adile

Accessible Distance Learning

TRAINING TOOLKIT AND METHODOLOGY

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TRAINING TOOLKIT AND METHODOLOGY

INTRODUCTION

The ADILE project is implemented in Italy , Spain

Poland , Ireland and Belgium .

The ADILE project promotes:

♦ Empowerment of people with intellectual disability.

♦ Accessibility of ICT tools for distance learning.
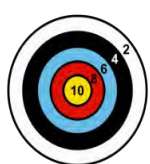
The specific objectives of the ADILE project are:

♦ Acquire the skills that help improve personal autonomy.

♦ Develop an accessible online platform for people with intellectual disabilities.

♦ Set an unique model of distance learning for all people with intellectual disability in Europe.

ADILE TRAINING TOOLKIT

This document, called ADILE Training Toolkit is dedicated to people with intellectual disabilities.
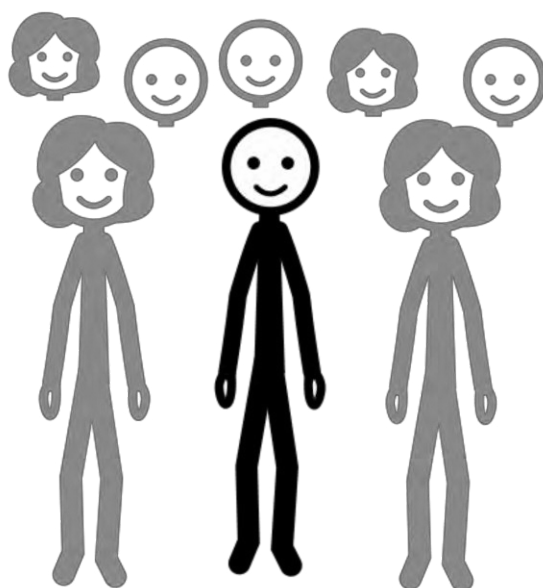
This toolkit has been created with the objective of supporting people with intellectual disabilities when doing the courses.

These are the results implemented in Spain, Italy, Poland, Ireland and Belgium.

The document aims to help the learners with intellectual disabilities make the most out of the course and its modules.

HOW TO USE THE TOOLKIT

We recommend you have this toolkit open while taking the course. If you have trouble understanding some modules or areas you can click on the module you need and it will be explained there. Each of the 12 modules can be approached both as a single learning experience or considered as a whole education package following a learning path (from module 1 to module 12). You can do one module or as many as you want. You can do them in any order.

> **At the beginning of every module you will find:**
>
> **Area Title:** This is the title area you are working on. This does not change for the 3 modules that each area has.
>
> **Module Title:** This is the module you are currently working on.
>
> **Introduction about the area:** A short text about the key concepts you will find in the module.
>
> **Why this module is important:** There are three to six objectives that will help you understand why the module is important to learn.
>
> **At the end of this module you can:** There are three to six learning objectives for the module. This helps you to know beforehand what will be taught in the module.
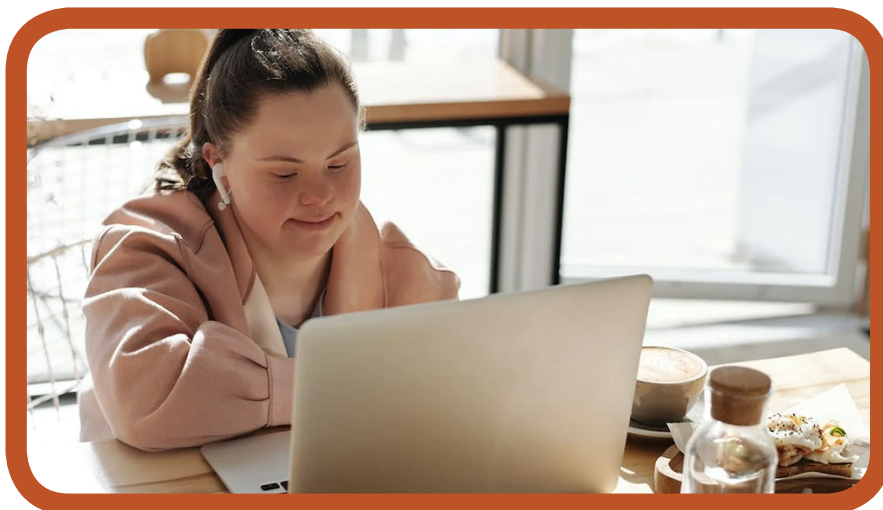
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AREA 1 DIGITAL COMPETENCES

MODULE 1.1 EMAIL

INTRODUCTION AREA

Email was one of the first services offered on the internet, and it is still one of the most popular services in the world. Email is used in both personal and professional enviroments.

