.

Maintaining and strengthening the motivation during the measure

- We should provide optimum surroundings for the course: the physical environment should be safe, friendly and fit for the purpose of self-development; a healthy, amiable, and appropriate relationship should exist between participants and mentors; course policies and expectations should be fair and clear to every participant; and they should be given as much autonomy and choice, as is reasonable.
- We create training pairs - all pairs can motivate and help each other, share their experiences and issues, find creative and constructive solutions together.
- We need to validate the ideas and choices of our participants and give them continuous feedback about their activities. In getting forward the development process, participants need more and more independence and self-sufficiency.

Motivation after the end of a measure

- We need to make practical tasks as playful and creative, as it is possible, for keeping the interest and attention of participants on the long run.
- We need to discover the value system and key motivating factors one-by-one, during the measurement, the creation of the competence portfolio and the action planning process, then personalise the incentives for the participants, by asking for feedback on all personally validated key factors.
- We can measure the success of the course by post-production measurement, taken personally, interviewing all participants, who have completed the course.
- We can initiate a mentoring system for providing advice and answers, regarding in succeeding on the labour market, following the completion of the course.

Chapter III: Templates

1. Requirement sheet for a course

| Subject | Minimum Requirements | Fulfilment by the organisation |
|---|---|--------------------------------|
| Time frame | 96 training units á 45 minutes + 24 training units social-pedagogic care | |
| Venues and equipment | based on the "Quality Standards" | |
| Number of participants | 6 – 8 | |
| Profile of participants | functionally illiterate adult Roma | |
| Profile of trainers/mediators | based on the "Quality Standards" | |
| Acquisition of participants | implementation of Information and Sensitisation Events in the Roma communities; co-operation with the local network "Basic Education" and relevant stakeholders | |
| Evaluation measures | | |
| From view of the participants | individual feedback talks, daily assessment (smiley feedback) | |
| From view of the trainers and mediators | written feedback of the trainers and mediators | |
| From view of the organisation | quantitative and statistical assessment, SWOT analysis | |
| Follow-up evaluation | follow-up conversations with the participants three months after the course | |
| Involvement of stakeholders in the preparation and implementation | co-operation with the members of the local network "Basic Education", distribution of information on contents and frame conditions | |
| Implementation duration | ..... |  |
| Documentation | list of attendance for each day, schedule, photo documentation, confirmation of attendance (certificate) | |
| Sustainability | integration of alphabetisation courses for Roma in the portfolio of the organisation -> development of a strategy for the financial assurance of the offer | |

2. Introductory Sheet

Institution: Date:

Time: from to:

Full name of the participant:

Gender: Date of birth:

| | |
|--|--|
| | Names simple items from every-day language |
| | Can articulate understandably |

| | |
|--|---------------------------------------|
| | Speaks short but incomplete sentences |
| | Speaks the national language |

Language skills in reading and writing:

| | Few mistakes | Middle or no mistakes | Many mistakes | Not understandable |
|---|--------------|-----------------------|---------------|--------------------|
| Writing simple words | | | | |
| Comprehension test, filling the right words | | | | |
| Comprehension test multiple choice | | | | |
| Comprehension test with forming small sentences | | | | |

Skills in numeracy:

| | Few mistakes | Middle or no mistakes | Many mistakes | Not understandable |
|--|--------------|-----------------------|---------------|--------------------|
| Basic numeracy calculations: addition, subtraction, multiplication, division | | | | |
| Basic numeracy problems | | | | |

Skills in IT:

| | Few mistakes | Middle or no mistakes | Many mistakes | Not understandable |
|--|--------------|-----------------------|---------------|--------------------|
| Recognising and writing the parts of a PC | | | | |
| Recognising comprehending which parts belong to hardware and which to software | | | | |

Intellectual Output 2

Handbook for trainers and mediators

Reading and writing

1. Look at the following pictures and write under each one the shown product.



Intellectual Output 2

Handbook for trainers and mediators



Intellectual Output 2

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2. Fill the gaps in the sentences below with the appropriate given words in the brackets below:

(Having fun, singing, happy, song, playing, flute, laughing, instrumental, accordion, turning, music, beloved, festival, residents, semi-residents, moving, flamenco, settlements, areas, dresses)

- a. In Europe, Roma are in different
- b. Some of my relatives are permanent in houses.
- c. Others are in in the countryside.
- d. Some of my friends are according to the seasons of the year.
- e. Roma girls love to wear colourful
- f. Our parents love songs every night.
- g. Roma musicians love to play and are really talented.
- h. Some Roma songs have lyrics others are just
- i. Most of the Roma Musicians play the, the and other musical instruments.
- j. Spanish Roma love to dance the
- k. Roma are and are people, they love to bargain and sell in traditional all over the country.

3. Read the following signs and choose the right answer:

When you see the following sign you:

- a. Touch the button immediately because it is safe
- b. Touch the button but after taking safety measures
- c. Avoid touching the button at all due to serious electric hazard
- d. None of the above



When you see the following sign you:

- a. Enter the authorised area, because it is allowed
- b. Enter the authorised area after taking safety measures
- c. Avoid entering the area, because it is poisoned
- d. Avoid entering the restricted area because you are not permitted



When you see the following sign and there is a fire in the building you:

- a. Can return in the building by using the lift to sound the fire alarm
- b. Report to the assembly point by using the lift and then leave the building
- c. Sound the alarm, avoid using the lifts to reach the assembly point, and leave the building
- d. Return to the building to report to the assembly point because you are not allowed to leave alone.



Intellectual Output 2

Handbook for trainers and mediators

4. Read the short text below and answer the questions

The International Romani Day (April 8) is a day to celebrate Romani culture and raise awareness of the issues facing Romani people. In major cities around the globe people are gathering in the central square where they listen to the president of the Roma community and the Roma leaders' official speeches. The squares are often decorated with the traditional Romani wheel, the Romani flags and other colourful decorations. Even posters are put on the walls of the city. There are many musicians playing different instruments like the clarinet, the accordion, the guitar etc and women in traditional dresses wearing Romani jewellery and performing Romani dances. This day is really a day for every Roma to be proud of his rich culture and tradition it is a celebration of diversity.

a. When do we celebrate the International Romani day?

b. What do we celebrate in the International Romani day?

c. Name 2 or more of the traditional celebrations of the International Romani day.

d. According to the text what do Roma people need to be proud of?

Numeracy

1. Answer the following simple calculations:

$$10 + 1 =$$

$$4 + 4 =$$

$$5 - 3 =$$

$$11 - 3 =$$

$$5 + 2 =$$

$$6 \div 3 =$$

$$5 \times 2 =$$

$$4 \times 2 =$$

$$10 \div 2 =$$

2. Solve the 2 problems below:

- a. A doctor consults 2 patients an hour. If he works 8 hours a day, how many patients will he consult a day?

- b. A juice vendor sells two boxes of apple juice per customer, each box costs 3,00 €. If he sells to 9 customers, how much money will he make? And if he has to split the money he makes to his 3 children, how much money will each child take?

Basic IT Skills

1. Name the following parts of the computer in the pictures below:



Intellectual Output 2

Handbook for trainers and mediators



2. Name which of the following words are considered to be Hardware and which Software?

| | Hardware | Software |
|-------------------|--------------------------|--------------------------|
| Monitor | <input type="checkbox"/> | <input type="checkbox"/> |
| Word Programme | <input type="checkbox"/> | <input type="checkbox"/> |
| Sound Card | <input type="checkbox"/> | <input type="checkbox"/> |
| Internet Explorer | <input type="checkbox"/> | <input type="checkbox"/> |
| Printer | <input type="checkbox"/> | <input type="checkbox"/> |
| Scanner | <input type="checkbox"/> | <input type="checkbox"/> |
| Notepad Programme | <input type="checkbox"/> | <input type="checkbox"/> |

3. Completing Interview

Institution: Date:

Time: from to:

Full name of the participant:

Gender: Date of birth:

- Maximum 20 minutes interview
- Asking targeted questions in order to validate the information from the Introductory Sheet
- Comparison of writing and oral competences
- Entering the conversation with the living conditions and family issues
- If co-learners, friends or family members are waiting outside, they need to be kept busy (fulfilment of little tasks, riddles etc.) -> the fulfilled task can also be an opener for the interview
- Asking for help in order to build-up trust
- Simple contents, personal and trustful formulation and expression of the questions
- Notes are necessary but they should be taken after the interview
- Total time frame = 20 minutes interview + 10 minutes taking notes
- Possible questions (examples):
 - What is your motivation to participate in the course?
 - How do you imagine learning here?
 - How did you hear about our course?
 - Do you have an idea about what you would like to learn?
- Point out that the given information is helpful for the trainer/mediator and thank the participant for the interview

4. Learning success sheet

Institution: Date:

Time: from to:

Full name of the participant:

Gender: Date of birth:

| | |
|--|--|
| | Names simple items from every-day language |
| | Can articulate understandably |

| | |
|--|---------------------------------------|
| | Speaks short but incomplete sentences |
| | Speaks the national language |

Language skills in reading and writing:

| | Few mistakes | Middle or no mistakes | Many mistakes | Not understandable |
|---|--------------|-----------------------|---------------|--------------------|
| Comprehension, reading matching sentences with pictures | | | | |
| Comprehension Test, filling the gaps the right words | | | | |
| Comprehension Test multiple choice | | | | |
| Writing a small text, a few sentences on specific subject | | | | |

Skills in numeracy:

| | Few mistakes | Middle or no mistakes | Many mistakes | Not understandable |
|-------------------------|--------------|-----------------------|---------------|--------------------|
| Basic numeracy problems | | | | |

Skills in IT:

| | Few mistakes | Middle or no mistakes | Many mistakes | Not understandable |
|---|--------------|-----------------------|---------------|--------------------|
| Use of internet search machines | | | | |
| Use of Word programme, creates, saves and renames files | | | | |

Intellectual Output 2

Handbook for trainers and mediators

Reading and Writing

1. Match the sentences with the pictures below

- A) Roma are filled with passion, and you can see it in our eyes:
- B) We are expressing our feelings through dancing even wearing our casual clothes:
- C) We love traditional dances in festival wearing our traditional clothes it is a part of our unique culture:
- D) We are proud of our Roma culture, our women wear traditional colourful dresses, love decorations and traditional hairstyles:
- E) Some of our houses are small but full of colours, love and traditions:
- F) We are a close community and we know all our neighbours we gather daily and discuss or sing in our settlements:

A)



B)



C)



D)



E)



F)



Intellectual Output 2

Handbook for trainers and mediators

2. Fill in the gaps using the appropriate word from the list below.

appliance, ceramic, oven, tablespoon, coffee, sugar, bread machine, number, enamel, mix, programmes, gas, toast, tea, butter, bread, temperature, amounts, electric mixer, ingredients, bread toast, honey, teaspoon

- a. In the electric kitchen burners are distinguished in and inductive
.....
- b. The kitchen range hood is an placed over the
- c. In the dish washing machine there are several that adjust time and
the of the water according to the of plates
- d. In order to several ingredients in small quick
- e. and easy we use the
- f. Create homemade by using fresh and a
.....
- g. I put one of on my
- h. I drink my with half a of
- i. I prefer having And and drinking
..... for breakfast.

Intellectual Output 2

Handbook for trainers and mediators

3. Read the short safety instructions card and choose the right answer:

PRECAUTIONS

Read the Operating Instructions carefully and completely before operating the unit. Be sure to keep the Operating Instructions for future reference. All warnings and cautions in the Operating Instructions and on the unit should be strictly followed, as well as the safety suggestions below.

Warning

To prevent electric shock or injury, these safety instructions should be followed in the installation, use and servicing the unit.

Installation

Attachments - Do not use attachments not recommended by the unit manufacturer as they may result in the risk of fire, electric shock or injury to persons.

Water and Moisture - Do not use this unit near water - for example, near a bathtub, washbowl, kitchen sink, or laundry tub, in a wet basement, or near a swimming pool, and the like.

Heat - Do not use this unit near sources of heat, including heating vents, stoves, or other appliances that generate heat. It also should not be placed in temperatures less than 5°C (41°F) or greater than 35°C (95°F).

Mounting surface - Place the unit on a flat, even surface.

Accessories - Do not place this unit on an unstable cart, stand, tripod, bracket, or table. The unit may fall, causing serious injury to a child or an adult, and serious damage to the appliance. Use only with a cart, stand, tripod, bracket, or table recommended by the manufacturer, or sold with the unit. Any mounting of the appliance should follow the manufacturer's instructions, and should use a mounting accessory recommended by the manufacturer.

Portable cart - An appliance and cart combination should be moved with care. Quick stops, excessive force, and uneven surfaces may cause the appliance and cart combination to overturn.

PORTABLE CART WARNING



S3125A

Ventilation - The unit should be situated with adequate space around it so that proper heat ventilation is assured. Allow 10 cm clearance from the rear and the top of the unit, and 5 cm from the each side.

Slots and openings in the cabinet and the back or bottom are provided for ventilation, and to ensure reliable operation of the unit and to protect it from overheating, these openings must not be blocked or covered. The openings should never be blocked by placing the unit on a bed, sofa, rug or other similar surface. (This unit should never be placed near or over a radiator or heat register.) This unit should not be placed in a built-in installation such as a bookcase unless proper ventilation is provided.

Object and Liquid Entry - Never push objects of any kind into this unit through the cabinet slots as they may touch dangerous voltage points or short-circuit parts that could result in a fire or electric shock. Never spill liquid of any kind on the unit.

When do the safety instructions need to be used?

- a. During the installation
- b. During the use and
- c. When the appliance is off
- d. All the above

When can you use attachments in the unit?

- a. When they seem they fit
- b. When the unit is off
- c. When they are recommended by the manufacturer
- d. Never use any other attachment with this unit

When can you use this unit near water?

- a. When the unit is off
- b. When the water's source is safe
- c. When you pour water to clean it
- d. Never according to the manufacturer's instructions

When can you use this unit near sources of heat?

- a. When the unit is off
- b. When the source of heat is not strong
- c. When you clean the unit
- d. Never according to the manufacturer's instructions

Where can you place this unit?

- a. in a tripod or stand
- b. In a table
- c. In a bracket
- d. None of the above it may fall and cause serious injury

4. Write a short text (150-200 words) describing your habits and favourite hobbies. What do you like to do in your daily life? What hobbies you would like to have in the future? Read your paragraph out loud.

Numeracy

1. Solve the 4 problems below:

- a. A group of tourists have to go a distance of 210 km. In the first day they go $\frac{1}{2}$ from the distance, in the second day $\frac{1}{4}$ from the distance. **How many km do they have to go in the third day?**

- b.1 A cook has a stock of: 4kg of flour, 1kg of sugar 3lt of orange juice, 200gr of butter, 500gr of cacao and 500gr of vanilla and 400ml of coconut milk. He/she makes a cake and uses: $\frac{1}{2}$ of flour $\frac{1}{4}$ of sugar, 1250ml of orange juice, $\frac{1}{4}$ of cacao, $\frac{1}{8}$ of butter, $\frac{1}{10}$ of vanilla and $\frac{1}{4}$ of coconut milk. **What quantities remain from his/her initial stock?**

- b.2 If the flour costs 2€/ kg, the sugar costs 4€/ kg, the orange juice costs 4 €/lt, the cacao costs 6 €/kg, the vanilla costs 6 €/ kg, the butter costs 5 €/kg, and the coconut milk costs 7 €/lt. **Calculate what was the cost of his/her cake.**

- c. A car travels with 80 km/hour and the driver has to cover a distance of 500 km and he/she can only make two stops of 20 minutes each. If he/she keeps a steady speed of 80 km/hour and he/she makes both of his/her stops, how much time (hours and minutes) will he/she need to reach his/her destination?

Intellectual Output 2

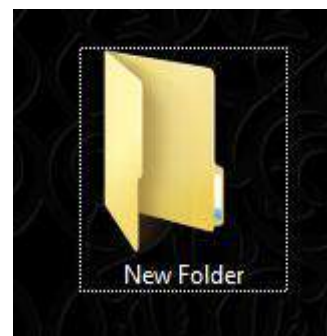
Handbook for trainers and mediators

Basic IT Skills

1. Switch on your computer and connect with the internet by using your internet exploring programme. Go to the google page and search for information (historical information, official data) about your neighbourhood, area of residence. Find at least 3 different sites referring to the given subject and switch from one page to the next. Do not close your web pages.



2. Create a new file with the name "My neighbourhood" create a new word document and name it "my neighbourhood data". Open your word document and go to the web pages in which you found historical information and data about your community. Choose which info you want to keep. Copy and paste the basic information you found and you chose from the internet to the word document. Write a simple text 150 words with this basic information using Word programme. Save the word document "my neighbourhood data" in the file "My neighbourhood".



5. List of participants

Logo of the Institution:

Course number:

Date:

| Typed name of participant | Signature of the participant |
|---------------------------|------------------------------|
| | |
| | |
| | |
| | |
| | |
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| | |
| | |








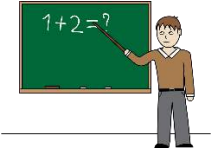

6. Daily assessment

Logo of the Institution:

Course number:

Date:

Name of the participant:

| |  |  |  |  |  |
|--|---|---|---|---|---|
| <p>Have you learned something today?</p>  | | | | | |
| <p>Did you enjoy learning?</p>  | | | | | |
| <p>Did the trainer work well?</p>  | | | | | |
| <p>Did you like the atmosphere in the course (other participants, breaks, design of the room)?</p>  | | | | | |

Chapter IV:

Catalogue of Exercises

1. Reading and writing

| | | | |
|-----------------------------|--|---|--|
| Exercise no: | 1 a | | |
| Subject: | Sport | | |
| Title: | Athletic values | | |
| Task/s: | Read short texts from an athlete's interview or listen to a short athlete's interview (talking about a football match and about sportsmanship or the right athletic behaviour, values etc). Express yourself on what you believe on the athletic values. | | |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • learn to focus on a more complex message of a text or speech • learn to understand simple and synthesise simple and complex information and messages • learn to summarise and express in their own words what they read or heard • expand their knowledge on sportsmanship values, athletic spirit and ethics | | |
| | Level 1 | Level 2 | Level 3 |
| Description | The participants listen to a short interview with a sportsman/a sportswoman. The trainer asks questions afterwards, and together they talk about their opinion about athletic values. | The participants listen to or read a short interview with a sportsman/a sportswoman. Afterwards, the trainer asks them to write down 5 terms from the interview/the text and tell their opinion about them in the plenary. Afterwards, they discuss those opinions. | The participants listen to or read a short interview with a sportsman/a sportswoman. Afterwards, the trainer asks them to write down 5 sentences with their opinions about athletic values. Afterwards, they read the sentences in the plenary and discuss the opinions. |
| Duration/time needed | 15' | 30' | 45' |
| Material needed | An interview/video Highlighter marker Notebooks and pens for all | An interview/video Highlighter marker Notebooks and pens for all | An interview/video Highlighter marker Notebooks and pens for all |

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| Exercise no: | 1 b | | |
| Subject: | Music | | |
| Title: | Rock'n Roll | | |
| Task/s: | Read a short text from a musician's interview or listen to a short interview with a musician (talking about music competition or the latest work and about team work and values in the music business etc. Express yourself on what you believe on the mentioned values. | | |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • learn to focus on a more complex message of a text or speech • learn to understand simple and synthesise simple and complex information and messages • learn to summarise and express in their own words what they read or heard • expand their knowledge on values, spirits and ethics in the music business | | |
| Description | Level 1 | Level 2 | Level 3 |
| | The participants listen to a short interview with a musician. The trainer asks questions afterwards, and together they talk about their opinion about values in the music business. | The participants listen to or read a short interview with a musician. Afterwards, the trainer asks them to write down 5 terms from the interview/the text and tell their opinion about them in the plenary. Afterwards, they discuss those opinions. | The participants listen to or read a short interview with a musician. Afterwards, the trainer asks them to write down 5 sentences with their opinions about values in the music business. Afterwards, they read the sentences in the plenary and discuss the opinions. |
| Duration/time needed | 15' | 30' | 45' |
| Material needed | An interview/video Highlighter marker Notebooks and pens for all | An interview/video Highlighter marker Notebooks and pens for all | An interview/video Highlighter marker Notebooks and pens for all |

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| Exercise no: | 2 | | |
| Subject: | Tradition | | |
| Title: | A traditional Roma fairy tale 1 | | |
| Task/s: | Fill in the gaps in the sentences of the traditional Roma fairy tale and put the scattered texts in the right order. In the end, read out loud the fairy tale and speak in groups about its meaning and importance in Roma tradition and culture. | | |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • learn to understand simple and synthesise simple and complex information and messages/meanings • learn to summarise and express in their own words what they read or heard • expand their knowledge on Roma culture and traditions • learn to feel proud of their origins and traditions | | |
| | Level 1 | Level 2 | Level 3 |
| Description | <p>The trainer reads the fairy tale once to the participants, and then again sentence by sentence.</p> <p>Afterwards, they speak about its contents and the meaning and importance of fairy tales in Roma tradition and culture.</p> | <p>In pairs, the participants read the fairy tale. Afterwards they fill the scattered sentences with the right words. Finally, they put the sentences in order.</p> <p>In the plenary, each pair reads a sentence in the right order. The trainer reads the sentences that were not included in the exercise.</p> <p>Finally, they speak about its contents and the meaning and importance of fairy tales in Roma tradition and culture.</p> | <p>In pairs, the participants read the fairy tale. Afterwards they fill the scattered sentences with the right words. Finally, they put the sentences in order.</p> <p>In the plenary, each pair reads a sentence in the right order. The trainer reads the sentences that were not included in the exercise.</p> <p>Finally, they speak about its contents and the meaning and importance of fairy tales in Roma tradition and culture.</p> |
| Duration/time needed | 20' | 45' | 45' |
| Material needed | A Roma fairy tale | A Roma fairy tale Cards with scattered sentences Pens for the participants | A Roma fairy tale Cards with scattered sentences Pens for the participants |

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| Exercise no: | 3 a | | |
| Subject: | Important signs | | |
| Title: | The magic of traffic | | |
| Task/s: | <p>Level 1) Describe the meaning of a traffic sign – as you know it.</p> <p>Level 2) Read the three answers and tick the right one (in 3 groups).</p> <p>Level 3) Draw a table with 1 column each for directories, danger signs, prohibition signs and signs giving orders. Assign the given signs to those categories and write them in the right column (in 3 groups).</p> | | |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • learn to read the descriptions of the signs • need to “defend” their answers in the plenary and will this way improve their rhetoric skills • will get to know the meaning of the different traffic signs which makes every-day life easier for them (especially valid for participants without driving license) | | |
| | Level 1 | Level 2 | Level 3 |
| Description | <p>The trainer puts a poster with different traffic signs to the wall. The participants are asked to choose one and describe its meaning as they know it. If necessary, the trainer will complete or correct the description – with help of the other participants.</p> | <p>The participants are divided into three groups. Each group receives a card with different traffic signs. For each sign, there are multiple-choice options for their meaning. The participants will choose together and tick their answer. After that, they come together with the others and explain their answers. The members of the other groups say if they agree on the answers and if not, why not. Finally, all signs are described and all participants know the right answers that will be revealed by the trainer.</p> | <p>The participants are divided into three groups. Each group receives a card with different traffic signs and their title. They are asked to draw a table and list in each column the according directories, danger signs, prohibition signs and signs giving orders. After that, they come together with the others and explain their answers. The members of the other groups say if they agree on the lists and if not, why not.</p> |
| Duration/time needed | 15' | 30' | 30' |
| Material needed | Poster of traffic signs | Cards of traffic signs with questions and multiple-choice answers Pens for the participants | Cards of traffic signs Paper, pens and a ruler for the participants |

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| Exercise no: | 3 b | | |
| Subject: | Important signs | | |
| Title: | Hazard symbols | | |
| Task/s: | <p>Level 1) Describe the meaning of a hazard sign – as you know it.</p> <p>Level 2) Read the three answers and tick the right one (in 3 groups).</p> <p>Level 3) Draw a table with 1 column each for different kinds of hazard symbols. Assign the given signs to those categories and write them in the right column (in 3 groups).</p> | | |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • learn to read the descriptions of the signs • need to “defend” their answers in the plenary and will this way improve their rhetoric skills • will get to know the meaning of the different hazard symbols which makes every-day life easier for them | | |
| | Level 1 | Level 2 | Level 3 |
| Description | <p>The trainer puts a poster with different hazard symbols to the wall. The participants are asked to choose one and describe its meaning as they know it. If necessary, the trainer will complete or correct the description – with help of the other participants.</p> | <p>The participants are divided into three groups. Each group receives a card with different hazard symbols. For each symbol, there are multiple-choice options for their meaning. The participants will choose together and tick their answer. After that, they come together with the others and explain their answers. The members of the other groups say if they agree on the answers and if not, why not. Finally, all symbols are described and all participants know the right answers that will be revealed by the trainer.</p> | <p>The participants are divided into three groups. Each group receives a card with different hazard symbols and their title. They are asked to draw a table and list in each column different kinds of hazard symbols. After that, they come together with the others and explain their answers. The members of the other groups say if they agree on the lists and if not, why not.</p> |
| Duration/time needed | 15' | 30' | 30' |
| Material needed | Poster of hazard symbols | <p>Cards of hazard symbols with questions and multiple-choice answers</p> <p>Pens for the participants</p> | <p>Cards of hazard symbols</p> <p>Paper, pens and a ruler for the participants</p> |

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| Exercise no: | 3 c | | |
| Subject: | Important signs | | |
| Title: | Laundry symbols | | |
| Task/s: | <p>Level 1) Describe the meaning of a laundry symbol – as you know it.</p> <p>Level 2) Read the three answers and tick the right one (in 3 groups).</p> <p>Level 3) Draw a table with 1 column each for different kinds of laundry symbols. Assign the given signs to those categories and write them in the right column (in 3 groups).</p> | | |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • learn to read the descriptions of the signs • need to “defend” their answers in the plenary and will this way improve their rhetoric skills • will get to know the meaning of the different laundry symbols which makes every-day life easier for them | | |
| | Level 1 | Level 2 | Level 3 |
| Description | <p>The trainer puts a poster with different laundry symbols to the wall. The participants are asked to choose one and describe its meaning as they know it. If necessary, the trainer will complete or correct the description – with help of the other participants.</p> | <p>The participants are divided into three groups. Each group receives a card with different laundry symbols. For each symbol, there are multiple-choice options for their meaning. The participants will choose together and tick their answer. After that, they come together with the others and explain their answers. The members of the other groups say if they agree on the answers and if not, why not. Finally, all symbols are described and all participants know the right answers that will be revealed by the trainer.</p> | <p>The participants are divided into three groups. Each group receives a card with different laundry symbols and their title.</p> <p>They are asked to draw a table and list in each column different kinds of laundry symbols.</p> <p>After that, they come together with the others and explain their answers. The members of the other groups say if they agree on the lists and if not, why not.</p> |
| Duration/time needed | 15' | 30' | 30' |
| Material needed | Poster of laundry symbols | Cards of laundry symbols with questions and multiple-choice answers Pens for the participants | Cards of laundry symbols Paper, pens and a ruler for the participants |

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| Exercise no: | 4 a | | |
| Subject: | Every-day live | | |
| Title: | Personal hygiene | | |
| Task/s: | <p>Level 1) Put letters together to get a word.</p> <p>Level 2) Select words connected with personal hygiene and explain why this is necessary and important (in 3 groups).</p> <p>Level 3) Based on the pictures, write a plan for the daily personal hygienic activities of your family (in 3 groups).</p> | | |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • get more familiar with letters (e.g. their shapes) through matching sounds to these letters as a result of saying out loud the word they see on a picture • will improve their skill to recognise letters and to create words out of them, • will also deepen their knowledge to construct words appropriately, letter by letter | | |
| | Level 1 | Level 2 | Level 3 |
| Description | The participants receive cards with hygienic products on them with the names underneath. In addition, they receive letters and are asked to put the words together with those letters. | The participants are divided into three groups. Each of them receives a list of words they need to read. They shall select the terms that are linked with personal hygiene and mark them. Later in the plenary, they shall explain why this item is necessary to improve or maintain the personal hygiene and health of a person. | The participants receive cards with hygienic products. They are asked to elaborate a plan for the daily personal hygienic activities of their families. For themselves, they can check whether they are already doing the respective activity or not. If not, they should be motivated to do it from now on. |
| Duration/time needed | 15' | 30' | 30' |
| Material needed | <p>Pictures of items connected to personal hygiene</p> <p>Letters of the words on separate paper pieces</p> | <p>List of words</p> <p>Pens for the participants</p> | <p>Pictures of items connected to personal hygiene</p> <p>Paper and pens for the participants</p> |

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| Exercise no: | 4 b | | |
| Subject: | Every-day live | | |
| Title: | Domestic hygiene | | |
| Task/s: | <p>Level 1) Name all items that are linked with domestic hygiene.</p> <p>Level 2) Select words connected with domestic hygiene and explain why this is necessary and important (in 3 groups).</p> <p>Level 3) Write a plan for the weekly domestic hygienic activities of their families (in 3 groups).</p> | | |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • learn to read words and recognise the ones belonging to the domestic hygiene field • become more aware of domestic hygienic activities that are necessary for the health of their family • will plan the weekly domestic hygiene of the family in a written form which would contribute to the improvement of every-day life (Level 3) | | |
| | Level 1 | Level 2 | Level 3 |
| Description | The trainer asks the participants to name all items/activities from the domestic hygiene field that they can think of and writes them on the board/ flipchart. | The participants are divided in three groups. Each of them receives a list of words they need to read. They shall select the terms that are linked with the domestic hygiene and mark them. Later in the plenary, they shall explain why this item/activity is necessary to improve/maintain the domestic hygiene and health of the family. | The participants elaborate a plan for the weekly domestic hygienic activities of their family. For themselves, they can check whether they are already doing the respective activity or not. If not, they should be motivated to do it from now on. |
| Duration/time needed | 15' | 30' | 30' |
| Material needed | White/black board or flipchart, Marker for the trainer | List of words Pens for the participants | Paper and pens for the participants |

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| Exercise no: | 4 c | | |
| Subject: | Every-day live | | |
| Title: | Community hygiene | | |
| Task/s: | <p>Level 1) Name all the items that are linked with community hygiene you can think of.</p> <p>Level 2) Select words connected with community hygiene and explain why this is necessary and important (in 3 groups).</p> <p>Level 3) Write a plan for the weekly maintenance of the hygiene in your community (in 3 groups).</p> | | |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • learn to read words and recognise the ones belonging to the community hygiene field • become more aware of hygienic activities that are necessary for the health of the community • will plan the maintenance of hygiene in their communities in a written form which would contribute to the improvement of their every-day life (Level 3) | | |
| | Level 1 | Level 2 | Level 3 |
| Description | The trainer asks the participants to name all items/activities from the community hygiene field that they can think of and writes them on the board/flipchart. | The participants are divided into three groups. Each of them receives a list of words they need to read. They shall select the terms that are linked with community hygiene. Later in the plenary, they shall explain why this item/activity is necessary to improve/maintain the hygiene of a community. | The participants elaborate a plan for the maintenance of hygiene in their communities. For themselves, they can think about how they can contribute to the improvement of community hygiene themselves. |
| Duration/time needed | 15' | 30' | 30' |
| Material needed | White/black board or flipchart, Marker for the trainer | List of words Pens for the participants | Paper and pens for the participants |

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| Exercise no: | 5 a | | |
| Subject: | Professions | | |
| Title: | Guessing professions from the education and social service field | | |
| Task/s: | <p>One participant stands in front of the others. The trainer shows this participant his/her profession.</p> <p>Level 1) Answer the questions the other participants ask you to find out your profession.</p> <p>Level 2) Describe in which field you are working, what competences are necessary and why is this profession important etc. so that the others find out your profession.</p> <p>Level 3) Answer the questions that the other participants wrote on cards.</p> | | |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • learn something about different professions in the education and social service field, about their profile as well as necessary skills and competences | | |
| | Level 1 | Level 2 | Level 3 |
| Description | One participant stands in front of the others. The trainer shows him his/her profession. The other participants ask simple questions in order to find out the right profession. | One participant stands in front of the others. The trainer shows him his/her profession. He/she describes in which field he/she is working, what competences are necessary, why is this profession important and why did he/she choose it. | One participant stands in front of the others. The trainer shows him his/her profession. The other participants write questions on a card and give it to the selected one. He/she reads the questions and answers them. |
| Duration/time needed | 15' | 15' | 30' |
| Material needed | Card/s with professions from the education and social service field | Card/s with professions from the education and social service field | Card/s with professions from the education and social service field Cards and pens for the participants |

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| Exercise no: | 5 b | | |
| Subject: | Professions | | |
| Title: | Guessing professions from the agricultural field | | |
| Task/s: | <p>One participant stands in front of the others. The trainer shows this participant his/her profession.</p> <p>Level 1) Answer the questions the other participants ask you to find out your profession.</p> <p>Level 2) Describe in which field you are working, what competences are necessary and why is this profession important etc. so that the others find out your profession.</p> <p>Level 3) Answer the questions that the other participants wrote on cards.</p> | | |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • learn something about different professions in the field of agriculture, about their profile as well as necessary skills and competences | | |
| | Level 1 | Level 2 | Level 3 |
| Description | One participant stands in front of the others. The trainer shows him his/her profession. The other participants ask simple questions in order to find out the right profession. | One participant stands in front of the others. The trainer shows him his/her profession. He/she describes in which field he/she is working, what competences are necessary, why is this profession important and why did he/she choose it etc. | One participant stands in front of the others. The trainer shows him his/her profession. The other participants write questions on a card and give it to the selected one. He/she reads the questions and answers them. |
| Duration/time needed | 15' | 15' | 30' |
| Material needed | Card/s with professions from the agricultural field | Card/s with professions from the agricultural field | Card/s with professions from the agricultural field Cards and pens for the participants |

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| Exercise no: | 5 c | | |
| Subject: | Professions | | |
| Title: | Guessing professions from the health care field | | |
| Task/s: | <p>One participant stands in front of the others. The trainer shows this participant his/her profession.</p> <p>Level 1) Answer the questions the other participants ask you to find out your profession.</p> <p>Level 2) Describe in which field you are working, what competences are necessary and why is this profession important etc. so that the others find out your profession.</p> <p>Level 3) Answer the questions that the other participants wrote on cards.</p> | | |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • learn something about different professions in the health care field, about their profile as well as necessary skills and competences | | |
| | Level 1 | Level 2 | Level 3 |
| Description | One participant stands in front of the others. The trainer shows him his/her profession. The other participants ask simple questions in order to find out the right profession. | One participant stands in front of the others. The trainer shows him his/her profession. He/she describes in which field he/she is working, what competences are necessary, why is this profession important and why did he/she choose it etc. | One participant stands in front of the others. The trainer shows him his/her profession. The other participants write questions on a card and give it to the selected one. He/she reads the question and answers it. |
| Duration/time needed | 15' | 15' | 30' |
| Material needed | Card/s with professions from the health care field | Card/s with professions from the health care field | Card/s with professions from the health care field Cards and pens for the participants |

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| Exercise no: | 6 a | | |
| Subject: | Clothes | | |
| Title: | Casual dressing in spring and summer | | |
| Task/s: | <p>Level 1) Name all items that are linked with clothes for spring and summer.</p> <p>Level 2) Read the words and select the clothes for spring and summer (in 3 groups).</p> <p>Level 3) Create a poster with the clothes for spring and summer and present it to the other participants (in 2 groups).</p> | | |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • read words and recognise the clothes for spring and summer • will be creative and design a poster with pictures and other elements to present the clothes for spring and summer (Level 3) | | |
| | Level 1 | Level 2 | Level 3 |
| Description | The trainer asks the participants to name all clothes for spring and summer that they can think of and writes them on the board/flipchart. | The participants are divided in three groups. Each of them receives a list of words they need to read. They shall select the clothes for spring and summer. Later in the plenary, they shall write the selected words on a flipchart or whiteboard. | The participants are divided in two groups. One of them is assigned to spring, one to summer. They shall create a poster with pictures and drawings of the clothes that are worn in the respective season. Later in the plenary, they shall present their results. |
| Duration/time needed | 15' | 30' | 45' |
| Material needed | White/black board or flipchart, Marker for the trainer | List with words, Pens and markers for the participants | 2 posters, Pictures of clothes Paper of different colours, scissors and pens for the participants |

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| Exercise no: | 6 b | | |
| Subject: | Clothes | | |
| Title: | Casual dressing in autumn and winter | | |
| Task/s: | <p>Level 1) Name all items that are linked with clothes for autumn and winter.</p> <p>Level 2) Read the words and select the clothes for autumn and winter (in 3 groups).</p> <p>Level 3) Create a poster with the clothes for autumn and winter and present it to the other participants (in 2 groups).</p> | | |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • read words and recognise the clothes for autumn and winter • will be creative and design a poster with pictures and other elements to present the clothes for autumn and winter (Level 3) | | |
| | Level 1 | Level 2 | Level 3 |
| Description | The trainer asks the participants to name all clothes for autumn and winter that they can think of and writes them on the board/flipchart. | The participants are divided in three groups. Each of them receives a list of words they need to read. They shall select the clothes for autumn and winter. Later in the plenary, they shall write the selected words on a flipchart or whiteboard. | The participants are divided in two groups. One of them is assigned to autumn, one to winter. They shall create a poster with pictures and drawings of the clothes that are worn in the respective season. Later in the plenary, they shall present their results. |
| Duration/time needed | 15' | 30' | 45' |
| Material needed | White/black board or flipchart, Marker for the trainer | List with words, Pens and markers for the participants | 2 posters, Pictures of clothes, Paper of different colours, scissors and pens for the participants |

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| Exercise no: | 7 a | | |
| Subject: | Shopping | | |
| Title: | Maria goes to the market | | |
| Task/s: | <p>Level 1) How would you ask for this information? Formulate the interrogative sentence.</p> <p>Level 2) Have a look at the pictures and write three short sentences about what you see.</p> <p>Level 3) Have a look at the pictures and write five short sentences about what you could do with the fruit and vegetables on them (in 3 groups).</p> | | |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • develop their knowledge in reading and in writing asking questions connected to a text about going to the market | | |
| | Level 1 | Level 2 | Level 3 |
| Description | The trainer reads a sentence and asks the participants to formulate the interrogative sentence for getting this information. | The participants receive pictures of fruit and vegetables from the market. The trainer asks them to have a look at the pictures and write three short sentences describing what they see. | The participants receive pictures of fruit and vegetables from the market. The trainer asks them to have a look at the pictures and write five short sentences about what could be done with those fruit and vegetables. |
| Duration/time needed | 15' | 30' | 45' |
| Material needed | List of sentences | Pictures with fruit and vegetables Paper and pens for the participants | Pictures with fruit and vegetables Paper and pens for the participants |

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| Exercise no: | 7 b | | |
| Subject: | Shopping | | |
| Title: | Maria goes to the homeware store | | |
| Task/s: | <p>Level 1) How would you ask for this information? Formulate the interrogative sentence.</p> <p>Level 2) Have a look at the pictures and write three short sentences about what you see.</p> <p>Level 3) Have a look at the pictures and write five short sentences about how you would equip one of the rooms in your flat (in 3 groups).</p> | | |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • develop their knowledge in reading and in writing asking questions connected to a text about going to the homeware store. | | |
| | Level 1 | Level 2 | Level 3 |
| Description | The trainer reads a sentence and asks the participants to formulate the interrogative sentence for getting this information. | The participants receive pictures of furniture from the homeware store. The trainer asks them to have a look at the pictures and write three short sentences describing what they see. | The participants receive pictures of furniture from the homeware store. The trainer asks them to have a look at the pictures and write five short sentences about how they would equip one of the rooms in their flat. |
| Duration/time needed | 15' | 30' | 45' |
| Material needed | List of sentences | Pictures with furniture Paper and pens for the participants | Pictures with furniture Paper and pens for the participants |

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| Exercise no: | 8 a | | |
| Subject: | Healthy living | | |
| Title: | Doing sports | | |
| Task/s: | <p>Level 1) What do you think, is this statement "true" or "false"?</p> <p>Level 2) What do you think, is this statement "true" or "false"? Please explain what meaning sport has in your life. If it is not important, think about why it might be reasonable to do some.</p> <p>Level 3) Please read the sentences and write "true" or "false" behind them, according to your opinion. Describe in five short sentences the meaning sport has in your life or what kind of sport you would be interested in.</p> | | |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • will be able to identify the true meaning of sport in one's life | | |
| | Level 1 | Level 2 | Level 3 |
| Description | The trainer reads the statements, and the participants say if they consider them as "true" or "false" and explain why. | The trainer reads the statements, and the participants say if they consider them as "true" or "false". Afterwards, they explain what meaning sport has in their life. | The participants receive a list with statements and are asked to write "true" or "false" behind them based on their opinion. Afterwards, they should write five short sentences about the meaning of sport for them or what kind of sport they would be interested in. |
| Duration/time needed | 15' | 30' | 45' |
| Material needed | Statements for the trainer | Statements for the trainer | Statements Paper and pens for the participants |

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| Exercise no: | 8 b | | |
| Subject: | Healthy living | | |
| Title: | Eating well | | |
| Task/s: | <p>Level 1) What do you think, is this statement "true" or "false"?</p> <p>Level 2) What do you think, is this statement "true" or "false"? Please explain what meaning it has for you to eat healthy. If it is not important, think about why it might be reasonable to do it.</p> <p>Level 3) Please read the sentences and write "true" or "false" behind them, according to your opinion. Describe in five short sentences the meaning eating healthy has in your life or what you would like to improve in this field.</p> | | |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • should be able to write a short description about the eating habits they have or the changes they would like to make in their eating habits • will be able to identify the importance of eating well in one's life | | |
| | Level 1 | Level 2 | Level 3 |
| Description | The trainer reads the statements, and the participants say if they consider them as "true" or "false" and explain why. | The trainer reads the statements, and the participants say if they consider them as "true" or "false". Afterwards, they explain what meaning eating healthy has in their life. | The participants receive a list with statements and are asked to write "true" or "false" behind them based on their opinion. Afterwards, they should write five short sentences about the meaning of eating healthy for them or what they would like to improve in this field. |
| Duration/time needed | 15' | 30' | 45' |
| Material needed | Statements for the trainer | Statements for the trainer | Statements Paper and pens for the participants |

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| Exercise no: | 9 a |
| Subject: | Letter by letter |
| Title: | At home |
| Task/s: | Read the words and put them together with the letters. |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • get more familiar with letters (e.g. their shapes) through matching sounds to these letters as a result of saying out loud the word they see on a picture • will improve their skill to recognise letters and to create words out of them, therefore, they will also deepen their knowledge to construct words appropriately, letter by letter |
| | Level 1 |
| Description | The trainer scatters the paper pieces of letters and pictures on a table, and asks the participants to select and match the letters to the pictures. The participants can do the selection by searching for the identical signs underneath the pictures. Once they found the letters of a word, they can try to put them in order, synthesising the word they see on the picture by also saying out loud that word. |
| Duration/time needed | 15' |
| Material needed | <p>Pictures connected to houses/flats</p> <p>Letters of the words on separate paper pieces</p> |

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| Exercise no: | 9 b |
| Subject: | Letter by letter |
| Title: | At school |
| Task/s: | Read the words and put them together with the letters. |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • get more familiar with letters (e.g. their shapes) through matching sounds to these letters as a result of saying out loud the word they see on a picture • will improve their skill to recognise letters and to create words out of them, therefore, they will also deepen their knowledge to construct words appropriately, letter by letter |
| | Level 1 |
| Description | The trainer scatters the paper pieces of letters and pictures on a table, and asks the participants to select and match the letters to the pictures. The participants can do the selection by searching for the identical signs underneath the pictures. Once they found the letters of a word, they can try to put them in order, synthesising the word they see on the picture by also saying out loud that word. |
| Duration/time needed | 15' |
| Material needed | <p>Pictures connected to school</p> <p>Letters of the words on separate paper pieces</p> |

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| Exercise no: | 9 c |
| Subject: | Letter by letter |
| Title: | At work |
| Task/s: | Read the words and put them together with the letters. |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • get more familiar with letters (e.g. their shapes) through matching sounds to these letters as a result of saying out loud the word they see on a picture • will improve their skill to recognise letters and to create words out of them, therefore, they will also deepen their knowledge to construct words appropriately, letter by letter |
| | Level 1 |
| Description | The trainer scatters the paper pieces of letters and pictures on a table, and asks the participants to select and match the letters to the pictures. The participants can do the selection by searching for the identical signs underneath the pictures. Once they found the letters of a word, they can try to put them in order, synthesising the word they see on the picture by also saying out loud that word. |
| Duration/time needed | 15' |
| Material needed | <p>Pictures connected to work/work placements</p> <p>Letters of the words on separate paper pieces</p> |

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| Exercise no: | 9 d |
| Subject: | Letter by letter |
| Title: | In town |
| Task/s: | Read the words and put them together with the letters. |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • get more familiar with letters (e.g. their shapes) through matching sounds to these letters as a result of saying out loud the word they see on a picture • will improve their skill to recognise letters and to create words out of them, therefore, they will also deepen their knowledge to construct words appropriately, letter by letter |
| | Level 1 |
| Description | The trainer scatters the paper pieces of letters and pictures on a table, and asks the participants to select and match the letters to the pictures. The participants can do the selection by searching for the identical signs underneath the pictures. Once they found the letters of a word, they can try to put them in order, synthesising the word they see on the picture by also saying out loud that word. |
| Duration/time needed | 15' |
| Material needed | <p>Pictures connected to the home town of the participants</p> <p>Letters of the words on separate paper pieces</p> |

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| Exercise no: | 9 e |
| Subject: | Letter by letter |
| Title: | In the countryside |
| Task/s: | Read the words and put them together with the letters. |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • get more familiar with letters (e.g. their shapes) through matching sounds to these letters as a result of saying out loud the word they see on a picture • will improve their skill to recognise letters and to create words out of them, therefore, they will also deepen their knowledge to construct words appropriately, letter by letter |
| | Level 1 |
| Description | The trainer scatters the paper pieces of letters and pictures on a table, and asks the participants to select and match the letters to the pictures. The participants can do the selection by searching for the identical signs underneath the pictures. Once they found the letters of a word, they can try to put them in order, synthesising the word they see on the picture by also saying out loud that word. |
| Duration/time needed | 15' |
| Material needed | <p>Pictures connected to the countryside</p> <p>Letters of the words on separate paper pieces</p> |