It also necessary to create account on other platforms like Zoom or Teams.

AT THE END OF THE MODULE YOU WILL...

♦ Learn what email is Learn why email is so important.
♦ Learn how to set up an email account.
♦ Learn what the basic functions on an email are.

WHY THIS MODULE IS IMPORTANT
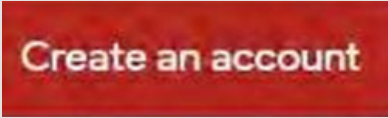
♦ Knowing the role of email is important.

♦ Knowing how to set up an email is important.

♦ Knowing how to use email, and for what, is important.

KEEP IN MIND

CREATE A GMAIL ACCOUNT

- ♦ Type "setting up email" into your browser.
- ♦ Gmail is the most popular platform, so select this email platform
- ♦ Click the "create an account" button. After clicking that button, your browser will take you to a page to create your Gmail account.

Create an account

You won't be able to get a Gmail account if:

- ♦ The username you chose is already being used.
- ♦ The username you chose is very similar to an existing username.
- ♦ The username you chose has already been used in the past and then deleted.
- ♦ The username you chose has been reserved by Google to prevent spam or abuse.

Now is time for password.

For example: Adile2022#

(Letters, numbers, symbols)

- ♦ Remember to use 8 or more characters with a mix of letters, numbers & symbols.
- ♦ Remember to write down your password so that you don't forget it and hide this in a safe place so no one can steal it from you.
- ♦ Next, the platform will ask you to enter your telephone number, date of birth and gender.

KEEP IN MIND

♦ Then, you may be asked to confirm your phone number via text message.

♦ In the text message, there is a code.

♦ Enter the code provided into the window that pops up on the screen.

♦ The following pop-up questions will be about: personalisation setting. Please provide examples.

♦ Choose the ones you think are right for you.

You will then be shown the terms and conditions.
What are they? The Terms and Conditions are a contract in which the platform explains the conditions of use of its service.

You should read the Terms and Conditions and, finally, confirm. And we've got it! Your account is ready!

GAMES

GAME 1

Arrange the sentences in the correct sequence, writing the correct order of numbers at the bottom so that it is chronological from beginning to end.

1. Set up a password

2. Enter your personal data

3. Enjoy your own email

4. Finish creating your Gmail account by providing you telephone number

5. Choose an account name

6. Search for "setting up an email account" and select the Gmail platform

7. Read and approve the terms and conditions

— — — — — — —

GAMES

GAME 2

Circle true or false for the following statements about emails

We can send text messages via email (T / F)

Email is needed to send gifts (T / F)

I cannot use the Internet without an email account (T / F)

I can only set up an email account on Gmail- there is no other platform (T / F)

I may need an email account to set up accounts on other platforms (T / F)

I need to create my own password for my email (T / F)

GAME 3

Select correct passwords for email

1. adile
2. aDiLe
3. Adile2022#
4. adile2$
5. 5055adile#

MODULE 1.2 ZOOM

INTRODUCTION AREA

Zoom is one of the most popular applications for video calling.
Zoom is free and accessible, and allows video calling for multiple people. It can be used for personal and professional video callings.

AT THE END OF THE MODULE YOU WILL...

♦ Learn what a Zoom meeting is.

♦ You will learn how to connect to the meeting.

♦ You will learn what the functions in the Zoom meeting are and what they are for.

♦ You will learn what the Zoom meeting tool can be used for.

WHY THIS MODULE IS IMPORTANT

♦ Knowledge of online communication is important and necessary.

♦ This knowledge helps us to communicate with other people online.

♦ This knowledge helps us understand zoom meeting functions.

KEEP IN MIND

HOW TO JOIN A MEETING

Joining a Zoom meeting is very simple.

♦ First of all, the organiser of the meeting must send us a link to the meeting - this can be done by email, SMS, on Messenger or WhatsApp.
♦ You will receive a link to the meeting from the organiser. The organiser is the one who will start the meeting.
♦ Once you have received the link, click onit Then a browser window opens.
♦ There you are asked if you want to "open Zoom" or join the meeting in the browser.

If you do not have an account set up, you can join as a "guest" and you will need to provide some information about yourself.

♦ In the first window that appears, enter your name or the nickname you wish to display and select "Join Meeting".
♦ You will be asked to accept the Terms and Conditions, so click on "I Agree".
♦ Finally, select "Join with Computer Audio" to give Zoom access to your microphone.

If you join a meeting ahead of the scheduled time, the organiser must give you permission to join.

The screen will then display the message 'Please wait, the meeting host will let you in soon'.
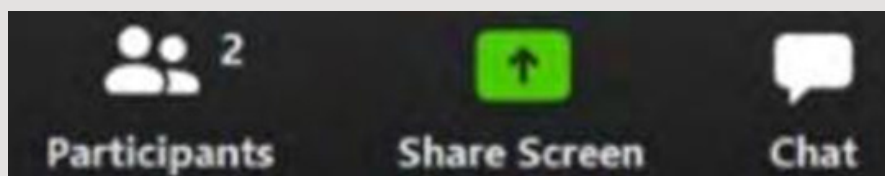
KEEP IN MIND

HOW TO JOIN A MEETING
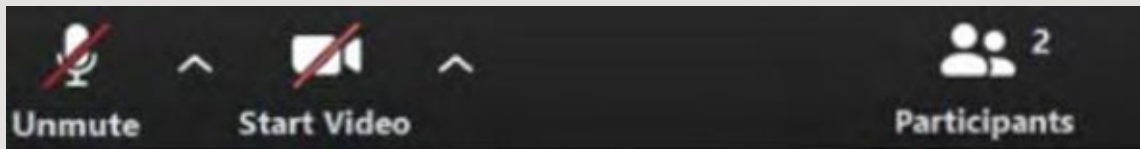
In the bottom left corner you will find two buttons: one for the microphone and one for the camera.

When the microphone icon is crossed out in red, this means that the microphone is switched off. If you speak, other people in the meeting will not be able to hear you.
When the camera icon is crossed out in red, it means the camera is off.

To **ACTIVATE** the microphone, click on its icon. When the red bar has disappeared, you can speak and other people in the meeting will hear you when you speak.

To **ACTIVATE** the video camera click on its icon. When the red bar has disappeared, others will be able to see you.

If you want to **SWITCH OFF** the microphone, click on its icon and a red bar will appear. The microphone is switched off.

If you want to **SWITCH OFF** the camera, click on its icon and a red bar will appear. The camera is off.

KEEP IN MIND

WHAT ARE THE FUNCTIONS OF ZOOM MEETING?

♦ You can see how many people are in a call
♦ You can view the names of the participants
♦ You can use the chat function and send links or text messages during the meeting
♦ The "share screen" option is used to share your own computer screen, e.g. when discussing your own presentation. In a simple one-click operation, all participants in the conversation will see your screen. To stop this, click in the same place which will now have the name "stop share":
  ♦ You will find this function in the bottom bar. and when you click on it, a chat window will pop up.
  ♦ Write your text. Then click the Enter button.
  ♦ All the participants can now read your message.
  ♦ You can also read the participants' messages
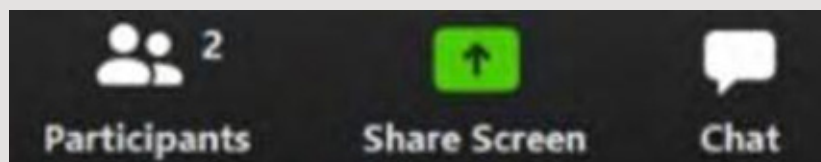
HOW DO YOU LEAVE A ZOOM MEETING?