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| Exercise no: | 10 a |
| Subject: | Talking through symbols |
| Title: | Traffic signs |
| Task/s: | Have a look at the traffic signs. Listen to the explanation of the trainer and find the described traffic signs on your paper pieces. Show it to the trainer. |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • get more familiar with traffic signs and develop creating connections between signs and their meanings • can get familiar with the possible consequences of ignoring traffic signs/symbols • improve their ability to recognise traffic signs/symbols |
| | Level 1 |
| Description | The trainer divides some traffic signs/symbols among the participants. Then, he tells the description of a sign, repeats it several times if necessary, and waits until the participants show the right sign/symbol. |
| Duration/time needed | 15' |
| Material needed | Traffic signs and symbols on paper pieces |

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| Exercise no: | 10 b |
| Subject: | Talking through symbols |
| Title: | Hazard signs |
| Task/s: | Have a look at the hazard signs. Listen to the explanation of the trainer and find the described hazard signs on your paper pieces. Show it to the trainer. |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • get more familiar with hazard symbols and develop creating connections between signs and their meanings • can get familiar with the possible consequences of ignoring hazard/ symbols • improve their ability to recognise hazard signs/symbols |
| | Level 1 |
| Description | The trainer divides some hazard signs/symbols among the participants. Then, he tells the description of a sign, repeats it several times if necessary, and waits until the participants show the right sign/symbol. |
| Duration/time needed | 15' |
| Material needed | Hazard signs and symbols on paper pieces |

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| Exercise no: | 10 c |
| Subject: | Talking through symbols |
| Title: | Laundry symbols |
| Task/s: | Have a look at the laundry symbols. Listen to the explanation of the trainer and find the described laundry symbol on your paper pieces. Show it to the trainer. |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • get more familiar with laundry symbols and develop creating connections between signs and their meanings • can get familiar with the possible consequences of ignoring laundry signs/ symbols • improve their ability to recognise laundry signs/symbols |
| | Level 1 |
| Description | <p>The trainer divides some laundry signs/symbols among the participants. Then, he tells the description of a sign, repeats it several times if necessary, and waits until the participants show the right sign/symbol.</p> <p>This exercise is recommended to be used as a complementary exercise to no 3 c, in order to deepen the participants' knowledge and understanding about laundry symbols.</p> |
| Duration/time needed | 15' |
| Material needed | Laundry signs and symbols on paper pieces |

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| Exercise no: | 11 a |
| Subject: | Professions |
| Title: | My profession is ... (education and social services) |
| Task/s: | Have a look at the pictures showing different professions. Listen to the explanation of the trainer and find the described profession on your paper pieces. Show it to the trainer. Then, rewrite the profession from the flipchart letter by letter underneath the according picture. |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • can gain more information and deepen their knowledge about certain professions and competences needed for each profession • will learn the names of the professions • will learn and develop to form letters and to write words |
| | Level 1 |
| Description | Participants get a paper with pictures on it about different professions connected to education and social services. The trainer describes the given profession, talks about the competences needed for that profession and lets the participants guess it. Once they found out the profession, they write the name of it under the right picture by following the trainer as he/she writes the word on the board/flipchart, letter by letter. |
| Duration/time needed | 15' |
| Material needed | Paper with pictures on it and a blank space under each picture, pens |

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| Exercise no: | 11 b |
| Subject: | Professions |
| Title: | My profession is ... (agriculture) |
| Task/s: | Have a look at the pictures showing different professions. Listen to the explanation of the trainer and find the described profession on your paper pieces. Show it to the trainer. Then, rewrite the profession from the flipchart letter by letter underneath the according picture. |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • can gain more information and deepen their knowledge about certain professions and competences needed for each profession • will learn the names of the professions • will learn and develop to form letters and to write words |
| | Level 1 |
| Description | Participants get a paper with pictures on it about different professions connected to agriculture. The trainer describes the given profession, talks about the competences needed for that profession and lets the participants guess it. Once they found out the profession, they write the name of it under the right picture by following the trainer as he/she writes the word on the board/flipchart, letter by letter. |
| Duration/time needed | 15' |
| Material needed | Paper with pictures on it and a blank space under each picture, pens |

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| Exercise no: | 11 c |
| Subject: | Professions |
| Title: | My profession is ... (health care) |
| Task/s: | Have a look at the pictures showing different professions. Listen to the explanation of the trainer and find the described profession on your paper pieces. Show it to the trainer. Then, rewrite the profession from the flipchart letter by letter underneath the according picture. |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • can gain more information and deepen their knowledge about certain professions and competences needed for each profession • will learn the names of the professions • will learn and develop to form letters and to write words |
| | Level 1 |
| Description | Participants get a paper with pictures on it about different professions connected to health care. The trainer describes the given profession, talks about the competences needed for that profession and lets the participants guess it. Once they found out the profession, they write the name of it under the right picture by following the trainer as he/she writes the word on the board/flipchart, letter by letter. |
| Duration/time needed | 15' |
| Material needed | Paper with pictures on it and a blank space under each picture, pens |

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| Exercise no: | 12 a |
| Subject: | Mistake hunting |
| Title: | Fruit and vegetables |
| Task/s: | Find the writing mistake in the words and write them correctly underneath. |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • will be able to spot the incorrect letter in a word and replace it with the right one • can develop recognising letters and using them in the right place of a word |
| | Level 1 |
| Description | Participants get a paper with pictures of different fruit and vegetables, under which the name of the fruit/vegetable is written incorrectly. Participants then have to spot the mistake, underline it and write the word correctly. |
| Duration/time needed | 15' |
| Material needed | Paper with pictures and words on it, pens |

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| Exercise no: | 12 b |
| Subject: | Mistake hunting |
| Title: | Homeware items |
| Task/s: | Find the writing mistake in the words and write them correctly underneath. |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • be able to spot the incorrect letter in a word and replace it with the right one • can develop recognising letters and using them in the right place of a word |
| | Level 1 |
| Description | Participants get a paper with pictures of furniture, under which the name of the object is written, incorrectly. Participants then have to spot the mistake, underline it and write the word correctly. |
| Duration/time needed | 15' |
| Material needed | Paper with pictures and words on it, pens |

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| Exercise no: | 13 a |
| Subject: | Filling texts |
| Title: | Incomplete interview – sport |
| Task/s: | Listen to the short interview with a sportsman. Afterwards, read it again yourself. Use the words on the paper pieces to fill the gaps in the second text. |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • improve their reading and writing skills by filling a text, based on an interview that they can previously listen to • will also develop their understanding about sentence construction and a word's place within a sentence, seeing words in a context |
| | Level 1 |
| Description | The participants listen to a short interview that is read by the trainer. Then they get a sheet of paper with the complete text and with the text with gaps. They will also receive the missing words written on paper pieces, from which then they have to choose the right word. Finally, they can try to copy the words and write them into the blank spaces of the text. |
| Duration/time needed | 20' |
| Material needed | An interview's text written on a paper, words written on paper pieces and pens |

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| Exercise no: | 13 b |
| Subject: | Filling texts |
| Title: | Incomplete interview – handicraft |
| Task/s: | Listen to the short interview with an artist. Afterwards, read it again yourself. Use the words on the paper pieces to fill the gaps in the second text. |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • improve their reading and writing skills by filling a text, based on an interview that they can previously listen to • will also develop their understanding about sentence construction and a word's place within a sentence, seeing words in a context |
| | Level 1 |
| Description | The participants listen to a short interview that is read by the trainer. Then they get a sheet of paper with the complete text and with the text with gaps. They will also receive the missing words written on paper pieces, from which then they have to choose the right word. Finally, they can try to copy the words and write them into the blank spaces of the text. |
| Duration/time needed | 20' |
| Material needed | An interview's text written on a paper, words written on paper pieces and pens. |

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| Exercise no: | 13 c |
| Subject: | Filling texts |
| Title: | Incomplete interview – music |
| Task/s: | Listen to the short interview with a band. Afterwards, read it again yourself. Use the words on the paper pieces to fill the gaps in the second text. |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • improve their reading and writing skills by filling a text, based on an interview that they can previously listen to • will also develop their understanding about sentence construction and a word's place within a sentence, seeing words in a context |
| | Level 1 |
| Description | The participants listen to a short interview that is read by the trainer. Then they get a sheet of paper with the complete text and with the text with gaps. They will also receive the missing words written on paper pieces, from which then they have to choose the right word. Finally, they can try to copy the words and write them into the blank spaces of the text. |
| Duration/time needed | 20' |
| Material needed | An interview's text written on a paper, words written on paper pieces and pens. |

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| Exercise no: | 14 |
| Subject: | Dialogue |
| Title: | Comic strip |
| Task/s: | Have a look at the comic strip. Think about a story and put key words in the speech bubble. Finally, read or speak the dialogue in the plenary. |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • improve their reading and will get more understanding on how a dialogue is constructed • will also develop their understanding about sentence construction and a word's place within a sentence, seeing words in a context |
| | Level 1 |
| Description | In pairs of two, the participants receive a comic strip with empty speech bubbles. Together, they should think about a dialogue of the persons in the comic strip and read or speak the dialogue in the plenary. |
| Duration/time needed | 20' |
| Material needed | An incomplete comic strip, pens |

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| Exercise no: | 15 |
| Subject: | Speaking |
| Title: | Describing a term |
| Task/s: | Describe the term on the card so that the others can guess what it is. |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • improve their reading skills • develop their skills to describe something in their own words |
| | Level 1 |
| Description | The trainer shows one participant a term on a card. The participant will describe the term in his/her own words until the others found out what is described. (If it is possible in the class, it can also be done as kind of a competition: who can describe the best because the others found out the most terms within one minute? etc.) |
| Duration/time needed | 15' |
| Material needed | Terms on cards |

2. Numeracy

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| Exercise no: | 1 | | |
| Subject: | Multiplication | | |
| Title: | The multiplication tables | | |
| Task/s: | <p>Level 1) Calculate the following arithmetic problems.</p> <p>Level 2) Solve the arithmetic problems and choose the correct one from the three given results.</p> <p>Level 3) Solve the word problems and write down the approach for getting the result. Finally, choose the correct one from the three given results.</p> | | |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • will be able to use the multiplication table up to 10/50/100 more fluently | | |
| | Level 1 | Level 2 | Level 3 |
| Description | The trainer reads the arithmetic problems up to 10. One of the participants says the result. The others agree or disagree. | The participants solve the arithmetic problems up to 50 and select the correct answers from three given ones. | The participants solve the word problems up to 100 writing down the approach and select the correct answers from three given ones. |
| Duration/time needed | 15' | 30' | 45' |
| Material needed | Arithmetic problems for the teacher | Arithmetic problems with multiple-choice answers Pens for the participants | Word problems with space for the approach and multiple-choice answers Pens for the participants |

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| Exercise no: | 2 | | |
| Subject: | Using figures | | |
| Title: | Family | | |
| Task/s: | <p>Level 1) Please answer the questions.</p> <p>Level 2) Create a poster about your group members using as many figures as possible: including dates of birth, number of children, years of activities etc.</p> <p>Level 3) Write down a description of your family including as many figures as possible.</p> | | |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • will be able to use, read and write figures that are linked with their family and that they need to use again and again | | |
| | Level 1 | Level 2 | Level 3 |
| Description | The trainer asks a row of questions which will be answered by the participants. | In small groups of 3 or 4 persons, the participants create a poster describing the group members using as many figures as possible. | The participants write a description of their family using as many figures as possible. |
| Duration/time needed | 15' | 30' | 45' |
| Material needed | Questions for the trainer | Paper (A3) for each group Paper of different colours, markers and glue for the participants (in preparation of the lesson, the participants could be asked to bring pictures) | Paper and pens for the participants |

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| Exercise no: | 3 | | |
| Subject: | Healthy living | | |
| Title: | Pyramid of Healthy Diet | | |
| Task/s: | <p>Level 1) Have a look at the food pyramid and listen to the information of the trainer. Based on that, discuss in the plenary what you should change in the planning of meals for your family. Take the picture home and try to follow the recommendations from now on.</p> <p>Level 2) In three groups: make a plan for healthy meals for one week with the products on the pictures. Write a shopping list based on the plan. Finally, calculate how much money do you need to buy the listed products.</p> <p>Level 3) In three groups: imagine that you should organise the celebration of the International Roma Day in your community with 30 participants. Please make a plan for a dinner menu with the products on the pictures. Write a shopping list and calculate how much money you need to buy the listed products.</p> | | |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • learn to read, write and distinguish between different food groups based on content using appropriate pictures and words • learn to recognise the nutritional value and importance of all food groups for their health and well-being • learn to use addition and subtraction • will be able to use the multiplication table more fluently | | |
| | Level 1 | Level 2 | Level 3 |
| Description | The participants receive the food pyramid. The trainer gives important information about the different groups of food. Finally, the participants discuss what they could change at home in order to improve their eating behaviour. | The participants receive the food pyramid and pictures of different kinds of food with their prices. In three groups, they will plan healthy meals for their family for one week. Then, they will write a shopping list on this basis. Finally, they calculate how much money they need to buy the according food. | The participants receive the food pyramid and pictures of different kinds of food with their prices. In three groups, they will plan a healthy dinner menu for the celebration of the International Roma Day in their community with 30 participants. Then, they will write a shopping list on this basis. Finally, they calculate how much money they need to buy the according food. |
| Duration/time needed | 30' | 45' | 45' |
| Material needed | The food pyramid Information for the trainer | The food pyramid Pictures and prices of different kinds of food Paper and pens for the participants | The food pyramid Pictures and prices of different kinds of food Paper and pens for the participants |

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| Exercise no: | 4 a | | |
| Subject: | Recipes | | |
| Title: | Drinks | | |
| Task/s: | <p>Level 1) Listen to the recipe and the single steps for preparing the drink. Why is this drink healthy? If you want, you can try it at home and bring pictures to the next lesson informing the others how it tasted.</p> <p>Level 2) Please read the ingredients and the single steps for preparing the drink carefully. Afterwards, answer the questions.</p> <p>Level 3) Watch the video and answer the questions/fulfil the tasks.</p> | | |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • learn to read a complex recipe • are able to recognise the process, materials and utensils they have to use and follow the instructions correctly • learn to read and calculate quantities (l, ml, gr) using basic calculations (addition, subtraction, multiplication, division) • are sensitised for using healthy ingredients for their nutrition | | |
| | Level 1 | Level 2 | Level 3 |
| Description | The trainer reads the ingredients and different steps for preparing a healthy drink. He distributes it to the participants. Then, the trainer asks why this drink is healthy. He proposes that the participants try to prepare the drink at home and bring pictures with them. Then they can exchange their opinion about the taste of the drink. | The participants receive the recipe with the description of the single steps for the preparation of the drink from the trainer. They read it and answer the given questions afterwards. | The participants watch a video in which the preparation of different drinks is described. Afterwards, they answer the given questions/fulfil the given tasks. (Depending on the length of the video, it can also be watched twice.) |
| Duration/time needed | 30' | 45' | 45' |
| Material needed | The recipe of a healthy drink and the description of the steps for its preparation | The recipe of a healthy drink and the description of the steps for its preparation A working sheet with questions Pens for the participants | The video A working sheet with questions/tasks Pens and colour pencils for the participants |

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| Exercise no: | 4 b | | |
| Subject: | Recipes | | |
| Title: | Cookies and pastries | | |
| Task/s: | <p>Level 1) Listen to the recipe and the single steps for preparing the cake. Why is this cake healthy? If you want, you can try it at home and bring pictures to the next lesson informing the others how it tasted.</p> <p>Level 2) Please read the ingredients and the single steps for preparing the cake carefully. Afterwards, answer the questions.</p> <p>Level 3) Watch the video and answer the questions/fulfil the tasks.</p> | | |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • learn to read a complex recipe • are able to recognise the process, materials and utensils they have to use and follow the instructions correctly • learn to read and calculate quantities (l, ml, gr) using basic calculations (addition, subtraction, multiplication, division) • are sensitised for using healthy ingredients for their nutrition | | |
| | Level 1 | Level 2 | Level 3 |
| Description | The trainer reads the ingredients and different steps for preparing a healthy cake. He distributes it to the participants. Then, the trainer asks why this cake is healthy. He proposes that the participants try to bake the cake at home and bring pictures with them. Then they can exchange their opinion about the taste of the cake. | The participants receive the recipe with the description of the single steps for the preparation of the cake from the trainer. They read it and answer the given questions afterwards. | The participants watch a video in which the preparation of a cake is described. Afterwards, they answer the given questions/fulfil the given tasks. (Depending on the length of the video, it can also be watched twice.) |
| Duration/time needed | 30' | 45' | 45' |
| Material needed | The recipe of a healthy cake and the description of the steps for its preparation | The recipe of a healthy cake and the description of the steps for its preparation A working sheet with questions Pens for the participants | The video A working sheet with questions/tasks Pens and colour pencils for the participants |

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| Exercise no: | 4 c | | |
| Subject: | Recipes | | |
| Title: | Cooking with leftovers | | |
| Task/s: | <p>Level 1) Listen to the recipe and the single steps for preparing the dish. Why is this dish healthy? If you want, you can try it at home and bring pictures to the next lesson informing the others how it tasted.</p> <p>Level 2) Please read the ingredients and the single steps for preparing the dish carefully. Afterwards, answer the questions.</p> <p>Level 3) Watch the video and answer the questions/fulfil the tasks.</p> | | |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • learn to read a complex recipe • are able to recognise the process, materials and utensils they have to use and follow the instructions correctly • learn to read and calculate quantities (l, ml, gr) using basic calculations (addition, subtraction, multiplication, division) • expand their ability on not wasting food and ingredients, using leftovers and converting them into new recipe • are sensitised for using healthy ingredients for their nutrition | | |
| | Level 1 | Level 2 | Level 3 |
| Description | <p>The trainer reads the ingredients and different steps for preparing a healthy dish with leftovers. He distributes it to the participants. Then, the trainer asks why this dish is healthy. He proposes that the participants try to prepare the dish at home and bring pictures with them. Then they can exchange their opinion about the taste of the dish.</p> | <p>The participants receive the recipe with the description of the single steps for the preparation of the dish from the trainer. They read it and answer the given questions afterwards.</p> | <p>The participants watch a video in which the preparation of a healthy dish with leftovers is described. Afterwards, they answer the given questions/fulfil the given tasks.</p> <p>(Depending on the length of the video, it can also be watched twice.)</p> |
| Duration/time needed | 30' | 45' | 45' |
| Material needed | <p>The recipe of a healthy cake and the description of the steps for its preparation</p> | <p>The recipe of a healthy cake and the description of the steps for its preparation</p> <p>A working sheet with questions</p> <p>Pens for the participants</p> | <p>The video</p> <p>A working sheet with questions/tasks</p> <p>Pens and colour pencils for the participants</p> |

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| Exercise no: | 5 a | | |
| Subject: | Multiplication/division | | |
| Title: | Clothing | | |
| Task/s: | <p>Level 1) Calculate the following arithmetic problems.</p> <p>Level 2) Solve the arithmetic problems and choose the correct one from the three given results.</p> <p>Level 3) Solve the word problems and write down the approach for getting the result. Finally, choose the correct one from the three given results.</p> | | |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • will be able to use the multiplication table up to 10/50/100 more fluently | | |
| | Level 1 | Level 2 | Level 3 |
| Description | The trainer reads the arithmetic problems up to 10. One of the participants says the result. The others agree or disagree. | The participants solve the arithmetic problems up to 50 and select the correct answers from three given ones. | The participants solve the word problems up to 100 writing down the approach and select the correct answers from three given ones. |
| Duration/time needed | 15' | 30' | 45' |
| Material needed | Arithmetic problems for the teacher | Arithmetic problems with multiple-choice answers Pens for the participants | Word problems with space for the approach and multiple-choice answers Pens for the participants |

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| Exercise no: | 5 b | | |
| Subject: | Multiplication/division | | |
| Title: | Hygiene products | | |
| Task/s: | <p>Level 1) Calculate the following arithmetic problems.</p> <p>Level 2) Solve the arithmetic problems and choose the correct one from the three given results.</p> <p>Level 3) Solve the word problems and write down the approach for getting the result. Finally, choose the correct one from the three given results.</p> | | |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • will be able to use the multiplication table up to 10/50/100 more fluently | | |
| | Level 1 | Level 2 | Level 3 |
| Description | The trainer reads the arithmetic problems up to 10. One of the participants says the result. The others agree or disagree. | The participants solve the arithmetic problems up to 50 and select the correct answers from three given ones. | The participants solve the word problems up to 100 writing down the approach and select the correct answers from three given ones. |
| Duration/time needed | 15' | 30' | 45' |
| Material needed | Arithmetic problems for the teacher | Arithmetic problems with multiple-choice answers Pens for the participants | Word problems with space for the approach and multiple-choice answers Pens for the participants |

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| Exercise no: | 5 c | | |
| Subject: | Multiplication/division | | |
| Title: | School supplies | | |
| Task/s: | <p>Level 1) Calculate the following arithmetic problems.</p> <p>Level 2) Solve the arithmetic problems and choose the correct one from the three given results.</p> <p>Level 3) Solve the word problems and write down the approach for getting the result. Finally, choose the correct one from the three given results.</p> | | |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • will be able to use the multiplication table up to 10/50/100 more fluently | | |
| | Level 1 | Level 2 | Level 3 |
| Description | The trainer reads the arithmetic problems up to 10. One of the participants says the result. The others agree or disagree. | The participants solve the arithmetic problems up to 50 and select the correct answers from three given ones. | The participants solve the word problems up to 100 writing down the approach and select the correct answers from three given ones. |
| Duration/time needed | 15' | 30' | 45' |
| Material needed | Arithmetic problems for the teacher | Arithmetic problems with multiple-choice answers Pens for the participants | Word problems with space for the approach and multiple-choice answers Pens for the participants |

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| Exercise no: | 6 | | |
| Subject: | Figures | | |
| Title: | Biography | | |
| Task/s: | <p>Level 1) Listen to the story of Leon and answer the questions afterwards.</p> <p>Level 2) In four groups: create a poster about the family that is described in the text.</p> <p>Level 3) Write your biography using as many year dates and figures as possible.</p> | | |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • will be able to use, read and write figures that are linked with biography | | |
| | Level 1 | Level 2 | Level 3 |
| Description | The trainer reads the story of Leon (if necessary, twice). Afterwards, he is asking questions that the participants should answer. | The participants are divided in four groups. Each group receives the story of a family. A poster about this family shall be created. Each group will finally tell the story of this family in the plenary. | The participants write their own biography using as many year dates and figures as possible. |
| Duration/time needed | 15' | 45' | 45' |
| Material needed | The story of Leon and questions for the trainer | The stories about the families Paper (A3) for each group Paper of different colours and markers for the participants | Paper and pens for the participants |

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| Exercise no: | 7 | | |
| Subject: | Money | | |
| Title: | All about pocket money | | |
| Task/s: | <p>In a game, the players can earn, spend and save money. They start with a certain amount and can earn money to spend it on a market/fun fair/in a shop. They need to think about what to spend and where they can save money. In addition, they need to implement a few activities that cost money. In the end, the winner is who has the most money left.</p> <p>Level 1) You are the player and start with 2 €. You can earn money to spend it on a market. Think about what to spend and where to save money. In addition, you will spend some money on different activities. / You others are the sellers on the market. Write your products and prices on a card and negotiate with the player.</p> <p>Level 2) You are the player and start with 50 €. You can earn money to spend it on a fun fair. Think about what to spend and where to save money. In addition, you will spend some money on different activities. / You others play the showmen and carnies at the fun fair. Write your attractions and prices on cards and negotiate with the player.</p> <p>Level 3) You are the player and start with 100 €. You can earn money to spend it in a shop. Think about what to spend and where to save money. In addition, will spend some money on different activities that cost money. / You others play the shop assistants. Write your products and prices on cards and negotiate with the player.</p> | | |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • will improve their calculating skills up to 10/50/100 | | |
| | Level 1 | Level 2 | Level 3 |
| Description | <p>One participant (the player) starts with 2 € and can earn money to spend it on a market. He/she needs to think about what to spend and where to save money. In addition, he/she needs to implement a few activities that cost money.</p> <p>The others play the sellers on the market. They write on a card their products and prices and negotiate with the player.</p> <p>There should be two rounds – one with a male and one with a female player. The winner is who has the most money left in the end.</p> | <p>One participant (the player) starts with 50 € and can earn money to spend it on a fun fair. He/she needs to think about what to spend and where to save money. In addition, he/she needs to implement a few activities that cost money.</p> <p>The others play the showmen and carnies at the fun fair. They write on a card their attractions and prices and negotiate with the player.</p> <p>There should be two rounds – one with a male and one with a female player. The winner is who has the most money left in the end.</p> | <p>One participant (the player) starts with 100 € and can earn money to spend it in a shop. He/she needs to think about what to spend and where to save money. In addition, he/she needs to implement a few activities that cost money.</p> <p>The others play the shop assistants. They write on a card their products and prices and negotiate with the player.</p> <p>There should be two rounds – one with a male and one with a female player. The winner is who has the most money left in the end.</p> |
| Duration/time needed | 45' | 45' | 45' |
| Material needed | <p>Play money</p> <p>Cards for the participants</p> <p>Tables and chairs as market stands</p> | <p>Play money</p> <p>Cards for the participants</p> <p>Tables and chairs as attractions</p> | <p>Play money</p> <p>Cards for the participants</p> <p>Tables and chairs as shop departments</p> |

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| Exercise no: | 8 | | |
| Subject: | Calculating | | |
| Title: | Examples from daily life | | |
| Task/s: | <p>Level 1) You have five minutes time. Think about situations in your daily life in which you need to calculate up to 10. Share your findings with the other participants.</p> <p>Level 2) You have five minutes time. Think about situations in your daily life in which you need to calculate up to 100. Share your findings with the other participants.</p> <p>Level 3) You have five minutes time. Think about situations in your daily life in which you need to calculate up to 1.000. Write key words about that on a card. Put your card/s on the flipchart or whiteboard, explain your example/s and exchange your experiences with that with the other participants.</p> | | |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • will improve their calculating skills up to 10/100/1.000 • practice concrete calculations that they can really use in their daily life when they come up with the examples | | |
| | Level 1 | Level 2 | Level 3 |
| Description | In the plenary, the participants have five minutes time to think about situations in daily life in which they need to calculate up to 10. | In the plenary, the participants have five minutes time to think about situations in daily life in which they need to calculate up to 100. The trainer writes key words on the flipchart/whiteboard and works out additional examples together with the participants. | The participants have ten minutes time to think about situations in daily life in which they need to calculate up to 1.000. They write key words on a card. In the plenary, they put their cards on the flipchart/whiteboard, explain the examples and exchange their experiences with the other participants. |
| Duration/time needed | 15' | 45' | 45' |
| Material needed | - | Flipchart/whiteboard Markers for the trainer | Cards and pens for the participants Flipchart/whiteboard |

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| Exercise no: | 9 | | |
| Subject: | Calculating | | |
| Title: | At the post office | | |
| Task/s: | <p>Level 1) You have five minutes time. Think about occasions on which you could send postcards or letters to relatives. Do you know how much a stamp costs for this postcard or letter?</p> <p>Level 2) You have five minutes time. Think about occasions on which you need to send letters to authorities. Do you know how much a stamp costs for those letters? Try to find more examples together with the trainer and the other participants.</p> <p>Level 3) You have ten minutes time. Think about occasions on which you could send postcards to relatives and letters to authorities. Do you know how much postal charge you would need for both? Write key words on a card. Put your card on the flipchart or whiteboard, explain the examples and exchange your experiences with the other participants.</p> | | |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • will improve their calculating skills • practice concrete calculations that they can really use in their daily life when they need to send letters | | |
| | Level 1 | Level 2 | Level 3 |
| Description | In the plenary, the participants have five minutes time to think about occasions on which they could send postcards or letters to relatives and about how much postal charge they would need for that. | In the plenary, the participants have five minutes time to think about occasions they need to send letters to authorities and about how much postal charge they would need for that. The trainer writes key words on the flipchart/whiteboard and works out additional examples together with the participants. | The participants have ten minutes time to think about occasions on which they could send postcards to relatives and letters to authorities and about how much postal charge they would need for both. They write key words on a card. In the plenary, they put their card on the flipchart/whiteboard, explain the examples and exchange their experiences with the other participants. |
| Duration/time needed | 15' | 30' | 45' |
| Material needed | Overview on postal charges | Overview on postal charges Flipchart/whiteboard Markers for the trainer | Overview on postal charges Cards and pens for the participants Flipchart/whiteboard |

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| Exercise no: | 10 a | | |
| Subject: | Calculating | | |
| Title: | Math problems 1 | | |
| Task/s: | Solve the word problems. Compare your results in the plenary and comment on the situations in the problems. Can you relate to them? | | |
| Learning objectives: | The participants <ul style="list-style-type: none"> • will be able to answer the final question in the end of each situation, operating with maths calculations | | |
| | Level 1 | Level 2 | Level 3 |
| Description | The participants receive word problems up to 10 and solve them. In the end, they can compare the results in the plenary and say if they can relate to the according situation. | The participants receive word problems up to 50 and solve them. In the end, they can compare the results in the plenary and say if they can relate to the according situation. | The participants receive word problems up to 100 and solve them. In the end, they can compare the results in the plenary and say if they can relate to the according situation. |
| Duration/time needed | 25' | 25' | 25' |
| Material needed | Worksheets with word problems, pens | Worksheets with word problems, pens | Worksheets with word problems, pens |

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| Exercise no: | 10 b | | |
| Subject: | Calculating | | |
| Title: | Math problems 2 | | |
| Task/s: | Solve the word problems. Compare your results in the plenary and comment on the situations in the problems. Can you relate to them? | | |
| Learning objectives: | The participants <ul style="list-style-type: none"> • will be able to answer the final question in the end of each situation, operating with maths calculations | | |
| | Level 1 | Level 2 | Level 3 |
| Description | The participants receive word problems up to 10 and solve them. In the end, they can compare the results in the plenary and say if they can relate to the according situation. | The participants receive word problems up to 50 and solve them. In the end, they can compare the results in the plenary and say if they can relate to the according situation. | The participants receive word problems up to 100 and solve them. In the end, they can compare the results in the plenary and say if they can relate to the according situation. |
| Duration/time needed | 25' | 25' | 25' |
| Material needed | Worksheets with word problems, pens | Worksheets with word problems, pens | Worksheets with word problems, pens |

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| Exercise no: | 11 |
| Subject: | Figures |
| Title: | Phone numbers |
| Task/s: | Listen carefully to the phone numbers and write them down on the paper. |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • will be able to recognise and write numbers on their own • will improve creating connections between the heard numbers and their written forms • will become more confident users of numbers in general |
| | Level 1 |
| Description | <p>The trainer reads different phone numbers which the participants shall write down.</p> <p>Once they finished with this task, they can check whether they got the numbers right by repeating the numbers orally, either one by one, or in pairs (e.g. twenty-five).</p> <p>Optional: if participants are uncertain with the written forms of the numbers, we can give them the numbers from 0-9 on different paper pieces, scatter them on the table, and so participants might just select and put the given numbers in the right order.</p> |
| Duration/time needed | 15' |
| Material needed | <p>A list with phone numbers for the trainer</p> <p>A worksheet for the participants</p> <p>Pens for the participants</p> |

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| Exercise no: | 12 a |
| Subject: | Dates |
| Title: | Marking dates in a calendar |
| Task/s: | Mark the following dates in the calendar. |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • get more familiar with numbers through a full year calendar • will improve creating connections between the heard numbers and their written forms • will develop their counting skills as well (e.g. when counting the months of the year) |
| | Level 1 |
| Description | <p>The participants receive a calendar of the current year.</p> <p>They will listen to the trainer talking about the dates of different events happening in that specific year, and they will have to mark the given days in their calendar.</p> <p>The trainer can make this exercise even more challenging by saying the months as the following: "the fifth month in the year", rather than saying the name of the month, etc.</p> |
| Duration/time needed | 15' |
| Material needed | The calendar of the current year for each participant, a list of dates and the description of events for the trainer, pens for the participants |

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| Exercise no: | 12 b |
| Subject: | Dates |
| Title: | Reading dates in a calendar |
| Task/s: | Choose one date from the calendar, read it and explain which event takes place on this day. |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • will get familiar with reading a calendar while they can practice numbers as well • will develop their counting skills |
| | Level 1 |
| Description | <p>The participants receive a calendar of the current year in which a number of dates and events are included (as many events as participants). Each participant shall choose one date, read it and explain which event takes place on this day.</p> <p>If there is still time, the trainer can ask additional questions, e.g. what happens in the fifth months of the day or in the second week of August etc.</p> |
| Duration/time needed | 15' |
| Material needed | The calendar of the current year with dates and events for each participant, the description of the listed events for the trainer |

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| Exercise no: | 13 a |
| Subject: | Counting |
| Title: | How many can you see? – fruit and vegetables |
| Task/s: | Please count the fruit and vegetables on the pictures and write underneath how much they are – first as figure and then as word. |
| Learning objectives: | The participants <ul style="list-style-type: none"> • improve their counting skills and get a deeper understanding of numbers |
| | Level 1 |
| Description | The participants receive pictures of fruit and vegetables of different numbers. They are asked to count them and write the according number underneath the picture – first as figure and then as word. If there is still time, the trainer can ask additional questions, e.g. are there more strawberries or carrots etc. |
| Duration/time needed | 15' |
| Material needed | A paper with pictures/illustrations of fruits and vegetables, pens |

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| Exercise no: | 13 b |
| Subject: | Counting |
| Title: | How many can you see? – hygiene products |
| Task/s: | Please count the hygiene products on the pictures and write underneath how much they are – first as figure and then as word. |
| Learning objectives: | The participants <ul style="list-style-type: none"> • improve their counting skills and get a deeper understanding of numbers |
| | Level 1 |
| Description | The participants receive pictures of hygiene products of different numbers. They are asked to count them and write the according number underneath the picture – first as figure and then as word. If there is still time, the trainer can ask additional questions, e.g. are there more bottles of deodorant or shower gel etc. |
| Duration/time needed | 15' |
| Material needed | A paper with pictures/illustrations of hygiene products, pens |

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| Exercise no: | 13 c |
| Subject: | Counting |
| Title: | How many can you see? – animals |
| Task/s: | Please count the animals on the pictures and write underneath how much they are – first as figure and then as word. |
| Learning objectives: | The participants <ul style="list-style-type: none"> • improve their counting skills and get a deeper understanding of numbers |
| | Level 1 |
| Description | The participants receive pictures of animals of different numbers. They are asked to count them and write the according number underneath the picture – first as figure and then as word. If there is still time, the trainer can ask additional questions, e.g. are there more fish or cats etc. |
| Duration/time needed | 15' |
| Material needed | A paper with pictures/illustrations of animals, pens |

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| Exercise no: | 14 |
| Subject: | Planning |
| Title: | Shopping plan and list |
| Task/s: | Plan a healthy lunch and dinner for your family for tomorrow. Make a shopping list for that with the products on the pictures. Calculate how much money you need for this shopping. Please do not forget that you have 25 Euros. |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • will improve their planning skills and learn to make differences between what is essential to buy and what is not • can practice to manage their expenses which can really benefit them in their daily lives |
| | Level 1 |
| Description | <p>The participants receive pictures of healthy and unhealthy food and the according prices. They are asked to write a shopping list for lunch and dinner of their family for the next day. The need to calculate the costs because they only have 25 Euros. (The number of days and the amount should be adopted to the real situation of the participants, e.g. if they are only two persons at home, they could plan for two days; if they do not have a lot of money, they could only have 15 Euros etc.)</p> |
| Duration/time needed | 30' |
| Material needed | Pictures of healthy and unhealthy food together with the prices; paper and pens for the participants |

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| Exercise no: | 15 a |
| Subject: | Dividing |
| Title: | Dividing equally |
| Task/s: | As you can see, the numbers of items in the two boxes are unequal. Please take all items out of the boxes, count them and put an equal number of items into each box. |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • will improve their ability to count and divide things through concrete examples of arranging objects into two groups • will get a deeper understanding of doing addition and division through one-to-one correspondence activities |
| | Level 1 |
| Description | <p>There are two boxes with a different number of items in them. The participants are asked to take the items out of the boxes, count them and assign an equal number of items into each box. The exercise is done several times with different numbers of items with the participant standing around the table.</p> <p>If there is still time, the trainer can ask additional questions, e.g. if we would have four items more, how many items would go in each box etc.</p> |
| Duration/time needed | 15' |
| Material needed | Two boxes with small objects |

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| Exercise no: | 15 b |
| Subject: | Multiplying |
| Title: | Simple multiplications from every-day life |
| Task/s: | As you can see, there is a number of items on the table. Please put there ten times more of them; the double amount; three times less |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • will improve their ability to count and multiply things through concrete examples of arranging objects and adding more objects to them • will get a deeper understanding of doing addition and multiplication through one-to-one correspondence activities |
| | Level 1 |
| Description | <p>There are different items on the table. The participants are asked to count them and to put there ten times more of them; the double amount; three times less</p> <p>The exercise is done several times with different numbers of items with the participant standing around the table.</p> <p>If there is still time, the trainer can ask additional questions, e.g. if we would have four items more, how many would be the double amount etc.</p> |
| Duration/time needed | 15' |
| Material needed | Objects |

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| Exercise no: | 16 a |
| Subject: | Measuring |
| Title: | Measuring liquid |
| Task/s: | <p>Round 1) On the pieces of paper you find different units. Please select the units for liquids and bring them in order – from small to big.</p> <p>Round 2) On the pictures, you see different products. Please assign the measures from the small pieces of paper to each of the products and bring them in order – from the biggest to the smallest measure.</p> |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • will get familiar with liquid measurement by learning the units of it • will learn to create connections between these units and quantities through some everyday examples |
| | Level 1 |
| Description | <p>In the first round of the exercise, participants will have to select the units of liquid measurement, put them in ascending order and tell the name of these units as well. In the second round, participants will get a paper with pictures about different containers of liquid, and several paper pieces of concrete quantities. This time, participants will have to match the given quantities to the pictures by deciding/guessing how much liquid (approximately) can be contained in the pictured containers and put them in the descending order.</p> |
| Duration/time needed | 15' |
| Material needed | Pieces of paper with different units; pictures of different liquid products, pieces of paper with different quantities |

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| Exercise no: | 16 b |
| Subject: | Measuring |
| Title: | Measuring mass |
| Task/s: | <p>Round 1) On the pieces of paper you find different units. Please select the units for mass and bring them in order – from small to big.</p> <p>Round 2) On the pictures, you see different objects or creatures. Please assign the measures from the small pieces of paper to each of the objects and creatures and bring them in order – from the biggest to the smallest measure.</p> |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • will get familiar with mass measurement by learning the units of it • will learn to create connections between these units and quantities through some everyday examples |
| | Level 1 |
| Description | <p>In the first round of the exercise, participants will have to select the units of mass measurement, put them in ascending order and tell the name of these units as well. In the second round, participants will get a paper with pictures of different objects and creatures, and several paper pieces of concrete quantities. This time, participants will have to match the given quantities to the pictures by deciding/guessing how much mass (approximately) can the pictured objects and creatures have and put them in the descending order.</p> |
| Duration/time needed | 15' |
| Material needed | Pieces of paper with different units; pictures of different objects and creatures, pieces of paper with different quantities |

3. IT basics

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| Exercise no: | 1 | | |
| Subject: | Music/traditions | | |
| Title: | Learning a traditional song | | |
| Task/s: | <p>Level 1) Please turn on the computer and search for a traditional song on the internet. Save the document – if necessary, with help of the trainer. He/she can print it, and you can take it home to sing the song with your family.</p> <p>Level 2) Please turn on the computer and open the Word file "Traditional Song". As you can see, there are a few gaps in the lyrics of the song. Please fill the gaps with the words that are listed underneath the lyrics, save the document and print it in order to take the song home.</p> <p>Level 3) Please turn on the computer and open the Word file "Traditional Song". As you can see, there are a few gaps in the lyrics of the song. Please fill the gaps with the words that are listed underneath the lyrics and write a short article about the meaning of this song for you and your family. Save the document again and print it in order to take the song home.</p> | | |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • learn to focus on more complex messages/texts • expand their skills on searching on the internet • learn to understand simple and synthesise simple and complex information and meanings • expand their skills on using the Word programme and basic PC functions (opening a document, saving a document, printing a document) • learn to summarise and express in their own words what they read or heard • expand their knowledge on Roma culture and traditions • learn to feel proud of their origins and traditions | | |
| | Level 1 | Level 2 | Level 3 |
| Description | <p>The participants shall search on the Internet for a traditional song that has a meaning for themselves and their family. They should save the document in a folder and print it in order to take the song home and sing it with their families. If necessary, the trainer can help with saving and printing.</p> <p>If they want, the participants can sing the song together.</p> | <p>The trainer prepares the lyrics of a traditional song with gaps and the missing words underneath the lyrics in a word document that is saved on the computer. The participants shall open this document, fill the gaps in the lyrics, save the document again and it in order to take the song home and sing it with their family.</p> <p>If they want, the participants can sing the song together.</p> <p>If there is still time, the trainer can ask questions about the song and its meaning for the participants and their families.</p> | <p>The trainer prepares the lyrics of a traditional song with gaps and the missing words underneath the lyrics in a word document that is saved on the computer. The participants shall open this document and fill the gaps in the lyrics. Furthermore, they shall write a small article about the meaning of this song for themselves and their families. Then, they should save the document again and print it in order to take the song home and sing it with their family.</p> <p>If they want, the participants can sing the song together.</p> |
| Duration/time needed | 20' | 30' | 45' |
| Material needed | - | Lyrics of a traditional song with gaps and missing words in a word file | Lyrics of a traditional song with gaps and missing words in a word file |

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| Exercise no: | 2 | | |
| Subject: | Traditions | | |
| Title: | The World Roma Day | | |
| Task/s: | <p>Level 1) Research for the logo of the World Roma Day on the internet, save it to the computer and include it in a Word document. Save the file with the title "World Roma Day". Print the file and explain in the plenary which meaning does the World Roma Day have for you and your family.</p> <p>Level 2) Search for information about the World Roma Day on the internet. Then open a new Word document and save it with the title "World Roma Day". Insert a table in the Word file with six columns for</p> <p>1) Decoration, 2) Food, 3) Songs, 4) Speeches, 5) Music, 6) Special issues</p> <p>Plan the celebration on the World Roma Day in your community and write keywords in the according column for what you would organise in this context.</p> <p>Level 3) Search for information about the World Roma Day on the internet. Then open a new Word document and save it with the title "World Roma Day". Write a small article about what does the World Roma Day mean, how it is celebrated and why is it so important for the Roma communities. When you are finished, you can copy the article and publish it on social media.</p> | | |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • learn to focus on more complex messages/texts • expand their skills on searching on the internet • learn to understand simple and complex information and meanings • expand their skills on using the Word programme and basic PC functions (creating a word document, naming a document and saving a document in the file) • learn to summarise and express in their own words what they read or heard • expand their knowledge on Roma culture and traditions • learn to feel proud of their origins and traditions | | |
| | Level 1 | Level 2 | Level 3 |
| Description | In the internet, the participants search for the logo of the World Roma Day, save it to the computer and include it in a Word document. They save the file with the title "World Roma Day" and print it. In the plenary, they explain which meaning the World Roma Day has for themselves and their family. | They insert a table with six columns for decoration, food, songs, speeches, music, special issues and fill the columns with key words about what they would organise in this field if they would be asked to prepare the celebration of the World Roma Day in their community. | In the internet, the participants search for information about the World Roma Day. Then they open a new Word document and save it with the title "World Roma Day". They write a small article about what the World Roma Day means, how it is celebrated and why it is so important for the Roma communities. Finally, they copy the article and publish it on social media. |
| Duration/time needed | 20' | 45' | 45' |
| Material needed | - | - | - |

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| Exercise no: | 3 a | |
| Subject: | Searching for information online | |
| Title: | Cars/hygiene | |
| Task/s: | <p>Level 1) Start the computer, open the internet and find the website of Dacia/Nivea.</p> <p>Level 2) Group work (female/male group): start the computer, open the internet, go to the website of Dacia/Nivea and find information about the newest model of Dacia/the latest trends and products in skin care. Present what you found to the others.</p> | |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • will be able to start the computer and find certain pages on the internet • are able to find information they are looking for and can present them to the other participants | |
| | Level 1 | Level 2 |
| Description | The participants start the computer and find the website of Dacia/Nivea. They can exchange their experiences/ opinions about the products of those companies. | The participants start the computer, open the internet, go to the website of Dacia/Nivea and find information about the newest models/trends in skin care. They inform the others about their findings. |
| Duration/time needed | 15' | 30' |
| Material needed | - | - |

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| Exercise no: | 3 b | |
| Subject: | Searching for information online | |
| Title: | Books/films | |
| Task/s: | <p>Level 1) Start the computer, open the internet and find the website of a book store/film distribution company.</p> <p>Level 2) Group work: start the computer, open the internet, go to the website of a book store/film distribution company and find information about the newest historical books/action movies. Present what you found to the others.</p> | |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • will be able to start the computer and find certain pages on the internet • are able to find information they are looking for and can present them to the other participants | |
| | Level 1 | Level 2 |
| Description | The participants start the computer and find the website of a book store/film distribution company. They can exchange their experiences/ opinions about the products of this store/company. | The participants start the computer, open the internet, go to the website of a book store/film distribution company and find information about the newest historical books/the latest action movie. They inform the others about their findings. |
| Duration/time needed | 15' | 30' |
| Material needed | - | - |

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| Exercise no: | 3 c | |
| Subject: | Searching for information online | |
| Title: | Public transport | |
| Task/s: | <p>Level 1) Start the computer, open the internet and find the website of your local/regional/national train company.</p> <p>Level 2) Group work: Start the computer, open the internet, go to the website of your local/regional/national bus or train company and find information about the best connections to certain towns on certain days. Present what you found to the others.</p> | |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • will be able to start the computer and find certain pages on the internet • are able to find information they are looking for and can present them to the other participants | |
| | Level 1 | Level 2 |
| Description | The participants start the computer, open the internet and find the website of their local/regional/national train company. In the ideal case, the trainer asks them to find a certain connection. | The participants start the computer, open the internet, go to the website of their local/regional/national bus or train company and find information about the best connections to certain towns on certain days. Afterwards, they present what they found in the plenary. |
| Duration/time needed | 15' | 30' |
| Material needed | - | - |