♦ Nothing could be simpler!
♦ To leave or end a meeting click on the red 'Leave Meeting' button, which is located on the bottom right corner."
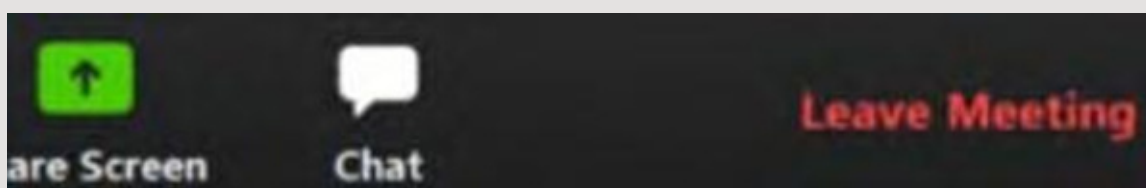
GAMES

GAME 1

Rearrange the sentences so that they are in the correct sequence. Write the correct order of numbers at the bottom of this page, so that it is chronological from beginning to end.

1. Switch on the camera

2. Leave the meeting

3. Connect to the Zoom meeting using the link provided

4. Choose wether you want to switch your microphone on or off

5. Raise hand to say something

6. Enter your username

7. Accept the Zoom service rules

— — — — — — —

GAMES

GAME 2

Circle true or false for the following statements about Zoom

I can talk with other people online with a Zoom meeting. (T / F)

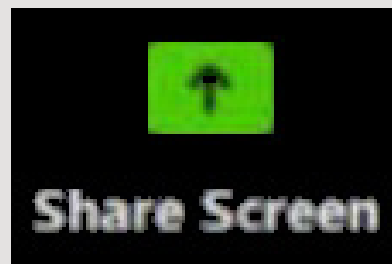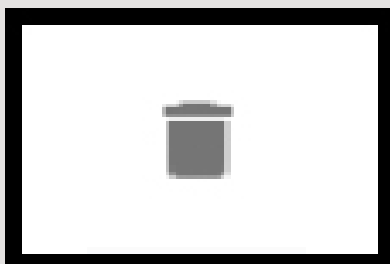With zoom meeting I can share my screen. (T / F)

Zoom meetings are only for women. (T / F)

Zoom meeting are the only way to communicate via the internet.
(T / F)

During the zoom meeting I can switch on my camera so that
others participants can see me. (T / F)

GAME 3

Mark which functions belong to the zoom meeting

Unmute

Chat

Share Screen
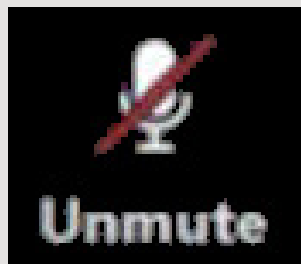
MODULE 1.3 GOOGLE MEET

INTRODUCTION AREA

When you want to quickly organise an online meeting, you can choose from more than a dozen tools.

With video calls, users can contact each other remotely across different platforms, devices and screens.

Video calling is a popular way of communicating important information related to professional and private life.

Google Meet is a group video calling service.

Anyone with a Google Account can access it. Google Meet is free and very easy to use.

AT THE END OF THE MODULE YOU WILL...

♦ Learn what a Google Meet meeting is.
♦ Learn how to join a Google Meet meeting.
♦ Learn how to use the basic functions of Google Meet meeting.

WHY THIS MODULE IS IMPORTANT

♦ Knowledge of online meetings is valuable and important.
♦ Knowledge of Google Meet functionality is valuable and important.
♦ Knowledge of this tool will allow you to explore the world of the internet and take advantage of many more opportunities.

KEEP IN MIND

GOOGLE MEET

Similar to the Zoom app, each online meeting launched on Google Meet has its own unique link through which we can connect.

You can access the Google Meet meeting on your web browser. Google Meet does not require an additional application.

If you join the meeting via smartphone, you can also connect via a browser.

HOW TO JOIN A GOOGLE MEET MEETING

♦ Type the following into your browser: Google Meet meeting.
♦ Then copy and paste the link with the invitation to the meeting that you may have received via email, messenger, whats-up or any other messenger into the box that pops up on the website.
♦ Then, click on Join, to take part to the meeting.