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| Exercise no: | 4 | |
| Subject: | Word | |
| Title: | A little story | |
| Task/s: | <p>Level 1) Start the computer, open the Word programme and save the file. Insert a table with four columns for: the names of your family members, each one's favourite food, each one's year of birth, each one's profession/activity ...; use the spell checker, save and print the page and tell the others what you wrote.</p> <p>Level 2) Group work: invent a little story in which your family plays a role and type it; use the spell checker, save and print the page and read the story to the others.</p> | |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • be able to start the computer and type words respectively a text in the Word programme • will raise their self-confidence by reading the words or story to the others | |
| | Level 1 | Level 2 |
| Description | <p>The participants start the computer, open the Word programme and save the file. They insert a table in the file for the names of their family members, each one's favourite food, each one's year of birth, each one's profession. They use the spell checker, save and print the page and tell the others what they wrote.</p> | <p>In groups, the participants start the computer, open the Word programme and save the file. They shall invent a little story in which their family plays a role and type it. They use the spell checker, save and print the page and read the story to the others.</p> |
| Duration/time needed | 30' | 45' |
| Material needed | - | - |

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| Exercise no: | 5 a | |
| Subject: | Excel | |
| Title: | Listing clothes | |
| Task/s: | <p>Level 1) Start the computer, open the Excel programme and save the file. Create a table with the seasons and list according clothes, save and print the page and tell the others what you wrote.</p> <p>Level 2) Group work: Start the computer, open the Excel programme and save the file. Create a table with the group members and list under them which clothes they would like to have in their wardrobe, save and print the page, read your listed clothes to the others and explain why you chose the respective clothes.</p> | |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • are able to start the computer, create a table and type words in the Excel programme • will raise their self-confidence by reading the words and explaining their choice to the others | |
| | Level 1 | Level 2 |
| Description | The participants start the computer, open the Excel programme and save the file. They create a table with the seasons and list according clothes, save and print the page and tell the others what they wrote. | In groups: The participants start the computer, open the Excel programme and save the file. They create a table with the group members and list under them which clothes they would like to have in their wardrobe, save and print the page, read the listed clothes to the others and explain why they chose the respective clothes. |
| Duration/time needed | 30' | 45' |
| Material needed | - | - |

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| Exercise no: | 5 b | |
| Subject: | Excel | |
| Title: | Listing fruit and vegetables | |
| Task/s: | <p>Level 1) Start the computer, open the Excel programme and save the file. Create a table with the seasons and list according fruit and vegetables, save and print the page and tell the others what you wrote.</p> <p>Level 2) Group work: Start the computer, open the Excel programme and save the file. Create a table with the group members and list under them which fruit and vegetables they like the most, save and print the page, read your listed fruit and vegetables to the others and explain why you chose them.</p> | |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • are able to start the computer, create a table and type words in the Excel programme • will raise their self-confidence by reading the words and explaining their choice to the others | |
| | Level 1 | Level 2 |
| Description | The participants start the computer, open the Excel programme and save the file. They create a table with the seasons and list according fruit and vegetables, save and print the page and tell the others what they wrote. | In groups: The participants start the computer, open the Excel programme and save the file. They create a table with the group members and list under them which fruit and vegetables they like the most, save and print the page, read the listed fruit and vegetables to the others and explain why they chose them. |
| Duration/time needed | 30' | 45' |
| Material needed | - | - |

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| Exercise no: | 6 | |
| Subject: | Searching for information online | |
| Title: | Jobs | |
| Task/s: | <p>Level 1) Start the computer, open the internet and find the website of your local labour office. Discuss what jobs you would like to do, or what you like the best about the job you already have.</p> <p>Level 2) Group work (female/male group): start the computer, open the internet, go to the website of your local labour office and find information about possible job offers for you. Present what you found to the others and say if you would be interested in one of the offers and why.</p> | |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • be able to start the computer and find certain pages on the internet • are able to find information they are looking for and can present them to the other participants | |
| | Level 1 | Level 2 |
| Description | The participants start the computer, open the internet and find the website of their local labour office. | In groups: The participants start the computer, open the internet, go to the website of their local labour office and find information about possible job offers. They present what they to the others and say if they would be interested in one of the offers and why. |
| Duration/time needed | 15' | 45' |
| Material needed | - | - |

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| Exercise no: | 7 | | |
| Subject: | IT | | |
| Title: | Basic IT knowledge | | |
| Task/s: | <p>Level 1) Which parts of the computer do you see here?</p> <p>Level 2) Please write the name of the part of the computer that you see on the pictures underneath.</p> <p>Level 3) Please select the right answer to the question out of the three given ones.</p> | | |
| Learning objectives: | <p>The participants will know</p> <ul style="list-style-type: none"> • the different parts of the computer • different basic operations and functions of a PC | | |
| | Level 1 | Level 2 | Level 3 |
| Description | <p>The participants receive a sheet of paper showing different parts of the computer. The trainer puts the same sheet on the flipchart. He points to one picture and asks what it is – until all parts are described.</p> | <p>The participants receive a sheet of paper showing different parts of the computer. The trainer asks them to write their names on the lines underneath the picture. When they are finished, the trainer puts the same sheet to the flipchart, points to one part and asks what it is – until all parts are described. Furthermore, the trainer checks the writing of each participant.</p> | <p>The participants receive a worksheet with questions about basic operations and functions of a PC with multiple-choice answers. They shall select the right one and compare their answers in the plenary. In case of wrong answers, the trainer corrects them so that all operations and functions were explained properly.</p> |
| Duration/time needed | 15' | 25' | 25' |
| Material needed | Pictures of computer parts | Pictures of computer parts | Worksheets with questions and answers |

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| Exercise no: | 8 a | | |
| Subject: | IT | | |
| Title: | Internet basics 1 | | |
| Task/s: | <p>Level 1) Open a Word file, type the words and phrases given by the trainer and use the grammar correction. Save the file on the computer and print it.</p> <p>Level 2) Go into the internet, visit the websites given by the trainer. Open your account of a social media channel and check if your profile is still up-to-date.</p> <p>Level 3) Go on the internet and search for the information the trainer is asking for. Write a short article in order to summarise the information, use the grammar correction, save and print the document.</p> | | |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • will be able to use different functions of the Word programme, search for information in the Internet and up-date their profile of social media channels | | |
| | Level 1 | Level 2 | Level 3 |
| Description | The trainer reads word and phrases the participants shall type in a Word file. Then they should use the grammar correction, save the file and print it. The trainer can check if the words and phrases are correct. | The trainer will write a few websites on the flipchart that the participants shall visit. Secondly, the trainer will ask the participants to access one of their social media channels and check if their profile is still up-to-date. | The trainer asks for certain information that the participants shall search for in the internet. They shall write a short article in order to summarise the information, use the grammar correction, save the file on the computer and print it. The trainer can check the test. |
| Duration/time needed | 25' | 25' | 45' |
| Material needed | - | - | - |

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| Exercise no: | 8 b | | |
| Subject: | IT | | |
| Title: | Internet basics 2 | | |
| Task/s: | <p>Level 1) Open the mailing programme on the computer and listen carefully to the explanations of the trainer. Try different functions yourself.</p> <p>Level 2) Open the mailing programme on the computer and listen carefully to the explanations of the trainer. Write an e-mail to the e-mail address given by the trainer with the information the trainer tells you.</p> <p>Level 3) Open the mailing programme on the computer and listen carefully to the explanations of the trainer. Write an e-mail to the e-mail address given by the trainer in which you apply for a job. Write a short biography and why you would like to do this job.</p> | | |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • learn something about e-mail security • will be able to use an e-mail programme • will get familiar with writing their CV and an application for a job | | |
| | Level 1 | Level 2 | Level 3 |
| Description | The trainer explains how the e-mail programme works and how the participants can use it safely. The trainer is giving different tasks in order for the participants to try different functions within the programme. | The trainer explains how the e-mail programme works and how the participants can use it safely. The participants shall write an e-mail to the address given by the trainer with a certain information. | The trainer explains how the e-mail programme works and how the participants can use it safely. The participants shall write an e-mail to the address given by the trainer with a job application and their short biography. |
| Duration/time needed | 25' | 25' | 45' |
| Material needed | - | - | - |

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| Exercise no: | 9 |
| Subject: | Word |
| Title: | Inserting pictures |
| Task/s: | Search for pictures on the internet that are linked with the World Roma Day and download them to the computer. Open the Word document that you had once saved with the title "World Roma Day" and insert the downloaded pictures in it. Create a nice page with them. Save the document again on the computer and print it. |
| Learning objectives: | The participants <ul style="list-style-type: none"> • deepen their skills in downloading pictures from the internet • widen their knowledge about the use of Microsoft Word by practicing to insert pictures to their documents |
| | Level 1 |
| Description | The participants open the internet and search for pictures which are connected to the World Roma Day. They select some and with the help of the trainer, they will download the pictures. Then, they will go back to their previous Word document about the World Roma Day, and by following the instructions of the trainer, they will insert the pictures to that document. At this point, the trainer can also show how to modify the size of the pictures, etc. |
| Duration/time needed | 15' |
| Material needed | - |

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| Exercise no: | 10 |
| Subject: | Word |
| Title: | Formatting and arranging texts |
| Task/s: | Open the Word document the trainer tells you. Fulfil the tasks given by the trainer, e.g. bolding the names in the text, italicize the mentioned professions, underline the year dates, change the colours of the names, experiment with the different word styles, such as: Calibri, Arial, Times New Roman, etc. |
| Learning objectives: | The participants <ul style="list-style-type: none"> • will widen their knowledge about the use of Microsoft Word by learning how to format words in a text • will be able to emphasise information in a text by using Word and by doing so, they can make the comprehension of any text easier for themselves |
| | Level 1 |
| Description | The trainer asks the participants to open a certain Word file. The participants will be shown how to format words, such as: how to bold, italicize, underline, change colours/size of words and change word types. Then they should fulfil the tasks given by the trainer. |
| Duration/time needed | 20' |
| Material needed | - |

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| Exercise no: | 11 a |
| Subject: | Calculator |
| Title: | Easy calculations – expenses in the supermarket |
| Task/s: | Have a look at the lists of goods and their prices. Open the calculator of the computer and add the different amounts. Write the results on the worksheet. |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • will learn to use the calculator on the computer • will be able to calculate easily and safely • will be motivated to use the calculator in their daily lives, and so to keep track of their expenses |
| | Level 1 |
| Description | The participants receive a worksheet with lists of goods and their prices. They will open the calculator on the computer and calculate the total amount of the lists. |
| Duration/time needed | 20' |
| Material needed | Worksheet with the lists of goods and prices |

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| Exercise no: | 11 b |
| Subject: | Excel |
| Title: | Easy calculations - expenses in a homeware store |
| Task/s: | Open the Excel file "Homeware Store" on the computer. Follow the instructions of the trainer for summing over the listed amounts. Print the page. Open the calculator of the computer and sum up the amounts to double check the results. |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • will learn to use the calculation function of Excel • will learn to use the calculator on the computer • will be able to calculate easily and safely • will be motivated to use the calculator in their daily lives, and so to keep track of their expenses |
| | Level 1 |
| Description | The trainer prepares an Excel file with a list of furniture and the prices and saves it on the computer. The participants will be asked to open the file. The trainer explains how they can sum over the listed amounts with the according Excel function. They will save the file and print it. Afterwards, they will open the calculator on the computer and double check the results. |
| Duration/time needed | 20' |
| Material needed | Excel file with a list of furniture and prices |

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| Exercise no: | 12 a |
| Subject: | Searching for information on the internet |
| Title: | My favourite food recipe |
| Task/s: | Look for the recipe of your favourite dish on the internet. Open a Word document. Copy the text of the recipe and past it in the Word document. Save and print the document so that you can take the recipe home. Follow the instructions of the trainer for opening the e-mail programme on the computer and for sending the recipe as annex to one of your friends. |
| Learning objectives: | The participants <ul style="list-style-type: none"> • will further improve their skills of finding specific information on the internet • will be able to attach files to their e-mails, therefore to send certain documents via e-mail |
| | Level 1 |
| Description | The participants will have to search for the recipe of their favourite food on the internet, and then copy-paste it to a Word document. Participants will save the document and go to the e-mail account of the computer. With the help of the trainer, they will attach the saved file to their e-mail and send it to one of their friends. |
| Duration/time needed | 15' |
| Material needed | - |

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| Exercise no: | 12 b |
| Subject: | Searching for information on the internet |
| Title: | My favourite song text |
| Task/s: | Look for the lyrics of your favourite song on the internet. Open a Word document. Copy the text of the song and past it in the Word document. Save and print the document so that you can take the lyrics home. Follow the instructions of the trainer for opening the e-mail programme on the computer and for sending the recipe as annex to one of your friends. |
| Learning objectives: | The participants <ul style="list-style-type: none"> • will further improve their skills of finding specific information on the internet • will be able to attach files to their e-mails, therefore to send certain documents via e-mail |
| | Level 1 |
| Description | The participants will have to search for the lyrics of their favourite song on the internet, and then copy-paste it to a Word document. Participants will save the document and go to the e-mail account of the computer. With the help of the trainer, they will attach the saved file to their e-mail and send it to one of their friends. |
| Duration/time needed | 15' |
| Material needed | - |

4. Health

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| Exercise no: | 1 | | |
| Subject: | Dental Care | | |
| Title: | Building a Knowledge Shield | | |
| Task/s: | <p>Level 1) Have a look at the pictures and answer the questions of the trainer. Afterwards, you can discuss your opinion with the other participants.</p> <p>Level 2) Have a look at the pictures. Read the questions and answer them. Afterwards, you can discuss your opinion with the other participants.</p> <p>Level 3) Have a look at the pictures and read the questions. Answer them in writing and read your answers in the plenary. Afterwards, you can discuss your opinion with the other participants.</p> | | |
| Learning objectives: | <p>The participants will:</p> <ul style="list-style-type: none"> • learn what a dentist is, what he/she does, and what to expect when visiting a dentist • learn how to appreciate the importance of visiting a dentist, in order to preserve dental/oral health for themselves and for their families • learn how to think about their own experiences and opinions in a constructive way • learn how often they need to visit a dentist and how they need to prepare for their visit to the dentist • develop their vocabulary in terms of dental health • practice their social skills by co-operating with others, practicing speaking and expressing their opinions in public | | |
| | Level 1 | Level 2 | Level 3 |
| Description | <p>The participants receive pictures linked to dental care. The trainer reads the questions, and the participants answer them. Afterwards, they can discuss their according opinions.</p> <p>In an informal way, the trainer will mediate the correct information about the subjects of the questions.</p> <p>In addition, the trainer can do different exercises for spelling the different utensils/activities shown on the pictures.</p> | <p>The participants receive pictures linked to dental care and a list of questions. One participant is asked to read one question, the others shall answer it. This is done until all questions were read and answered. Afterwards, they can discuss their according opinions.</p> <p>In an informal way, the trainer will mediate the correct information about the subjects of the questions.</p> <p>In addition, the trainer can do different exercises for spelling the different utensils/activities shown on the pictures.</p> | <p>In small groups, the participants receive pictures linked to dental care and two questions per group. They will answer the questions in writing. Afterwards, they read their answers in the plenary and discuss their opinion with the others.</p> <p>In an informal way, the trainer will mediate the correct information about the subjects of the questions.</p> |
| Duration/time needed | 45' | 35' | 30' |
| Materials and equipment | <p>Pictures of utensils/ activities linked with dental care</p> <p>Questions for the trainer</p> | <p>Pictures of utensils/ activities linked with dental care and a list of questions</p> | <p>Pictures of utensils/ activities linked with dental care and different questions for each group</p> |

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| Exercise no: | 2 | | |
| Subject: | Dental Care | | |
| Title: | Dental Health on Your Plate | | |
| Task/s: | <p>Level 1) Have a look at the pictures. Tell the trainer which food is healthy and which is not for your teeth. Speak about your eating behaviour of your family.</p> <p>Level 2) Have a look at the pictures. Write the name of the food or drink underneath the picture. Draw a circular plate on your paper and clue all healthy food and drinks on the plate, all unhealthy food and drinks next to the plate. In the plenary, you should then describe why you chose the according food and drinks. (Depending on the number of participants, this can also be done in groups.)</p> <p>Level 3) Have a look at the pictures. Write the name of the food or drink underneath the picture. Draw a circular plate on your paper and clue all healthy food and drinks on the plate, all unhealthy food and drinks next to the plate. Write down why you chose the food and drinks as healthy or unhealthy and read your explanations in the plenary (Depending on the number of participants, this can also be done in groups.)</p> | | |
| Learning objectives: | <p>Participants will:</p> <ul style="list-style-type: none"> • learn about foods and habits (activities) that harm dental health or protect dental and oral health • learn to appreciate the importance of a balanced nutrition and good hygiene in the preservation of dental and oral health • learn how to use their experiences and opinions in a constructive way • develop their vocabulary in terms of dental health • practice their social skills by co-operating with others, practicing speaking and expressing their opinions in public | | |
| | Level 1 | Level 2 | Level 3 |
| Description | <p>The participants receive pictures of healthy and unhealthy food and drinks. The trainer draws a circular plate on the flipchart and asks the participants to tell him/her healthy and unhealthy food and drinks which he/she writes on or next to the plate.</p> <p>In an informal way, the trainer will mediate the correct information about healthy and unhealthy food and drinks for the teeth and oral hygiene.</p> <p>In addition, the trainer can do different exercises for spelling the different food and drinks shown on the pictures.</p> | <p>The participants receive pictures linked to dental care and write their names underneath the pictures.</p> <p>They draw a circular plate on their paper and clue the healthy food and drinks on it, the unhealthy food and drinks next to it. In the plenary, they explain their decisions.</p> <p>In an informal way, the trainer will mediate the correct information about healthy and unhealthy food and drinks for the teeth and oral hygiene.</p> <p>In addition, the trainer can do different exercises for spelling the different food and drinks shown on the pictures.</p> | <p>The participants receive pictures linked to dental care and write their names underneath the pictures.</p> <p>They draw a circular plate on their paper and clue the healthy food and drinks on it, the unhealthy food and drinks next to it. They explain in writing why they chose them this way. In the plenary, they explain their decisions.</p> <p>In an informal way, the trainer will mediate the correct information about healthy and unhealthy food and drinks for the teeth and oral hygiene.</p> |

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| Duration/time needed | 35' | 35' | 35' |
| Materials and equipment | Pictures of healthy and unhealthy food and drinks | Pictures of healthy and unhealthy food and drinks Clue and pens for the participants | Pictures of healthy and unhealthy food and drinks Clue and pens for the participants |

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| Exercise no: | 3 | | |
| Subject: | Dental Care | | |
| Title: | Using a toothbrush, flossing, and preserving oral hygiene | | |
| Task/s: | <p>Level 1) Have a look at the pictures. Tell the trainer which food/drink/activity is healthy and which is not for your teeth and oral hygiene. Speak about what your family could improve in this field.</p> <p>Level 2) Have a look at the pictures. Write the name of the food, drink or activity underneath the picture. Draw a table with two columns on your paper and clue all good food, drinks and activities in one column, unhealthy food and drinks and negative activities in the other column. In the plenary, you should then describe why you chose the according food, drinks and activities. (Depending on the number of participants, this can also be done in groups.)</p> <p>Level 3) Have a look at the pictures. Write the name of the food, drink or activity underneath the picture. Draw a table with two columns on your paper and clue all good food, drinks and activities in one column, unhealthy food and drinks and negative activities in the other column. Explain your choice in writing. Read your description in the plenary. (Depending on the number of participants, this can also be done in groups.)</p> | | |
| Learning objectives: | <p>Participants will:</p> <ul style="list-style-type: none"> • learn how to use a toothbrush, dental floss and other oral hygiene products in order to protect their dental and oral health • learn to appreciate the importance of daily hygiene and care in preserving good dental and oral health • learn how to use their experiences and opinions in a constructive way • develop their vocabulary in terms of dental health • practice their social skills by co-operating with others, practicing speaking and expressing their opinions in public | | |
| | Level 1 | Level 2 | Level 3 |
| Description | <p>The participants receive pictures of healthy and unhealthy food and drinks as well as positive and negative activities concerning the oral health. The trainer draws a table on the flipchart and asks the participants to tell him/her healthy and unhealthy food and drinks as well as positive and negative activities. In an informal way, the trainer will mediate the correct information about the issue.</p> <p>In addition, the trainer can do different exercises for spelling the different food, drinks and activities shown on the pictures.</p> | <p>The participants receive pictures of healthy and unhealthy food and drinks as well as positive and negative activities concerning the oral health. They write the names of the items/activities underneath the pictures.</p> <p>They draw a table on their paper and clue the healthy food and drinks and positive activities in one column, the unhealthy and negative ones in the second column. In the plenary, they explain their decisions.</p> <p>In an informal way, the trainer will mediate the correct information about the issue.</p> | <p>The participants receive pictures of healthy and unhealthy food and drinks as well as positive and negative activities concerning the oral health. They write the names of the items/activities underneath the pictures.</p> <p>They draw a table on their paper and clue the healthy food and drinks and positive activities in one column, the unhealthy and negative ones in the second column. They explain in writing why they chose them this way. In the plenary, they explain their decisions.</p> <p>In an informal way, the trainer will mediate the correct information about the issue.</p> |

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| | | In addition, the trainer can do different exercises for spelling the different food, drinks and activities shown on the pictures. | |
| Duration/time needed | 35' | 25' | 20' |
| Materials and equipment | Pictures of healthy and unhealthy food and drinks as well as positive and negative activities concerning oral health | Pictures of healthy and unhealthy food and drinks as well as positive and negative activities concerning oral health A3 poster, clue and pens for the participants (or groups) | Pictures of healthy and unhealthy food and drinks as well as positive and negative activities concerning oral health A3 poster, clue and pens for the participants (or groups) |

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| Exercise no: | 4 |
| Subject: | Dental care |
| Title | Deepening your knowledge of oral hygiene |
| Task/s: | Name the items you see on page one and listen to the explanation of the items on page 2. Follow the instructions of the trainer. |
| Learning objectives: | The participants will: <ul style="list-style-type: none"> • gain basic information and knowledge in the field of dental care • learn what a dentist is, when and why it is important to visit him • learn to distinguish between basic dental aids and their use in oral care |
| | Level 1 |
| Description | The participants receive pictures with basic dental items and dental aids of a dentist. The trainer writes their names one by one on the flipchart. Together with the participants, the trainer spells the words, explains how the items are used, their purpose and why they are important. |
| Duration/time needed | 15' |
| Material needed | Pictures of basic dental aids and dental aids of a dentist |

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| Exercise no: | 5 |
| Subject: | Dental care |
| Title: | The activities necessary for the hygiene of the oral |
| Task/s: | Have a look at the picture the trainer puts on the flipchart or board. Read the name of the activity, explain what you see and why this activity is important for your oral hygiene. |
| Learning objectives: | The participants will: <ul style="list-style-type: none"> • learn how to properly use basic dental aids such as a toothbrush and dental floss • know how often and when to brush their teeth • recognise the importance of dental care for their health in every-day life |
| | Level 1 |
| Description | The trainer puts pictures of different activities for preserving the oral hygiene on the flipchart or board and asks the participants to read the names of the activity and describe what they see in the picture. In an informal way, the trainer will mediate the correct information about the correct use of toothbrush, tongue cleaner, dental floss etc. Finally, the trainer can discuss with the participants what their family can improve in this field. |
| Duration/time needed | 30' |
| Material needed | Cards with pictures of activities related to oral hygiene for trainer |

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| Exercise no: | 6 |
| Subject: | Dental care |
| Title: | Healthy teeth |
| Task/s: | Watch the video/s and answer the questions of the trainer. |
| Learning objectives: | The participants: <ul style="list-style-type: none"> • will know what helps their dental health and what harms it |
| | Level 1 |
| Description | The trainer will show the video/s and ask according questions afterwards. In an informal way, the trainer will deepen the information from the video/s by further explaining what is important for proper dental care and what, on the contrary, will harm it. |
| Duration/time needed | 30' |
| Material needed | Video/s List with the questions for the trainer |

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| Exercise no: | 7 | | |
| Subject: | Cancer prevention measures | | |
| Title: | Statements about cancer prevention measures | | |
| Task/s: | <p>Level 1) What does it mean to you to be healthy? Please listen to the information of the doctor and ask your questions afterwards.</p> <p>Level 2) Do you agree or disagree on the following statements? Please listen to the information of the doctor and ask your questions afterwards. Finally, do the quiz with the trainer.</p> <p>Level 3) Read the statements and tick if you agree or disagree on them. Please listen to the information of the doctor and ask your questions afterwards. Finally, do the quiz with the trainer.</p> | | |
| Learning objectives: | <p>The participants:</p> <ul style="list-style-type: none"> • understand the importance of prevention measures • understand that a healthy life is the best prevention • visit doctors more often • understand that self-examinations are necessary • want to motivate others to lead a healthy life | | |
| | Level 1 | Level 2 | Level 3 |
| Description | <p>At the beginning of the lesson, the trainer talks with the participants about what it means for them to be healthy.</p> <p>After that, the trainer introduces the participants to the doctor from the Health Centre, who will talk to them on the topic of "cancer prevention measures".</p> <p>After the presentation, the participants can ask their questions to the doctor.</p> | <p>At the beginning of the lesson, the trainer reads statements to the participants from a table. The participants say if they agree on this statement or not and why.</p> <p>After that, the trainer introduces the participants to the doctor from the Health Centre, who will talk to them on the topic of "cancer prevention measures".</p> <p>After the presentation, the trainer organises a quiz in which he divides the participants into pairs. The quiz is about how much they have learned about cancer prevention.</p> | <p>At the beginning of the lesson, the trainer distributes a prepared statement table to the participants. The participants read the statements and tick if they agree or disagree on the statements.</p> <p>Afterwards, they explain why they made this choice.</p> <p>After that, the trainer introduces the participants to the doctor from the Health Centre, who talks to them on the topic of "cancer prevention measures".</p> <p>After the presentation, the trainer organises a quiz in which he divides the participants into pairs. The quiz is about how much they have learned about cancer prevention.</p> |
| Duration/time needed | 45 min | 45 min | 45 min |
| Material needed | - | Statements and quiz for the trainer | Statements and pens for the participants, quiz for the trainer |

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| Exercise no: | 8 | | |
| Subject: | Cancer prevention measures | | |
| Title: | Types of cancer | | |
| Task/s: | <p>Level 1) What kinds of cancer do you know? Please listen to the information of the doctor and ask your questions afterwards.</p> <p>Level 2) Do you agree or disagree on the following statements? Please listen to the information of the doctor and ask your questions afterwards. Finally, do the quiz with the trainer.</p> <p>Level 3) Read the statements and tick if you agree or disagree on them. Please listen to the information of the doctor and ask your questions afterwards. Finally, do the quiz with the trainer.</p> | | |
| Learning objectives: | <p>The participants:</p> <ul style="list-style-type: none"> • understand the importance of prevention measures • understand that a healthy life is the best prevention • visit doctors more often • understand that self-examinations are necessary • want to motivate others about a healthy life | | |
| | Level 1 | Level 2 | Level 3 |
| Description | <p>At the beginning of the lesson, the trainer talks with the participants about kinds of cancer they already know.</p> <p>After that, the trainer introduces the participants to the doctor from the Health Centre, who will talk to them on the topic of "types of cancer".</p> <p>After the presentation, the participants can ask their questions to the doctor.</p> | <p>At the beginning of the lesson, the trainer reads statements to the participants from a table. The participants say if they agree on this statement or not and why.</p> <p>After that, the trainer introduces the participants to the doctor from the Health Centre, who will talk to them on the topic of "types of cancer".</p> <p>After the presentation which is adjusted to the age of the participants, the trainer organises a quiz in which he divides the participants into pairs. The quiz is about how much they have learned about cancer prevention.</p> | <p>At the beginning of the lesson, the trainer distributes a prepared statement table to the participants. The participants read the statements and tick if they agree or disagree on the statements. Afterwards, they explain why they made this choice.</p> <p>After that, the trainer introduces the participants to the doctor from the Health Centre, who talks to them on the topic of "types of cancer".</p> <p>After the presentation, the trainer organises a quiz in which he divides the participants into pairs. The quiz is about how much they have learned about different types of cancer.</p> |
| Duration/time needed | 45 min | 45 min | 45 min |
| Material needed | - | Statements and quiz for the trainer | Statements and pens for the participants, quiz for the trainer |

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| Exercise no: | 9 |
| Subject: | Cancer prevention measures |
| Title: | Types of cancer |
| Task/s: | Have a look at the pictures and listen carefully to the explanations of the trainer. |
| Learning objectives: | The participants will: <ul style="list-style-type: none"> • know certain types of cancer • learn if they are threatened by them • develop a positive attitude towards cancer prevention measures. |
| | Level 1 |
| Description | The participants receive pictures of different types of cancer. The trainer explains what is shown, and who is the most threatened by those kinds of cancer. At the end, the participants repeat what they learned and draw conclusions. |
| Duration/time needed | 15' |
| Material needed | Pictures of different types of cancer |

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| Exercise no: | 10 |
| Subject: | Cancer prevention measures |
| Title: | Risk factors for cancer |
| Task/s: | Listen carefully to the story of our guest. What do you feel about it? Think about what you can do yourself to minimise the risk of getting cancer. |
| Learning objectives: | The participants will: <ul style="list-style-type: none"> • learn about the risk factors for cancer • accept that healthy lifestyle is the best way for prevention • start to lead a healthier lifestyle |
| | Level 1 |
| Description | The trainer has invited a person who has/had cancer to tell his/her story. During the storytelling the participants will be able to ask questions. The trainer asks the guest questions as well. Afterwards the participants are given emojis and are asked to raise the one that expresses their feelings the most about the story. At the end, the participants discuss about a healthier lifestyle together with the guest and the trainer. |
| Duration/time needed | 30' |
| Material needed | Questions for the trainer, emojis for the participants |

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| Exercise no: | 11 |
| Subject: | Cancer prevention measures |
| Title: | Which checks are offered free in my country? |
| Task/s: | Watch the videos and answer the questions of the trainer. |
| Learning objectives: | <p>The participants will:</p> <ul style="list-style-type: none"> • get to know which cancer prevention measures they could use for free • think about using them and – in the ideal case – use them in the end • visit the doctor more regularly |
| | Level 1 |
| Description | The participants will watch videos about the cancer screenings that are offered for free in their country/county/town. Afterwards the trainer asks questions about what they saw, if they have ever had such a check or screening and if not, if they can imagine to do that in the future. The participants answer the questions which leads to a discussion that helps the participants to draw their conclusions about the cancer screenings. |
| Duration/time needed | 30' |
| Material needed | Videos, questions for the trainer |

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| Exercise no: | 12 | | |
| Subject: | Recommended and free vaccinations | | |
| Title: | Diseases and vaccination | | |
| Task/s: | <p>Level 1) Listen carefully to the explanations of the trainer. Write "o" for obligatory and "r" for recommended next to the pictures. Do you and your family have the recommended vaccinations?</p> <p>Level 2) Listen carefully to the explanations of the trainer. Write "o" for obligatory and "r" for recommended next to the pictures. In pairs, take the copy of the vaccination passport and find out if this person has the vaccinations for the different diseases. Do you and your family have the recommended vaccinations?</p> <p>Level 3) Listen carefully to the explanations of the trainer. Write "obligatory" or "recommended" next to the pictures. In pairs, take the copy of the vaccination passport and note against which diseases this person is vaccinated, the date on which it was done and how old this person was then. Do you and your family have the recommended vaccinations?</p> | | |
| Learning objectives: | <p>The participants will:</p> <ul style="list-style-type: none"> • learn which vaccinations are obligatory and which are recommended • get basic information about diseases that can be prevented by a vaccination • learn which vaccines are free in their country • get familiar with the vaccination passport • get an overview on which vaccination should be received at what age | | |
| | Level 1 | Level 2 | Level 3 |
| Description | <p>The participants receive pictures about different diseases. The trainer asks the participants what they know about them. Then, the trainer gives information about recommended and free vaccinations in their country.</p> <p>One by one, they will go through all the diseases and categorise them together while the participants can write down the first letters (o for 'obligatory' and r for 'recommended') on their pictures of the diseases. Finally, the group will discuss whether they have/have not received the vaccines for the previously mentioned disease, also, whether their kids have/have not received a vaccine for those diseases.</p> | <p>The participants receive pictures about different diseases. The trainer asks the participants what they know about them. Then, the trainer gives information about recommended and free vaccinations in their country.</p> <p>After that, participants in pairs get a copy of a vaccination passport in which they need to find and mark the previously mentioned vaccines/diseases.</p> <p>Finally, the group will discuss whether they have/have not received the vaccines for the previously mentioned disease, also, whether their kids have/have not received a vaccine for those diseases.</p> | <p>The participants receive pictures about different diseases. The trainer asks the participants what they know about them. Then, the trainer gives information about recommended and free vaccinations in their country.</p> <p>After that, participants in pairs will get a copy of a vaccination passport. They will make a list with vaccinations this person has received and when. Finally, participants will present to the group what they found about the age at which the specific vaccines are given, and then they will discuss whether they have/have not received the vaccines for the previously mentioned disease, also, whether their kids have/have not received a vaccine for those diseases.</p> |

| Duration/time needed | 30' | 45' | 45' |
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| Material needed | Pictures of the diseases, information about the diseases for the trainer | Pictures of the diseases, information about the diseases for the trainer Copies of filled Vaccination Passports Markers for the participants | Pictures of the diseases, information about the diseases for the trainer Copies of filled Vaccination Passports Paper and pens for the participants |

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| Exercise no: | 13 | | |
| Subject: | Recommended and free vaccinations | | |
| Title: | To get a vaccine or not to get a vaccine: that is the question | | |
| Task/s: | <p>Level 1) Watch the videos and express your feelings about them by showing an emoji. Answer the questions of the trainer.</p> <p>Level 2) Watch the videos and show with the cards if the statements of the trainer are true or false. Discuss the statements with the other participants.</p> <p>Level 3) Read the statements, tick whether you agree or disagree on them and discuss the decisions with the other participants. Watch the videos and do the quiz in small groups.</p> | | |
| Learning objectives: | <p>The participants will learn:</p> <ul style="list-style-type: none"> • what vaccination is, why it is important and why they should get vaccinated • about the safety of the vaccine, when they should get vaccinated and who can get a vaccine • where they can get a vaccine, which vaccines are free and which are not • to share their basic knowledge with others and how to exercise their rights (ask for information about the vaccinations/ vaccination process, etc.) and to get free vaccines • to accept the vaccines and recommend them to others | | |
| | Level 1 | Level 2 | Level 3 |
| Description | <p>The participants watch short videos about vaccination. They get a sheet of paper with emojis on it and they have to mark one, based on their feelings/ thoughts about what they saw in the video. The trainer asks questions about the contents of the videos. The participants answer and discuss their answers with the others.</p> | <p>The participants watch short videos about vaccination. Afterwards, the trainer says statements from the contents of the videos. The participants show with according cards if those statements are true or false.</p> <p>The trainer creates a discussion about the statements and the opinions of the participants.</p> | <p>The trainer gives the participants sheets of paper with statements regarding vaccination. The participants tick if they agree or disagree, and afterwards discuss their decisions with the other participants. They watch videos related to the topic to further develop and deepen their knowledge.</p> <p>As a final activity, the trainer organises a quiz based on the videos. The participants are divided into several groups depending on their number. The trainer presents a question or a task that each group should answer or complete.</p> |
| Duration/time needed | 20' | 30' | 45' |
| Material needed | Videos, sheet of paper with emojis on it, pens for the participants | Videos, "True" or "False" cards | Statements for the participants, videos, quiz, pens for the participants |

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| Exercise no: | 14 |
| Subject: | Recommended and free vaccinations |
| Title: | The vaccination passport |
| Task/s: | Have a look at the filled vaccination passport. Let's check which vaccinations does this person have, when it was received and how old this person was when it happened. |
| Learning objectives: | <p>The participants will:</p> <ul style="list-style-type: none"> • know what a vaccination passport looks like • get an overview on which vaccination should be received at what age • think about getting a vaccination passport for themselves and their children |
| | Level 1 |
| Description | The trainer gives the copy of a filled vaccination passport to each participant. Together they are going through it from page to page so that the participants learn what it consists of. The trainer will point out the most important vaccinations and explain at what age they were received and against which disease. In the following discussion, the trainer asks if the participants and their family members have got vaccination passports and if not, he will give them an according number so that they can use them from now on when they get their vaccinations. |
| Duration/time needed | 20' |
| Material needed | <p>Copy of a filled vaccination passport</p> <p>Empty vaccination passports for the participants and their family members</p> |

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| Exercise no: | 15 | | |
| Subject: | Contraception | | |
| Title: | Advising a minor girl or boy | | |
| Task/s: | <p>Level 1) Listen to the story about a minor girl and a minor boy who are about to get married and have a family. Formulate your feelings about those stories, talk about similar events in your family and about your opinion about that. What advice would you give the boy and the girl and why?</p> <p>Level 2) Listen to the story about a minor girl and a minor boy who are about to get married and have a family. After that, listen to the explanations of the doctor about different kinds of contraception both for women and men. Which of the presented kinds would you recommend to the minor girl and minor boy from the stories.</p> <p>Level 3) Listen to the story about a minor girl and a minor boy who are about to get married and have a family. After that, listen to the explanations of the doctor about different kinds of contraception both for women and men. Write a short letter to the minor girl/to the minor boy recommending her/him certain kinds of contraception until the next lesson.</p> | | |
| Learning objectives: | <p>The participants will:</p> <ul style="list-style-type: none"> • be aware of contraception for preventing pregnancies • get to know different kinds of contraception and where they can get them • be able to reflect if they use the most appropriate kind of contraception for themselves | | |
| | Level 1 | Level 2 | Level 3 |
| Description | <p>At the beginning of the lesson, the trainer reads the stories of a minor girl and a minor boy who want to leave their family to found their own.</p> <p>The participants will be asked to formulate their feelings about those stories and about personal experiences with early marriages themselves or in their families.</p> <p>Furthermore, the trainer will ask them what they would recommend the minor girl and boy in terms of early pregnancy.</p> | <p>At the beginning of the lesson, the trainer reads the stories of a minor girl and a minor boy who want to leave their family to found their own.</p> <p>An invited doctor will present different kinds of contraception both for women and men and demonstrate their use.</p> <p>Afterwards, the participants shall formulate which kinds of contraception they will recommend to the minor girl and boy in order to prevent early pregnancy.</p> | <p>At the beginning of the lesson, the trainer reads the stories of a minor girl and a minor boy who want to leave their family to found their own.</p> <p>An invited doctor will present different kinds of contraception both for women and men and demonstrate their use.</p> <p>Afterwards, the participants will be divided in two groups. One group will be asked to write a short letter to the minor girl, the other one to the minor boy until the next training day. In the letters, they should recommend appropriate kinds of contraception to avoid early pregnancy. Since the terms concerning the contraception might be too difficult, they receive pictures they can use instead.</p> |
| Duration/time needed | 15' | 45' | 45' |
| Material needed | The stories | The stories | The stories, pictures of contraception types |

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| Exercise no: | 15 a | | |
| Subject: | Contraception | | |
| Title: | Not only of pregnancy | | |
| Task/s: | <p>Level 1) Listen to the explanations of the doctor/health mediator and ask your questions afterwards.</p> <p>Level 2) Listen to the explanations of the doctor/health mediator, write down keywords of your questions and ask them.</p> <p>Level 3) Listen to the explanations of the doctor/health mediator, write down your questions and ask them.</p> | | |
| Learning objectives: | <p>The participants will:</p> <ul style="list-style-type: none"> • get to know different kinds of venereal diseases and according preventive measures • be able to reflect if they consider the risk of venereal diseases in their sex life | | |
| | Level 1 | Level 2 | Level 3 |
| Description | <p>A doctor or health mediator informs about diseases that can be avoided by certain preventive measures.</p> <p>The participants listen carefully to the information of the guest and ask their questions afterwards. The guest answers them.</p> | <p>A doctor or health mediator informs about diseases that can be avoided by certain preventive measures.</p> <p>The participants listen carefully to the information of the guest. They write down keywords of questions and ask them. The guest answers the questions.</p> | <p>A doctor or health mediator informs about diseases that can be avoided by certain preventive measures.</p> <p>The participants listen carefully to the information of the guest. They write down their questions and ask them. The guest answers the questions.</p> |
| Duration/time needed | 20' | 30' | 45' |
| Material needed | PPP of the guest | PPP of the guest Paper and pens for the participants | PPP of the guest Paper and pens for the participants |

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| Exercise no: | 16 |
| Subject: | Contraception |
| Title: | True or false? |
| Task/s: | Listen to short sentences concerning destitute families with many children, minor mothers, early pregnancies etc. After each sentence, raise a table with either true or false. |
| Learning objectives: | The participants will: <ul style="list-style-type: none"> • become aware of the issues of destitute families with many children, minor mothers, early pregnancies and reflect on their opinions about that |
| | Level 1 |
| Description | The trainer reads short sentences about destitute families with many children, minor mothers, early pregnancies etc. After each sentence, he asks the participants to express if they consider the message of the sentence as true or false by raising an according table. Afterwards, they can discuss in case of contrary opinions. |
| Duration/time needed | 15' |
| Material needed | "True" and "False" cards for the participants, sentences for the trainer |

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| Exercise no: | 17 |
| Subject: | Contraception |
| Title: | How to use the birth control pill? |
| Task/s: | Listen to the trainer's explanation of the functioning of the birth control pill in general. Watch the video about its proper use. |
| Learning objectives: | The participants will: <ul style="list-style-type: none"> • become aware of the advantages of the birth control pill • get to know the proper use of the birth control pill |
| | Level 1 |
| Description | The trainer explains what a birth control pill does in the female body and how it must be taken by the woman. After that, the participants watch a video about the functioning and proper use of the pill. |
| Duration/time needed | 15' |
| Material needed | Video, menstrual calendars for the female participants |

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| Exercise no: | 18 |
| Subject: | Contraception |
| Title: | How to use a condom? |
| Task/s: | Listen to the trainer's explanation of the purpose of condoms. Watch the video about their proper use. |
| Learning objectives: | The participants will: <ul style="list-style-type: none"> • become aware of the different functions and advantages of a condom • get to know the proper use of a condom |
| | Level 1 |
| Description | The trainer explains that a condom cannot only prevent a pregnancy but also other kinds of diseases. After that, the participants watch a video about the proper use of condoms. |
| Duration/time needed | 15' |
| Material needed | Video, condoms for the participants |

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| Exercise no: | 19 | | |
| Subject: | Addiction | | |
| Title: | Guessing the addiction | | |
| Task/s: | <p>Level 1) Ask questions to find out what addiction was selected.</p> <p>Level 2) Read problems you have in daily life with the terms the trainer shows you on cards so that the other participants can guess what addiction it is about.</p> <p>Level 3) Write your questions for finding out which addiction it is about on a card and give them to the selected participant. Guess which addiction is looked for.</p> | | |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • will gain basic information about the symptoms of different addictions • are sensitised for the subject and can be more attentive in their every-day life | | |
| | Level 1 | Level 2 | Level 3 |
| Description | <p>One participant stands in front of the others. The trainer shows him his/her addiction on a card. The other participants ask simple questions in order to find out which addiction it is.</p> | <p>One participant stands in front of the others. The trainer shows him an addiction on a card as well as words and terms with which he/she should describe his/her addiction.</p> <p>The other participants shall guess which addiction he/she means. If they do not, they can ask more questions.</p> | <p>One participant stands in front of the others. The trainer shows him an addiction on a card.</p> <p>The other participants write questions on a card and give them to the standing participant.</p> <p>He/she reads the questions aloud and answers them with help of the trainer.</p> <p>This way, the other participants shall find out which addiction it is about.</p> |
| Duration/time needed | 15' | 30' | 45' |
| Material needed | Cards with addictions | Cards with addictions as well as words and terms | Cards with addictions, cards for questions |

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| Exercise no: | 19 a | | |
| Subject: | Addiction | | |
| Title: | How does an addiction affect the daily life | | |
| Task/s: | <p>Level 1) Listen carefully to the story of the guest and ask your questions afterwards.</p> <p>Level 2) Listen carefully to the story of the guest, write down keywords of your questions and ask them.</p> <p>Level 3) Listen carefully to the story of the guest, write down your questions and ask them.</p> | | |
| Learning objectives: | <p>The participants</p> <ul style="list-style-type: none"> • will learn something about the negative effects of an addiction for every-day life from a true story • are sensitised for the subject and can be more attentive in their every-day life | | |
| | Level 1 | Level 2 | Level 3 |
| Description | The participants listen carefully to the story of the formerly addicted person and ask their questions afterwards. The guest answers them. | The participants listen carefully to the story of a formerly addicted person. Then they write down keywords of the questions they would like to ask. The guest answers them. | The participants listen carefully to the story of a formerly addicted person. Then they write down their questions and give them to the guest. He/she answers them. If there is still time, the participants can discuss different issues they are interested in with the guest. |
| Duration/time needed | 20' | 30' | 45' |
| Material needed | - | Cards and pens for the participants | Cards and pens for the new participants |

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| Exercise no: | 20 |
| Subject: | Addiction |
| Title | What is addiction? |
| Task/s: | Try to explain with your own words what addiction is. |
| Learning objectives: | The participants: <ul style="list-style-type: none"> • will gain basic information about what an addiction is • are sensitised for the subject and can be more attentive in their every-day life |
| | Level 1 |
| Description | At first, the trainer asks the participants to explain in their words what addiction is and writes key words given by the participants on the board. With reference to those terms, the trainer gives the official definition of addiction. Finally, the participant read the written terms again together. |
| Duration/time needed | 15' |
| Material needed | Sheet with the definition for the trainer |

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| Exercise no: | 21 |
| Subject: | Addiction |
| Title | What can you be addicted to? |
| Task/s: | Listen carefully to the explanations about what you can be addicted to and exchange your experiences with different kinds of addictions in your family or circle of friends. |
| Learning objectives: | The participants: <ul style="list-style-type: none"> • know what somebody can be addicted of • are sensitised for the subject and can be more attentive in their every-day life |
| | Level 1 |
| Description | The trainer writes the word addiction in the middle of the board. For each kind of addiction, he is explaining, he pins a picture around the word and writes the according addiction underneath, e.g. alcohol. When the board is complete, he asks single participants to spell the words. Finally, the participants can exchange their experiences with different kinds of addictions in their families or circle of friends. |
| Duration/time needed | 15' |
| Material needed | Cards with pictures relating to addictions |

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| Exercise no: | 22 |
| Subject: | Addiction |
| Title | Where can I get help? |
| Task/s: | Write down the phone numbers and websites of the supporting institutions the trainer will dictate you underneath the pictures of the according addictions. |
| Learning objectives: | <p>The participants:</p> <ul style="list-style-type: none"> • will know whom to address when they detect a certain kind of addiction in somebody else or even in themselves • are sensitised for the subject and can be more attentive in their every-day life |
| | Level 1 |
| Description | The participants receive a sheet of paper with pictures relating to different kinds of addictions. The trainer pins the same pictures on the board and writes the phone numbers or hotlines behind them. The participants write down the numbers. Finally, the trainer asks several participants to read the numbers again for a check. |
| Duration/time needed | 15' |
| Material needed | Sheets with the pictures for the participants, pictures and a sheet with the phone numbers for the trainer |

5. Basic rights

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| Exercise no: | 1 | | |
| Subject: | Basic Human Rights | | |
| Title: | Drawing a Human Rights Tree | | |
| Task/s: | <p>Level 1) On the flipchart, you see a Human Rights Tree with the three branches (1) civil and political rights; (2) economic, social, and cultural rights and (3) solidarity rights. Have a look at the pictures you have received and assign them to one of the branches. Discuss in which daily situations, those rights are relevant. Try to explain which of them are respected and which are not in your daily life.</p> <p>Level 2) On the flipchart, you see a Human Rights Tree with the three branches (1) civil and political rights; (2) economic, social, and cultural rights and (3) solidarity rights. Have a look at the pictures you have received and assign them to one of the branches. After that, put fruits to the tree. The fruits are persons who have the according rights. Select from the pictures. Finally, the roots are drawn to the tree. The roots are the institutions offering or protecting the rights. Select from the pictures.</p> <p>Level 3) On the flipchart, you see a Human Rights Tree with the three branches (1) civil and political rights; (2) economic, social, and cultural rights and (3) solidarity rights. Have a look at the pictures you have received and assign them to one of the branches. After that, put fruits to the tree. The fruits are persons who have the according rights. Select from the pictures. Finally, the roots are drawn to the tree. The roots are the institutions offering or protecting the rights. Select from the pictures. Write a short description of the tree and what the different parts mean to you.</p> | | |
| Learning objectives: | <p>The participants will:</p> <ul style="list-style-type: none"> • learn how to identify basic human rights • be able to classify basic human rights in 3 main categories • understand that individuals and certain groups are bearers of human rights, while the state is the main institution that can protect and/or violate human rights • learn about the ethical basis of human rights • develop their vocabulary in terms of human rights • practice their social skills by co-operating with others, practicing speaking, and expressing their opinions in public | | |
| | Level 1 | Level 2 | Level 3 |
| Description | <p>The trainer draws a tree with three branches on the flipchart. One branch stands for civil and political rights, one for economic, social, and cultural rights and one for solidarity rights. The participants receive pictures showing different rights that they should assign to one of the branches. After that, they should discuss in which daily situations, those rights are relevant for them.</p> | <p>The trainer draws a tree with three branches on the flipchart. One branch stands for civil and political rights, one for economic, social, and cultural rights and one for solidarity rights. The participants receive pictures showing different rights that they should assign to one of the branches. After that, the participants should select from pictures the persons who have the according rights. Those pictures are the fruits of the tree.</p> | <p>The trainer draws a tree with three branches on the flipchart. One branch stands for civil and political rights, one for economic, social, and cultural rights and one for solidarity rights. The participants receive pictures showing different rights that they should assign to one of the branches. After that, the participants should select from pictures the persons who have the according rights. Those pictures are the fruits of the tree.</p> |

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| | Finally, they should try to explain which of them are respected and which are not. | Then, the participants select from pictures institutions offering or protecting the rights. Those pictures are the roots of the tree. | Then, the participants select from pictures institutions offering or protecting the rights. Those pictures are the roots of the tree. Finally, the participants shall write a short description of the tree and what the different parts mean to them. |
| Duration/time needed | 45' | 45' | 45' |
| Materials and equipment | Flipchart with a tree with three branches Cards with pictures of basic human rights | Flipchart with a tree with three branches Cards with pictures of basic human rights, bearers of rights and protectors of rights | Flipchart with a tree with three branches Cards with pictures of basic human rights, bearers of rights and protectors of rights Paper and pens for the participants |

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| Exercise no: | 2 | | |
| Subject: | Basic Human Rights | | |
| Title: | Reflections and Lists | | |
| Task/s: | <p>Have a look again at the Human Rights Tree. Think about which human rights are respected in your daily life and which are not.</p> <p>Level 1) Choose one each and explain how they are respected or not to the other participants. Discuss those situations with them.</p> <p>Level 2) Draw a table with two columns on your paper – one for respected human rights, one for disrespected human rights. Write key words in the table for human rights that are respected and disrespected in the daily life of yourself and your family and friends. Present the table to the other participants, exchange your experiences and discuss the situations with them.</p> <p>Level 3) Draw a table with four columns on your paper – one for respected human rights, one for who is respecting the human rights, one for disrespected human rights and one for who is disrespecting or violating the human rights. Fill the table with human rights that are respected in the daily life of yourself and your family and friends and by whom and disrespected and by whom. Present the table to the other participants, exchange your experiences and discuss the situations with them.</p> | | |
| Learning objectives: | <p>The participants will:</p> <ul style="list-style-type: none"> • learn to identify basic human rights • learn about specific human rights that are commonly violated in Roma communities through examples • practice how to express their feelings towards human rights violation, injustice and inequality in their communities • increase their awareness of respecting and protecting human rights • develop their vocabulary in terms of human rights • practice their social skills by co-operating with others, practicing speaking, and expressing their opinions in public | | |
| | Level 1 | Level 2 | Level 3 |
| Description | <p>The trainer took a picture of the drawn Human Rights Tree and printed it. The participants watch it again and think about which human rights are respected in their daily life and which are not. They choose one right each and explain how it is respected or not to the other participants. Together, they discuss those situations.</p> | <p>The trainer took a picture of the drawn Human Rights Tree and printed it. The participants watch it again and think about which human rights are respected in their daily life and which are not. They draw a table with two columns – one for respected human rights, one for disrespected human rights. They write key words in the table for human rights that are respected and disrespected in their daily life and in the daily life of their family and friends.</p> | <p>The trainer took a picture of the drawn Human Rights Tree and printed it. The participants watch it again and think about which human rights are respected in their daily life and which are not. They draw a table with four columns – one for respected human rights, one for who is respecting them, one for disrespected human rights and one for who is disrespecting or violating the human rights. They fill the table accordingly.</p> |

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| | | Finally, the participants present the table to the other participants, exchange their experiences and discuss the situations with the other participants. | Finally, they present the table to the other participants, exchange their experiences and discuss the situations with them. |
| Duration/time needed | 45' | 45' | 45' |
| Materials and equipment | Picture of the drawn Human Rights Tree | Picture of the drawn Human Rights Tree Paper, pens and ruler for the participants | Picture of the drawn Human Rights Tree Paper, pens and ruler for the participants |

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| Exercise no: | 3 | | |
| Subject: | Basic Human Rights | | |
| Title: | A game of human rights | | |
| Task/s: | <p>Level 1) Have a look at the pictures. Select five basic rights which you consider the most important. Present your choice to the other participants. Discuss it and think about whether your community could survive if only these five basic human rights were respected. If not, what other rights would you need?</p> <p>Level 2) Have a look at the pictures. Select five basic rights which you consider the most important. Write them on a card and put it on the flipchart. Justify your choice to the other participants. Discuss it and think about whether your community could survive if only these five basic human rights were respected. If not, what other rights would you need?</p> <p>Level 3) Have a look at the pictures. Select five basic rights which you consider the most important. Write them on a card and put it on the flipchart. Justify your choice to the other participants. Discuss it and think about whether your community could survive if only these five basic human rights were respected. If not, what other rights would you need? Speak also about whether you believe that there are any human rights that are unnecessary or if they are all equally important.</p> | | |
| Learning objectives: | <p>The participants will:</p> <ul style="list-style-type: none"> • learn to identify basic human rights • learn about specific human rights that are commonly violated in Roma communities through examples • practice how to express their feelings towards human rights violation, injustice and inequality in their communities • increase their awareness of respecting and protecting human rights • develop their vocabulary in terms of human rights • practice their social skills by co-operating with others, practicing speaking, and expressing their opinions in public | | |
| | Level 1 | Level 2 | Level 3 |
| Description | <p>The participants work in two groups. Each group receives 15 – 20 pictures showing basic human rights. The participants have a look at the pictures and select five basic rights which they consider the most important. They present your choice to the other participants, discuss it and think about whether their community could survive if only these five basic human rights were respected. If not, they should discuss about other rights that they need?</p> | <p>The participants work in two groups. Each group receives 15 – 20 pictures showing basic human rights. The participants have a look at the pictures and select five basic rights which they consider the most important, write them on a card and stick it to the flipchart. They present their choice to the other participants, discuss it and think about whether their community could survive if only these five basic human rights were respected. If not, they should discuss about other rights that they need?</p> | <p>The participants work in two groups. Each group receives 15 – 20 pictures showing basic human rights. The participants have a look at the pictures and select five basic rights which they consider the most important, write them on a card and stick it to the flipchart. They present their choice to the other participants, discuss it and think about whether their community could survive if only these five basic human rights were respected. If not, they should discuss about other rights that they need?</p> |

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| | | | Furthermore, they should discuss whether they believe that there are any human rights that are unnecessary or if they are all equally important. |
| Duration/time needed | 45' | 45' | 45' |
| Materials and equipment | Cards with pictures of basic human rights | Cards with pictures of basic human rights Paper and pens for the participants | Cards with pictures of basic human rights Paper and pens for the participants |

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| Exercise no: | 4 |
| Subject: | Basic human rights |
| Title: | Continue the sentences |
| Task/s: | Listen to the start of the sentences of the trainer and continue them with your opinion. |
| Learning objectives: | The participants: <ul style="list-style-type: none"> • will be aware to comprehend and distinguish basic human rights and express their opinion about the topic |
| | Level 1 |
| Description | The trainer reads incomplete sentences to the participants that they have to continue based on their knowledge acquired by their courses upon the topic. |
| Duration/time needed | 15' |
| Material needed | Sheet with the sentences |

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| Exercise no: | 5 |
| Subject: | Basic human rights |
| Title: | Describe a picture |
| Task/s: | Describe the pictures and express your opinion on which of them basic human rights are violated and why. |
| Learning objectives: | The participants: <ul style="list-style-type: none"> • will be able to recognise if human rights are respected or violated according to the pictures |
| | Level 1 |
| Description | Pictures of common daily life are given to the participants. They shall describe what they see and express their opinion on which of them basic human rights are violated and why. |
| Duration/time needed | 15' |
| Material needed | Pictures |

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| Exercise no: | 6 |
| Subject: | Basic human rights |
| Title: | The right to be a human |
| Task/s: | Have a look at the pictures and answer the questions of the trainer. Connect the pictures with the symbols of the respective basic right. |
| Learning objectives: | The participants: <ul style="list-style-type: none"> • will be able to understand and distinguish the meaning of equality, peace, justice, freedom and housing. |
| | Level 1 |
| Description | The trainer shows pictures of symbols for equality, peace, justice, freedom and housing. Then he asks the participants for the definition of those symbols. After the trainer explains them, he gives the participants pictures and asks them to connect every symbol with the right picture. |
| Duration/time needed | 15' |
| Material needed | Worksheet with symbols and pictures |

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| Exercise no: | 7 | | |
| Subject: | Discrimination by the police or public servants | | |
| Title: | Violent behaviour by a police officer | | |
| Task/s: | <p>Watch the video.</p> <p>Level 1) Answer the questions of the trainer and discuss the content of the video.</p> <p>Level 2) Answer the questions of the trainer and write down keywords why the behaviour of the policeman in the video was discriminatory.</p> <p>Level 3) Draw a table with two columns on your paper. The first column is for listing the negative behaviour of the policeman, the second one for a description of how the policeman should reacted based on the law. Present your table to the other participants and discuss the lists.</p> | | |
| Learning objectives: | <p>The participants will be able to:</p> <ul style="list-style-type: none"> • recognise the insulting behaviour by the police • provide information about the duties and the restrictions of the police officers according to the legislation | | |
| | Level 1 | Level 2 | Level 3 |
| Description | The participants watch a video and answer questions of the trainer. After that, they discuss the content of the video. | The participants watch a video and answer questions of the trainer. They write down keywords, why the behaviour of the policeman in the video was discriminatory. They present their opinion and discuss it with the other participants. | The participants watch a video and answer questions of the trainer. They draw a two-column table. In the first column they list the negative behaviour of the policeman. In the second one, they write how the policeman should have reacted based on the law. They present their table to the other participants and exchange their lists in a discussion. |
| Duration/time needed | 15 minutes | 30 minutes | 45 minutes |
| Material needed | Video | Video Paper and pens for the participants | Video Paper, pens and ruler for the participants |

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| Exercise no: | 7 a | | |
| Subject: | Understanding a racial discrimination in a public service | | |
| Title: | Let's play a role | | |
| Task/s: | <p>Level 1) Play a role game with the trainer. The trainer is a Roma man or woman who is trying to be serviced in a public office. Play the role of a public servant that is not willing to help the Roma man or woman because of his/her origin. Assess the role play afterwards and point out why the public servant's behaviour was discriminatory.</p> <p>Level 2) Play a role game with the trainer. The trainer is a Roma man or woman who is trying to be serviced in a public office. Play the role of a public servant that is not willing to help the Roma man or woman because of his/her origin. Play again with exchanged roles. Assess the two plays and explain how you felt in the different roles. Did you experience a discriminatory behaviour in your daily life yourself? Exchange those experiences with the others.</p> <p>Level 3) Write the script for a short role play in which a Roma who tries to be serviced in a public office is one actor, the public servant is the other actor. Play the role game. If there is enough time, you can play it again with exchanged roles. Assess the two plays and explain how you felt in the different roles.</p> | | |
| Learning objectives: | <p>The participants will be able to:</p> <ul style="list-style-type: none"> • recognise the discriminatory and racial behaviour by public servants • provide information about the duties and the responsibilities of public servants according to the legislation to serve everyone regardless his/her origin | | |
| | Level 1 | Level 2 | Level 3 |
| Description | Together with the trainer, the participants play a role game. The trainer is a Roma man or woman who is trying to be serviced in a public office. The participants play public servants that are not willing to help the Roma man or woman because of his/her origin. Afterwards, they assess the role play together and point out why the public servant's behaviour was discriminatory. | Together with the trainer, the participants play a role game. The trainer is a Roma man or woman who is trying to be serviced in a public office. The participants play public servants that are not willing to help the Roma man or woman because of his/her origin. After that, they repeat the game with exchanged roles. The two plays are assessed. The participants explain how they felt in the different roles and describe discriminatory behaviour that they have already experienced in their daily life themselves? They exchange those experiences with the others. | The trainer will give three scenarios for a situation of Roma and public servants. In three groups, the participants are asked to write a script for the according role games and distribute the roles. They "perform" the role game. If there is enough time, they can play it again with exchanged roles. Together with the trainer and the other participants, they assess the game/s and explain how they felt in the different roles. |
| Duration/time needed | 20' | 30' | 45' |
| Material needed | - | - | Pens and paper for the participants |

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| Exercise no: | 8 |
| Subject: | Discrimination by the police or public servants |
| Title: | Wrong or right |
| Task/s: | Listen to the statements of the trainer. Say if you think the respective statement is wrong or right. Listen to the statements again and mark the according emoji expressing how you feel about them. Finally, discuss the statements together and share your experiences about discrimination. |
| Learning objectives: | The participants will learn about <ul style="list-style-type: none"> • the behaviour expected from the individual towards the police/public servants and vice versa (e.g. respect, co-operation, etc.) • discriminative/disrespectful behaviours from both sides |
| | Level 1 |
| Description | The trainer reads different statements about police or public servants' and individuals' behaviours. The participants shall say if they consider each statement as wrong or right. The trainer reads the statements again, and the participants will mark a certain emoji showing how they feel about them. Finally, they will discuss them together in a joint conversation about who marked which and why and share their experiences about discrimination. |
| Duration/time needed | 20' |
| Material needed | Statements for the trainer Emojis and pens for the participants |

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| Exercise no: | 9 |
| Subject: | Discrimination by the police or public servants |
| Title: | Mary's story |
| Task/s: | Listen to the story of Mary who was target of a discriminatory behaviour by the police. Discuss the story together with the trainer and answer his questions. |
| Learning objectives: | The participants will learn: <ul style="list-style-type: none"> • what discrimination is • about discriminatory behaviour by the police |
| | Level 1 |
| Description | The trainer will read a short story about Mary who was target of a discriminatory behaviour by the police. Then, the trainer will ask questions. After they gave their answers, the trainer will ask the participants to think of any other reasons why someone could be treated in an unfair way. Finally, the group will discuss together some of the possible characteristics (race, gender, age, sexual orientation) based on which someone could become a target of discrimination. |
| Duration/time needed | 20' |
| Material needed | The story and questions for the trainer |

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| Exercise no: | 10 |
| Subject: | Discrimination by the police or public servants |
| Title: | What to do? |
| Task/s: | Speak about your experiences what you did when you were in a discriminatory situation. Listen to the explanation of the trainer about your rights in such a situation and where to find help if you face discrimination. |
| Learning objectives: | <p>The participants will learn</p> <ul style="list-style-type: none"> • how to deal with discrimination and where to find help • basic information about commissioners/authorities dealing with fundamental rights/equal treatment |
| | Level 1 |
| Description | <p>After the participants have shared their experiences about what they did in a discriminatory situation, the trainer will show a PowerPoint Presentation with pictures/logos/illustrations of different commissioners/authorities existing in the given country/region, such as "Commissioner for Fundamental Rights", "Equal Treatment Authority", or going for an advice from a wise person from their community, etc. Together, they will go through these options and discuss them together. The trainer should emphasise the importance of contacting a person (e.g. from their community) first who is familiar with administrative issues, therefore this person can help during the process of reporting discrimination if necessary.</p> |
| Duration/time needed | 20' |
| Material needed | PowerPoint Presentation |

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| Exercise no: | 11 | | |
| Subject: | Discrimination at school | | |
| Title: | Children's rights | | |
| Task/s: | <p>Level 1) At first, listen to the explanation of the trainer about the Convention on the Rights of the Child. Afterwards, listen to the statements of the trainer. After each statement, show with the green or red flag your opinion about it. Answer the questions of the trainer and discuss with the other participants the subjects. Draw according conclusions for yourself.</p> <p>Level 2) At first, listen to the explanation of the trainer about the Convention on the Rights of the Child. Afterwards, answer the questions of the trainer and discuss with the other participants the subjects. The trainer will read a few children's rights. Try to formulate the according obligation resulting from it. Draw according conclusions for yourself.</p> <p>Level 3) At first, listen to the explanation of the trainer about the Convention on the Rights of the Child. Read the statements you received from the trainer and tick whether you agree (green flag) or disagree (red flag) on it. Finally, think about in which situation one of the children's rights were violated in your every-day life. Share your experiences with the other participants and discuss what would have been the best response to this violation in order to do that next time.</p> | | |
| Learning objectives: | <p>The participants:</p> <ul style="list-style-type: none"> • know and understand that the children have rights • know and recognise children's rights • know that there is an international document in which those rights are laid down • learn about the relation right-obligation • know, recognize and understand the rights of their children and other children • recognize the violation of their children's rights and the rights of other children • do not accept the violation of children's rights and react actively when there is a threat to the rights • seek protection in case of violation of some of those rights • want the rights to be respected and exercised in daily activities • understand and accept that all children have equal rights | | |
| | Level 1 | Level 2 | Level 3 |
| Description | <p>The trainer mediates basic information about the Convention on the Rights of the Child.</p> <p>Afterwards, the trainer reads statements on this basis for which the participants shall express if they agree or disagree.</p> <p>Finally, the trainer asks a row of questions which shall initiate a discussion of the participants. They shall draw conclusions for their every-day life.</p> | <p>The trainer mediates basic information about the Convention on the Rights of the Child.</p> <p>Afterwards, the trainer asks a row of questions which shall initiate a discussion of the participants.</p> <p>Finally, the trainer reads a few children's rights. The participants try to formulate the according obligation resulting from it and draw conclusions for their every-day life.</p> | <p>The trainer mediates basic information about the Convention on the Rights of the Child.</p> <p>Afterwards, the participants receive a worksheet with a row of statements. They shall read them and tick whether they agree or disagree on them.</p> <p>Finally, the participants shall think about in which situation one of the children's rights were violated in their every-day life and share the according experiences with the other participants.</p> |

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| | | | In a discussion, they shall reflect on would have been the best response to this violation in order to do that next time. |
| Duration/time needed | 20' | 30' | 45' |
| Material needed | Information about the Convention including the list of children's rights for the trainer Red and green flag, statements and questions for the trainer | Information about the Convention including the list of children's rights and obligations for the trainer, Questions for the trainer | Information about the Convention including the list of children's rights and obligations for the trainer, Worksheet with statements for the participants |

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| Exercise no: | 11 a | | |
| Subject: | Discrimination at school | | |
| Title: | We respect diversity | | |
| Task/s: | <p>Level 1) Listen to the scenarios the teacher reads. For each one, answer the questions of the trainer. Discuss which basic rights are violated in those situations and what would be the solution for "healing" that.</p> <p>Level 2) Listen to the scenarios the teacher reads. For each one, answer the questions of the trainer. Think about other similar scenarios, write keywords about what basic rights are violated in those situations on a card. Present the scenarios in the plenary, put the cards on the flipchart and explain how this right is violated in the played scenario.</p> <p>Level 3) Read the scenarios. Write scripts for the situations, rehears the plays and perform them in the plenary.</p> | | |
| Learning objectives: | <p>The participants:</p> <ul style="list-style-type: none"> • understand that differences related to physical appearance and abilities should not be the basis for mutual distribution • understand that it is important to respect the opinion of others • understand that other people's needs are just as important as theirs • understand that all children have equal rights • respect differences • develop empathy • develop solidarity and respect | | |
| | Level 1 | Level 2 | Level 3 |
| Description | <p>The trainer reads four scenarios. After that, he is asking questions that are answered by the participants. In a discussion, the participants shall get aware of which basic rights are violated in those situations and what would be the solution for "healing" that.</p> | <p>The trainer reads four scenarios. After that, he is asking questions that are answered by the participants. In the assessing of the answers to the questions, the trainer will make the participants aware of which basic rights are violated in those situations and what would be the solution for "healing" that.</p> <p>In pairs, the participants shall think about other scenarios in which basic rights are violated, write keywords that on a card, present the scenarios in the plenary, put the cards on the flipchart and explain how this right is violated in the played scenario.</p> | <p>In four groups, the participants receive a worksheet with one scenario each. They shall read them and write scripts for playing them in the plenary. In the play, the given questions should be answered. They rehearse, perform and finally discuss the contents with the other participants.</p> |
| Duration/time needed | 45' | 45' | 45' |
| Material needed | Scenarios and questions for the trainer | Scenarios and questions for the trainer Cards and pens for the participants | Scenarios for the participants Paper and pens for the participants |

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| Exercise no: | 12 |
| Subject: | Discrimination at school |
| Title: | What is discrimination? |
| Task/s: | The trainer will describe a certain situation to you. Take a few minutes to become familiar with this "role". Then explain which disadvantages or advantages you might have because of your situation. |
| Learning objectives: | The participants: <ul style="list-style-type: none"> • understand that differences related to physical appearance and abilities should not be the basis for mutual discrimination • understand that it is important to respect the opinion of others |
| | Level 1 |
| Description | The participants stand in a line. The trainer describes the situation of a certain person the participants should "become". The participants have a few minutes time to get familiar with the described persons and think about what advantages or disadvantages could occur for the person due to her situation. They will explain that in the plenary and discuss their answers with the other participants. The trainer can ask additional questions in order to mediate the contents for achieving the learning results. |
| Duration/time needed | 30' |
| Material needed | Cards with the description of the situations for the trainer |

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| Exercise no: | 13 |
| Subject: | Discrimination at school |
| Title: | Same but different |
| Task/s: | Listen to the stories told by the trainer. Express your feelings and opinions about the described situations. |
| Learning objectives: | The participants: <ul style="list-style-type: none"> • learn to respect differences • develop empathy • develop solidarity and respect |
| | Level 1 |
| Description | At the very beginning of the activity, the trainer reads two different stories. After that, the trainer encourages the participants to express their feelings and opinions about the stories. The trainer introduces the participants to the concept of discrimination and asks the participants who is discriminated in the story and who is discriminating. At the end of the activity, trainer and participants discuss together discrimination in relation to whether and to which extent it exists in their environment. |
| Duration/time needed | 30' |
| Material needed | Stories for the trainer |

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| Exercise no: | 14 |
| Subject: | Discrimination at school |
| Title: | Next to each other |
| Task/s: | Listen to the statements read by the trainer. Express your feelings and opinions about them. Listen to the trainer's explanation about discrimination and tell examples of things that can make someone happy and not discriminated. |
| Learning objectives: | <p>The participants:</p> <ul style="list-style-type: none"> • understand that it is important to respect the opinion of others • understand that other people's needs are just as important as theirs • respect differences • develop empathy • develop solidarity and respect |
| | Level 1 |
| Description | The participants sit in a circle. Then the trainer reads statements to the participants asking them to express their feelings and opinion about them. The trainer explains the concept of discrimination, who can be discriminated and who can discriminate. At the end of the activity, the trainer asks the participants to name things that can make someone happy. |
| Duration/time needed | 30' |
| Material needed | Statements for the trainer |

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| Exercise no: | 15 | | |
| Subject: | Discrimination in employment | | |
| Title: | Definition and forms of discrimination | | |
| Task/s: | <p>Level 1) Listen to the explanations of the trainer. Discuss together which forms of discrimination in the employment field you already experienced yourself.</p> <p>Level 2) Listen to the text of the trainer. Try to identify what form of discrimination is involved using the given list of words and discuss what you would have done in Mr Rudolf's situation.</p> <p>Level 3) Choose one of the cards given to you by the trainer. Discuss in the plenary who and what has an impact on the respective form of discrimination. How would you cope with such a situation?</p> | | |
| Learning objectives: | <p>The participants will:</p> <ul style="list-style-type: none"> • get acquainted with the definition of the term discrimination in the workplace and learn what forms of discrimination exist in the field of employment • be able to identify the true meaning of discrimination in employment | | |
| | Level 1 | Level 2 | Level 3 |
| Description | <p>The trainer defines the concept of discrimination in the workplace and what forms of discrimination exist in the field of employment. The participants discuss what forms of discrimination they have already experienced themselves in employment.</p> | <p>The participants will be divided in three groups. Each will receive a list of words that characterise one of the forms of discrimination in the workplace and which will appear in a text later read by the trainer. They need to read the list of words and think about what form of discrimination in the workplace is involved. The trainer then reads a short text - an example of the life of a person who has encountered some form of discrimination in the workplace. By listening to the text, the participants will try to correctly identify what form of discrimination is involved according to the assigned list of words. Finally, they will think about what they would have done in Mr Rudolf's situation.</p> | <p>The participants choose a card on which a kind of discrimination is written. They write the word on the whiteboard/flipchart. In the plenary, the participants will discuss about who and what has an impact on a given form of discrimination and how they would cope with the situation themselves. The trainer comments their answers and mediates in this context additional information.</p> |
| Duration/time needed | 15' | 45' | 45' |
| Material needed | <p>Information about different kinds of discrimination for the trainer</p> <p>List of questions</p> | <p>Information about different kinds of discrimination for the trainer</p> <p>List of words</p> <p>Text</p> | <p>Information about different kinds of discrimination for the trainer</p> <p>Cards with terms of discrimination</p> |

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| Exercise no: | 16 | | |
| Subject: | Discrimination in employment | | |
| Title: | Discriminatory grounds, positive and negative discrimination | | |
| Task/s: | <p>Level 1) Listen to the explanations of the trainer and answer his questions.</p> <p>Level 2) Choose one of the cards given to you by the trainer. Read the term and think about how it could be linked to positive or negative discrimination. Listen to the examples the trainer reads to you. Evaluate which discriminatory reasons are involved and whether the person in the story has experienced positive or negative discrimination.</p> <p>Level 3) Listen to the examples read by the trainer. Write the number of the example on your sheet of paper and clue the card with the ground for the discrimination in this example behind it. Think about if positive or negative discrimination is valid for the examples and discuss this in the plenary. Exchange your own experiences with positive and negative discrimination.</p> | | |
| Learning objectives: | <p>The participants:</p> <ul style="list-style-type: none"> • can obtain more information and deepen their knowledge in terms of the most diverse discriminatory grounds and discriminatory reasons in the workplace, familiarise with established concepts in the field • will also learn about positive discrimination in the workplace • will be able to evaluate and select negative and positive discrimination in the workplace • discuss cases of positive and negative discrimination, be able to evaluate the causes and consequences of positive and negative discrimination in relation to themselves and present it to other participants | | |
| | Level 1 | Level 2 | Level 3 |
| Description | <p>The trainer defines six main discriminatory grounds and the forms of positive and negative discrimination in the workplace and asks a row of relating questions. The participants answer the questions.</p> | <p>The participants will be divided in three groups. Each will receive cards listing some of the six main discriminatory grounds in employment relations.</p> <p>The list of words (discriminatory grounds) must be read and thought about how they could be linked to positive or negative discrimination.</p> <p>The trainer then reads examples for discrimination in the workplace.</p> <p>The participants will have to properly evaluate which discriminatory reasons are involved and whether the person in the story has experienced positive or negative discrimination.</p> | <p>The participants receive cards on which the six main discriminatory grounds in employment relations are written. The trainer then reads examples for discrimination in the workplace.</p> <p>The participants write the number of the example on a sheet of paper and stick the according ground for discrimination behind it.</p> <p>After that, the participants have 10 minutes of time to think about if positive or negative discrimination is given in the examples and discuss this in the plenary.</p> <p>Finally, the participants exchange their own experiences with positive and negative discrimination.</p> |

| Duration/time needed | 15' | 45' | 45' |
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| Material needed | Information about discriminatory grounds as well as positive and negative discrimination List of questions | Information about discriminatory grounds as well as positive and negative discrimination Cards with discriminatory grounds Examples for discrimination in employment | Information about discriminatory grounds as well as positive and negative discrimination Cards with discriminatory grounds Examples for discrimination in employment |

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| Exercise no: | 17 | | |
| Subject: | Discrimination in employment | | |
| Title: | Discrimination and employment relationship (employment contract) | | |
| Task/s: | <p>Level 1) Listen to the explanations of the trainer. Remember obligations and rights of an employee and tell them to the trainer. Try to write on the paper a few terms that are on the flipchart/whiteboard.</p> <p>Level 2) Go through the template of the employment contract with the trainer and listen to his explanations. Read the sentence on the paper and put it together with the words you have on the single paper pieces. Try to explain the meaning of this sentence in the plenary.</p> <p>Level 3) Go through the template of the employment contract with the trainer and listen to his explanations. The trainer will now read a row of examples for discrimination in the work place to you. Think about the appropriate response to those discriminations, how could this have been prevented and how those persons could be protected. Consider also the regulations of the employment contract.</p> | | |
| Learning objectives: | <p>Participants will:</p> <ul style="list-style-type: none"> • obtain more information and deepen their knowledge in terms of obligations and rights of the employee and the obligations and rights of the employer in the employment relationship, familiarise themselves with established concepts in the field • discuss cases of discrimination in employment relationships, know how to protect when the principle of equal treatment is breached or another breach of the principle of equality, thereby at the same time developing the verbal capabilities of the participants | | |
| | Level 1 | Level 2 | Level 3 |
| Description | <p>The trainer introduces the participants to the basic human rights and their obligations in the field of employment and the moments of their violation in the workplace. The trainer shall require the participants to name all the obligations and rights of the employee and any obligations and rights of the employer in the employment relationship which they can remember.</p> <p>The trainer writes them on the flipchart.</p> <p>The trainer asks the participants to rewrite on their papers a few of those terms.</p> | <p>The trainer reads the template of the employment contract and explains the single paragraphs.</p> <p>Afterwards, the participants are divided into groups. Each groups receives a sheet of paper with a sentence from the employment contract and the words of the sentence on single paper pieces.</p> <p>The participants shall read the sentence and put the single words in the right order to form the sentence.</p> <p>Finally, the participants shall explain the meaning of this sentence in the plenary.</p> | <p>The trainer reads the template of the employment contract and explains the single paragraphs.</p> <p>Afterwards, the trainer reads a row of examples for discrimination in the work place. The participants shall think about the appropriate response to those discriminations, how could this have been prevented and how those persons could be protected. In this, they shall consider the regulations of the employment contract.</p> |
| Duration/time needed | 30' | 45' | 45' |
| Material needed | <p>Information about employment discrimination</p> <p>Paper and pens for the participants</p> | <p>Template of an employment contract</p> <p>Sentences and paper pieces with words</p> | <p>Template of an employment contract</p> <p>List of examples</p> |

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| Exercise no: | 18 |
| Subject: | Discrimination in employment |
| Title | Definition of the term "Discrimination in the workplace" |
| Task/s: | Listen to the explanations and examples of the trainer about discrimination in employment. Discuss them with the other participants and think about the right response to this discrimination. |
| Learning objectives: | The participants will: <ul style="list-style-type: none"> • know what discrimination in employment is and how they should respond if they experience it |
| | Level 1 |
| Description | The trainer defines the concept of discrimination especially in the workplace and the forms of discrimination in the area of employment. He reads examples for discrimination in employment and asks the participants to think about the right response to each of them. If necessary, he explains the right responses. |
| Duration/time needed | 15' |
| Material needed | List of examples |

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| Exercise no: | 19 |
| Subject: | Discrimination in employment |
| Title: | Work contract |
| Task/s: | The trainer will read the employment contract to you. Listen to the explanations and explain the terms the trainer will tell you. |
| Learning objectives: | The participants will be: <ul style="list-style-type: none"> • motivated to ensure that due to the work contract they can enjoy their rights as employees, that they work in a safe environment and that they never feel disrespected at work • able to explain, in simple words, the benefits and risks about a work contract |
| | Level 1 |
| Description | The trainer explains the importance of a work contract and its different parts. He especially refers to the parts that ensure the rights of a worker to be treated equally. After that, he will repeat certain terms from the contract asking the participants to explain their meaning. |
| Duration/time needed | 30' |
| Material needed | Template of an employment contract |

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| Exercise no: | 20 |
| Subject: | Discrimination in employment |
| Title: | Respect for employee's rights |
| Task/s: | Speak about your experiences at work: have you ever felt disrespectfulness of your boss; did you ever need to fight for your rights as employee – if yes, how did you do that; if you failed, why etc. Listen to the trainer's explanation of the general rights of employees and what to do if those rights are not respected. |
| Learning objectives: | The participants will be: <ul style="list-style-type: none"> • aware of their rights in case of discrimination at work • sensitised for the subject and better able to respond to a possible discrimination |
| | Level 1 |
| Description | The trainer asks the participants to speak about their experiences at work: have they ever felt disrespectfulness of their boss; did they ever need to fight for their rights as employee – if yes, how did they do that; if they failed, why etc. After that, the trainer summarises the general rights of employees and what they can do if those rights are not provided. |
| Duration/time needed | 30' |
| Material needed | Information about the rights of employees |

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| Exercise no: | 21 | | |
| Subject: | Right of claiming state benefits | | |
| Title: | Availability | | |
| Task/s: | <p>Level 1 – 3) Listen to the introduction of available state aid by an expert from the labour office, municipality or community centre.</p> <p>Level 2) Fill a simple scattered text about the conditions under which you can claim the according aid. Read the complete text to the plenary.</p> <p>Level 3) Read the text about the process of applying for a certain state aid and a list with necessary documents that need to be submitted as well. Mark terms you do not know and in another colour documents you do not have. Read the text to the plenary and listen to the explanation of the trainer.</p> | | |
| Learning objectives: | <p>Participants will:</p> <ul style="list-style-type: none"> • know which state aids are available for themselves • know which conditions need to be fulfilled in order to be eligible • learn which documents they need to submit together with the application for certain aids • learn new terms in the context of state aid • be motivated to make use of state aid they are eligible for – with support of the team | | |
| | Level 1 | Level 2 | Level 3 |
| Description | <p>An expert from the labour office, municipality or community centre introduces very shortly the state aids that are relevant for the group of participants.</p> | <p>An expert from the labour office, municipality or community centre introduces very shortly the state aids that are relevant for the group of participants.</p> <p>The participants are divided in groups according to the kind of state aid they could claim. Each groups receives a simple scattered text about the conditions for receiving the aid and is asked to fill it. The missing words are given underneath.</p> <p>In the end, the groups read the text towards the plenary.</p> | <p>An expert from the labour office, municipality or community centre introduces very shortly the state aids that are relevant for the group of participants.</p> <p>The participants are divided in groups according to the kind of state aid they could claim. Each groups receives a simple text about the process of applying for the eligible state aid and a list with documents they need to submit as well. They are asked to mark terms they do not understand, and in another colour documents they do not have yet.</p> <p>In the end, the groups read the text towards the plenary, and the trainer explains the terms they did not understand.</p> <p>Together with the trainer, they make a plan for getting the missing documents.</p> |
| Duration/time needed | 20' | 45' | 45' |
| Material needed | - | Scattered texts | Texts, text markers |

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| Exercise no: | 21 a | | |
| Subject: | Right of claiming state benefits | | |
| Title: | Where can you get what | | |
| Task/s: | <p>Level 1) Go through the overview of contact details for different state benefits with the trainer.</p> <p>Level 2) Replace the pictures for the different kinds of contacts by words. After that, read the contact details to the plenary.</p> <p>Level 3) Read the texts with the contact details of the institutions providing different state benefits. Out of that, establish an overview of contact details. Finally, read them to the plenary.</p> | | |
| Learning objectives: | <p>Participants will:</p> <ul style="list-style-type: none"> • know where different state benefits can be applied for • learn new terms in the context of state aid • be motivated to make use of state aid they are eligible for – with support of the team | | |
| | Level 1 | Level 2 | Level 3 |
| Description | <p>The trainer gives the participants an overview with contact details of institutions providing different kinds of state benefits. In it, pictures and symbols are used, e.g. for labour office, phone number, address, e-mail address etc. Together, they go through it and discuss which ones would be relevant for which participant.</p> | <p>The trainer divides the participants in three groups and gives them overviews with contact details of institutions providing different kinds of state benefits. They are asked to write under the pictures and symbols used for example for labour office, phone number, address, e-mail address etc. the according words. After that, they read the contact details to the plenary. Finally, each participant shall obtain the contact details for all institutions providing state benefits.</p> | <p>The trainer divides the participants in three groups and gives them simple texts including the contact details of institutions providing state benefits. Out of that, they establish an overview on their contact details. After that, they read the contact details to the plenary. Finally, each participant shall obtain the contact details for all institutions providing state benefits.</p> |
| Duration/time needed | 20' | 30' | 45' |
| Material needed | Overview with contact details | Overview with contact details with empty lines | Short and simple texts and work sheets |

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| Exercise no: | 22 |
| Subject: | Right of claiming state benefits |
| Title | State Benefits – Do you get it? |
| Task/s: | Name all kinds of state benefit you can think of and state whether you are receiving them or not. |
| Learning objectives: | The participants: <ul style="list-style-type: none"> • will learn what kinds of state benefits are available for themselves |
| | Level 1 |
| Description | The trainer glues a sign for state benefits on the board and asks the participants to name all state benefits they know about. He writes them around the sign. After that, he explains all benefits the participants would be eligible for and erases the ones that are not. He asks them if they are receiving them. If not, he offers the help of the team (social-pedagogic care). |
| Duration/time needed | 15' |
| Material needed | Sign for state benefit, overview on available state benefits for the trainer |

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| Exercise no: | 23 |
| Subject: | Right of claiming state benefits |
| Title | State Benefits – What could you get? |
| Task/s: | Spell the terms the trainer writes on the wall. |
| Learning objectives: | The participants: <ul style="list-style-type: none"> • will be able to spell certain terms in the context of state benefit • learn what kinds of state benefits are available for themselves |
| | Level 1 |
| Description | The trainer writes the state benefits available for the group of participants in simple words on the board and explains their purpose. He says the terms and spells them. Then he asks single participants to spell them, too. |
| Duration/time needed | 15' |
| Material needed | Overview on available state benefits for the trainer |

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| Exercise no: | 24 |
| Subject: | Right of claiming state benefit |
| Title | State Benefits – linked words |
| Task/s: | Think about and speak out words that start with the letter the trainer tells you, and that are linked with the subject of claiming state benefit. |
| Learning objectives: | The participants: <ul style="list-style-type: none"> • will know certain terms that are linked with the subject of state benefits • learn what kinds of state benefits are available for themselves. |
| | Level 1 |
| Description | The trainer writes the state benefits available for the group of participants in simple words on the board and explains their purpose. He asks the participants to think about words that are linked with the subject and that start with the same letter as a certain state benefit. |
| Duration/time needed | 15' |
| Material needed | Overview on available state benefits for the trainer |

6. Learning to learn

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| Exercise no: | 1 |
| Subject: | Learning experiences and motives |
| Title: | Interview role play |
| Description: | <p>The participants in the classroom meet each other in a chain introducing themselves, learning each other's names, tribe, age and profession. The participants are divided in groups of three randomly and receive a set of interview questions on</p> <ol style="list-style-type: none"> 1) Their learning experiences 2) Learning objectives 3) Planning of learning and 4) Learning motive. <p>This is a semi-structured interview with open-ended questions and extensive encouragement for the interviewee to speak freely and express perceptions and feelings. At the beginning of this game, the participants are informed about the aims of this game. Not all of the given questions are necessary to be answered. However, some questions in bold letters are necessary. In this role-playing game, there are three roles:</p> <ol style="list-style-type: none"> 1) The reporter who asks the questions 2) The interviewed person who answers the questions and 3) The writer of the minutes, who notes the short outcomes of the interview. <p>During the game, all 3 participants play all three roles clockwise. The game ends when all 3 participants have fulfilled all three roles successfully. In the end of all rounds, each participant receives the short outcomes of his interview.</p> <p>At the end of the game, when all groups of three have fulfilled their tasks, the trainer asks each one of the participants a set of questions concerning:</p> <ol style="list-style-type: none"> a) How they felt when fulfilling each role b) What did they find about their own learning c) What did they find about other fellow participants' learning d) Have they spotted any differences or similarities e) Any ideas on what they would like to learn in the future. |
| Learning objectives: | <p>The participants are supported in</p> <ul style="list-style-type: none"> • raising their awareness of their learning • expressing their attitude towards learning in their own words • sharing and exchanging learning experiences • understanding that their learning process is ongoing • understanding concepts such as friendship, love, solidarity but also life attitudes, like interest in the course and love for learning |
| Material needed | <p>3 sets of interview questions</p> <p>Notebooks and pens for the writer of the minutes</p> |

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| Exercise no: | 2 |
| Subject: | Ways of learning |
| Title: | Sharing your ways of learning |
| Description: | <p>The participants are divided in pairs and receive two groups of cards. The first group of cards has a set of questions concerning:</p> <ul style="list-style-type: none"> a) How do they know if they learned something? b) The role of other people in their learning c) The impact of learning something new in their lives, always based on the participants' own experiences and opinions. <p>The second group of cards includes answers to questions posing positive and negative feelings. Each participant reads and picks cards from both groups. Each participant holds 2 cards from each group in his/her hand and explains why he/she chose these cards and what they mean for him/her.</p> <p>Each participant holds his answers from each group of cards and answers a set of questions by choosing: positive or negative, according to his/her learning experience till now:</p> <p>What are their personal criteria of learning something? What do they think about the role that other people (co-learners, trainers, family, friends) play in their own learning experience? How do they evaluate the impact of something they learned? Do they immediately implement what they learned? Is their learning experience opinion till now negative or positive, and what can they change and improve?</p> |
| Learning objectives: | <p>The participants are supported in</p> <ul style="list-style-type: none"> • learning to set criteria about learning • learning to describe the feelings when learning • learning about the importance of other people in their learning process • describing the impact of their learning • evaluating their learning experiences as negative or positive • learning to think and consider about small changes in their learning attitude |
| Material needed | <p>1 learning styles test card for each participant 5 different cards with 5 different hidden words 1 CD with sounds 5 pictures of objects 5 small boxes with hidden objects Notebooks and pens for all</p> |

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| Exercise no: | 3 |
| Subject: | Ways of learning |
| Title: | Learning in your own style |
| Description: | <p>Each participant receives a card with a learning style game. This card has a table of 20 words. Next to the list of words, there are 5 columns with symbols of the five senses. The participants should fill in the card by ticking which of their senses is triggered first (only one) when they read each word (which sense comes first in their mind). For every tick the participants get 5 points. In the end when the words have ended, the participants add the ticks and points they have put on the back of the card and note which are their first two senses triggered the most.</p> <p>When the participants have filled the card, they get up and form a group with people sharing the same two preferring senses in learning.</p> <p>Each of these new groups is given the task to guess 5 words in a new card unique for every group. Each group writes down the words by trusting their major triggered sense in the previous test (visual types see pictures, auditive types listen to a CD of sounds, kinaesthetic types by touching a hidden object in a box). The group who finds the 5 hidden words first, wins.</p> |
| Learning objectives: | <p>The participants are supported in</p> <ul style="list-style-type: none"> • recognising their own learning styles • gaining more autonomy in learning • to building trust on their learning style • working both individually and in small groups |
| Material needed | <p>1 learning styles test card for each participant 5 different cards with 5 different hidden words 1 CD with sounds 5 pictures of objects 5 small boxes with hidden objects Notebooks and pens for all</p> |

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| Exercise no: | 4 |
| Subject: | Learning history of the participant |
| Title: | Find the word |
| Description: | <p>The participants are divided into three groups of four people each.</p> <p>They receive a card with columns and letters of the alphabet.</p> <p>Each column has a unique characteristic (names, animals, tools, professions, cities, countries). Each group will work together and find words that begin with the corresponding letter of the column in the first box in the table.</p> <p>The team that will finish first will win 5 points. The team that will win at the end will be the one that will have scored the first 50 points. This team will be designated as the lead action group on a planned visit.</p> |
| Learning objectives: | <p>The participants are supported in</p> <ul style="list-style-type: none"> • participating actively in the classroom • expanding their memory and recall pre-existing knowledge while they discover new knowledge in an easy way • being actively involved in oral communication, understanding and writing • giving the general meaning of one or more words and utilising language elements (dictionaries and grammar) • cultivating their spirit of fellowship and co-operation with each other. |
| Material needed | <p>The paper with the columns Notebook and pens</p> |

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| Exercise no: | 5 |
| Subject: | Learning history of the participant |
| Title: | A trip to knowledge |
| Description: | <p>Participants are divided into groups of four people. Each team will get from a map of their country. Each team will work together and will choose and describe a route from one place to another. Each group will indicate staging stations areas where they will pass, the distance in km and the travelling hours, areas with Roma communities on their road, areas with famous traditional festivals and markets where Roma work as street vendors and costermongers and famous traditional products that they know in those areas.</p> <p>Each group has 20 minutes to work. In the end, the team representatives of each group present the trips that each team has planned and the information they have found. Participants monitor and score the presentations from 1-5.</p> <p>The trainer will record on the board each group route and the participants will discuss whether they are permanently settled in homes or are semi-settled in camps. If they are moving depending on the season. If they travel frequently and do various professions.</p> <p>The group that will earn the most points wins.</p> <p>In the end of the game the participants write down in a personal card what new they learned from this game, how they used their existing knowledge to score more points and what strategy they used, helped them.</p> |
| Learning objectives: | <p>The participants are supported in</p> <ul style="list-style-type: none"> • learning to identify specific information • expanding their memory, and recall pre-existing knowledge while they discover new knowledge in an easy way • collecting information about persons, objects, locations from one or more brief information texts and classify them • being actively involved in reading and writing expanding their skills • finding ideas or suggestions to tackle a problem by citing and explaining the pros and cons of each of the proposed solutions • cultivating their spirit of fellowship and co-operation with each other • thinking about new knowledge, the use of previous knowledge and strategies to learn |
| Material needed | <p>Maps, notebooks and pens</p> <p>Personal Cards</p> |

7. Learning at another place

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| Exercise no: | 1 |
| Subject: | Reading, Writing, Capability in every-day life |
| Title: | At the Zoo |
| Task/s: | Depending on the level of skills, the participants could receive the following tasks: <ul style="list-style-type: none"> - Find a number of certain animals in the Zoo with the Zoo Map. - Read the sign of an animal to the others. - Write a list with three animals for each continent. - List 10 birds, mammals ... - Tell the others which animals you liked best and why. |
| Learning objectives: | The participants will <ul style="list-style-type: none"> • improve their reading, writing and rhetoric skills |
| Description | The participants visit a local/regional Zoo and fulfil certain tasks. By fulfilling the tasks, they will learn something new and improve their reading, writing and rhetoric skills. |
| Time needed | 8 hours |
| Material needed | Bus/train tickets Zoo tickets Clipboards, pens for the participants |

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| Exercise no: | 2 |
| Subject: | Reading, Writing, Capability in every-day life, Numeracy |
| Title: | At the Train Station |
| Task/s: | Depending on the level of skills, the participants could receive the following tasks: <ul style="list-style-type: none"> - Look at the time table: at what time goes a train from ... to ... - Go to the counter and ask how much costs a ticket from ... to ... - If you need to change 50 Euros, how much money would you get back if you bought a ticket to ... that costs ... - Find out how much time the train needs to go from ... to ... - List five cities that can be reached from this train station. |
| Learning objectives: | The participants will <ul style="list-style-type: none"> • improve their reading, writing and calculation skills. Furthermore, they need to speak to the staff of the train station |
| Description | The participants visit the local train station and fulfil certain tasks. By fulfilling the tasks, they will learn something new and improve their reading, writing and calculating skills. |
| Time needed | 4 hours |
| Material needed | Local transfer (if applicable) Clipboards, pens for the participants |

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| Exercise no: | 3 |
| Subject: | Reading, Writing, Capability in every-day life, Numeracy |
| Title: | At the hospital |
| Task/s: | <p>The course provider should organise a guided tour through the hospital or health centre.</p> <p>Depending on the level of skills, the participants could be asked to record the following aspects and write them down:</p> <ul style="list-style-type: none"> - How many units does the hospital have? - Does the hospital have an orthopaedic unit? - How many doctors work at the hospital? - How many other staff members are working here? - At which floor is the emergency room? - What is the phone number you call if you need an emergency doctor? - How many children are born here per year? |
| Learning objectives: | <p>The participants will</p> <ul style="list-style-type: none"> • improve their reading, writing and calculation skills • speak to the staff of the hospital |
| Description | The participants visit the hospital and fulfil certain tasks. By fulfilling the tasks, they will learn something new and improve their reading, writing and numeracy skills. They should have the opportunity to ask their questions in order to get information or to learn something that they need for their every-day life. |
| Time needed | 4 hours |
| Material needed | Local transfer (if applicable) Clipboards, pens for the participants |

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| Exercise no: | 4 |
| Subject: | Capability in every-day life |
| Title: | At school |
| Task/s: | <p>The course provider should organise a meeting with the headmaster or a teacher who will take the participants on a tour through the school and answers their questions.</p> <p>This guide should give general information about the school and a few regulations that need to be followed (what to do in case of the illness of the child; rights and duties of children and parents; rights and duties of the school; out-of-school activities the participants could attend with their children, support offers etc.).</p> <p>On the next day, the participants should have the opportunity to discuss the information with the course leader, to ask still open questions and to prepare connected things (e.g. template for the exculpation of the child in case of illness).</p> |
| Learning objectives: | <p>The participants will</p> <ul style="list-style-type: none"> • extend their knowledge about the school that their children attend and they will be better prepared for the communication with the school and their duties as parents/ families |
| Description | The participants visit the school of their children. By listening to the guide and by asking questions, they will learn something new and be better prepared for fulfilling their according duties. They should have the opportunity to discuss the contents with the course leader in order to get the answers to still open questions for managing every-day life better. |
| Time needed | 4 hours |
| Material needed | Local transfer (if applicable) |

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| Exercise no: | 5 |
| Subject: | Capability in every-day life |
| Title: | Visiting a church |
| Task/s: | <p>The course provider should organise a meeting with the priest who will take the participants on a tour through the church and answers their questions.</p> <p>He should give general information about the church.</p> <p>The participants should have the opportunity to ask their questions and to enjoy the visit according to their interest.</p> <p>On the next day, the participants should have the opportunity to review the visit with the course leader and to ask still open questions. There could also be a general exchange of their views on religion and its meaning to each of them.</p> |
| Learning objectives: | <p>The participants will</p> <ul style="list-style-type: none"> • extend their knowledge about the church that will be of their interest |
| Description | The participants visit the church. By listening to the priest and by asking questions, they will learn something new. They should have the opportunity to review the visit with the course leader in order to get the answers to still open questions and to exchange the impressions with their peers in the course. |
| Time needed | 4 hours |
| Material needed | Local transfer (if applicable) |

Chapter V:

Training Material

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| Exercise no: | 1 a |
| Subject: | Sport |
| Title: | Athletic values |

For this exercise, interviews and/or articles about or from a sportsman/sportswoman from the respective country are used.

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| Exercise no: | 1 b |
| Subject: | Music |
| Title: | Rock'n Roll |

For this exercise, interviews and/or articles about or from a musician from the respective country are used.

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| Exercise no: | 2 |
| Subject: | Tradition |
| Title: | A traditional Roma fairy tale 1 |

Level 2

The Roma destiny (from Bulgaria)

A long, long time ago, the Lord distributed destiny. To some he gave trade, to others crafts and so on. Only the Roma tribe did not get anything. The Lord looked for them. They took care of the horses, loaded their carts with children, and ran away to hide. But they could not hide from God. So, he went after them. At a bridge, they decided to scare him. They blackened their faces, tore their clothes, hid under the bridge and waited. When the Lord came, they jumped out. He looked at them and said: - You should wander forever, your faces should be black, your clothes all torn, all the people on earth frightened. Even to this day, the Roma's faces are black, their clothes are torn, and all nations are frightened.

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| So, he went them. | A long, long time ago, the distributed destiny. |
| At a bridge, they decided to him. | Only the tribe did not get anything. |
| When the Lord came, they jumped | You should wander forever, your faces should be, your clothes all, all the people on earth |

Level 3

This happened a long, long time ago, when the Lord was still walking on the earth. Once he went to distribute destiny. To some he gave destiny with trade, others with crafts. Thus, each tribe received something to live on and was different from the others. Only the Roma tribe did not get anything. The Lord went to look for them, and they harnessed the horses, loaded their carts with children, and ran away to hide. Okay, but can you hide from God? He got angry and went after them. He was almost catching up with them at a bridge when they decided to scare him. They blackened their faces, tore their clothes, hid under the bridge and waited. When the Lord approached, they jumped out and came down to him. He looked at them, looked at them, and said: - You should wander forever, your faces should be black, your clothes should be all torn, all people on earth should be frightened. Even to this day, Roma roam the earth. their faces are black, their clothes are torn, and all nations of the earth are frightened.

| | |
|--|---|
| He got angry and went them. | This happened a long, long time ago, when the was still walking on the earth. |
| He was almost catching up with them at a bridge when they decided to him. | Only the tribe did not get anything. |
| When the Lord approached, they jumped and came down on him. | You should wander forever, your faces should be, your clothes should be all, all people on earth should be |

| | |
|--------------|----------------------|
| Exercise no: | 3 a |
| Subject: | Important signs |
| Title: | The magic of traffic |

Level 1



VZ-150



VZ-151



VZ-205



VZ-206



VZ-208



VZ-209-10



VZ-209-20



VZ-209-30



VZ-211-10



VZ-211-20



VZ-214-10



VZ-214-20



VZ-214-30



VZ-215



VZ-222-10



VZ-222-20



VZ-224-50



VZ-237



VZ-238



VZ-239



VZ-240



VZ-241-30



VZ-241-31



VZ-245



VZ-250



VZ-251



VZ-253



VZ-254



VZ-255



VZ-257-50



VZ-257-52



VZ-258



VZ-259



VZ-260



VZ-261



VZ-262



VZ-263



VZ-264



VZ-265



VZ-266








VZ-267



VZ-268






Level 2, group 1:

Please tick the right answer!

| | | | |
|---|--|--|---|
|  | a) Stop, give way! b) Stop, do not go for 10 minutes! c) Stop, wait for the train! |  | a) Open air parking space b) Car park c) Roof park |
|  | a) Turn left! b) Turn around! c) Turn right! |  | a) It rains here! b) Snow or ice slickness! c) It snows here! |
| |  | a) First Aid b) Hospital c) Ambulance | |






Level 2, group 2:

Please tick the right answer!

| | | | |
|---|---|--|--|
|  | a) Danger spot b) Danger street c) Danger cars |  | a) Not faster than 30 kmph b) At least 30 kmph c) Only from 30 years |
|  | a) Train station b) Metro station c) (School) Bus station |  | a) Main road b) Square c) Closed street |
| |  | a) Main road b) Drunk drivers c) Spinning and slipping danger | |

Level 2, group 3:

Please tick the right answer!

















| | | | |
|---|--|--|--|
|  | <ul style="list-style-type: none"> a) Stop, give way! b) Forbidden to drive in this road! c) Danger spot! |  | <ul style="list-style-type: none"> a) Bike path b) Turn left! c) Only blue bicycles! |
|  | <ul style="list-style-type: none"> a) Wait for other cars! b) First Aid c) All vehicles are forbidden! |  | <ul style="list-style-type: none"> a) Stop, wait for the train! b) Priority of oncoming traffic! c) Both directions are free! |
| |  | <ul style="list-style-type: none"> a) Play with your children b) Start of a traffic-calmed area c) Stop at houses | |

Level 3

Draw a table with four columns. 1 column each for

- Directories
- Danger signs
- Prohibition signs
- Signs giving orders

Assign the following signs to those categories and write them in the right column:

| | | | |
|---|---|--|---|
|  |  |  |  |
| Stop, give way! | Car park | Turn right! | Snow or ice slickness |
|  |  |  |  |
| First Aid | Danger spot | At least 30 kmph | (School) Bus station |
|  |  |  |  |
| Main road | Spinning and slipping danger | Forbidden to drive in this road! | Bike path |
|  |  |  |  |
| All vehicles are forbidden! | Priority of oncoming traffic! | Start of traffic-calmed area | Right of way (at the next crossing) |




| | |
|--------------|-----------------|
| Exercise no: | 3 b |
| Subject: | Important signs |
| Title: | Hazard symbols |

Level 1




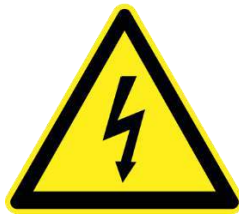

Level 2, group 1:

Please tick the right answer!

| | | | |
|---|--|--|--|
|  | <p>a) Flammable material b) Poisons and highly concentrated acids c) Electric shock hazard</p> |  | <p>a) Material, harmful for skin b) Poisons and highly concentrated acids c) Oxidizers (promote burning)</p> |
| |  | <p>a) Electric shock hazard b) Poisons and highly concentrated acids c) Explosives</p> | |




Level 2, group 2:

Please tick the right answer!

| | | | |
|---|--|--|--|
|  | <p>a) Explosives b) Immediate skin, eye or respiratory tract irritant c) Electric shock hazard</p> |  | <p>a) Cancer causing agent b) Poisons and highly concentrated acids c) Electric shock hazard</p> |
| |  | <p>a) Cancer causing agent b) Material, harmful for skin c) Explosives</p> | |

Level 2, group 3:





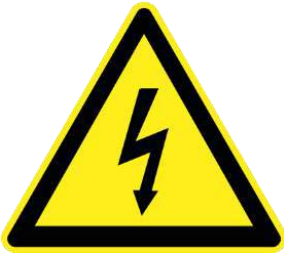




Please tick the right answer!

| | | | |
|---|--|---|--|
|  | <p>a) Electric shock hazard b) Oxidizers (promote burning) c) Material, harmful for skin</p> |  | <p>a) Explosives b) Material, harmful for skin c) Cancer causing agent</p> |
| |  | <p>a) Material, harmful for skin and eyes b) Flammable material c) Explosives</p> | |

Level 3

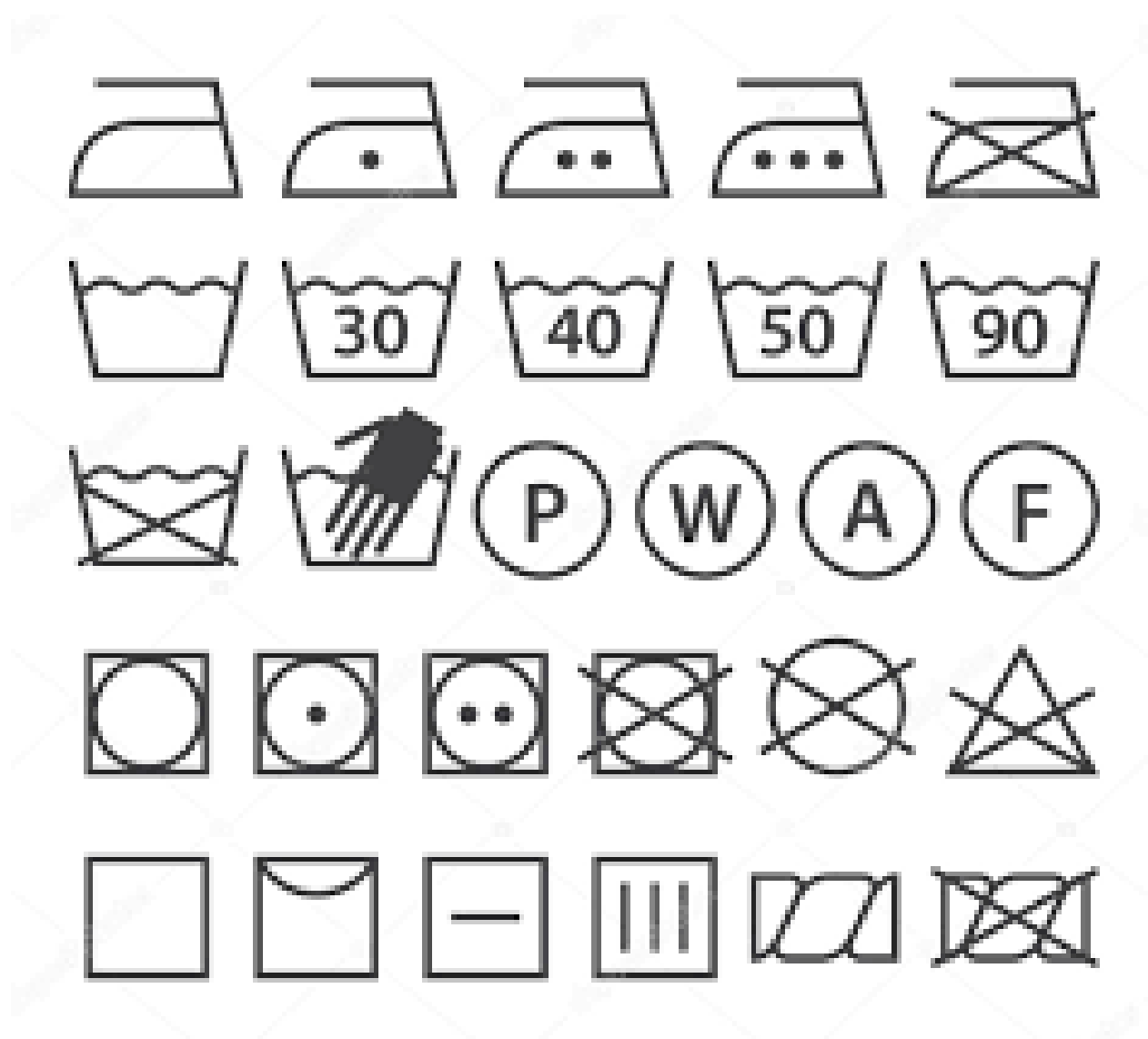
Draw a table with several columns for different kinds of hazard symbols.

Assign the following signs to those categories and write them in the right column:

| | | |
|---|---|---|
|  |  |  |
| Flammable material | Oxidizers (promote burning) | Poisons and highly concentrated acids |
|  |  |  |
| Immediate skin, eye or respiratory tract irritant | Electric shock hazard | Explosives |
|  |  |  |
| Material harmful for skin | Cancer causing agent | Material harmful for skin and eyes |




| | |
|--------------|-----------------|
| Exercise no: | 3 c |
| Subject: | Important signs |
| Title: | Laundry symbols |

Level 1






Level 2, group 1:

Please tick the right answer!

| | | | |
|---|---|--|--|
|  | a) Wash only with clean hands b) Only handwashing c) Ironing allowed |  | a) Wash from 30° b) Wash only with at least 30 pieces c) Wash at maximum 30° |
| |  | a) Ironing allowed b) Drying allowed c) Bleaching allowed | |


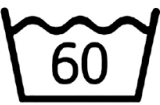
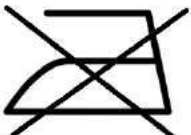
Level 2, group 2:

Please tick the right answer!

| | | | |
|--|---|---|--|
|  | a) No clothes allowed b) No water allowed c) Do not wash at all |  | a) Drying allowed b) Wash at high temperatures c) Only handwashing |
| |  | a) Do not wash at all b) No clothes allowed c) Do not clean chemically | |

Level 2, group 3:





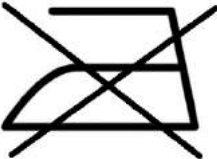

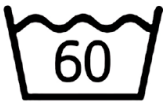


Please tick the right answer!

| | | | |
|---|---|--|--|
|  | a) Do not wash at all b) No clothes allowed c) Do not dry with machine |  | a) Wash at maximum 60° b) Wash only with at least 60 pieces c) Wash from 60° |
| |  | a) Ironing allowed b) Do not iron c) Bleaching not allowed | |

Level 3

Draw a table with several columns for different kinds of laundry symbols.

Assign the following signs to those categories and write them in the right column:

| | | |
|---|---|--|
|  |  |  |
| Ironing allowed | Wash at maximum 30° | Do not dry with machine |
|  |  |  |
| Do not wash at all | Do not iron | Only handwashing |
|  |  |  |
| Wash at maximum 60° | Drying allowed | Do not clean chemically |

| | |
|---------------------|------------------|
| Exercise no: | 4 a |
| Subject: | Every-day live |
| Title: | Personal hygiene |

Level 1



SOAP



TOOTHBRUSH



SHAMPOO



AFTER SHAVE



PERFUME



MAKE-UP

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| S | O | A | P | T | O | O | T | H | B |
| R | U | S | H | S | H | A | M | P | O |
| O | A | F | T | E | R | S | H | A | V |
| E | P | E | R | F | U | M | E | M | A |
| K | E | - | U | P | | | | | |

Level 2

| Group 1 | Group 2 | Group 3 |
|------------|------------|--------------|
| House | Toothpaste | Men |
| School | Flower | Women |
| Bath | Paper | After shave |
| Car | Washing | Lamp |
| Soap | Perfume | Bottle |
| Child | Fish | Perfume |
| Toothbrush | Hair dryer | Make-up |
| Phone | Jacket | Book |
| Comb | Kitchen | Dental floss |
| Shampoo | Nail file | Hairbrush |

| | |
|---------------------|------------------|
| Exercise no: | 4 b |
| Subject: | Every-day live |
| Title: | Domestic hygiene |

Level 2

| Group 1 | Group 2 | Group 3 |
|----------------------|----------------|-----------------------|
| Helmet | Vacuum cleaner | Purse |
| Broom | Sister | Water |
| Pen | Broom | Street |
| Toilet cleaner | Hospital | Domestic waste bucket |
| Drink | Glass | TV |
| Organic waste bucket | Cleanser | Rag |
| Door | Dress | Mop |
| Bucket | Sponge | Paper |
| Chair | Roof | Glass cleaner |
| Brush | To dust | Tie |

| | |
|---------------------|-------------------|
| Exercise no: | 4 c |
| Subject: | Every-day live |
| Title: | Community hygiene |

Level 2

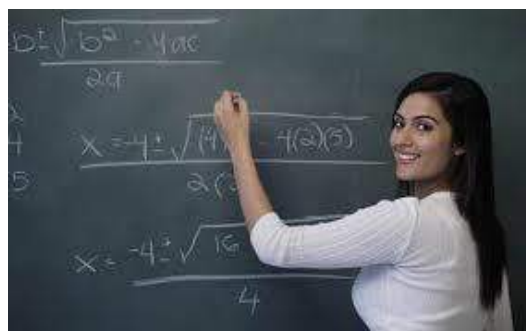
| Group 1 | Group 2 | Group 3 |
|------------------------|---------------------------|---------------------|
| Plate | Biological waste disposal | Bag |
| Waste disposal | Brother | Street sweeper |
| Train | Flower planting | Bicycle |
| Broom | Biogas plant | Waste disposal site |
| Apple | Gas | Radio |
| Organic waste bucket | Waste water disposal | Street cleaning |
| Box | Shoe | Waste paper basket |
| Bucket | House | Printer |
| Chair | Roof | Glass cleaner |
| Waste water processing | Waste collection | Waste processing |

| | |
|---------------------|--|
| Exercise no: | 5 a |
| Subject: | Professions |
| Title: | Guessing professions from the education and social service field |

Level 1 - 3



Kindergarten teacher



Teacher



Day-care teacher



Household help



Carer



Social assistant



Social pedagogue



Streetworker

| | |
|---------------------|--|
| Exercise no: | 5 b |
| Subject: | Professions |
| Title: | Guessing professions from the agricultural field |

Level 1 - 3



Farmer



Stable hand



Tractor driver



Wine grower



Harvest hand



Pig keeper



Shepherd



Gardener

| | |
|---------------------|---|
| Exercise no: | 5 c |
| Subject: | Professions |
| Title: | Guessing professions from the health care field |

Level 1 - 3



Doctor



Dentist



Nurse



Mail nurse



Ambulance man/woman



Physiotherapist



Carer for the elderly



Nutritionist

| | |
|---------------------|--------------------------------------|
| Exercise no: | 6 a |
| Subject: | Clothes |
| Title: | Casual dressing in spring and summer |

Level 2

| Group 1 | Group 2 | Group 3 |
|------------|------------------|----------------|
| Air | T-Shirt | Chair |
| Miniskirt | Clip | Shorts |
| Tree | Swimsuit | Jumper |
| Roof | Coffee | Bathing trunks |
| Flip-flops | Sleeveless shirt | Winter boots |
| Lamp | Computer | Scissors |
| Top | Sneakers | Dress |
| Table | Book | Father |
| Sunhat | Ship | Bikini |
| Raincoat | Rubber boots | Sandals |

Level 3

Group 1, spring:



Rubber boots



Sneakers



T-Shirt



Rain coat



Jumper



Spring coat

Group 2, summer:



Top



Dress



Swimsuit



Sandals



Shorts



Sun hat

| | |
|---------------------|--------------------------------------|
| Exercise no: | 6 b |
| Subject: | Clothes |
| Title: | Casual dressing in autumn and winter |

Level 2

| Group 1 | Group 2 | Group 3 |
|----------------|----------------|----------------|
| Door | T-Shirt | Ashes |
| Woolly hat | Jumper | Mouth |
| Wall | Ruler | Rubber boots |
| Booties | Winter boots | Cloves |
| Pullover | Christmas | Flower |
| Wine | Needle | Dress |
| Cap | Skirt | Grass |
| Calendar | Glasses | Jacket |
| Sneakers | Book | Travel |
| Pen | Raincoat | Jeans |

Level 3

Group 1, autumn:



Rubber boots



Booties



Cap



Rain coat



Jumper



Jacket

Group 2, winter:



Gloves



Pullover



Winter coat



Winter boots



Woolly hat



Woolly dress

| | |
|---------------------|--------------------------|
| Exercise no: | 7 a |
| Subject: | Shopping |
| Title: | Maria goes to the market |

Level 1

1. The fruit market in my hometown takes always place on Tuesdays.
2. Maria goes to the market and buys fruit and vegetables to fill the pantry.
3. She needs for example 5 kg potatoes.
4. Furthermore, she wants to buy 3 kg apples.
5. Her children ask her to bring strawberries.
6. For a salad, Maria would like to buy 3 cucumbers.
7. In the end, Maria met her sister at the market.
8. She was shopping because she needs fruit for the birthday cake of her son.

Level 2 and 3



| | |
|---------------------|----------------------------------|
| Exercise no: | 7 b |
| Subject: | Shopping |
| Title: | Maria goes to the homeware store |

Level 1

1. There are five homeware markets in my hometown.
2. Maria goes to the homeware store in order to buy new furniture for her flat.
3. She needs for example 6 new chairs for the kitchen table.
4. Furthermore, she wants to buy a new table for the living room.
5. Her children ask her to bring batteries for the remote control of the TV.
6. For a party, Maria would like to buy two lighting chains.
7. In the end, Maria met her brother in the carpet department.
8. He was there because he needs a new locker for his hallway.

Level 2 + 3



| | |
|---------------------|----------------|
| Exercise no: | 8 a |
| Subject: | Healthy living |
| Title: | Doing sports |

Level 1 + 2

Statements to be read by the trainer:

1. All people shall do sports, no matter the age.
2. Only professional sportsmen should do sports regularly.
3. Sport is not helping to stay healthy.
4. To go for a long walk two times a year is sufficient.
5. Everybody should be able to run 10 kilometres four times a week.
6. Regular sport is good for the heart and blood circulation.
7. To play with my children is enough sport for a healthy living.
8. Sport is not at all contributing to the wellbeing of a person.
9. To do sport together with others promotes the social integration.
10. Sport is murder!

Level 3

What do you think? Is the statement "true" or "false"?

1. All people shall do sports, no matter the age.
2. Only professional sportsmen should do sports regularly.
3. Sport is not helping to stay healthy.
4. To go for a long walk two times a year is sufficient.
5. Everybody should be able to run 10 kilometres four times a week.
6. Regular sport is good for the heart and blood circulation.
7. To play with my children is enough sport for a healthy living.
8. Sport is not at all contributing to the wellbeing of a person.
9. To do sport together with others promotes the social integration.
10. Sport is murder!

| | |
|---------------------|----------------|
| Exercise no: | 8 b |
| Subject: | Healthy living |
| Title: | Eating well |

Level 1 + 2

Statements to be read by the trainer:

1. What I eat is not important for my health.
2. Sugar is only included in a few kinds of food.
3. Overweight can damage my health.
4. An apple a day keeps the doctor away.
5. To eat fast food regularly is good for my digestion.
6. A piece of chocolate from time to time is not doing any harm.
7. It does not matter what my children eat. Most important is that they eat.
8. A balanced diet contributes to the wellbeing of a person.
9. Parents are a role model for their children – also in terms of eating.
10. 5 cups of coffee a day are enough liquid for my body.

Level 3

What do you think? Is the statement "true" or "false"?

- | | |
|--|-------|
| 1. What I eat is not important for my health. | ..... |
| 2. Sugar is only included in a few kinds of food. | ..... |
| 3. Overweight can damage my health. | ..... |
| 4. An apple a day keeps the doctor away. | ..... |
| 5. To eat fast food regularly is good for my digestion. | ..... |
| 6. A piece of chocolate from time to time is not doing any harm. | ..... |
| 7. It does not matter what my children eat. Most important is that they eat. | ..... |
| 8. A balanced diet contributes to the wellbeing of a person. | ..... |
| 9. Parents are a role model for their children – also in terms of eating. | ..... |
| 10. 5 cups of coffee a day are enough liquid for my body. | ..... |

| | |
|---------------------|------------------|
| Exercise no: | 9 a |
| Subject: | Letter by letter |
| Title: | At home |



HOUSE



HALL



ROOM



PETS



CAR



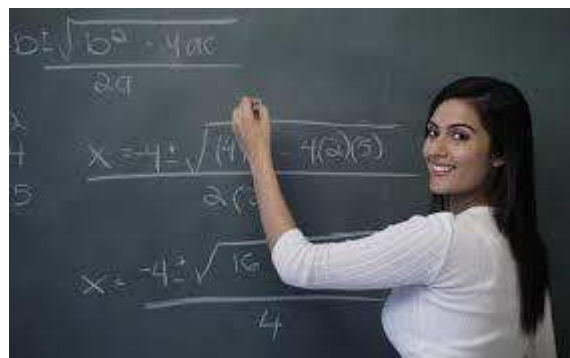
GARDEN

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| H | O | U | S | E | H | A | L | L | R |
| O | O | M | P | E | T | S | C | A | R |
| G | A | R | D | E | N | | | | |

| | |
|---------------------|------------------|
| Exercise no: | 9 b |
| Subject: | Letter by letter |
| Title: | At school |



SCHOOL



TEACHER



GYM



GARDEN



BLACKBOARD



SCHOOLBAG

The examples for this exercise will be selected based on the professions/work placements of the participants and their family members (model see exercises 9 a and b).

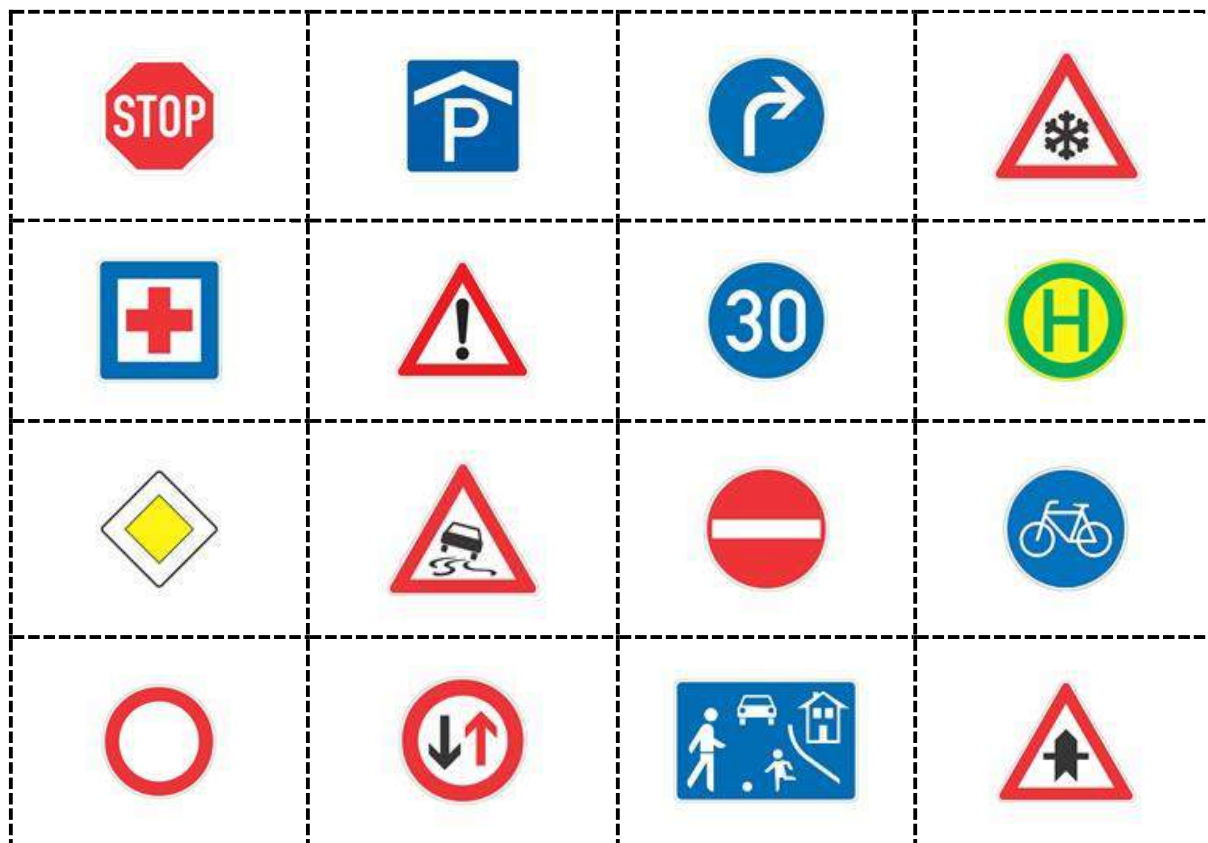
[illegible]

The examples for this exercise will be selected based on the hometown/ residence of the participants (model see exercises 9 a and b).

















The examples for this exercise will be selected based on the countryside the participants know and/or could visit, e.g. mountains, rivers, forests, castles, farms etc. (model see exercises 9 a and b).

| | |
|---------------------|-------------------------|
| Exercise no: | 10 a |
| Subject: | Talking through symbols |
| Title: | Traffic signs |

Signs to be distributed:

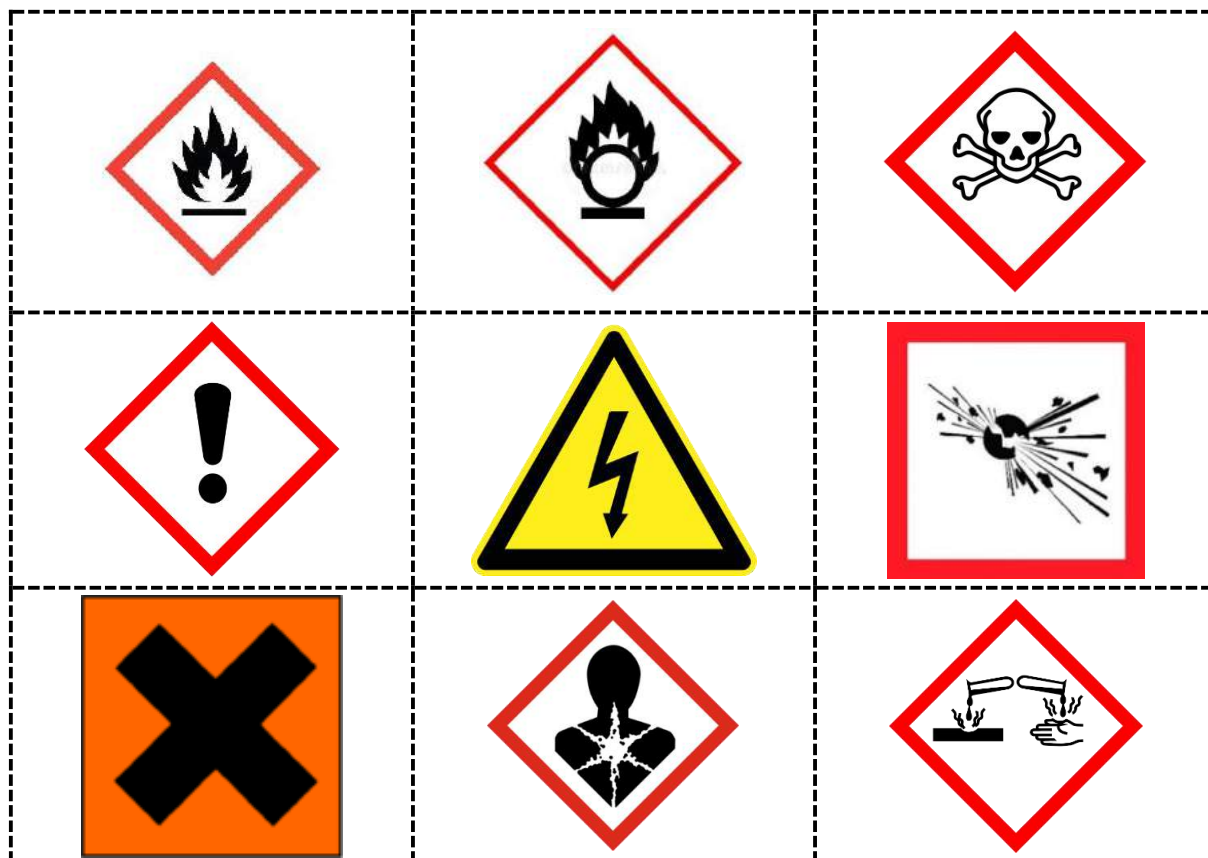


Signs with explanation for the trainer:










| | | | |
|---|---|--|---|
|  |  |  |  |
| Stop, give way! | Car park | Turn right! | Snow or ice slickness |
|  |  |  |  |
| First Aid | Danger spot | At least 30 kmph | (School) Bus station |
|  |  |  |  |
| Main road | Spinning and slipping danger | Forbidden to drive in this road! | Bike path |
|  |  |  |  |
| All vehicles are forbidden! | Priority of oncoming traffic! | Start of traffic-calmed area | Right of way (at the next crossing) |

| | |
|---------------------|-------------------------|
| Exercise no: | 10 b |
| Subject: | Talking through symbols |
| Title: | Hazard signs |

Signs to be distributed:

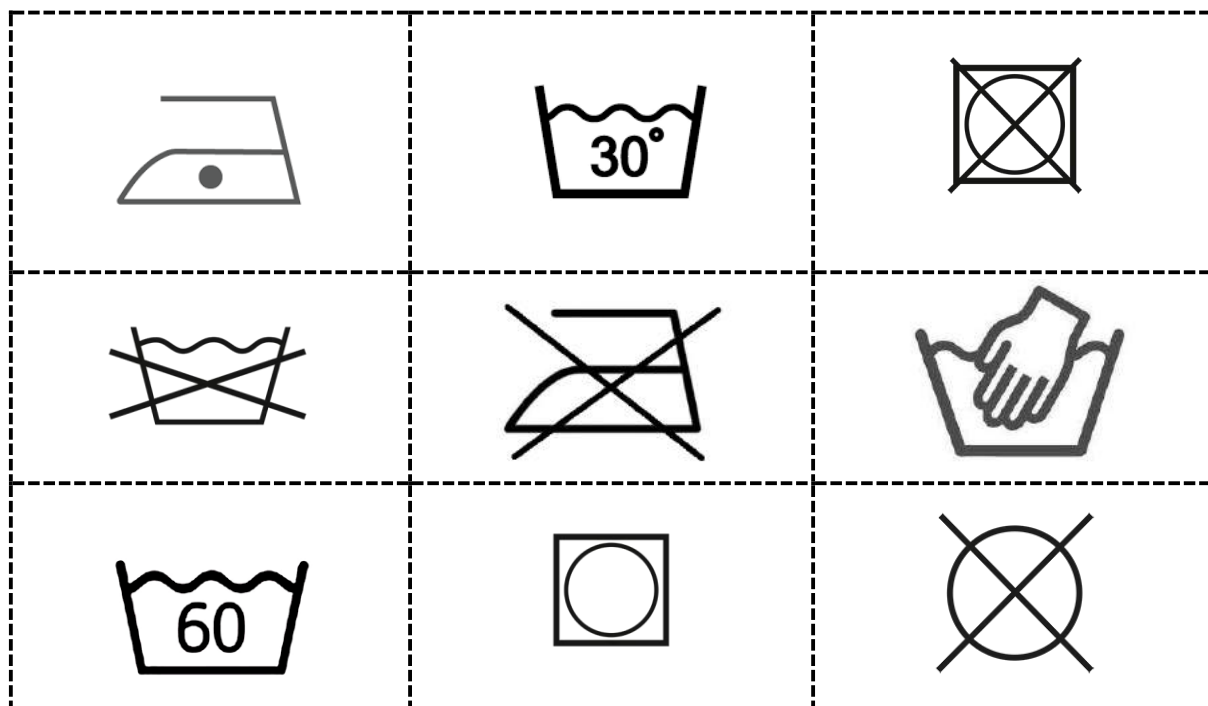


Signs with explanation for the trainer:





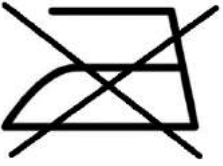

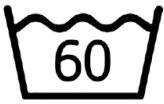


| | | |
|---|---|---|
|  |  |  |
| Flammable material | Oxidizers (promote burning) | Poisons and highly concentrated acids |
|  |  |  |
| Immediate skin, eye or respiratory tract irritant | Electric shock hazard | Explosives |
|  |  |  |
| Material harmful for skin | Cancer causing agent | Material harmful for skin and eyes |

| | |
|---------------------|-------------------------|
| Exercise no: | 10 c |
| Subject: | Talking through symbols |
| Title: | Laundry symbols |

Signs to be distributed:



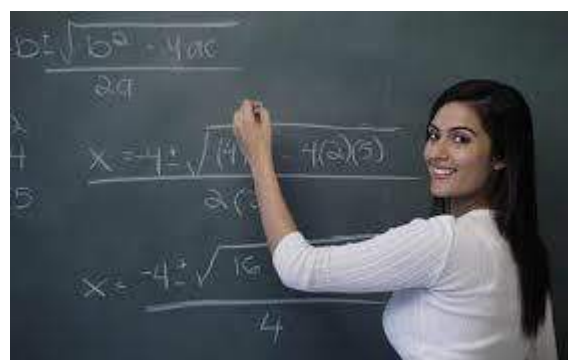
Signs with explanation for the trainer:

| | | |
|---|---|---|
|  |  |  |
| Ironing allowed | Wash at maximum 30° | Do not dry with machine |
|  |  |  |
| Do not wash at all | Do not iron | Only handwashing |
|  |  |  |
| Wash at maximum 60° | Drying allowed | Do not clean chemically |

| | |
|---------------------|--|
| Exercise no: | 11 a |
| Subject: | Professions |
| Title: | My profession is ... (education and social services) |



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.....



.....

| | |
|---------------------|------------------------------------|
| Exercise no: | 11 b |
| Subject: | Professions |
| Title: | My profession is ... (agriculture) |



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| | |
|--------------|------------------------------------|
| Exercise no: | 11 c |
| Subject: | Professions |
| Title: | My profession is ... (health care) |



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.....



.....

| | |
|--------------|----------------------|
| Exercise no: | 12 a |
| Subject: | Mistake hunting |
| Title: | Fruit and vegetables |



APLE

.....



BANNANA

.....



ORANKE

.....



TOMMATO

.....



BEPPEP

.....



CUKUMBER

.....

| | |
|--------------|-----------------|
| Exercise no: | 12 b |
| Subject: | Mistake hunting |
| Title: | Homeware items |



B E D D

.....



W A L U N I T

.....



C H E I R

.....



T E B L E

.....



S I N G

.....



D O H R

.....

| | |
|---------------------|------------------------------|
| Exercise no: | 13 a |
| Subject: | Filling texts |
| Title: | Incomplete interview - sport |

Complete interview to be read by the trainer:

Journalist: Mr Miller, you won the 100 m run of men. How do you feel?

Mr Miller: I am very proud and happy.

Journalist: What will you do now?

Mr Miller: I have a party with my family and friends.

Journalist: Where will the party take place?

Mr Miller: In the restaurant "Old cat" just around the corner.

Journalist: Thank you very much for the interview.

Incomplete interview for the participants:

Journalist: Mr Miller, you won the 100 m run of How do you feel?

Mr Miller: I am very proud and

Journalist: will you do now?

Mr Miller: I have a party with my family friends.

Journalist: Where will the take place?

Mr Miller: In the restaurant "Old " just around the

Journalist: Thank you very much the interview.

The missing words for the participants:

| | | | |
|-------------|--------------|------------|---------------|
| What | party | and | men |
| for | happy | Cat | corner |

| | |
|---------------------|-----------------------------------|
| Exercise no: | 13 b |
| Subject: | Filling texts |
| Title: | Incomplete interview - handicraft |

Complete interview to be read by the trainer:

Journalist: Mrs Smith, thank you very much for your time.

Mrs Smith: You are welcome.

Journalist: What would you like to present today?

Mrs Smith: I would like to show you my new painting.

Journalist: What is it called?

Mr Miller: "The lake at night".

Journalist: It is very beautiful. Please let me take a picture of you in front of it.

Incomplete interview for the participants:

Journalist: Mrs Smith, thank you very much for your

Mrs Smith: You welcome.

Journalist: What would you to present today?

Mrs Smith: I would like to you my new painting.

Journalist: is it called?

Mr Miller: "The at night".

Journalist: It is very beautiful. Please me take a picture of you in front of it.

The missing words for the participants:

| | | | |
|-------------|-------------|------------|-------------|
| What | lake | and | time |
| show | are | let | like |

| | |
|---------------------|------------------------------|
| Exercise no: | 13 c |
| Subject: | Filling texts |
| Title: | Incomplete interview - music |

Complete interview to be read by the trainer:

Mr Hanson: Welcome to our studio. We are working on our new album.

Journalist: Thank you very much for the invitation. What title does the album have?

Mr Hanson: It is called "In spring".

Journalist: How many songs will be on it?

Mr Hanson: 10 new songs and 2 of our old ones.

Journalist: When will you release it?

Mr Hanson: By the end of next month.

Journalist: I wish you good luck with it. Goodbye!

Incomplete interview for the participants:

Mr Hanson: Welcome to our We are working on our new album.

Journalist: Thank you very much for the invitation. What title does the have?

Mr Hanson: It is called "In".

Journalist: How songs will be on it?

Mr Hanson: 10 new songs and 2 of our ones.

Journalist: will you release it?

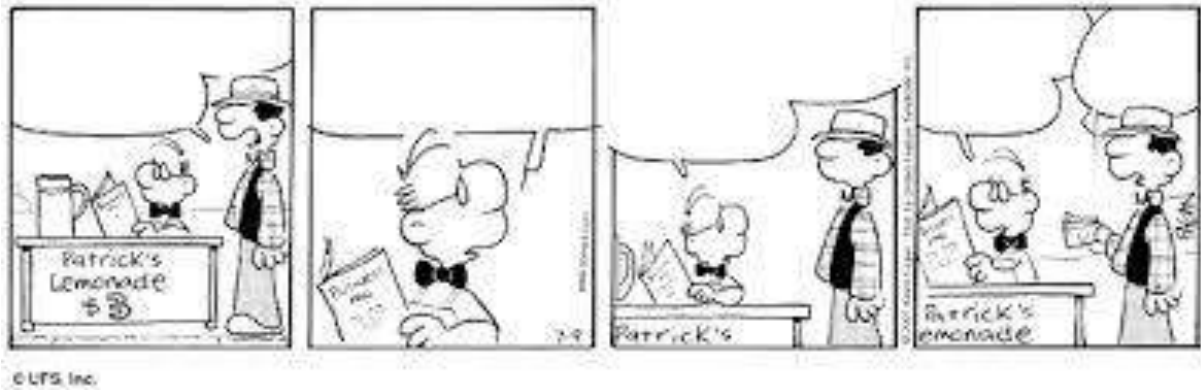
Mr Hanson: By the of next month.

Journalist: I wish you luck with it. Goodbye!

The missing words for the participants:

| | | | |
|--------------|------------|---------------|---------------|
| many | end | studio | When |
| album | old | good | spring |

| | |
|--------------|-------------|
| Exercise no: | 14 |
| Subject: | Dialogue |
| Title: | Comic strip |



<https://www.independencebiggs.org/wp-content/uploads/2018/09/Week4.pdf>



<https://sites.google.com/a/springfield.k12.or.us/asms-7th-grade-language-arts-and-social-studies-wiki/language-arts/2nd-quarter?tmpl=%2Fsystem%2Fapp%2Ftemplates%2Fprint%2F&showPrintDialog=1>

| | |
|---------------------|-------------------|
| Exercise no: | 15 |
| Subject: | Speaking |
| Title: | Describing a term |

Cards to be shown:

| | |
|----------------|---------------|
| Trainer | Rose |
| Doctor | Farmer |
| Sky | Book |
| Apple | Child |
| Soap | Brush |

Level 1

$$\begin{array}{cccccc} 2 \times 3 = 6 & 1 \times 8 = 8 & 1 \times 10 = 10 & 8 \times 1 = 8 & 5 \times 2 = 10 & 3 \times 3 = 9 \\ 2 \times 5 = 10 & 3 \times 3 = 9 & 4 \times 2 = 8 & 3 \times 2 = 6 & 2 \times 4 = 8 & 2 \times 2 = 4 \end{array}$$

Please calculate and tick the right result!

| | |
|-----------------|-------------------------|
| $4 \times 4 =$ | A) 12 B) 14 C) 16 |
| $12 \times 3 =$ | A) 36 B) 39 C) 42 |
| $25 \times 2 =$ | A) 40 B) 50 C) 60 |
| $8 \times 4 =$ | A) 32 B) 42 C) 38 |
| $5 \times 6 =$ | A) 20 B) 30 C) 40 |
| $4 \times 11 =$ | A) 42 B) 44 C) 46 |
| $9 \times 5 =$ | A) 35 B) 40 C) 45 |

Level 3

| | |
|---|--|
| <p>1. Rosa's family needs 4 litres milk and 12 eggs per week. Peter's family needs the double amounts. How much milk and how many eggs does Peter's family need per week?</p> | <p>A) 12 litres milk and 24 eggs B) 8 litres milk and 24 eggs C) 8 litres milk and 36 eggs</p> |
| <p>2. Farmer Miller has 12 cows, 1 rooster, 6 hens, 4 pigs, 2 cats and 1 dog. How many feet do all animals have together?</p> | <p>A) 72 B) 82 C) 92</p> |
| <p>3. Any pair of shoes costs 12 Euro today in the local shoe store. Anna needs to buy one pair for her husband and 2 pairs for each of her 3 children. How much must she pay in the store?</p> | <p>A) 84 Euros B) 90 Euros C) 96 Euros</p> |

| | |
|---------------------|---------------|
| Exercise no: | 2 |
| Subject: | Using figures |
| Title: | Family |

Level 1

Questions for the trainer:

How many family members are you at home?

How many adults and how many children are you at home?

How many children do you have?

How old are the adults?

How long are you married?

For how many years have you been living in your current flat?

When were your children born?

In which classes do your children go?

| | |
|---------------------|-------------------------|
| Exercise no: | 3 |
| Subject: | Healthy living |
| Title: | Pyramid of Healthy Diet |

Level 1 – 3












Source: <https://soulpilates.ie/new-food-pyramid/>

Level 1

Information the trainer can give:

| | |
|---|---|
| Vegetables: | Very healthy. Vegetables should be eaten 4 - 5 times a day. |
| Meat, fish, beans: | 2 times a day. Meat, poultry, fish, beans, nuts. |
| Milk products: | 3 times a day, for children and young people even 4 times. |
| Fat and oils: | The less the better. |
| Grains: | Should be eaten 3 – 5 times a day. Wholemeal cereals especially good in the morning. |
| Fruit: | Very healthy. Fruit should be eaten 2 – 3 times a day. |
| High fat, sugar and salt food and drinks: | Should not be consumed each day. Maximum once or twice a week. Examples: Cola, sweet lemonade, cake, burgers, chocolate ... |

Level 2 + 3

| | | |
|---|---|---|
|  <p>Cucumber Piece price: 1 €</p> |  <p>Carrots 1 kg: 1,50 €</p> |  <p>Apples 1 kg: 2 €</p> |
|  <p>Potatoes 1 kg: 1,50 €</p> |  <p>Pasta 500 g: 1 €</p> |  <p>Rye bred 1,5 kg: 5 €</p> |
|  <p>Long-life milk 1 l: 1 €</p> |  <p>Cheese slices 150 g: 1,50 €</p> |  <p>Yoghurt 500 g: 0,50 €</p> |



Chicken breast
1 kg: 8 €



Eggs
10 pieces: 1,50 €



Trout
2 pieces: 3 €



Margarine
500 g: 1,50 €



Sunflower oil
1 l: 1,50 €



Chocolate
1 bar: 1 €



Cola
1,5 l: 1,50 €



Mineral water
1,5 l: 0,50 €

Level 2

Make the plan for healthy meals for one week with the products above.

Then write a shopping list based on the plan.

Finally, calculate how much money do you need to buy the listed products.

Level 3

Imagine that you should organise the celebration of the International Roma Day in your community with 30 participants. Please make a plan for a dinner menu with the products above. Write a shopping list and calculate how much money you need to buy the listed products.

| | |
|---------------------|------------|
| Exercise no: | 4 a |
| Subject: | Recipes |
| Title: | Drinks |

Level 1

The trainer reads the ingredients and the different steps for the preparation of the shake and distributes it to the participants. He is asking the participants why this drink is healthy. They can take it home in order to try it themselves.

Raspberry ShakeIngredients:

150 g frosted raspberries
50 ml grape juice
50 ml apple juice
150 ml buttermilk
Mineral water

Preparation:

- Defrost the raspberries
- Strongly whisk them together with the juices and the buttermilk in the mixer
- Fill it in two glasses
- Fill the space in the glasses with mineral water



Level 2

Please read the recipe and the steps for the preparation of the drink carefully. Afterwards, answer the questions.

Berry-Cashew-Smoothie

Ingredients:

- 1 banana
- 150 g raspberries (fresh or frozen)
- 150 g blueberries (fresh or frozen)
- 100 ml almond milk
- 5 cashew nuts

Preparation:

- peel the banana
- break it into pieces
- give it together with the berries, the milk and the nuts in a mixer
- whisk everything strongly in the mixer
- pour the smoothie in glasses



Questions:

1. How many bananas do you need?

.....

2. Can the berries be frozen?

.....

3. How many times do you need 100 ml almond milk to get 1 l?

.....

4. What do you think, how much time would you need to prepare the smoothie?

.....

5. Why is this smoothie healthy?

.....

.....

Level 3

Watch this video: [youtube.com/watch?v=sZbTObGG_L4](https://www.youtube.com/watch?v=sZbTObGG_L4) and answer the questions/fulfil the tasks:

1. Which ingredient was in each of the drinks?

.....

2. Name three kinds of berries used for the drinks?

.....

3. How many times do you need 200 g of strawberries in order to get 4.000 g?

.....

4. How many kilograms would that be?

.....

5. Invent another similar drink yourself. Write down the ingredients using the appropriate amounts and describe how the drink is prepared.

Ingredients:

.....

Preparation:

.....

.....

.....

6. Draw a picture of the drink for a cookbook.



| | |
|---------------------|----------------------|
| Exercise no: | 4 b |
| Subject: | Recipes |
| Title: | Cookies and pastries |

Level 1 + 2**Healthy Apple Pie**Ingredients:

200 g flour
1 package baking powder
2 big apples
200 g oat flakes
200 ml milk
3 dessertspoons cinnamon
2 dessertspoons honey
shortening for the form

Preparation:

- put the flour, oat flakes and milk in a big bowl
- grate one of the apples and put it in the bowl as well
- put the honey and cinnamon in the bowl and mix everything into a mass
- pour the dough into a well-greased form
- cut the second apple into pieces and spread it on the dough bake at 180 degrees for about 20 minutes

Level 1

The trainer reads the ingredients and the different steps for the preparation of the cake and distributes it to the participants. He is asking the participants why this cake is healthy. They can take it home in order to try it themselves.

Level 2

Please read the recipe and the steps for the preparation of the cake carefully. Afterwards, answer the questions.

Questions:

1. How many apples do you need?

.....

2. How much cinnamon is necessary?

.....

3. How many times do you need 200 ml almond milk to get 6 l?

.....

4. What do you think, how much time would you need until your family can eat the cake?

.....

5. Why is this cake healthy?

.....

.....

Level 3

Watch this video: [youtube.com/watch?v=xLZWQ1nDOiY](https://www.youtube.com/watch?v=xLZWQ1nDOiY) and answer the questions/ fulfil the tasks:

1. Which were the first ingredients?

.....

2. Name three other ingredients used for the cake?

.....

3. How many times do you need 1/3 cups (30 g) of cocoa powder in order to get 150 g of it?

.....

4. How much salt is in the cake?

.....

5. Invent another similar cake yourself. Write down the ingredients using the appropriate amounts and describe how the cake is prepared.

Ingredients:

.....

Preparation:

.....

.....

.....

6. Draw a picture of the cake for a cookbook.



| | |
|---------------------|------------------------|
| Exercise no: | 4 c |
| Subject: | Recipes |
| Title: | Cooking with leftovers |

Level 1 + 2

Pancakes with minced meat and mushroom filling

Ingredients:

| | |
|------------------------|-------------------------------|
| 3 eggs | 2 dessertspoons sunflower oil |
| 4 dessertspoons milk | 200 g leek |
| 75 g spelt flour | 100 g mushrooms |
| a pinch of salt | 150 g minced meat |
| 1 dessertspoon chives | 200 ml water |
| 1 dessertspoon parsley | 50 ml cream |



Preparation:

1. For the pancakes: mix the milk, spelt flour, salt, chives and parsley to a smooth dough.
2. Heat half of the oil in a pan and bake four thin pancakes with the dough. Put them on a plate and keep it warm by covering it with aluminium foil.
3. Clean the leek and cut it in rings. Clean the mushrooms and cut them into slices.
4. Heat the other half of the oil in the pan. Roast the meat in it. Put the leek and mushrooms in the pan and roast them with the meat for 2 – 3 minutes. Pour the water and cream in the pan, mix everything and cover the pan. Let everything simmer for 2 – 3 minutes over low heat.
5. Fill the pancakes with the meat-mushrooms sauce and serve them.

Level 1

The trainer reads the ingredients and the different steps for the preparation of the meal and distributes it to the participants. He is asking the participants why this dish is healthy. They can take it home in order to try it themselves.

Level 2

Please read the recipe and the steps for the preparation of the cake carefully. Afterwards, answer the questions.

Questions:

1. How many eggs do you need?

.....

2. How much parsley is necessary?

.....

3. How many times do you need 100 g mushrooms to get 2 kg?

.....

4. What do you think, how much time would you need until your family can eat the dish?

.....

5. Why is this meal healthy?

.....

.....

Level 3

Watch this video: [youtube.com/watch?v=POwPMdf61iA](https://www.youtube.com/watch?v=POwPMdf61iA) and answer the questions/fulfil the tasks:

1. Which leftover food is the lady using?

.....

2. Name three of the ingredients for the meal?

.....

3. Which fruit do you need for the recipe?

.....

4. Should you re-heat the rice again and again?

.....

5. Invent another similar dish yourself. Write down the ingredients using the appropriate amounts and describe how the meal is prepared.

Ingredients:

.....

Preparation:

.....

.....

.....

6. Draw a picture of the dish for a cookbook.



Level 1

| | | | | | |
|-------------------|--------------------|--------------------|------------------|------------------|-------------------|
| $2 \times 2 = 4$ | $1 \times 10 = 10$ | $5 \times 2 = 10$ | $8 \times 1 = 8$ | $3 \times 2 = 6$ | $3 \times 3 = 9$ |
| $2 \times 5 = 10$ | $4 \times 2 = 8$ | $1 \times 10 = 10$ | $1 \times 8 = 8$ | $2 \times 3 = 6$ | $2 \times 5 = 10$ |

Please calculate and tick the right result!

| | |
|-----------------|-------------------------|
| $5 \times 5 =$ | A) 15 B) 25 C) 35 |
| $12 \times 4 =$ | A) 40 B) 44 C) 48 |
| $15 \times 3 =$ | A) 25 B) 30 C) 40 |
| $9 \times 4 =$ | A) 36 B) 38 C) 40 |
| $6 \times 6 =$ | A) 36 B) 38 C) 40 |
| $3 \times 11 =$ | A) 44 B) 33 C) 22 |
| $8 \times 5 =$ | A) 42 B) 44 C) 40 |

Level 3

| | |
|--|---|
| <p>1. Mona buys 1 t-shirt for 6 Euros, 2 shorts for 5 Euros each, 3 hats for 2 Euros each and 1 jacket for 20 Euros. At the cash desk she learned that today there is a 50 per cent discount on all items. How much must Mona pay?</p> | <p>A) 21 Euros B) 22 Euros C) 23 Euros</p> |
| <p>2. John saved 98 Euros. He wants to buy a jacket for 22 Euros and a pair of trousers for the double amount. Is the money enough for that? If yes, how much has he left?</p> | <p>A) Yes, he has 20 Euros left. B) No. C) Yes, he has 32 Euros left.</p> |
| <p>3. Any pair of shoes costs 8 Euro today in the local shoe store. Anna needs to buy one pair for her husband, 1 pair for each of her 3 children and 1 pair each for her father and mother. How much must she pay in the store?</p> | <p>A) 38 Euros B) 48 Euros C) 28 Euros</p> |

Level 1

$$\begin{array}{cccccc} 2 \times 5 = 10 & 3 \times 3 = 9 & 3 \times 2 = 6 & 1 \times 8 = 8 & 2 \times 3 = 6 & 8 \times 1 = 8 \\ 5 \times 2 = 10 & 1 \times 10 = 10 & 1 \times 10 = 10 & 4 \times 2 = 8 & 2 \times 5 = 10 & 2 \times 2 = 4 \end{array}$$

Please calculate and tick the right result!

| | |
|-----------------|-------------------------|
| $7 \times 7 =$ | A) 29 B) 39 C) 49 |
| $12 \times 3 =$ | A) 36 B) 46 C) 27 |
| $15 \times 2 =$ | A) 25 B) 30 C) 40 |
| $9 \times 3 =$ | A) 47 B) 37 C) 27 |
| $4 \times 4 =$ | A) 16 B) 18 C) 20 |
| $3 \times 13 =$ | A) 31 B) 35 C) 39 |
| $8 \times 6 =$ | A) 44 B) 48 C) 50 |

Level 3

| | |
|---|--|
| <p>1. The dentist recommends a new toothpaste for 2,50 Euros. Each month, Peter needs a new tube. How much money will the toothpaste cost per year?</p> | <p>A) 28 Euros B) 30 Euros C) 32 Euros</p> |
| <p>2. Maya saved 55 Euros. She wants to spend the money for new make-up and perfume. The plan is to buy a lipstick for 8 Euros, a perfume that costs three times this amount, an eyeliner for 2 Euros and make-up for 5 Euros. Is the money enough for that? If yes, how much has she left?</p> | <p>A) Yes, she has 16 Euros left. B) No. C) Yes, she has 6 Euros left.</p> |
| <p>3. Any set of 4 towels costs 12 Euros today in the local homeware store. Melissa needs to buy 3 sets for her family, 2 sets for her parents and 2 sets for the neighbour family. How many towels will Melissa buy. How much must she pay in the store?</p> | <p>A) 28 towels for 84 Euros B) 32 towels for 94 Euros C) 36 towels for 98 Euros</p> |

Level 1

$$\begin{array}{cccccc} 1 \times 10 = 10 & 4 \times 2 = 8 & 1 \times 8 = 8 & 2 \times 5 = 10 & 3 \times 3 = 9 & 3 \times 2 = 6 \\ 2 \times 2 = 4 & 2 \times 3 = 6 & 5 \times 2 = 10 & 8 \times 1 = 8 & 1 \times 10 = 10 & 2 \times 5 = 10 \end{array}$$

Please calculate and tick the right result!

| | |
|-----------------|-------------------------|
| $6 \times 7 =$ | A) 22 B) 32 C) 42 |
| $11 \times 3 =$ | A) 33 B) 44 C) 22 |
| $14 \times 2 =$ | A) 26 B) 28 C) 30 |
| $8 \times 3 =$ | A) 24 B) 34 C) 44 |
| $5 \times 5 =$ | A) 20 B) 25 C) 30 |
| $4 \times 13 =$ | A) 48 B) 52 C) 56 |
| $9 \times 6 =$ | A) 46 B) 50 C) 54 |

Level 3

| | |
|--|--|
| <p>1. The teacher needs to buy new mathematics books for her class. For that, she has a budget of 75 Euros. How many books can she buy if one book costs 5 Euros?</p> | <p>A) 20 books B) 15 books C) 12 books</p> |
| <p>2. The mother needs to buy the school supplies for the new school year for her 4 children. She buys 4 schoolbags for 20 Euros each, 12 notebooks for 1 Euro each, 8 pens for 0,50 Euros each and 4 rulers for 1 Euro each. How much does she have to pay? How much money does she spend for each child?</p> | <p>A) 80 Euros / 20 Euros per child B) 100 Euros / 25 Euros per child C) 60 Euros / 15 Euros per child</p> |
| <p>3. Any set of 6 pencils costs 2 Euros today in the local stationery shop. Rosa needs to buy 5 sets for her work, 3 sets for her family, 2 sets for the neighbour family and 4 sets for one of her colleagues. How many pencils will Rosa buy. How much must she pay in the store?</p> | <p>A) 62 pencils for 20 Euros B) 100 pencils for 26 Euros C) 84 pencils for 28 Euros</p> |

| | |
|--------------|-----------|
| Exercise no: | 6 |
| Subject: | Figures |
| Title: | Biography |

Level 1

Text:

Leon was born in 2000. He has 3 brothers and sisters. In 2016, he finalised the school and started a vocational training as brick layer. During his training that lasted three years, he worked in two different towns. Since 2019, he has been working as a brick layer and contributed to the building of 26 houses in his home town.

Questions:

1. When was Leon born?
2. How many brothers and sisters does he have?
3. In which year did Leon finish school?
4. How long did his vocational training last?
5. In how many towns did he work during the training?
6. In the building of how many houses was he involved since 2019?

Level 2

| | |
|--|---|
| <p>Barbara turned 32 this year. Seven years ago, she got married to Michael. After two years of marriage, they got their first child, Olivia. Last year, the second child, Jordan, arrived. Barbara's grandparents will celebrate their Golden Wedding Anniversary next year.</p> <p><i>Please make a poster about this family using the year dates of the events.</i></p> | <p>Rahel turned 35 this year. 12 years ago, she got married to Marcel. After five years of marriage, they got their first child, Luis. Three years ago, the second child, Ludmila, arrived. Rahel's parents will celebrate their Silver Wedding Anniversary in five years.</p> <p><i>Please make a poster about this family using the year dates of the events.</i></p> |
| <p>Amalia turned 32 this year. 8 years ago, she got married to Andreas. After three years of marriage, they got their first child, Leo. Two years ago, the second child, Daniel, arrived. Amalia's grandparents will celebrate their Silver Wedding Anniversary in two years.</p> <p><i>Please make a poster about this family using the year dates of the events.</i></p> | <p>Hannah turned 28 this year. Five years ago, she got married to Paul. After two years of marriage, they got their first child, Martin. Next year, the second child will arrive. Hannah's grandparents will celebrate their Golden Wedding Anniversary in three years.</p> <p><i>Please make a poster about this family using the year dates of the events.</i></p> |

Level 3

Please write your own biography using as many year dates and figures as possible.

| | |
|---------------------|--------------------|
| Exercise no: | 9 |
| Subject: | Calculating |
| Title: | At the post office |

Level 1 - 3

Current postal charges (in Germany on 01.04.2022)

| | |
|------------------|-------------|
| Postcard: | 0,70 € |
| Standard letter: | 0,85 € |
| Compact letter: | 1,00 € |
| Large letter: | 1,60 € |
| Maxi letter: | 2,75 € |
| Parcel: | from 4,50 € |

| | |
|--------------|-----------------|
| Exercise no: | 10 a |
| Subject: | Calculating |
| Title: | Math problems 1 |

Level 1

Please solve the following math problems:

1. Anna has 7 puppets. Her sister has 2 puppets less. How many puppets do they have together?

.....

2. Ole has 7 tools. Jonas has three tools more than Ole. How many tools does Jonas have?

.....

3. Yesterday, Tina drew 6 pictures. Today, she wants to draw 5 pictures more. How many pictures does she want to draw today?

.....

Level 2

Please solve the following math problems:

1. On the horse carriage, there are 8 adults and 4 children? How many feet are on the carriage?

.....

2. Our family has 3 bicycles and one car. How many wheels do we have?

.....

3. Farmer Smith has 6 cows, 4 goats, 1 cat and 1 dog. How many animal feet are on the farm?

.....

Level 3

Please solve the following math problems:

1. On her farm, Anna has got 3 cows, three times more goats, 5 pigs, 20 chickens, 10 ducks and 2 turkeys. How many birds and domestic animals does Anna have on her farm?

.....

.....

2. The little girl is playing with her candies. She gives her brother 10 candies, to her cousin 7 candies, and now she has got another 20 candies in her basket. How many candies did the girl have in the beginning?

.....

.....

3. In my family, there are four members. My mother has got three sisters and they have five children. My father has got seven brothers and sisters, and they have 6 children? How many members is our entire family formed of?

.....

.....

| | |
|---------------------|-----------------|
| Exercise no: | 10 b |
| Subject: | Calculating |
| Title: | Math problems 2 |

Level 1

Please solve the following math problems:

1. Mischa floats 12 paper boats. 5 sink. How many are still swimming?

.....

2. How many fingers do 3 family members have?

.....

3. Yesterday, Alexander repaired 6 cars. Today, he wants to repair 5 cars more. How many cars does he want to repair today?

.....

Level 2

Please solve the following math problems:

1. Heidi saved 45 Euros. She wants to buy herself a pair of trousers for 23 Euros and a book for 17 Euros. Is the saved money enough for that? If yes, how much has she left?

.....

1. On the weekend, the family (parents, two children) wants to visit the Zoo. A family ticket is 25 Euros, a menu costs 2,50 Euros per person, an ice cream 1,50 Euros per person. How much money does the family need?

.....

2. The wallpaper is 50 cm wide. Seven strips of wallpaper fit the wall. How wide is the wall?

.....

Level 3

Please solve the following math problems:

2. One wall in Elena's children's room is 3,30 m broad. There is a sofa and a table on the wall already. The sofa is 1.20 m wide. The table is 1.15 m wide. Besides, a wardrobe which is 1.40 m wide should be put. Is the space enough for the wardrobe?

.....

.....

3. Family Hein wants to plant a hedge in her garden. Each plant needs 25 cm space. One plant costs 3 Euros. The area where the hedge should be established is 8 m long. How many plants will the family need, and how much will they cost?

.....

.....

4. Tina bakes 24 muffins and a chocolate cake. For 12 muffins, she needs 300 g flour. For the cake, she needs 250 g flour. She bought 2 kg flour. How much flour is left after the baking?

.....

.....

| | |
|---------------------|---------------|
| Exercise no: | 11 |
| Subject: | Figures |
| Title: | Phone numbers |

Phone numbers for the trainer:

Leonie at home: 03741 579620

Mobile phone Leonie: 0174 3865811

Nils at home: 037436 84959

Mobile phone Nils: 01522 1753860

Practise Dr Gebhard: 03741 302103

Dentist Dr Lindner: 03741 816309

Work sheet for the participants:

Leonie at home:

Mobile phone Leonie:

Nils at home:

Mobile phone Nils:

Practise Dr Gebhard:

Dentist Dr Lindner:

| | |
|---------------------|-----------------------------|
| Exercise no: | 12 a |
| Subject: | Dates |
| Title: | Marking dates in a calendar |

For this exercise, dates of events the participants are familiar with will be used – dates that have a meaning in the country, region or even their community or family.

| | |
|---------------------|-----------------------------|
| Exercise no: | 12 b |
| Subject: | Dates |
| Title: | Reading dates in a calendar |

For this exercise, dates of events the participants are familiar with will be used – dates that have a meaning in the country, region or even their community or family.

| | |
|---------------------|--|
| Exercise no: | 13 a |
| Subject: | Counting |
| Title: | How many can you see? – fruit and vegetables |



Carrot:



Pear:



Cherry:



Tomato:



Cauliflower:



Strawberry:

| | |
|---------------------|--|
| Exercise no: | 13 b |
| Subject: | Counting |
| Title: | How many can you see? – hygiene products |



Deodorant:



Soap:



Perfume:



Shampoo:

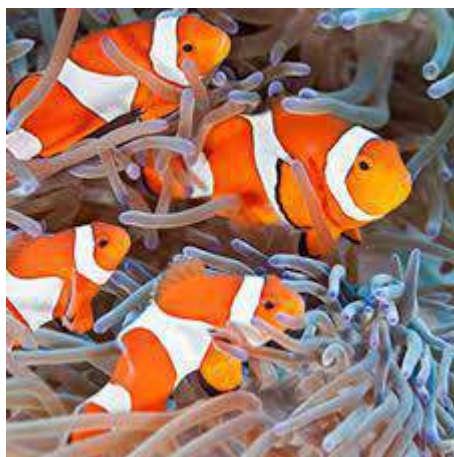


Nail polish:



Shower gel:

| | |
|---------------------|---------------------------------|
| Exercise no: | 13 c |
| Subject: | Counting |
| Title: | How many can you see? – animals |



Fish:



Horses:



Cats:



Budgies:



Dogs:







Tortoise:

| | |
|---------------------|------------------------|
| Exercise no: | 14 |
| Subject: | Planning |
| Title: | Shopping plan and list |

Plan a healthy lunch and dinner for your family on the next day. Make a shopping list for that with the products below. Calculate how much money you need for this shopping. Please do not forget that you have 25 Euros. -> **The number of days and amount should be adopted to the situation of the participants (e.g. if they are only two persons, they could plan for two days; if they do not have a lot of money, only 15 Euros would be available etc.)**

| | | |
|---|---|---|
|  <p>Cucumber Piece price: 1 €</p> |  <p>Trout 2 pieces: 3 €</p> |  <p>Pasta 500 g: 1 €</p> |
|  <p>Yoghurt 500 g: 0,50 €</p> |  <p>Cola 1,5 l: 1,50 €</p> |  <p>Margarine 500 g: 1,50 €</p> |
|  <p>Potato crisps 150 g: 1,50 €</p> |  <p>Mineral water 1,5 l: 0,50 €</p> |  <p>Carrots 1 kg: 1,50 €</p> |

| | | |
|---|---|---|
|  <p>Rye bred 1,5 kg: 5 €</p> |  <p>Eggs 10 pieces: 1,50 €</p> |  <p>Burger 2 pieces: 2 €</p> |
|  <p>Cheese slices 150 g: 1,50 €</p> |  <p>Long-life milk 1 l: 1 €</p> |  <p>Chocolate 1 bar: 1 €</p> |
|  <p>Potatoes 1 kg: 1,50 €</p> |  <p>White bread 1 kg: 1 €</p> |  <p>Chicken breast 1 kg: 8 €</p> |
|  <p>Sunflower oil 1 l: 1,50 €</p> |  <p>Apples 1 kg: 2 €</p> |  <p>Curd cheese 200 g: 0,75 €</p> |

| | |
|--------------|-------------------|
| Exercise no: | 16 a |
| Subject: | Measuring |
| Title: | Measuring liquids |

Round 1

| | | | |
|-------------------------------|------------------|------------------|-----------------|
| Millilitre ml | Centilitre cl | Decilitre dl | Litre l |
| Hectolitre hl | Kilolitre kl | Gram g | Milligram mg |
| Kilometre per hour km/h | Millimetre mm | Centimetre cm | Kilometre km |

Round 2

| | | | |
|------|--------|---------|-------|
| 1 l | 2 cl | 500 ml | 1,5 l |
| 1 hl | 330 ml | 0,75 cl | 5 l |

| | |
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|  |  |
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| | |
|---------------------|----------------|
| Exercise no: | 16 b |
| Subject: | Measuring |
| Title: | Measuring mass |

Round 1

| | | | |
|--|--------------------------|--------------------------|-------------------------|
| Milligram mg | Gram g | Kilogram kg | Deci ton dt |
| Ton t | Decilitre dl | Decimetre dm | Litre l |
| Kilometre per hour km/h | Millimetre mm | Centimetre cm | Kilometre km |

Round 2

| | | | |
|--------------|----------------|---------------|-----------------|
| 3 mg | 3.500 g | 6 t | 5 dkg |
| 0,5 t | 250 g | 1,5 kg | 1.000 kg |





| | |
|--------------|--------------------|
| Exercise no: | 7 |
| Subject: | IT |
| Title: | Basic IT knowledge |

Level 1



Level 2



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Level 3

Please tick the right answer!

1. Which of the following represents the function of an operating system?
 - a. transfer the data in and from the memory;
 - b. ensure the transfer of data to peripheral, as the printing device;
 - c. adjust the volume of the sound.
2. Which of the following is NOT an operating system ?
 - a. Linux
 - b. Windows
 - c. Chrome
 - d. MacOS
3. Which of the following is NOT a function of operating system?
 - a. renaming of a file;
 - b. scanning a document;
 - c. installing a printing device driver;
 - d. Interface with the user.
4. A file is:
 - a. an instruction set of instructions;
 - b. a way of grouping the information;
 - c. a method of calculation;
 - d. an application.
5. What indicates the type of the file?
 - a. the extension of the file;
 - b. the way in which the information is saved in a file, so that the programme can save that file too;
 - c. the name of the file;
 - d. the icon associated to the file.

| | |
|---------------------|---|
| Exercise no: | 11 a |
| Subject: | Calculator |
| Title: | Easy calculations – expenses in the supermarket |

List 1

| | |
|---------------------|---------|
| 1 cucumber | 1,00 € |
| 2 pieces of trout | 3,00 € |
| 2 packages of pasta | 2,00 € |
| 1 Yoghurt | 0,50 € |
| 2 bottles Cola | 3,00 € |
| Total | € |

List 2

| | |
|--------------------------|---------|
| 1 margarine | 1,50 € |
| 3 packages potato crisps | 4,50 € |
| 3 bottles mineral water | 1,50 € |
| Carrots | 1,50 € |
| Rye bred | 5,00 € |
| 10 eggs | 1,50 € |
| 2 burgers | 4,00 € |
| 1 package cheese slices | 1,50 € |
| Total | € |

List 3

| | |
|--------------------------|---------|
| 3 bottles long-life milk | 3,00 € |
| 2 bars chocolate | 2,00 € |
| 3 kg potatoes | 4,50 € |
| 2 kg white bred | 2,00 € |
| 2 kg chicken breast | 16,00 € |
| 1 bottle sunflower oil | 1,50 € |
| 2 kg apples | 4,00 € |
| 1 package curd cheese | 0,75 € |
| Total | € |

| | |
|---------------------|-----------------------------|
| Exercise no: | 1 |
| Subject: | Dental Care |
| Title: | Building a Knowledge Shield |

Level 1 – 3

1. Toothpaste



2. Dental floss



3. Toothbrush



4. Interdental Cleaners



5. Tongue Cleaners



6. Going to the dentist



Level 1 – 3

Questions for the participants:

- 1) Why is a good oral hygiene important?
- 2) How many times should I brush my teeth a day?
- 3) What is a dentist, and why do we visit him/her?
- 4) Why should my children visit the dentist?
- 5) How often should the dentist be visited?
- 6) What can you do in order to prepare your child to visit the dentist?

Level 1

The participants receive the pictures. The trainer reads the questions. The participants answer them and discuss their opinions.

Level 2

The participants receive the pictures and the questions. In the plenary, they answer them and discuss their opinions.

Level 3

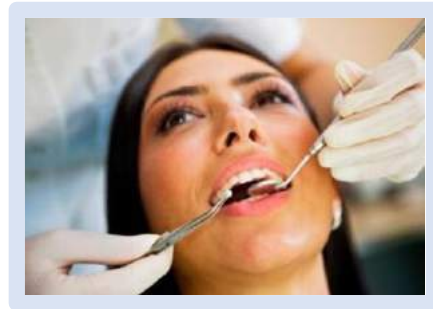
In small groups, the participants receive the pictures and two questions each. They answer the questions in writing and read their answers in the plenary. Afterwards, they discuss their opinions.

| | |
|---------------------|-----------------------------|
| Exercise no: | 1 |
| Subject: | Dental Care |
| Title: | Building a Knowledge Shield |

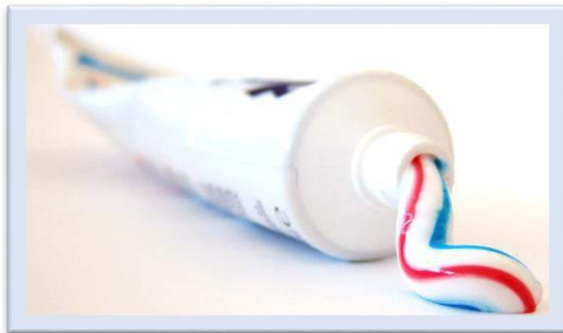
1. Dentist



2. Dental Care



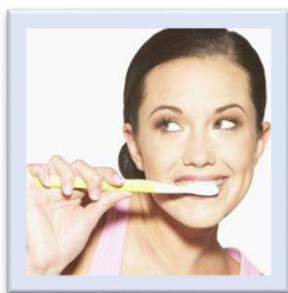
3. Toothpaste



4. Toothbrush



5. Teeth brushing



6. Missing teeth



7. Plaque



| | |
|---------------------|-----------------------------|
| Exercise no: | 2 |
| Subject: | Dental Care |
| Title: | Dental Health on Your Plate |

1. Chocolate



2. Candy



3. Wine



4. Soft drinks



5. Teeth brushing



6. Apples



7. Nuts



8. Carrots



9. Milk



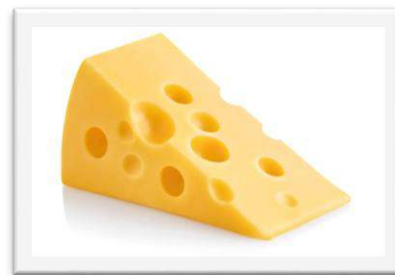
10. Sugarless chewing gum



11. Potato chips



12. Cheese



13. Dental Floss



14. Tea



15. Alcohol

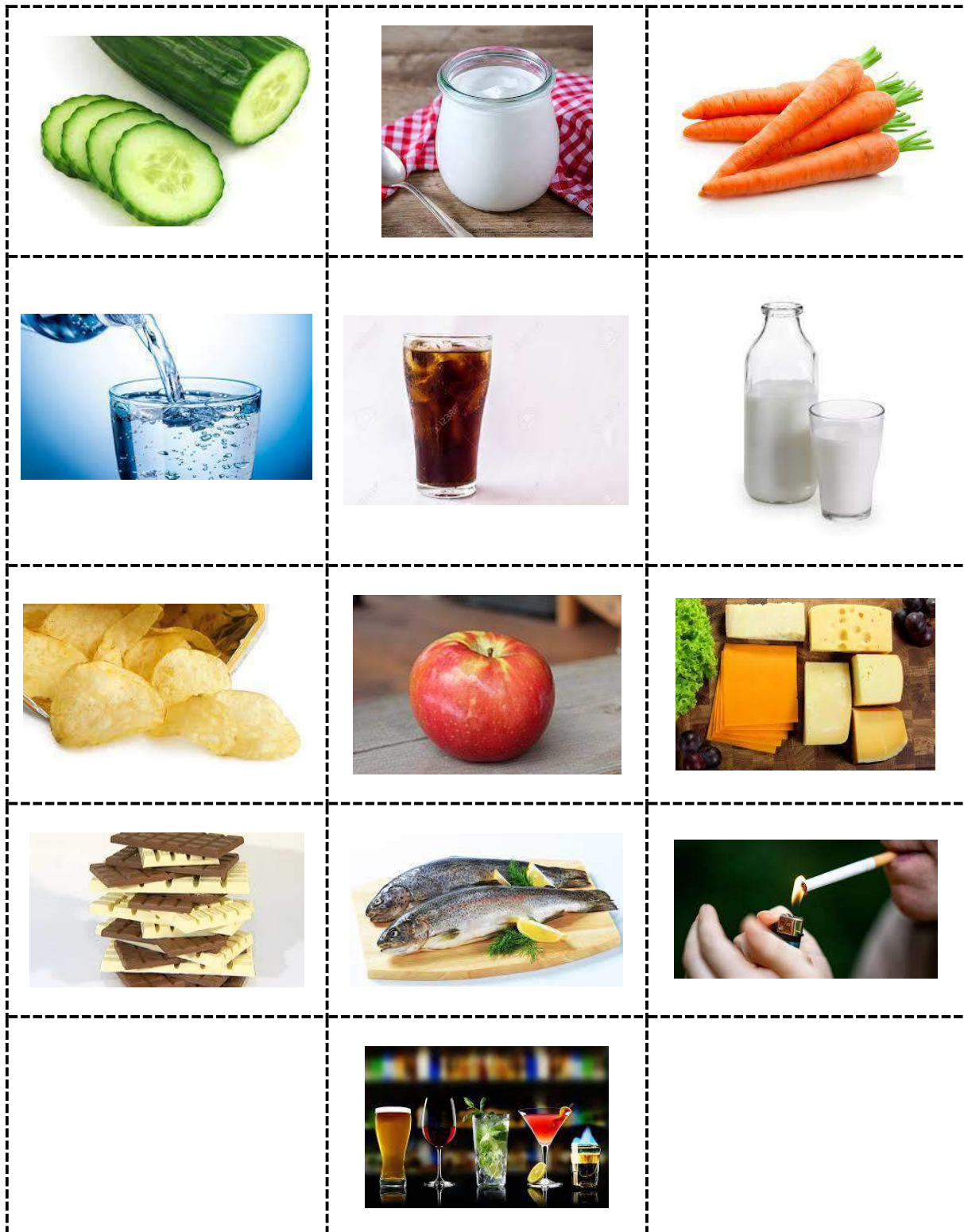


16. Water



| | |
|--------------|-----------------------------|
| Exercise no: | 2 |
| Subject: | Dental Care |
| Title: | Dental health on your plate |

Level 1



Level 2 + 3



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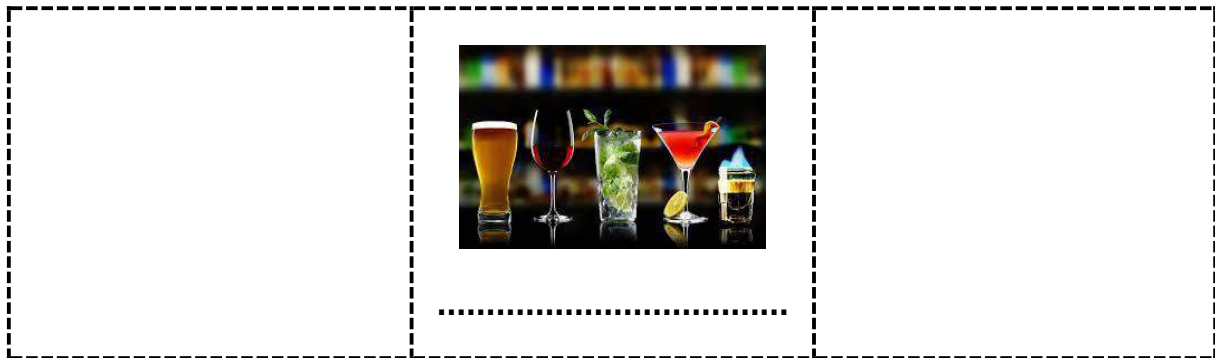
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Level 2:

Please write the name of the food or drink under the picture. Draw a circular plate on your paper and clue all healthy food and drinks on the plate and all unhealthy food and drinks next to the plate.

In the plenary, you should then describe why you chose the food and drinks as healthy or unhealthy.

Level 3:

Please write the name of the food or drink under the picture. Draw a circular plate on your paper and clue all healthy food and drinks on the plate and all unhealthy food and drinks next to the plate.

Write down, why you chose the food and drinks as healthy or unhealthy.

Read your description in the plenary.

| | |
|---------------------|---|
| Exercise no: | 3 |
| Subject: | Dental Care |
| Title: | Using a Toothbrush, Flossing, and Preserving Oral Hygiene |

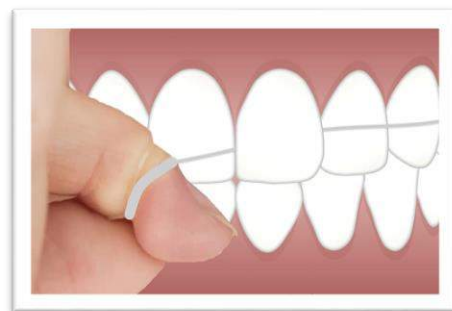
Cards:

| | |
|--|--|
| We brush our teeth only in the morning. | We visit the dentist only when we have a toothache. |
| Brushing our teeth takes about 10 seconds. | Brushing our teeth takes about 2 minutes. |
| We only brush the visible side of the teeth. | There is no need to clean our tongue. |
| We have to visit the dentist every 6 months. | We have to brush our teeth or floss after a meal that leaves food stuck in our mouth. |
| Teeth problems can only be caused by candy. | People in a family can all use the same toothbrush. |
| A toothbrush needs replacing every 3 to 4 months. | A toothbrush needs replacing every 2 years. |
| Sharing a toothbrush is dangerous and can cause infections. | A used part of the floss can be reused |

1. Old Toothbrush



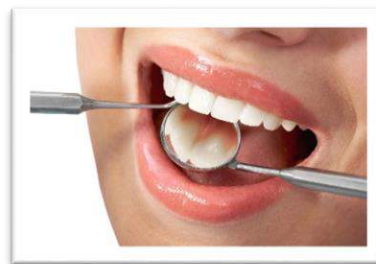
2. Floss usage



3. New toothbrush



4. Brush the inside



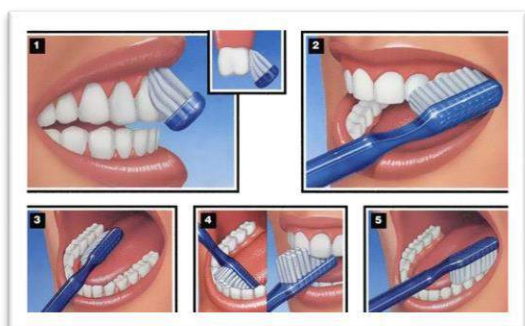
| | |
|---------------------|---|
| Exercise no: | 3 |
| Subject: | Dental Care |
| Title: | Using a toothbrush, flossing, and preserving oral hygiene |

Level 1





Level 2 + 3





Level 2:

Please write the name of the activity, food or drink under the picture. Draw a table on your paper and clue all positive activities, the healthy food and drinks in one column and the negative activities, the unhealthy food and drinks in the second column.

In the plenary, you should then describe why you made this choice.

Level 3:

Please write the name of the activity, food or drink under the picture. Draw a table on your paper and clue all positive activities, the healthy food and drinks in one column and the negative activities, the unhealthy food and drinks in the second column.

Write down, why you made this choice.

Read your description in the plenary.

| | |
|---------------------|-----------------------------|
| Exercise no: | 4 |
| Subject: | Dental Care |
| Title: | Building a Knowledge Shield |

1. Toothpaste



2. Dental floss



3. Toothbrush



4. Interdental Cleaners



5. Tongue Cleaners



Dental aids for dentist:



Dental forceps



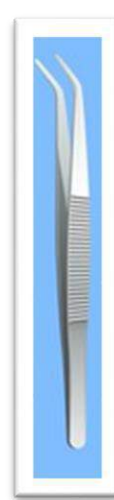
Dental scalers



Mouth mirror



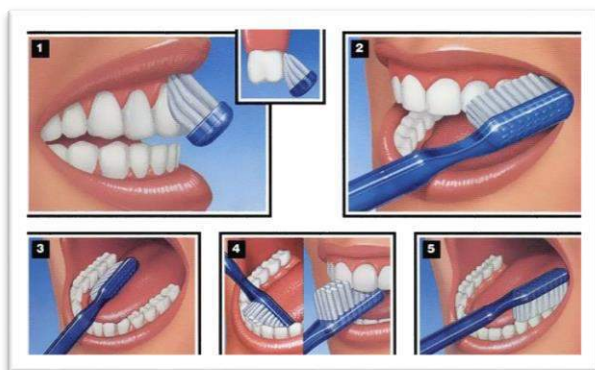
Dental tweezers



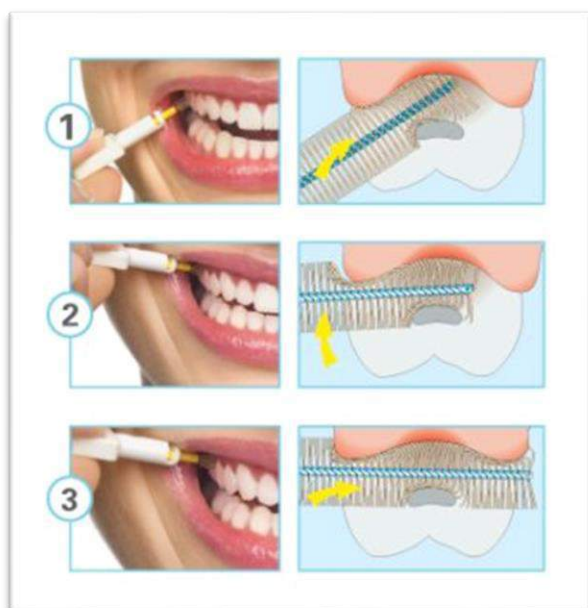
Dental drill

| | |
|--------------|--|
| Exercise no: | 5 |
| Subject: | Dental Care |
| Title: | The activities necessary for the hygiene of the oral |

1. Brushing teeth







2. Cleaning the interdental spaces



2. Cleaning the tongue



4. Using dental floss

| | |
|---|--|
|  | <p>1. Wind 18" of floss around middle fingers of each hand. Pinch floss between thumbs and index fingers, leaving 1" - 2" length in between. Use thumbs to direct floss between upper teeth.</p> |
|  | <p>2. Keep a 1" - 2" length of floss taut between fingers. Use index fingers to guide floss between contacts of the lower teeth.</p> |
|  | <p>3. Gently guide floss between the teeth by using a zig-zag motion. DO NOT SNAP FLOSS BETWEEN YOUR TEETH. Contour floss around the side of the tooth.</p> |
|  | <p>4. Slide floss up and down against the tooth surface and under the gumline. Floss each tooth thoroughly with a clean section of floss.</p> |

| | |
|--------------|---|
| Exercise no: | 6 |
| Subject: | Dental Care |
| Title: | Using a Toothbrush, Flossing, and Preserving Oral Hygiene |



Video about the right tooth cleaning technique:

<https://www.youtube.com/watch?v=eh5IV74V0es>

<https://www.youtube.com/watch?v=mHsKLLKgYIV8>



Questions for the trainer:

Is wine good for teeth?

Is coffee good for teeth?

Are energy drinks healthy for teeth?

Is it enough if we wash them once a day?

Is chocolate good for teeth?

Are sugar-free chewing gums beneficial?

Is apple good for teeth?

Is the preventive inspection reimbursed by the state once a year?

Are citrus juices good for teeth?

Is smoking good for the teeth?

Is it good to brush your teeth right after a meal?

Is drinking through a straw good for teeth?

| | |
|---------------------|---|
| Exercise no: | 7 |
| Subject: | Cancer prevention measures |
| Title: | Statements about cancer prevention measures |

Statements about cancer prevention measures

| | |
|-----------|--|
| 1. | <p>If you avoid using tobacco, you can also avoid getting cancer of the lung, mouth, throat, larynx, etc.</p> <p><input type="checkbox"/> I agree. <input type="checkbox"/> I disagree.</p> |
| 2. | <p>Eating a healthy diet, such as fruit, vegetables and whole grains might reduce the risk of getting cancer.</p> <p><input type="checkbox"/> I agree. <input type="checkbox"/> I disagree.</p> |
| 3. | <p>Exercising regularly has nothing to do with preventing the development of cancer.</p> <p><input type="checkbox"/> I agree. <input type="checkbox"/> I disagree.</p> |
| 4. | <p>If you limit the alcohol consumption (to an average of one drink a day), you can prevent the development of liver, larynx or colon cancer.</p> <p><input type="checkbox"/> I agree. <input type="checkbox"/> I disagree.</p> |
| 5. | <p>Getting vaccinated against Hepatitis B or Human papillomavirus (HPV) can protect us from certain viral infections which can be responsible for the development of liver cancer, or cervical and other genital cancers.</p> <p><input type="checkbox"/> I agree. <input type="checkbox"/> I disagree.</p> |
| 6. | <p>Obesity increases the risk of many forms of cancer.</p> <p><input type="checkbox"/> I agree. <input type="checkbox"/> I disagree.</p> |
| 7. | <p>Protecting yourself from the sun, such as avoiding midday sun, cannot prevent you from developing skin cancer.</p> <p><input type="checkbox"/> I agree. <input type="checkbox"/> I disagree.</p> |
| 8. | <p>Regular self-exams and screenings for various types of cancers — such as cancer of the skin, colon, cervix and breast — can increase your chances of discovering cancer early, when treatment is most likely to be successful.</p> <p><input type="checkbox"/> I agree. <input type="checkbox"/> I disagree.</p> |

Answer Key:

Statements no. 3 and 7 are false, the rest of the statements are true.

Quiz

1. Using tobacco

- a.) is safe
- b.) decreases the risk of developing cancer
- c.) increases the risk of developing cancer

2. Regular self-exams and screenings

- a.) are necessary because this way you can discover cancer early
- b.) are unnecessary
- c.) are only helpful for discovering skin cancer

3. You should protect yourself from the sun in the following period:

- a.) from 8 a.m. to 10 a.m.
- b.) from 3 p.m. to 5 p.m.
- c.) from 10 a.m. to 4 p.m.

4. Limiting the alcohol consumption contributes to

- a.) preventing the development of liver cancer
- b.) better eye-sight
- c.) preventing the development of liver, colon and some other cancers

5. Getting vaccinated against Human papillomavirus is

- a.) unnecessary
- b.) necessary, because it can prevent the development of liver cancer
- c.) necessary, because this way we will be protected against the virus which can cause the development of cervical and other genital cancers

The quiz can be extended, and the trainer can add some more questions based on the doctor's presentation about cancer prevention measures.

| | |
|---------------------|----------------------------|
| Exercise no: | 8 |
| Subject: | Cancer prevention measures |
| Title: | Types of cancer |

Statements about different types of cancer

| | |
|-----------|---|
| 1. | <p>Cancer is a leading cause of death worldwide and around one-third of deaths from cancer are due to tobacco use, high body mass index, alcohol use, low fruit and vegetable intake, and lack of physical activity.</p> <p><input type="checkbox"/> I agree. <input type="checkbox"/> I disagree.</p> |
| 2. | <p>Breast cancer is one of the most common cancers: around one in nine women develop breast cancer at some stage in their lives, mostly over the age of 50.</p> <p><input type="checkbox"/> I agree. <input type="checkbox"/> I disagree.</p> |
| 3. | <p>Chemicals in tobacco smoke are carcinogens, which are substances that can damage cells and lead to lung cancer developing.</p> <p><input type="checkbox"/> I agree. <input type="checkbox"/> I disagree.</p> |
| 4. | <p>Eight out of ten people who are diagnosed with colon or rectum cancer are older than 60 years.</p> <p><input type="checkbox"/> I agree. <input type="checkbox"/> I disagree.</p> |
| 5. | <p>Prostate cancer is a cancer which develops from cells in the prostate gland and it is one of the most common cancers in men.</p> <p><input type="checkbox"/> I agree. <input type="checkbox"/> I disagree.</p> |
| 6. | <p>Melanoma (also called malignant melanoma) is the most serious type of liver cancer, which affects both young adults and older people.</p> <p><input type="checkbox"/> I agree. <input type="checkbox"/> I disagree.</p> |
| 7. | <p>Stomach cancer is sometimes called gastric cancer, and worldwide it is one of the most common cancers.</p> <p><input type="checkbox"/> I agree. <input type="checkbox"/> I disagree.</p> |
| 8. | <p>Liver cancer can be primary (meaning cancer which has spread from elsewhere to the liver) or secondary (starts in the liver).</p> <p><input type="checkbox"/> I agree. <input type="checkbox"/> I disagree.</p> |

Answer Key:

Statements no. 6 and 8 are false, the rest of the statements are true.

In no. 6, melanoma is the most serious type of skin cancer.

In no. 8, primary cancer starts in the liver, while secondary means cancer which has spread from elsewhere to the liver.

Quiz**1. One of the most common cancers in men is**

- a.) liver cancer
- b.) prostate cancer
- c.) breast cancer

2. Melanoma affects

- a.) only women
- b.) only older people
- c.) both young adults and older people

3. Chemicals in tobacco smoke are

- a.) having a damaging effect on cells which can easily lead to cancer
- b.) not having any effect on the organs
- c.) dangerous only for non-smokers

4. Majority of the people who are diagnosed with colon or rectum cancer are

- a.) youngers
- b.) women
- c.) over 60 years old

5. One of the most common cancers in women is

- a.) liver cancer
- b.) breast cancer
- c.) lung cancer

The quiz can be extended, and the trainer can add some more questions based on the doctor's presentation about the different types of cancer.

Remarks:

The selection of the above-mentioned cancer types is based on the last data of the WHO about the most common cancer cases in 2020.

However, the trainer or the doctor might also mention and talk about the following cancer types: brain cancer and brain tumours, cervical cancer, leukaemia, throat cancer, etc.

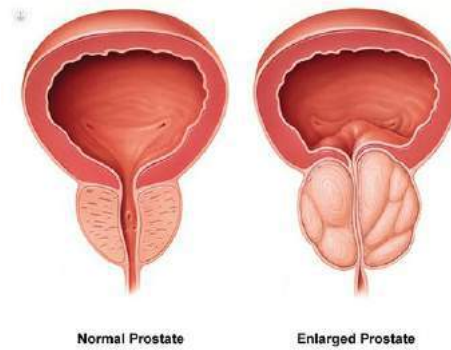
| | |
|---------------------|----------------------------|
| Exercise no: | 9 |
| Subject: | Cancer prevention measures |
| Title: | Types of cancer |

Pictures/Illustrations about the types of cancer

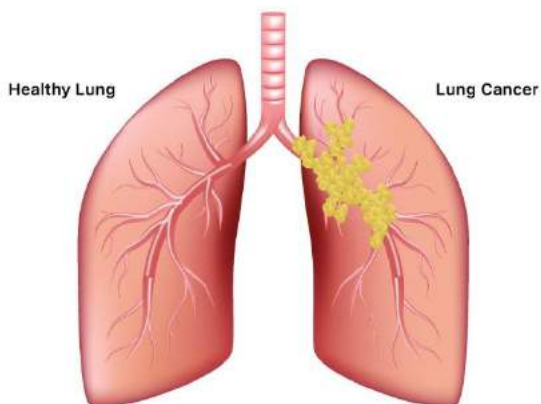
1. Colorectal cancer



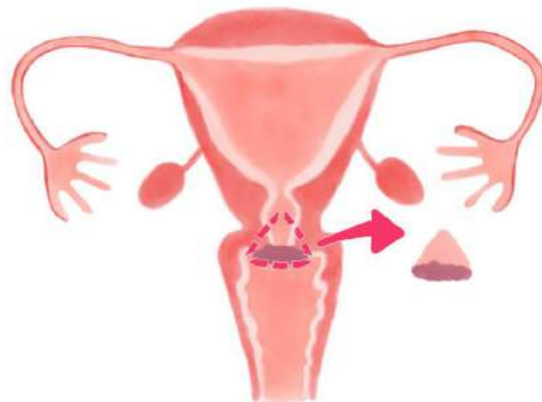
2. Prostate cancer



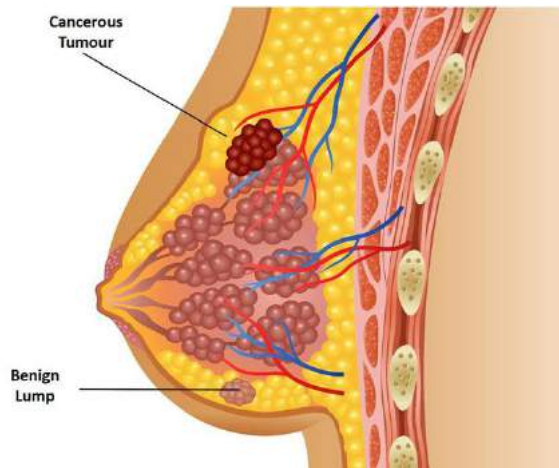
3. Lung cancer



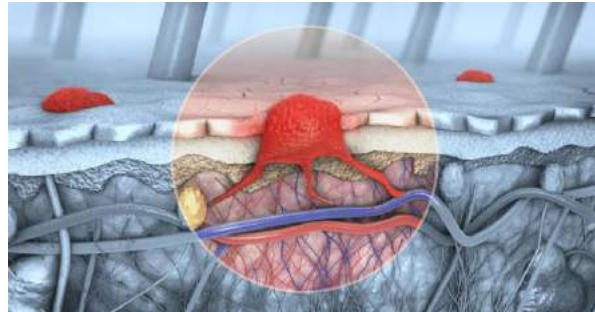
4. Cervical cancer



5. Breast cancer



6. Skin cancer



| | |
|---------------------|----------------------------|
| Exercise no: | 10 |
| Subject: | Cancer prevention measures |
| Title: | Risk factors for cancer |

Questions from the trainer to the guest:

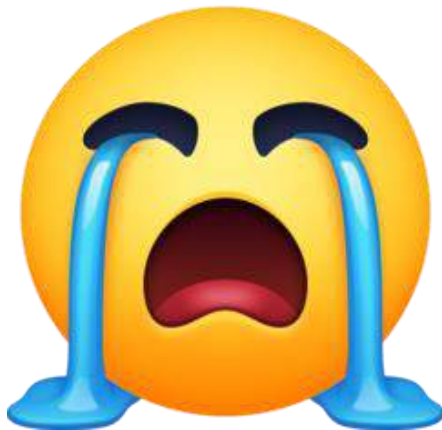
1. What kind of lifestyle did you lead before you were diagnosed?
2. Which habits do you think led to your condition?
3. Did someone from your family has had cancer?
4. Did you smoke or drink?
5. What kind of food did you eat?
6. Did you exercise or walked daily?

Questions from the trainer to the participants:

1. What kind of lifestyle do you lead?
2. Do you smoke or drink?
3. What kind of food do you eat?
4. Do you exercise or walk daily?
5. Has anyone in your family had cancer?

The list of questions can be extended depending on the situation during the class.

Emojis to use:



| | |
|---------------------|--|
| Exercise no: | 11 |
| Subject: | Cancer prevention measures |
| Title: | Which checks are offered free in my country? |

Videos about free cancer prevention measures:

<https://www.youtube.com/watch?v=7AWbs-OUV6Y>
<https://www.youtube.com/watch?v=bPgZ2-PcC2E>
<https://www.youtube.com/watch?v=XHot6QBx2JQ>
<https://www.youtube.com/watch?v=HOkkwEvpQ2M>
<https://www.youtube.com/watch?v=9OXb7HLv89k>

Questions regarding the video from the trainer:

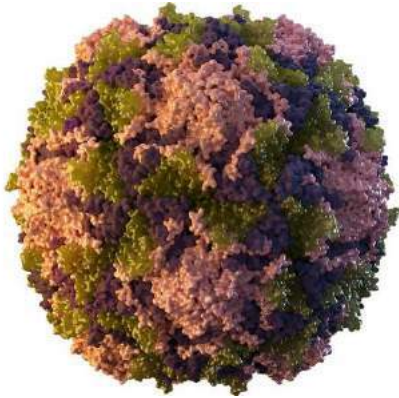
1. What did you see?
2. Do you know how the procedures are called?
3. What is Pap-Test?
4. What is Mammography?
5. What is colonoscopy?
6. How do we check for lung cancer?
7. How do we check for skin cancer?
8. Have you done any of the shown tests?
9. Are they free of charge?
10. Will you do these tests in future?

Additional videos for information:

<https://www.youtube.com/watch?v=bpiqd-2AZbs>
<https://www.youtube.com/watch?v=-VwtcY14Dak&t=6s>

| | |
|---------------------|-----------------------------------|
| Exercise no: | 12 |
| Subject: | Recommended and free vaccinations |
| Title: | Diseases and vaccination |

1. Polio virus



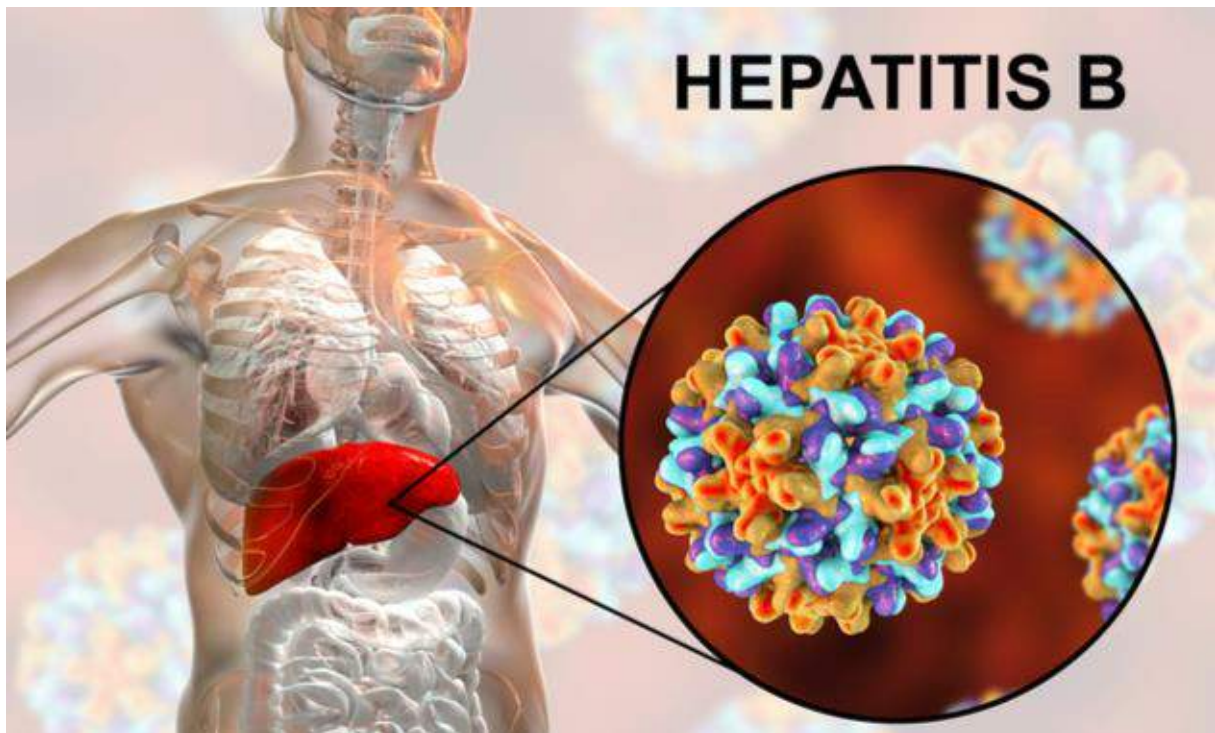
2. Tetanus



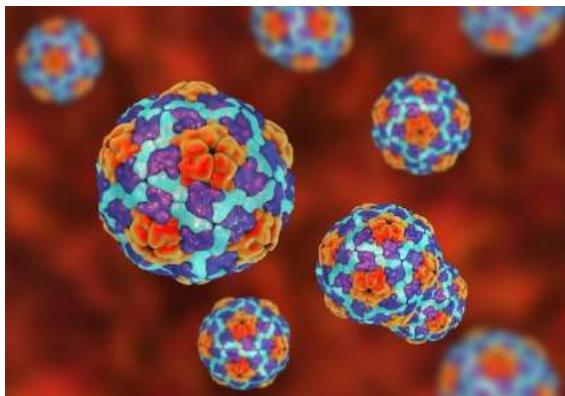
3. The Flu (Influenza)



4. Hepatitis B



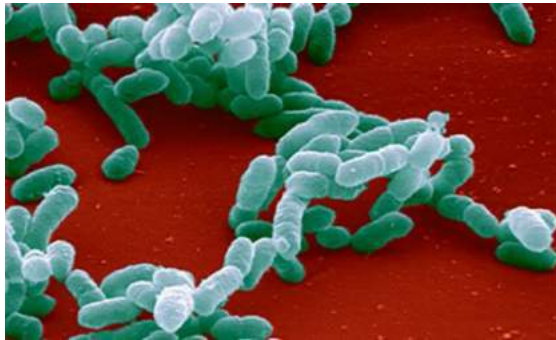
5. Hepatitis A



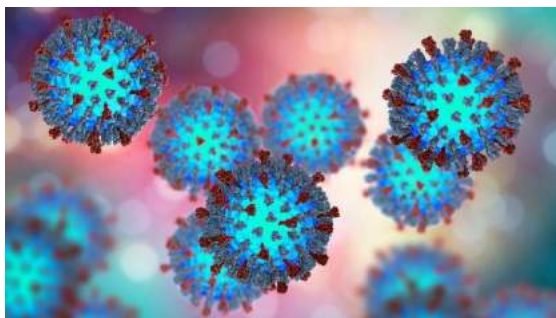
6. Rubella



7. Haemophilus influenzae type b (Hib)



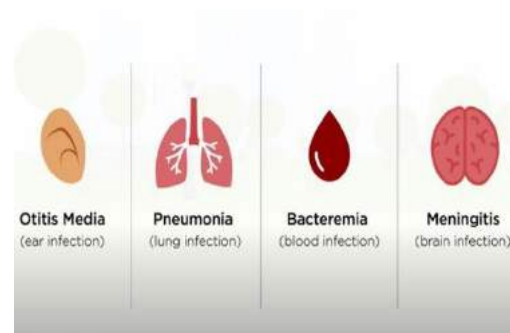
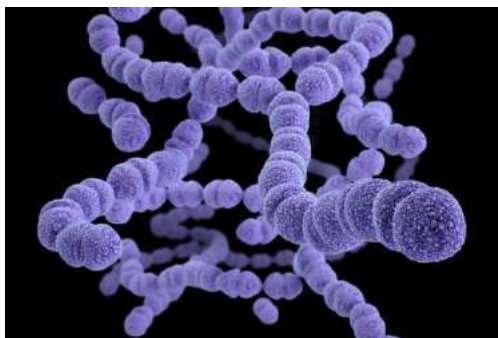
8. Measles



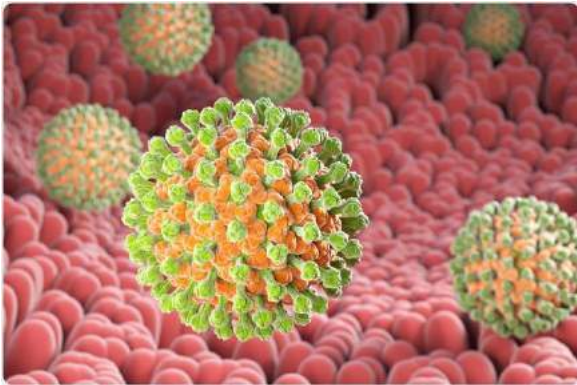
9. Whooping Cough (Pertussis)



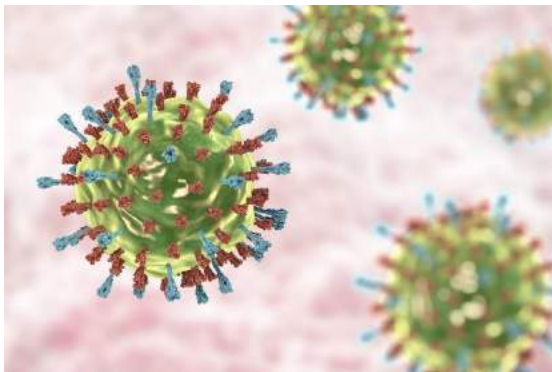
10. Pneumococcal Disease



11. Rotavirus



12. Mumps



13. Chickenpox (varicella)




14. Diphtheria



The vaccination passport

Internationale Gesundheitsvorschriften / International Sanitary Regulations / Règlements Sanitaires Internationaux

WELTGESUNDHEITSORGANISATION
WORLD HEALTH ORGANIZATION
ORGANISATION MONDIALE DE LA SANTÉ



**INTERNATIONALE BESCHEINIGUNGEN
ÜBER IMPFUNGEN
UND IMPFBUCH**

INTERNATIONAL CERTIFICATES
OF VACCINATION

CERTIFICATS INTERNATIONAUX
DE VACCINATION

gemäß § 16 Bundes-Seuchengesetz

ausgestellt für / issued to / délivré à

Name, Vorname / Surname, given name / Nom, prénom

Geburtsdatum / Born on / Né(e) le _____ in / à _____

Wohnort und Straße / Address / Domicile et adresse

Reisepaß-Nr. oder
Nr. des Pers.-Ausweises

Passport No. or
Identity card No.

Numéro du passeport ou
de la carte d'identité

| | |
|---------------------|--|
| Exercise no: | 13 |
| Subject: | Recommended and free vaccinations |
| Title: | To get a vaccine or not to get a vaccine: that is the question |

Levels 1 – 3

Videos about vaccinations:

https://www.youtube.com/watch?v=Cb4GgtBt3PU&t=4s&ab_channel=Rehealthify
https://www.youtube.com/watch?v=OG8bU1OJlm8&ab_channel=YourekaScience

Level 1

Please circle the emoji that best describes how you feel about the subject:

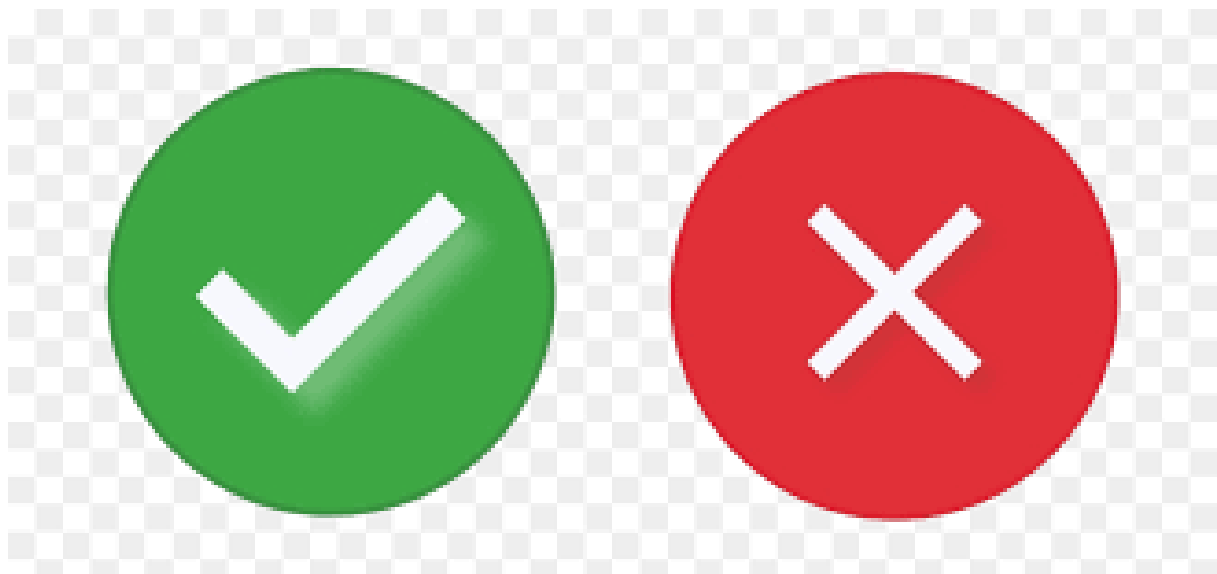
FEELINGS & EMOTIONS



Questions regarding the videos:

1. What did you see?
2. Why is vaccination important?
3. What diseases do vaccines prevent?
4. What type of illness do vaccines protect us from?
5. Are vaccines important only for the children?
6. What do you think how vaccines protect us?
7. How does the immune system work?
8. What happens after we get a vaccine?
9. How people became immune before the vaccines?
10. What happens if we are not vaccinated?

Level 2



Level 3

Please tick the box next to the statement that reflects your opinion the most:

1. Vaccines protect us from diseases.

☐ I agree. ☐ I disagree.

2. Immunisation shots/vaccines are not essential.

☐ I agree. ☐ I disagree.

3. Vaccines are more important for children.

☐ I agree. ☐ I disagree.

4. The vaccine triggers the immune system to respond and build immunity.

☐ I agree. ☐ I disagree.

5. Getting vaccinated is an easier way to get immunity against diseases.

☐ I agree. ☐ I disagree.

6. I can get vaccinated in a supermarket.

☐ I agree. ☐ I disagree.

7. The family doctor should inform about vaccination.


☐ I agree. ☐ I disagree.

8. Not getting vaccinated can cause your death.

☐ I agree. ☐ I disagree.

| | |
|---------------------|-----------------------------------|
| Exercise no: | 14 |
| Subject: | Recommended and free vaccinations |
| Title: | The vaccination passport |

WELTGESUNDHEITSORGANISATION
WORLD HEALTH ORGANIZATION
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Name, Vorname / Surname, given name / Nom, prénom

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Reisepaß-Nr. oder
Nr. des Pers.-Ausweises

Passport No. or
Identity card No.

Numéro du passeport ou
de la carte d'identité

Internationale Gesundheitsvorschriften / International Sanitary Regulations / Règlements Sanitaires Internationaux

Diseases included in the vaccination passport:

- Polio virus
- Tetanus
- Influenza
- Hepatitis B
- Hepatitis A
- Rubella
- Haemophilus influenzae type b (Hib)
- Measles
- Whooping cough (pertussis)
- Pneumococcal disease
- Rotavirus
- Mumps
- Chickenpox (varicella)
- Diphtheria

The trainer should also say at what age a certain vaccine is received against a certain disease, and show it in the vaccination passport.

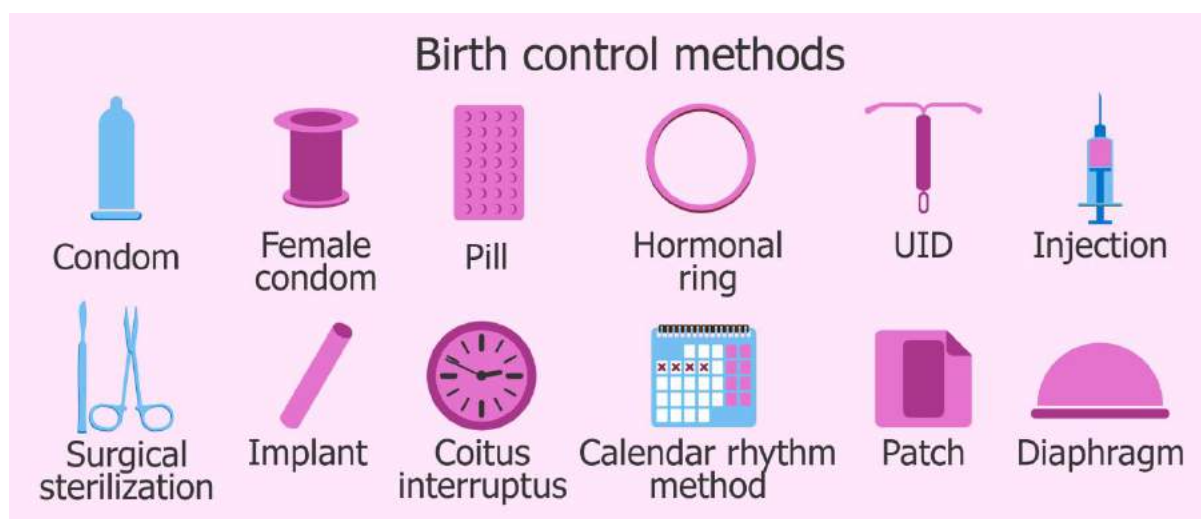
| | |
|---------------------|------------------------------|
| Exercise no: | 15 |
| Subject: | Contraception |
| Title: | Advising a minor girl or boy |

The story of a minor girl or boy:

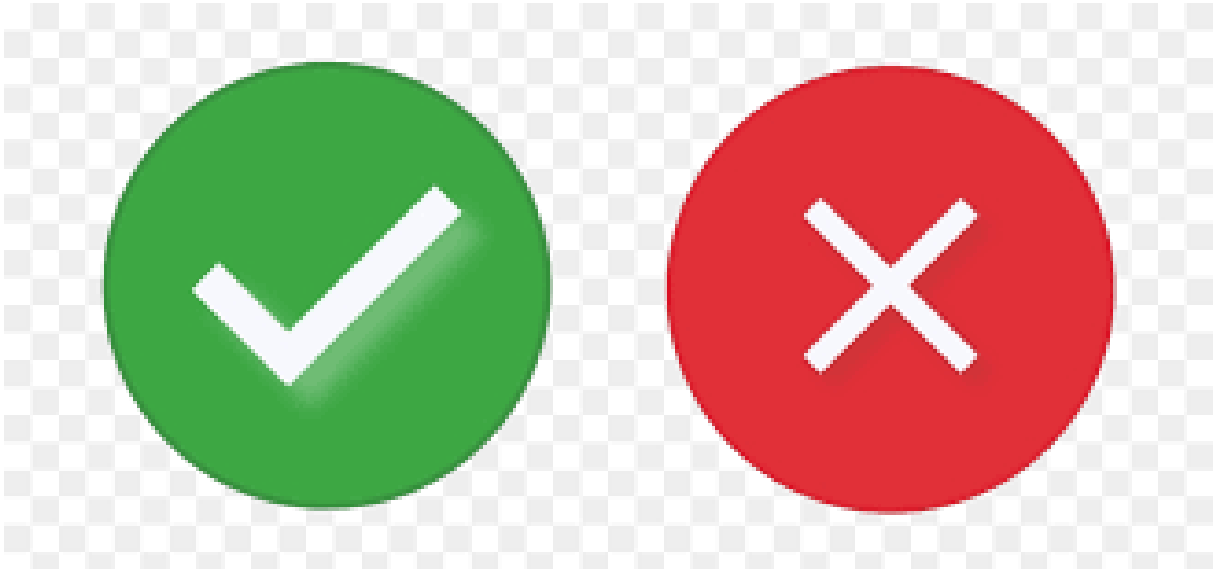
Questions

- Are you aware of what contraception is?
- Have you ever used any contraception method?
- Are you aware of the side effects of every method?
- Are you aware of the consequences of the sterilisation?

Contraception methods:



| | |
|---------------------|----------------|
| Exercise no: | 16 |
| Subject: | Contraception |
| Title: | True or false? |

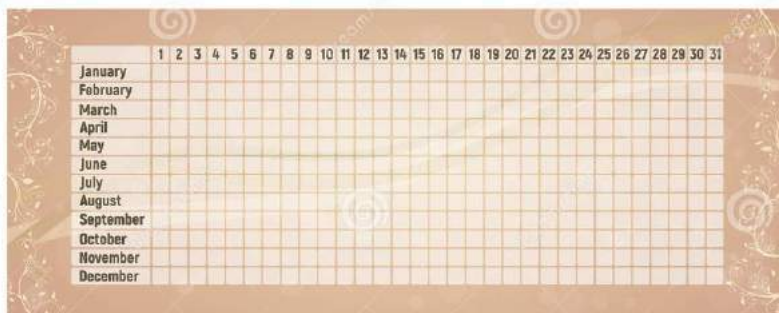


- Minor mothers face problematic health issues in their lives **T**
- Sterilisation is a healthy method of contraception **F**
- Contraception refers only to women **F**
- Sterilisation has only disadvantages **F**
- Sterilisation refers only to women **F**
- Sterilisation has more advantages than disadvantages **F**
- Contraception is immoral **F**
- Early pregnancy is harmful for a woman's health **T**

| | |
|---------------------|------------------------------------|
| Exercise no: | 17 |
| Subject: | Contraception |
| Title: | How to use the birth control pill? |



The Menstruation Calendar



| | |
|---------------------|----------------------|
| Exercise no: | 18 |
| Subject: | Contraception |
| Title: | How to use a condom? |

Advantages of a condom:

STI protection

Hormone free

Simple use

Single use

Suppression of ovarian function and ovulation.

Preventing sperm from entering the uterus.

Avoiding fertilization in the fallopian tube.

Suppression of fetal implantation in the uterus.

The proper use of a condom:



Video about the right use of a condom:

<https://www.youtube.com/watch?v=ZT2589XjwrE>

| | |
|---------------------|-----------------------|
| Exercise no: | 19 |
| Subject: | Addiction |
| Title: | Guessing an addiction |

Level 1 + 3



Level 2



men and women, level, coping with problems, celebrating with friends, loss of control, less social contacts



different kinds, men and women, cheap and expensive, forbidden, substances, intoxication



machines, betting, casino, dice, money, debts



eating disorder, reducing weight, malnutrition, health problems, death



common, inhaling, raising consumption, cancers, damaging consequences



behaviour addiction, neglect of work and social contacts, nervousness and aggression

| | |
|---------------------|--------------------|
| Exercise no: | 20 |
| Subject: | Addiction |
| Title: | What is addiction? |

Definition

Addiction is a pathological dependence on a certain stimulant or intoxicant, e.g. alcohol.

Furthermore, it is an excessive desire for something, a certain action -> a mania, e.g. for joy.

| | |
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| Exercise no: | 21 |
| Subject: | Addiction |
| Title: | What can you be addicted to? |



| | |
|--------------|-----------------------|
| Exercise no: | 22 |
| Subject: | Addiction |
| Title: | Where can I get help? |

Sheet for the participants:



Sheet for the trainer:



Phone consultation:
Online consultation: www.....
Addiction consultation:



Phone consultation:
Online consultation: www.....
Addiction consultation:



Phone consultation:
Online consultation: www.....
Addiction consultation:



Phone consultation:
Online consultation: www.....
Addiction consultation:



Phone consultation:
Online consultation: www.....
Addiction consultation:



Phone consultation:
Online consultation: www.....
Addiction consultation:

| | |
|---------------------|-----------------------------|
| Exercise no: | 1 |
| Subject: | Basic human rights |
| Title: | Drawing a Human Rights Tree |

Level 1 – 3





Level 2 – 3





| | | |
|--------------|-----------------------------|-----------------------|
| Exercise no: | 1 | 2 |
| Subject: | Basic human rights | |
| Title: | Drawing a Human Rights Tree | Reflections and Lists |

All human beings are free and equal

No discrimination

Right to life

No slavery

No torture and inhuman treatment

Same right to use law

Equal before the law

Right to treated fair by court

No unfair detainment

Right to trial

Innocent until proved guilty

Right to privacy

Freedom to movement and residence

Right to asylum

Right to nationality

Rights to marry and have family

Right of cultural and art

Right to personal possession

Right to clean water and sanitation

Freedom of thought and religion

Freedom of opinion and expression

Right to adequate food

Right to assemble

Right to take part in the government

Right to social security

Right to work

Right to rest and holiday

Right of social service

Right to education

Freedom around the world

Subject to law

civil and political rights

economic, social, and cultural rights

solidarity rights

| | |
|---------------------|------------------------|
| Exercise no: | 3 |
| Subject: | Basic human rights |
| Title: | A game of human rights |

Level 1 – 3








Level 2 – 3





| | |
|---------------------|--|
| Exercise no: | 3 |
| Subject: | Basic human rights |
| Title: | A Game of Human Rights and Obligations |

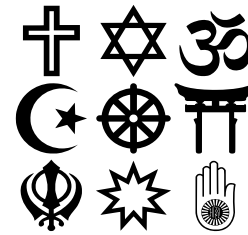
| | |
|--|--|
| <p>All human beings are Free and equal</p> <p>All human beings are born free and equal in dignity and rights</p> | <p>No discrimination</p> <p>Everyone is entitled to all the rights and freedoms, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status</p> |
| <p>Right to life</p> <p>Everyone has the right to life, liberty and security of person.</p> | <p>No slavery</p>  |
| <p>No torture and inhuman treatment</p>  | <p>Recognition as a person before the law</p> |
| <p>Equal before the law</p>  | <p>No unfair detainment</p> <p>No one shall be subjected to arbitrary arrest, detention or exile</p> |
| <p>Right to be treated fair by court</p> | <p>Right to trial</p> |

| | |
|---|--|
| <p>Innocent until proved guilty</p> | <p>Right to privacy</p> <p>No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attack</p> |
| <p>Freedom to movement and residence</p> | <p>Right to asylum</p> <p>Everyone has the right to seek and to enjoy in other countries asylum from persecution. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.</p> |
| <p>Right to nationality</p> <p>Everyone has the right to a nationality. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality</p> | <p>Rights to marry and have family</p>  |
| <p>Right of cultural and art</p> <p>Everyone has the right freely to participate in the cultural life of the community</p> | <p>Right to personal possession</p> |

Right to clean water and sanitation



Freedom of thought and religion



Freedom of opinion and expression

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Right to adequate food



Right to assemble

Everyone has the right to freedom of peaceful assembly and association. No one may be compelled to belong to an association.

Right to take part in the government



Subject to law

Everyone has duties to the community in which alone the free and full development of his personality is possible. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

Right to work

Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment. Everyone, without any discrimination, has the right to equal pay for equal work.

Right to rest and holiday



Equal rights for all children

Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection

Right to education



Freedom around the world

| | |
|---------------------|-----------------------|
| Exercise no: | 4 |
| Subject: | Basic human rights |
| Title: | Continue the sentence |

Continue the sentence:

In my opinion the right in education is ...

(... fundamental for every human being / the main prerequisite for finding a job / among the most important things in every person's life.)

Human rights are ...

(... the basis for a modern society/ the foundation for a peaceful and prosperous society / the main and most important way to protect vulnerable people.)

Human rights should protect people from ...

(... racial and gender discrimination / basic human rights abuses / social & economic exclusion.)

Being aware of my human rights ...

(... may protect myself from any possible discriminatory incidents / enables me to legally defend myself/ may lead me to defend the human rights of other people or teams in my community.)

The right to drink clean water ...

(... is the basis for my health / is very important for sanitation / is the main factor to avoid infections and prevent diseases.)

The right to housing ...

(... is among the fundamental human rights / is the most important factor of a good standard of living / is a right for every human being in the world.)

The right to employment ...

(... has been the most important factor of well-being / should be an inalienable right for everyone.)

There is nothing more important than the right to ...

(... express myself without fear of abuse or discrimination regardless of my opinion / defend myself / be free / employment / housing / vote in order to express my political beliefs.)

Human rights should be protected by ...

(... the state / the police / public servants / lawyers / the municipalities / the communities / the church.)

| | |
|---------------------|--------------------|
| Exercise no: | 5 |
| Subject: | Basic human rights |
| Title: | Describe a picture |

1.



2.



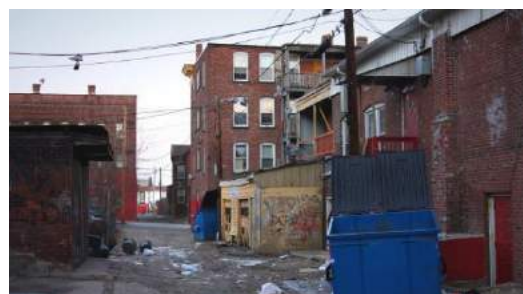
3.



4.



5.



6.



7.



8.



Training Material

9.



10.



11.



12.



13.



14.



| | |
|---------------------|-----------------------------|
| Exercise no: | 6 |
| Subject: | Basic human rights |
| Title: | The "Right" to be a "Human" |

Basic human right symbols:



Questions:

Do you recognize the symbols?

Do you know the meaning of each symbol?

Please connect the pictures below with the right symbol:



| | |
|---------------------|---|
| Exercise no: | 7 |
| Subject: | Discrimination by the police or public servants |
| Title: | Violent behaviour by a police officer |

Video about the violent behaviour of a police officer:

https://www.youtube.com/watch?v=Qe_evfnQlgY

The video shows a current demonstration in Athens (2021) of Roma complaining about a murder of a Roma by a police officer. After a while the police attack the protesters and brutally beat them.





























































Questions regarding the video:

1. What did you see?
2. Why is the demonstration taking place?
3. What are the protesters angry about?
4. Why are the police officers behaving so violently against the protesters?
5. Do the police have the authority to mistreat citizens?
6. What kind of civil rights are being violated by the police?

| | |
|---------------------|---|
| Exercise no: | 8 |
| Subject: | Discrimination by the police or public servants |
| Title: | Wrong or right? |

Statements:

1. During criminal investigation, a police officer uses degrading expressions towards the interrogated person.
2. There is a group fight in front of the pub, when police officers come and stop the fight, and take the four men (who were fighting) to the police station.
3. Mary cooperates with the police when she is asked some questions and answers according to her best knowledge.
4. When Peter is arrested, the police officer does not inform him of his rights.
5. There is an inspection, and the police asks some questions from John who rejects answering the questions and starts shouting at the police officers and insulting them.
6. A police officer incites hatred of foreigners on his Facebook page.
7. Speakers are expressing racist ideology, with 400 to 500 participants marching to a Roma neighbourhood, chanting racist slurs and throwing objects. The police remain passive, do not disperse the demonstration and they take no steps to identify which demonstrators had engaged in violence.
8. A police officer systematically checks the identity of citizens with a darker skin colour.
9. A little kid is lost on the street. When the police officer notices the little kid walking around alone, he approaches the kid and starts asking questions to help the kid finding his home and his family.
10. During an interrogation, the police officer uses his police baton to make the interrogated person answering his questions.

| | | | | | | |
|-----|---|---|---|---|--|---|
| 1. |  |  |  |  |  |  |
| 2. |  |  |  |  |  |  |
| 3. |  |  |  |  |  |  |
| 4. |  |  |  |  |  |  |
| 5. |  |  |  |  |  |  |
| 6. |  |  |  |  |  |  |
| 7. |  |  |  |  |  |  |
| 8. |  |  |  |  |  |  |
| 9. |  |  |  |  |  |  |
| 10. |  |  |  |  |  |  |

| | |
|---------------------|---|
| Exercise no: | 9 |
| Subject: | Discrimination by the police or public servants |
| Title: | Mary's story |

Mary's story

It is Saturday morning, many people are walking on the streets and carrying their shopping bags. Mary, a Roma lady, is carrying her bags, too. They contain bread, milk, vegetables and some fruits. When the police officers see her, suddenly they ask her to stop. They are giving a suspicious look at Mary, and in a rude manner, ask her to open her shopping bags. Mary opens her bags. Then the police officers start to take out all of her food, in the middle of the street. They ask for Mary's ID card. Immediately, she gives it to them. Without a word, they walk away, and leave Mary there, with the goods she has just bought, laying around her on the road.

Questions related to the story:

1. Who was in the story?
2. Where did it happen?
3. What happened?
4. What was wrong in the story?

| | |
|---------------------|--------------------------|
| Exercise no: | 11 |
| Subject: | Discrimination at school |
| Title: | Children's rights |

Information on the Convention on the Rights of the Child

"All human beings are born free and equal in dignity and rights."

Article 1, Universal Declaration of Human Rights

Children and young people have the same general human rights as adults and also specific rights that recognise their special needs. Children are neither the property of their parents nor are they helpless objects of charity. They are human beings and are the subject of their own rights.

The Convention on the Rights of the Child sets out the rights that must be realised for children to develop to their full potential.

The Convention offers a vision of the child as an individual and as a member of a family and community, with rights and responsibilities appropriate to his or her age and stage of development. By recognising children's rights in this way, the Convention firmly sets the focus on the whole child.

The Convention recognises the fundamental human dignity of all children and the urgency of ensuring their well-being and development. It makes clear the idea that a basic quality of life should be the right of all children, rather than a privilege enjoyed by a few.

Source: <https://www.unicef.org/child-rights-convention/child-rights-why-they-matter>

Children's Rights:

1. Prohibition of discrimination (Article 2). Irrespective of religion, origin, gender, state of health etc - the rights of children apply equally to all children without exception
2. Priority of the best interests of the child (Article 3): The best interests of the child must be protected by all public and private institutions and must be taken into account in both the design and implementation of legislative and administrative processes
3. Right to life and development (Article 6): Every child has the right to life, survival and development, which the state must protect as best it can
4. Children's voice (Article 12): Children's views must be heard and considered in all matters affecting them, either directly or through a representative
5. Right to health
6. Right to protection from violence, abuse and exploitation
7. Right to rest, play and leisure
8. Right to education and the formation of opinions
9. Right to special care and support in case of disability
10. Right to protection from child prostitution and pornography
11. Ban on the use of children under 15 in armed conflicts
12. Protection from torture and punishment
13. Right to Complain about Child Rights Violations

Source: https://www.aktiongegenhunger.de/un-kinderrechtskonvention?utm_source=grants&utm_medium=cpc&utm_campaign=250366587&utm_term=un%20kinderrechte&qclid=CjwKCAjwk_WVBhBZEiwAUHQcmV1SXYqyIRwBs-f2CDjAgBctj7a60zQICLAZiInAJVLNU5hkaoZQhoCKDEQAvD_BwE

Obligations of children (depending on the country)

Example Germany:

Where there are rights, there are also obligations – the sentence also applies to children. It is not even clear to many that child obligations are even fixed by law. However, Section 1619 of the Civil Code says: A child who lives in the parent's household is "obligated to provide services to the parents in their household and business in a manner appropriate to their strength and position in life."

Setting and clearing the table, putting out the garbage can, visiting grandpa in the nursing home: there are many tasks where children can contribute to family responsibilities - depending on their age, of course, and without the time for learning and playing suffering as a result. For your orientation: The case law considers 3.5 to 7 hours of work per week for 12-year-old children to be reasonable.

Albert Fink experiences again and again in parenting counselling that parents take too much from their children. "That's well intentioned, but at the expense of their independence. If children are given responsibility according to their age, this benefits their development." But what to do if you have little lazybones at home who just can't find the right work? His tip: "Make it clear to him what you, as parents, do for him as a matter of course. If he does not take on any tasks, this service could also be restricted, in which case his favourite yoghurt will no longer be brought to him." Even small incentives can motivate people to help, but this should not result in a remuneration system in which every job is paid for. "But you could introduce a smiley system," says Fink. "Anyone who has collected ten smileys can wish for something nice."

For kindergarten children, educator Meyenburg suggests structuring duties such as cleaning up or getting dressed as conscious transitions, "with a brief look back at what was and an outlook that makes you want to see what is to come. This makes tidying up a natural part of the day." Many tasks can also be completed in a playful way. "With us, for example, the children become vacuum cleaners during the tidying game or robots that collect different toys. Instead of being dictated by others, they can develop something together."

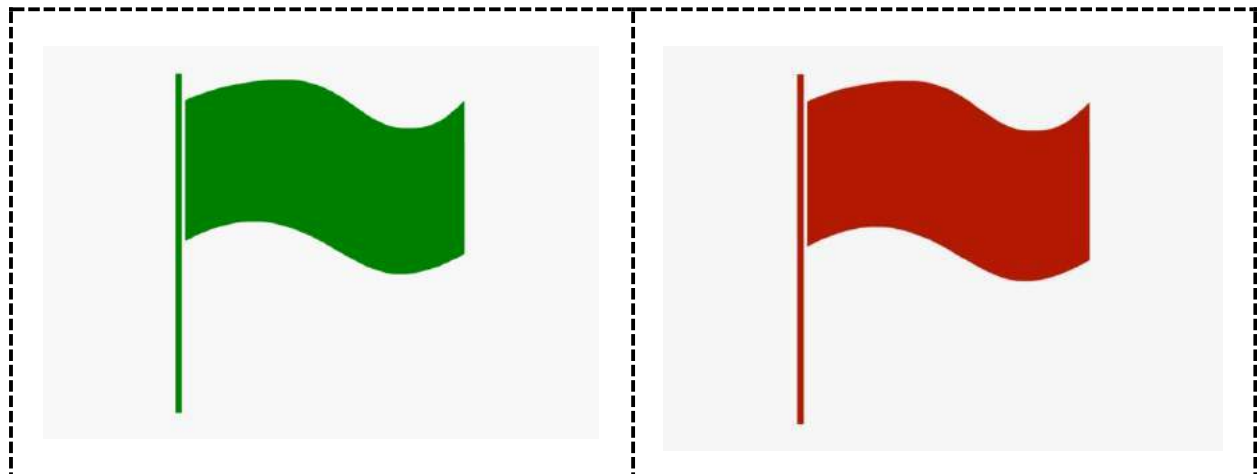
After all, everyone benefits when the work is done in a team: children can be proud of being needed - and the whole family has more time to do something nice together.

Source: Monika Klingemann, <https://fratz-magazin.de/kinderrechte-kinderpflichten/>

Level 1

Statements:

1. Every child has the right to play, but does not always have to respect the rules of the game.
2. Every child has the right to ask a fair treatment towards his/her, but also has the responsibility to give fair treatment to others.
3. Every child has the right to education, but also has the responsibility to go to school regularly and do the homework.
4. Every child has the right to express his/her own opinion, but also has the responsibility to hear and respect the opinion of others.
5. Students may express their opinion regarding questions related to their studying, but the decisions always need to be made by the teacher.
6. Every child has the right to be respected, but also has the responsibility to respect the others.
7. Students have the right to learn in a neat and clean classroom and do not have the responsibility to keep their classroom always clean.





Level 2

Questions for the trainer:

1. What are the statements I just read connected to?
2. Do you respect these rights?
3. Do you know any other children's rights?
4. Have you heard about the Convention of the Children's Rights? What is it?
5. Can you give an example when some of the children's rights have been violated?
6. Do you know what to do, or where/whom to address if some of your children's rights are violated in order to protect them?

Level 3

| |  I agree |  I disagree |
|---|--|---|
| 1. Every child has the right to play, but does not always have to respect the rules of the game. | | |
| 2. Every child has the right to ask a fair treatment towards his/her, but also has the responsibility to give fair treatment to others. | | |
| 3. Every child has the right to education, but also has the responsibility to go to school regularly and do the homework. | | |
| 4. Every child has the right to express his/her own opinion, but also has the responsibility to hear and respect the opinion of others. | | |
| 5. Students may express their opinion regarding questions related to their studying, but the decisions always need to be made by the teacher. | | |
| 6. Every child has the right to be respected, but also has the responsibility to respect the others. | | |
| 7. Students have the right to learn in a neat and clean classroom and do not have the responsibility to keep their classroom always clean. | | |

| | |
|---------------------|--------------------------|
| Exercise no: | 11 a |
| Subject: | Discrimination at school |
| Title: | We respect diversity |

Scenario number 1:

The girl wants to join the swimming team, but the coach tells her that she does not have enough strength. The coach advises her to go home and play with dolls.

Scenario number 2:

A boy wants to learn jazz ballet but the dance teacher says he should play football.

Scenario number 3:

The girl tells her friends how her dad takes care of her younger sister while her mom works. Her friend is surprised and says that it is really stupid because dads have to work while mums take care of the children.

Scenario number 4:

The Roma girl was not invited to the birthday party. Her friend tells her that her mother told her that Roma parents do not allow their children to go to parties.

Level 1 – Questions:

- Why is the person discriminated?
- How does that make him/her feel?
- Why does a person who discriminates behave in such manner?
- Why is their behaviour wrong?

Level 2 – Questions:

- What should a person who has been discriminated do in that situation?
- Who can we turn to when we feel discriminated?
- What are all the types of discrimination?
- Do we recognise any of the types in the scenarios we watched?

Level 3 – Questions:

- Is the law violated when a person is discriminated?
- Who should react in the case of discrimination?
- Is it possible to take preventive action against discrimination?
- How can I help a discriminated person?

| | |
|---------------------|--------------------------|
| Exercise no: | 12 |
| Subject: | Discrimination at school |
| Title: | What is discrimination? |

| | |
|--|--|
| I am a Roma woman who has never been to school before. | I am a boy with a disability, and I cannot move without a wheelchair. |
| I am the son of the school's principal. | I am the daughter of parents who do not speak the official language. |
| I am a mother who is not able to bring her children to school in the morning. | I cannot write a letter of excuse when my children are ill. |

| | |
|---------------------|--------------------------|
| Exercise no: | 13 |
| Subject: | Discrimination at school |
| Title: | Same but different |

Two different stories:

1. Story about a group of young Roma men who were asked to pay in advance for food in a restaurant while the guests at the next table, who were not Roma, had the opportunity to finish their meal and then pay the bill.

-
2. Story about a girl who is Muslim and who could not get a job as a hairdresser because she was wearing a hijab.
-

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|---------------------|--------------------------|
| Exercise no: | 14 |
| Subject: | Discrimination at school |
| Title: | Next to each other |

Statements of the trainer:

1. They called me using derogatory names.
2. Someone said ugly things about me.
3. I said ugly things about someone.
4. Someone said ugly things about my family.
5.
6.
7.

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| Exercise no: | 15 |
| Subject: | Discrimination in employment |
| Title: | Definition and forms of discrimination |

Definition

Discrimination is an act where one person or group of people is treated differently from another person or group of people in the same situation. In general, it may involve harming, restricting or disadvantaging an individual or group of persons on one or more discriminatory grounds.

Discrimination and the labour market

As regards the labour market, the *Labour Code* guarantees women and men the right to equal treatment in terms of access to employment, pay and promotion, training and working conditions.

Discrimination against people can have many different reasons, such as:

- racial or ethnic origin, nationality, citizenship
- language
- marital status, duty to family
- religion
- social origin, property
- age - usually occurs in employment relationships
- gender/sex, so-called gender discrimination, e.g. lower salaries for men/women in the same jobs as women/men
- sexual orientation
- political affiliation, membership of political or trade union organisations
- disability
- other reasons, can be based on any prejudice (e.g. height in cm, beauty, sexual attractiveness, temperament, stubbornness, pronunciation...)

The form of discrimination expresses the way in which subjects are distinguished, excluded, restricted or favoured, or more generally, the way in which discrimination occurs. In terms of the different forms, we distinguish primarily between direct and indirect discrimination; the division into positive and negative discrimination is also significant. Furthermore, harassment, sexual harassment, victimisation, instruction to discriminate and incitement to discriminate are considered discrimination.

Forms of discrimination:

- A. Direct discrimination** - Conduct in which a person is treated less favourably than another person in a comparable situation on the basis of some discriminatory ground.
- B. Indirect (Covert) Discrimination** - Conduct where an apparently neutral decision, instruction, or practice puts or could put a person at a disadvantage in comparison to another person.
- C. Harassment** - Conduct where unwanted conduct occurs with the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading, humiliating or offensive environment, and includes sexual harassment.

- D. Instruction to discriminate** - is associated with the abuse of another person's subordinate position to discriminate against another person (an example is an order to an employee to discriminate). The perpetrator of discrimination is the one who gave the order, even if the discriminatory conduct by the subordinate did not occur.
- E. Solicitation to discriminate** - is persuading, inducing or encouraging another person to discriminate against a third person. In this case, the person who solicits and the one who is solicited to engage in discriminatory conduct are not in a subordinate position.
- F. Harassment (unjustified retaliation)** - is adverse treatment in retaliation for the victim's assertion of rights to protection from discrimination. Persecution can come from the person against whom the victim has resisted discrimination, as well as from the victim's "allies."

Level 1 - Questions:

1. How many forms of discrimination do we know?
2. What can be the reasons for discrimination?
3. What forms of discrimination do we know?
4. Is religion a ground for discrimination?
5. If I instruct another person to discriminate against a third person who will be the perpetrator?
6. Does the labour code ensure equal treatment in the workplace?
7. Is sexual harassment a form of discrimination?
8. Is age a form of discrimination in the employment relationship?
9. What is direct discrimination?
10. Is discrimination permissible in our country?

Level 2 - Text

Mr. Paul was born in Russia. His Mother is of Serbian origin, but she grew up in Slovakia. His father is of Russian nationality. He has lived permanently in Slovakia for more than 15 years and has grown children. Mr. Pavol has a university degree and is currently working in Zvolen. Once in a while Mr Rudolf, an economist from the Zvolen branch, comes to this branch for a check-up. The employer is very satisfied with Pavel. However, Mr Rudolf is actively pressing the employer to transfer Pavel to a less attractive job or to dismiss him. The employer sees no reason to do so, but Rudolf, in view of his position, is pressuring the employer. There have also been personal threats - Rudolf does not like the fact that Mr. Pavel is Russian. Mr. Pavel gave up his position as manager, but that was not enough for him. The employer eventually asked him to leave voluntarily as he did not want to spoil his relationship with the manager. Mr Rudolf laughs off the whole situation and is satisfied. Mr Rudolf is currently unemployed and has all the evidence of unreasonable pressure.

List of words:

1. Nationality, origin, foreigner, legal employment, territory of the Slovak Republic, differential treatment.
Answer: Direct discrimination in the employment relationship on grounds of nationality.
2. Unwanted behaviour, intimidation, hostile behaviour, humiliation, intent, human dignity, bullying, abuse of superior position.
Answer: The conduct of an economist constitutes harassment
3. Persuasion, instigation, third person, omission, acceptance of the situation.
Answer: Incitement to discriminate - inciting a person for the purpose of discriminating against a third person.

Level 3

| | |
|-----------------------------------|--|
| Direct discrimination | Indirect (hidden) discrimination |
| Harassment | Instruction to discriminate |
| Incitement to discriminate | Harassment (unjustified discrimination) |

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| Exercise no: | 16 |
| Subject: | Discrimination in employment |
| Title: | Discriminatory grounds, positive and negative discrimination |

Definition

Discrimination occurs in different areas of human activity on the basis of set criteria - discriminatory grounds. European Union law defines the following six main grounds of discrimination, which are afforded stricter legal protection than other grounds of discrimination:

- sex/gender,
- race and ethnicity,
- age,
- disability or adverse health condition,
- sexual orientation
- religion, belief or the fact that the person is non-religious.

Other criteria include language, nationality, political and other opinion, property, gender, membership of trade unions, political parties and movements, marital status and others.

Positive and negative discrimination

At the outset, it is important to note that any positive discrimination is transformable into negative discrimination. If we provide any benefits to someone at the expense of others (positive discrimination), we are negatively discriminating against those others.

Positive discrimination

Positive discrimination is defined as such distinction which is based on a preference for a particular subject or group to the detriment of others. The concept could be described as favouring the discriminated or favouring the disadvantaged. In simplified terms, we can say that a disadvantaged group or a particular individual is given additional rights in some way above and beyond the normal standard. In general terms, the concept could be described as 'favouring the disadvantaged'.

An example of such a measure might be the provision of certain benefits guaranteed to disabled people when looking for work, or mandatory quotas for women in hiring.

Positive discrimination - this is a particular form of discrimination where people/groups of people who are/were heavily discriminated against are favoured (e.g. favouring a woman over a man for employment, even if the man is more qualified). There is positive discrimination against pretty women and negative discrimination against ugly women. Pretty women are aware of this fact and often use it to their advantage.

Example. Women get in free. So, men have to pay and women get in without paying - Positive gender discrimination. In fact, this positive gender discrimination benefits both women and secondarily men, due to the increased female companionship, so it is tolerated.

Negative discrimination

Negative discrimination is conduct which results in the distinction, exclusion, restriction or favouritism of a subject or a group of subjects and at the same time threatens the maintenance of equality in society. As a result, some subjects are deprived of their rights by such conduct for no legitimate reason. It is therefore discrimination in the typical sense, classic discriminatory disadvantage, deprivation of rights and freedoms. Its aim is to deny certain rights and therefore to put an individual or group at a disadvantage in relation to others.

Level 1 - Questions

1. How many main discriminatory reasons do we know?
2. What are the other grounds of discrimination?
3. What is positive discrimination?
4. What is negative discrimination?
5. Is age one of the main reasons for discrimination?
6. Is language one of the main discriminatory grounds?

Level 2 + 3

Think about how each reason for discrimination might relate to positive or negative discrimination:

| | |
|---------------------------|--|
| Sex/gender | Race and ethnicity |
| Age | Disability or adverse health condition |
| Sexual orientation | Religion, belief or the fact that a person is non-religious |

What is the discriminatory reason here? Is it positive or negative discrimination?

1. The employer requires a photograph of your face as part of your job application in order to be able to sort job applicants by ethnicity in the first round.
2. All atheists and members of unregistered religious organizations contribute their taxes to the costs of state-registered churches (their religious services, the operation of their religious facilities, the salaries of their priests, etc.).
3. Flexibility of work options and the use of various forms of flexible working time for working women who are also caring for a family. In Germany, a law for working mothers has been adopted which stipulates that the number of hours worked per week for working mothers in the private and public sectors should be reduced by two hours if the mother has children aged 0-2 years and by one hour if the mother has children aged 2-4 years.
4. Employers give attendance benefits to people who have not missed a single day of work. In doing so, statistics show that many more women are absent from work due to the care or treatment of children or other dependent loved ones, so they have virtually no access to the benefit.
5. Employees must undergo a personal check before leaving the workplace.
6. However, the employer only checks those who commute from a nearby Roma settlement to work.

| | |
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| Exercise no: | 17 |
| Subject: | Discrimination in employment |
| Title: | Discrimination and employment relationship (employment contract) |

Employer's obligations

The employer's obligations are regulated by a number of provisions of the Labour Code. Among the basic ones are the obligations before and after the conclusion of an employment contract.

Before concluding an employment contract, the employer is obliged to inform the natural person about:

- the rights and obligations arising for him/her from the employment contract,
- the working conditions under which the work is to be performed,
- the wage conditions under which the work is to be performed

When concluding an employment contract, the employer may not agree with the employee on a basic wage component lower than the amount of the basic wage component published in the offer of employment pursuant to Act No 5/2004 Coll.

Obligations of the employer on taking up employment

On taking up employment, the employer is obliged to inform the employee of:

- the working regulations - Section 84 of the Labour Code
- the collective agreement,
- the legal regulations applicable to the work performed by the employee, the legal regulations and other regulations to ensure safety and health at work, which the employee must observe in his work,
- and with the provisions on the principle of equal treatment - Article 1, Section 13, Section 119a of the Labour Code, the Anti-Discrimination Act.

The employer is also obliged to inform the under-age employee or his/her legal representative about the possible risks of the work performed and about the measures taken concerning occupational safety and health.

From the date on which the employment relationship commences (the date agreed in the employment contract as the date of commencement of work), the employer is obliged to:

- assign work to the employee in accordance with the employment contract,
- pay the employee a wage for the work performed,
- create the conditions for the performance of work tasks; and
- observe the other working conditions laid down by law, the collective agreement and the employment contract

Every employee must be familiar with the working regulations. The work rules must be accessible to every employee.

The employee

An employee is a natural person who performs dependent work for an employer in the context of an employment relationship and, in exceptional cases, in similar employment relationships. An employee may be a person who has the capacity to have rights and obligations in employment relationships. The capacity of a natural person to acquire rights and assume obligations in employment relationships by his or her own legal acts shall be established on the date on which the natural person reaches the age of 15 years (unless otherwise provided). However, the employer may not agree on a date as the date of commencement of work which precedes the date on which the natural person leaves compulsory schooling. An employee's eligibility to enter into a material responsibility agreement shall commence no earlier than the date on which the employee reaches the age of 18.

Dependent work is work performed:

- in a relationship of superiority of the employer and subordination of the employee,
- personally by the employee for the employer,
- under the employer's instructions,
- on behalf of the employer,
- during working hours determined by the employer,

Dependent work may be performed exclusively in an employment or similar employment relationship. Only exceptionally, under the conditions laid down in this Act, also in another employment relationship. An employment relationship is a relationship established by an employment contract. Dependent work may not be performed in a contractual civil law relationship or in a contractual commercial law relationship.

Contract of employment

The employment relationship is established by a written contract of employment between the employer and the employee. The employer must give one written copy of the employment contract to the employee. In the employment contract, the employer must agree with the employee the essential elements, which are:

- the type of work for which the employee is recruited and a brief description of the work,
- the place of work (municipality, part of a municipality or otherwise designated place),
- the date of commencement of work,
- the wage conditions, if not agreed in the collective agreement.

Working conditions may be agreed in a collective agreement. In this case, it is sufficient to refer to the provisions of the collective agreement. The agreed content of the contract of employment may be changed only if the employer and the employee agree to change it. The employer shall be obliged to make the amendment to the employment contract in writing. The employment relationship and the employment contract are defined in the second part of the Labour Code, Section 41.

The Labour Code guarantees women and men the right to equal treatment in terms of access to employment, remuneration and promotion, training and working conditions. The right to equal treatment applies to both employees and job applicants. Discrimination against employees is prohibited in employment relations.

What exactly does equal treatment mean?

If you work in another Member State, you and your family have the right to equal treatment with your colleagues who are nationals of that country. This applies in particular to:

- your right to look for work and your right to help from the local employment services,
- your working conditions (salary, dismissal conditions, etc.),
- benefits and tax advantages,
- training,
- trade union membership and the exercise of related rights.

Equal treatment at work and in the workplace

As an EU national, you must be treated in exactly the same way as your colleagues who are nationals of the host country, including in the following areas:

- salary and other conditions of employment and working conditions, health and safety at work,
- access to training, vocational schools and retraining centres for you and your children,
- access to housing, including social housing or facilitated access to home ownership,
- your right to join trade unions, to vote and to be elected to administrative or management posts in the Union,
- social and tax benefits,
- dismissal and re-employment.

Employees' right to express themselves

An employee in an employment relationship has the right to express himself/herself at the workplace:

- directly,
- indirectly - through employee representatives.

Employment discrimination

Treating people in an inappropriate manner on the basis of characteristics unrelated to their qualifications and the requirements of the job.

It is the tendency to exclude, either consciously or subconsciously, especially from employment, corporate training, promotion or the provision of employee benefits. The groups of people most at risk of employment discrimination include members of ethnic minorities, older people, people with disabilities, but especially women. They are statistically the most affected by employment discrimination, as discrimination based on sex and gender is the most widespread type of discrimination.

Discriminatory practices by employers can take different forms and can manifest themselves at different stages of employment:

1. Discrimination in recruitment

Job advertisements themselves are often already discriminatory if they restrict the age, gender, appearance, etc. of the applicant. Specific examples are employers' requirements to be attractive, to send a photograph, to be under X age, to be male/female only or to have a criminal record (unless the job is one for which a specific regulation requires a criminal record).

The tendency of employers, managers or recruiters to ask so-called prohibited questions during the interview is quite frequent. These are questions which are of a personal nature and are not related to the performance of the job for which the person is applying. The questions are usually directed at obtaining information about the applicant's marital status, health, religion or sexual orientation. Specific examples might be the following questions:

"Are you engaged?"
 "When would you like to get married?"
 "Do you have children?"
 "How often are your children sick?",
 "Do you suffer from any serious illness?",
 "Are you a believer?".

A prospective employer is not legally allowed to ask these and similar questions, and the applicant has the right not to answer questions of this type.

However, how should you react if the employer does ask about your privacy in the interview? The diplomatic solution to such a situation is to make it clear to the employer that the question he or she has asked you is of a personal nature and does not relate to the job you are applying for. By answering politely in this way, you also show that you know your rights or that you are well versed in employment law.

2. Discrimination in the course of employment

During their employment, employees may face various forms of discrimination, for example in:

- pay (e. g. if men in the same position earn more than women),
- career progression (e. g. if a younger employee is promoted to a management position simply because he or she is more promising in the long term),
- company benefits (e. g. if some employees in the same position are given a company phone, a laptop or even a car and others are not).

Bossing is another form of workplace bullying where bullying is perpetrated by a superior worker on a subordinate. The superior worker humiliates the subordinate in front of his/her colleagues, making it difficult or impossible for the subordinate to do his/her job. Bossing develops and escalates, worsening workplace relations and increasing the superiority of supervisors. Bossism is manifested by excessive control over performance or attendance, failure to approve leave without cause, arrogant behaviour, verbal insults, failure to appreciate work or frequent and unjustified criticism, ridicule in front of colleagues, assignment of overly difficult tasks (for which the subordinate is not qualified or is unqualified), appropriation of the subordinate's work, sexual harassment, unjustified threats of dismissal, etc.

Mobbing (bullying) refers to various forms of making life unpleasant in the workplace. If an employee targets another employee, or if several employees conspire against a third for the purpose of humiliation, slander, gossiping, gossiping to make another's stay at work unpleasant, sabotaging his work, it is clearly a manifestation of mobbing. Mobbing often arises in cases where a work or personal conflict is not resolved or not resolved. People are often unable to accept constructive criticism, find it difficult to accept the opinion of others, and even a small work conflict can interfere with people's personal relationships. Women, but also men, can face sexual harassment in the workplace, which is also considered a form of discrimination under the law.

3. Discrimination in dismissal from employment.

Older workers and women in particular face discrimination when they are dismissed from their jobs. In a downsizing situation, it is largely these two groups who find themselves being dismissed by their employer.

Employment discrimination is a violation of fundamental human rights, so it is possible to contact the Slovak National Centre for Human Rights, the relevant trade union body or a court in this matter.

Elaboration of tasks:

Level 2 – Template of an employment contract

Employment Contract Template

This contract, dated on the ____ day of _____ in the year 20____, is made between [company name] and [employee name] of [city, state]. This document constitutes an employment agreement between these two parties and is governed by the laws of [state or district].

WHEREAS the Employer desires to retain the services of the Employee, and the Employee desires to render such services, these terms and conditions are set forth.

IN CONSIDERATION of this mutual understanding, the parties agree to the following terms and conditions:

1. Employment

The Employee agrees that he or she will faithfully and to the best of their ability carry out the duties and responsibilities communicated to them by the Employer. The Employee shall comply with all company policies, rules and procedures at all times.

2. Position

As a [job title], it is the duty of the Employee to perform all essential job functions and duties. From time to time, the Employer may also add other duties within the reasonable scope of the Employee's work.

3. Compensation

As compensation for the services provided, the Employee shall be paid a wage of €_____ [per hour/per annum] and will be subject to a(n) [quarterly/annual] performance review. All payments shall be subject to mandatory employment deductions (State & Federal Taxes, Social Security, Medicare).

4. Benefits

The Employee has the right to participate in any benefits plans offered by the Employer. The employer currently offers [list benefits, if any]. Access to these benefits will only be possible after the probationary period has passed.

5. Probationary Period

It is understood that the first [time frame] of employment constitutes a probationary period. During this time, the Employee is not eligible for paid time off or other benefits. During this time, the Employer also exercises the right to terminate employment at any time without advanced notice.

6. Paid Time Off

Following the probationary period, the Employee shall be eligible for the following paid time off:

- [length of time for vacation]
- [length of time for sick/personal days]
- Bereavement leave may be granted if necessary.

The employer reserves the right to modify any paid time off policies.

7. Termination

It is the intention of both parties to form a long and mutually profitable relationship. However, this relationship may be terminated by either party at any time provided [length of time] written notice is delivered to the other party.

The Employee agrees to return any Employer property upon termination.

8. Non-Competition and Confidentiality

As an Employee, you will have access to confidential information that is the property of the Employer. You are not permitted to disclose this information outside of the Company.

During your time of Employment with the Employer, you may not engage in any work for another Employer that is related to or in competition with the Company. You will fully disclose to your Employer any other Employment relationships that you have and you will be permitted to seek other employment provided that (a.) it does not detract from your ability to fulfill your duties, and (b.) you are not assisting another organization in competing with the employer.

It is further acknowledged that upon termination of your employment, you will not solicit business from any of the Employer's clients for a period of at least [time frame].

9. Entirety

This contract represents the entire agreement between the two parties and supersedes any previous written or oral agreement. This agreement may be modified at any time, provided the written consent of both the Employer and the Employee.

10. Legal Authorisation

The Employee agree that he or she is fully authorized to work in [country name] and can provide proof of this with legal documentation. This documentation will be obtained by the Employer for legal records.

11. Severability

The parties agree that if any portion of this contract is found to be void or unenforceable, it shall be struck from the record and the remaining provisions will retain their full force and effect.

12. Jurisdiction

This contract shall be governed, interpreted, and construed in accordance with the laws of [state, province or territory].

In witness and agreement whereof, the Employer has executed this contract with due process through the authorization of official company agents and with the consent of the Employee, given here in writing.

Employee Signature

Date

Company Official Signature

Date

Level 2 – Sentences and words:

As compensation for the services provided, the Employee shall be paid a wage of € 800 per hour and will be subject to an annual performance review.

| | | | | | | | |
|--------------|-----|----------|----------|------|-----|-------|-----|
| compensation | As | services | Employee | wage | the | and | of |
| performance | for | € _____ | subject | hour | be | be | to |
| provided, | the | will | annual | paid | a | shall | per |
| | | review. | | an | | | |

During this time, the Employee is not eligible for paid time off or other benefits.

| | | | | |
|-------|------|--------|----------|-----------|
| time, | off | not | for | Employee |
| paid | this | other | the | time |
| is | or | During | eligible | benefits. |

The Employee agrees to return any Employer property upon termination.

| | | | | |
|----------|--------------|----------|----------|--------|
| Employee | to | Employer | upon | return |
| any | termination. | agrees | property | The |

It is understood that the first 3 months of employment constitutes a probationary period.

| | | | | |
|-------|--------------|--------|---------|------------|
| It | constitutes | 3 | of | understood |
| first | probationary | | period. | the |
| that | employment | months | a | is |

Level 3 - examples

1. The employer gives attendance benefits to people who have not missed a day of work. In doing so, statistics show that many more women are absent from work due to the care or treatment of children or other dependent loved ones, so they have virtually no access to the benefit.
2. Approval in the workplace, ridicule, ironic remarks, gestures, slander, unjustified assignments...
3. The company boss instructs the HR manager to get rid of a pregnant employee
4. The employer has excluded you from the recruitment process because your permanent or temporary residence address is located in a locality that is primarily inhabited by socially excluded population groups.
5. The employer requires a photograph of your face to be included in your job application in order to be able to screen out job applicants by ethnicity in the first round.
6. Your colleague's salary is higher, despite the fact that you have the same job title with comparable qualifications and experience.
7. The employer replaces work and protective equipment more frequently for those colleagues who perform well.
8. The employer does not assign you work because of a personal conflict.
9. The construction manager directs the foreman to assign more work tasks to Roma male and female employees than to employees from the majority society.

| | |
|---------------------|--|
| Exercise no: | 18 |
| Subject: | Discrimination in employment |
| Title: | Definition of the term "Discrimination in the workplace" |

Definition of discrimination in employment (to be read by the trainer)

Treating people in an inappropriate manner on the basis of characteristics unrelated to their qualifications and the requirements of the job.

It is the tendency to exclude, either consciously or subconsciously, especially from employment, corporate training, promotion or the provision of employee benefits. The groups of people most at risk of employment discrimination include members of ethnic minorities, older people, people with disabilities, but especially women. They are statistically the most affected by employment discrimination, as discrimination based on sex and gender is the most widespread type of discrimination.

Discriminatory practices by employers can take different forms and can manifest themselves at different stages of employment:

- 1. Discrimination in recruitment**
- 2. Discrimination in the course of employment**
- 3. Discrimination in dismissal from employment.**

Examples for discrimination in employment

1. In a job advertisement is written "We are looking for a native speaker with a lovely voice as telephone operator".
2. In the responding letter, the potential employee writes that the company refuses to employ persons of colour.
3. In the job interview, the manager asks if the applicant celebrates Ramadan.
4. Due to her scarf, the new employee is not assigned to have contact to clients. She is rather supposed to work in a back office.
5. A woman works with her husband in the same factory and does the same job – but she receives less salary than he does.
6. A woman stands for another system of economy, she demonstrates for it and expresses her opinion in the social media. Because of that, she is fired by her boss.

| | |
|---------------------|------------------------------|
| Exercise no: | 19 |
| Subject: | Discrimination in employment |
| Title: | Work contract |

Employment Contract Template

This contract, dated on the ____ day of _____ in the year 20____, is made between [company name] and [employee name] of [city, state]. This document constitutes an employment agreement between these two parties and is governed by the laws of [state or district].

WHEREAS the Employer desires to retain the services of the Employee, and the Employee desires to render such services, these terms and conditions are set forth.

IN CONSIDERATION of this mutual understanding, the parties agree to the following terms and conditions:

1. Employment

The Employee agrees that he or she will faithfully and to the best of their ability carry out the duties and responsibilities communicated to them by the Employer. The Employee shall comply with all company policies, rules and procedures at all times.

2. Position

As a [job title], it is the duty of the Employee to perform all essential job functions and duties. From time to time, the Employer may also add other duties within the reasonable scope of the Employee's work.

3. Compensation

As compensation for the services provided, the Employee shall be paid a wage of €_____ [per hour/per annum] and will be subject to a(n) [quarterly/annual] performance review. All payments shall be subject to mandatory employment deductions (State & Federal Taxes, Social Security, Medicare).

4. Benefits

The Employee has the right to participate in any benefits plans offered by the Employer. The employer currently offers [list benefits, if any]. Access to these benefits will only be possible after the probationary period has passed.

5. Probationary Period

It is understood that the first [time frame] of employment constitutes a probationary period. During this time, the Employee is not eligible for paid time off or other benefits. During this time, the Employer also exercises the right to terminate employment at any time without advanced notice.

6. Paid Time Off

Following the probationary period, the Employee shall be eligible for the following paid time off:

- [length of time for vacation]
- [length of time for sick/personal days]
- Bereavement leave may be granted if necessary.

The employer reserves the right to modify any paid time off policies.

7. Termination

It is the intention of both parties to form a long and mutually profitable relationship. However, this relationship may be terminated by either party at any time provided [length of time] written notice is delivered to the other party.

The Employee agrees to return any Employer property upon termination.

8. Non-Competition and Confidentiality

As an Employee, you will have access to confidential information that is the property of the Employer. You are not permitted to disclose this information outside of the Company.

During your time of Employment with the Employer, you may not engage in any work for another Employer that is related to or in competition with the Company. You will fully disclose to your Employer any other Employment relationships that you have and you will be permitted to seek other employment provided that (a.) it does not detract from your ability to fulfill your duties, and (b.) you are not assisting another organization in competing with the employer.

It is further acknowledged that upon termination of your employment, you will not solicit business from any of the Employer's clients for a period of at least [time frame].

9. Entirety

This contract represents the entire agreement between the two parties and supersedes any previous written or oral agreement. This agreement may be modified at any time, provided the written consent of both the Employer and the Employee.

10. Legal Authorisation

The Employee agree that he or she is fully authorized to work in [country name] and can provide proof of this with legal documentation. This documentation will be obtained by the Employer for legal records.

11. Severability

The parties agree that if any portion of this contract is found to be void or unenforceable, it shall be struck from the record and the remaining provisions will retain their full force and effect.

12. Jurisdiction

This contract shall be governed, interpreted, and construed in accordance with the laws of [state, province or territory].

In witness and agreement whereof, the Employer has executed this contract with due process through the authorization of official company agents and with the consent of the Employee, given here in writing.

Employee Signature

Date

Company Official Signature

Date

| | |
|---------------------|-------------------------------|
| Exercise no: | 20 |
| Subject: | Discrimination in employment |
| Title: | Respect for employee's rights |

General rights of employees

- Getting salary for a provided service
- Right of employment
- Right of freedom to speak out. However, in this he/she also needs to consider the interests of employer, clients and contractual partners
- Right of equal treatment
- Right of holidays, maternal leave and spare time
- Right of breaks, e.g. lunch break
- Right to get a reference after the termination
- Right of duty of care through the employer
- Right of job protection as soon as the work relation takes longer than 6 months

What to do if those rights are not provided?

- At first, speak again with the employer and – if reasonable – also with colleagues
- Addressing NGO or consultation offices providing advice and help
- Contacting the responsible worker's council or union
- If no solution is found this way, ask a specialised lawyer for labour law for support

| | |
|---------------------|----------------------------------|
| Exercise no: | 21 |
| Subject: | Right of claiming state benefits |
| Title: | Availability |

Level 2 – scattered texts

1. Child allowance

As a rule, you receive at least _____ for each child per _____. If you have more children, their _____ determines the amount of the _____. This is also valid if one of the children is _____ living with you anymore. From the third child, the Child Allowance is _____.

higher / Child Allowance / month / not / 219 Euro / number

2. Benefits for families with low income

Families with _____ income can for example receive additional _____ allowances, take part in the "Education and participation" _____, get a housing assistance, mothers who are thinking about _____ are promoted by the Federal Foundation „_____ and Child". Another possibility is to get money for family recreation times in family _____ homes or cures.

vacation / child / abortion / low / programme / Mother

3. Unemployment Benefits

To get unemployment benefits, you need to have worked at least _____ months in a permanent job in the 30 _____ prior to the application. You must be registered as unemployed. The monthly amount of the unemployment benefit is based on the _____ of the last 12 months. The duration of the payment depends on the _____ of your previous job.

months / salary / 12 / duration

4. Social Aid

Social Aid is for people who _____ work. It is only available if neither the according person nor his/her family can finance his/her daily life. The aid is a contribution to _____ needs, such as food, clothes, hygiene, equipment of the flat, electricity, costs for participating in social life. The amount is between 283 € (children until 6 years) and _____ (adult single or single mother/_____).

446 € / regular / father / cannot

Level 3 – texts and lists**1. Child allowance**

As a rule, you receive at least 219 € for each child per month. If you have more children, their number determines the amount of the Child Allowance. This is also valid if one of the children is not living with you anymore. From the third child, the Child Allowance is higher.

Necessary documents:

- The application for receiving Child Allowance
- The birth certificate of the child
- The tax identification number of the parents and of the child
- A proof of the relation of the applicant/s with the child

If the child is already of full age, the following documents need to be submitted in addition:

- Certificate from the school, about the apprenticeship or the study
- Confirmation of the labour office, if applicable

2. Benefits for families with low income

Families with low income can for example receive additional child allowances, take part in the "Education and participation" programme, get a housing assistance, mothers who are thinking about abortion are promoted by the Federal Foundation „Mother and Child". Another possibility is to get money for family recreation times in family vacation homes or cures.

Necessary documents:

- Different documents for different benefits
- Proof of the low income
- Proof of the situation the applying person is in
- Confirmation of an according consultation, if applicable
- Proof that other support offers are not used or have been used without the envisaged impact, if applicable

3. Unemployment Benefits

To get unemployment benefits, you need to have worked at least 12 months in a permanent job in the 30 months prior to the application. You must be registered as unemployed. The monthly amount of the unemployment benefit is based on the duration of the last 12 months. The duration of the payment depends on the salary of your previous job.

Necessary documents:

- The application for receiving unemployment benefit
- The termination / dismissal from the employer
- Passport
- Social insurance documents
- Curriculum Vitae
- Proofs of the salary from the last 12 months (e.g. payslips, income tax assessment)

5. Social Aid

Social Aid is for people who cannot work. It is only available if neither the according person nor his/her family can finance his/her daily life. The aid is a contribution to regular needs, such as food, clothes, hygiene, equipment of the flat, electricity, costs for participating in social life. The amount is between 283 € (children until 6 years) and 446 € (adult single or single mother/father).

Necessary documents:

- The application for receiving social aid
- Proofs of income (e.g. certificate on unemployment benefit, confirmation of retirement)
- Bank account sheets
- Proofs of property
- Certificates of doctor's proofing the incapability to work
- Copies of relevant insurances
- Copy of the rental agreement
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|--------------|----------------------------------|
| Exercise no: | 21 a |
| Subject: | Right of claiming state benefits |
| Title: | Where can you get what? |

Contact details – Level 1: (filled information):

1. Child allowance



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.....Street
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2. Benefits for families with low income



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.....Street
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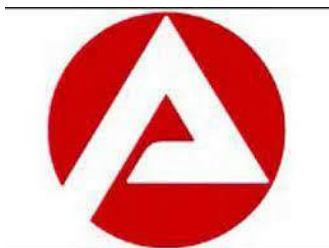


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3. Unemployment Benefits



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.....Street
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4. Social Aid



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.....Street
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Sheets for group work – Level 2:

1. Child allowance



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.....Street
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2. Benefits for families with low income



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.....Street
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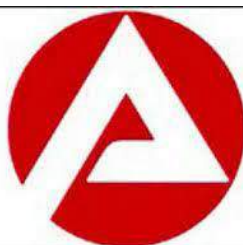
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3. Unemployment Benefits



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.....Street

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4. Social Aid



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.....Street
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Contact details – Level 3:

Text with contact details of institutions providing child allowances:

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Text with contact details of institutions providing benefits for families with low income:

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Text with contact details of institutions providing unemployment benefits:

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Text with contact details of institutions providing social aid:

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Sheets for group work:

1. Child allowance



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.....Street

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2. Benefits for families with low income



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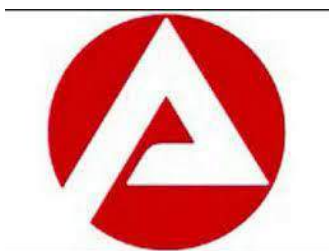
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3. Unemployment Benefits



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4. Social Aid



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|---------------------|----------------------------------|
| Exercise no: | 22 |
| Subject: | Right of claiming state benefits |
| Title: | State Benefits – Do you get it? |

STATE BENEFITS

List of available state benefits:

1. Family Aid

- Child allowance: at the moment 219 € per child and month (until 18 years – also after 18 if the child stays home during professional education or study, if it is unemployed or doing an internship)
- different kinds of maternity aids before and after childbirth (depending on the kind of job etc.)
- parents' allowance after childbirth
- tax reductions
- pre-payment of alimony (if for example the biological father does not pay it)

2. Benefits for families with low income

- additional children's allowances
- „Education and participation“ programme -> co-financing of school material, class trips, promotion of learning, lunch at school ...
- housing assistance
- Federal Foundation „Mother and Child“ -> financial support for mothers who are thinking about abortion without this support
- family recreation times in family vacation homes
- cures

3. Unemployment Benefit

- At least 12 months in a permanent job in the 30 months prior to the application
- Registered as unemployed
- Unemployed but capable of work for at least 15 hours per week
- Looking for a permanent job (with social insurance) and working for it together with the Labour Office
- Monthly amount of the benefit is based on the last 12 months
- Duration of payment depends on the duration of the previous job and the age (between 12 – 24 months)

4. Unemployment Benefit II

- At least 15 years old
- Capable of working for at least three hours per day
- Need for help in the so-called community of needs (= household)
- Before receiving the benefit, the household must use all its own resources first (= **any** kind of income or property)
- Provided for 6 – 12 months
- Regular contribution to: food, clothes, hygiene products, equipment for the flat, personal needs
- Contribution to: rent, costs for water and heating
- One-time payments, e.g. in case of childbirth, movement into another flat ...

5. Social Aid

- For people who are not capable of work
- Only available if neither the according person nor his/her family can finance his/her daily life
- Contribution to regular needs: food, clothes, hygiene, equipment of the flat, electricity, costs for participating in social life
- Between 283 € (children until 6 years) and 446 € (adult single or single mother/father)

6. Financial support for families in the Corona pandemic

- Contribution to balancing salary loss due to necessary children's care at home
- Children's spare time bonus (100 € for spare time activities and sport) -> available for families with low income
- Monthly children's allowance up to 205 € -> available for families with a certain cross income per month
- Reduced-hours-compensation
- ...

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|---------------------|--------------------------------------|
| Exercise no: | 23 |
| Subject: | Right of claiming state benefits |
| Title: | State Benefits – What could you get? |

List of available state benefits:

1. Family Aid

- Child allowance: at the moment 219 € per child and month (until 18 years – also after 18 if the child stays home during professional education or study, if it is unemployed or doing an internship)
- different kinds of maternity aids before and after childbirth (depending on the kind of job etc.)
- parents' allowance after childbirth
- tax reductions
- pre-payment of alimony (if for example the biological father does not pay it)

2. Benefits for families with low income

- additional children's allowances
- „Education and participation“ programme -> co-financing of school material, class trips, promotion of learning, lunch at school ...
- housing assistance
- Federal Foundation „Mother and Child“ -> financial support for mothers who are thinking about abortion without this support
- family recreation times in family vacation homes
- cures

3. Unemployment Benefit

- At least 12 months in a permanent job in the 30 months prior to the application
- Registered as unemployed
- Unemployed but capable of work for at least 15 hours per week
- Looking for a permanent job (with social insurance) and working for it together with the Labour Office
- Monthly amount of the benefit is based on the last 12 months
- Duration of payment depends on the duration of the previous job and the age (between 12 – 24 months)

4. Unemployment Benefit II

- At least 15 years old
- Capable of working for at least three hours per day
- Need for help in the so-called community of needs (= household)
- Before receiving the benefit, the household must use all its own resources first (= **any** kind of income or property)
- Provided for 6 – 12 months
- Regular contribution to: food, clothes, hygiene products, equipment for the flat, personal needs
- Contribution to: rent, costs for water and heating
- One-time payments, e.g. in case of childbirth, movement into another flat ...

5. Social Aid

- For people who are not capable of work
- Only available if neither the according person nor his/her family can finance his/her daily life
- Contribution to regular needs: food, clothes, hygiene, equipment of the flat, electricity, costs for participating in social life
- Between 283 € (children until 6 years) and 446 € (adult single or single mother/father)

6. Financial support for families in the Corona pandemic

- Contribution to balancing salary loss due to necessary children's care at home
- Children's spare time bonus (100 € for spare time activities and sport) -> available for families with low income
- Monthly children's allowance up to 205 € -> available for families with a certain cross income per month
- Reduced-hours-compensation
- ...

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|---------------------|----------------------------------|
| Exercise no: | 24 |
| Subject: | Right of claiming state benefits |
| Title: | State Benefits – linked words |

List of available state benefits:

1. Family Aid
2. Benefits for families with low income
3. Unemployment Benefit
4. Unemployment Benefit II
5. Social Aid
6. Financial support for families in the Corona pandemic