Now it's time for the microphone and camera settings:

♦ When the microphone icon is crossed out in red, this means that the microphone is switched off. If you speak, the others will not hear you.
♦ When the camera icon is crossed out in red, it means the camera is off. If you move the others will not see you.
♦ To **ACTIVATE** the microphone, click on its icon. When the red bar has disappeared, you can speak and others will hear you.
♦ To **ACTIVATE** the camera click on its icon. When the red bar has disappeared, others will see you.
♦ If you want to **SWITCH OFF** the microphone, click on its icon and a red bar will appear. The microphone is switched off and particiapants cannot hear you.
♦ If you want to **SWITCH OFF** the camera, click on its icon and a red bar will appear. The camera is off and participants cannot see you.

KEEP IN MIND
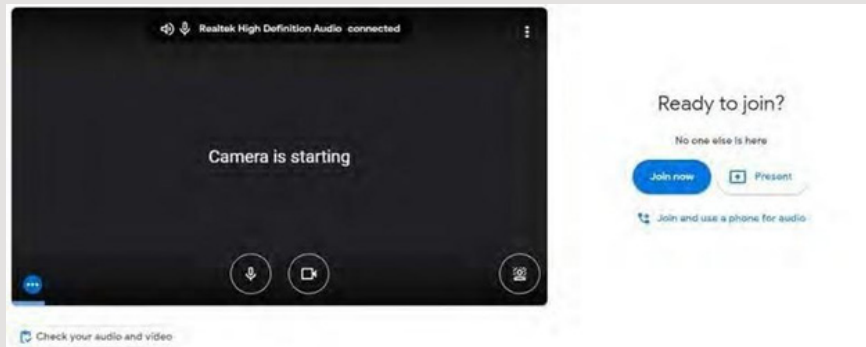
To join the conversation, click "Join Now".

In the bottom of the page there are three dots. If you click on them, a list of options will appear.
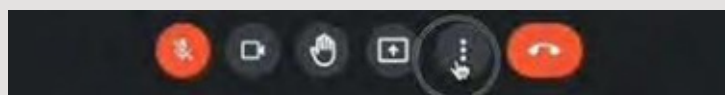
Among the options there is a "apply visual effects" one.

This option is used to blur the background or replace it with any picture.

This option is useful if you do not want the other participants see where you are located looks like.
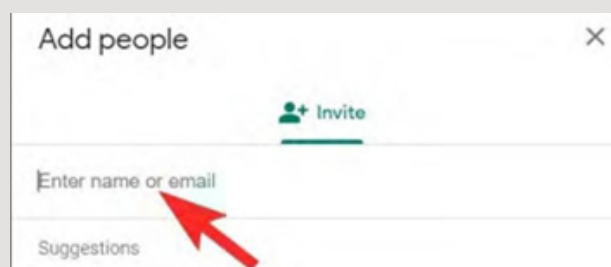
Invite people to join the meeting

Inviting other people to join the conversation is very easy to do. You can invite people from by clicking on the 'Add people' icon to add people from your mailing list. Enter the name or the email address of the people you want to invite in the text box.

With Google Meet you can also raise your hand and "share screen".

GAMES

GAME 1

Circle true or false for the following statements about Google Meet.

On Google Meet I can add other people to the call. (T / F)

I can send parcels through Google Meet. (T / F)

On Google Meet I can turn on the camera and change the background. (T / F)

Google Meet is only for universities. (T / F)

Google Meet allows me to share a screen. (T / F)

GAME 2

Give 5 reasons/ideas for organising a Google Meet meeting.

1. _____

2. _____

3. _____

4. _____

5. _____

MODULE 2.1 UNDERSTANDING OF A TEXT

INTRODUCTION AREA

'Learning to learn' is the ability to pursue and persist in learning, to organize one's own learning, through effective management of time and information.

This competence means gaining, processing and implementing new knowledge and skills, as well as seeking and making use of guidance.

AT THE END OF THE MODULE YOU WILL...

♦ Understand the meaning of a text.
♦ Answer to the 5 WH-Questions: Who, When, Where, Why, How.
♦ Create a story.

WHY THIS MODULE IS IMPORTANT

♦ This module gives the tools to understand words and sentences.
♦ It is important to have the tools to understand words and sentences, so that you understand the topic of a text.
♦ It is vital to be able to identify and understand different types of texts. For example, informative, descriptive, or narrative.

WHAT ARE THE WH-QUESTIONS?

This module is dedicated to understanding different types of text, such as a novel or a newspaper article.

What does "understanding" mean?

Understanding means grasping the meaning of what we are reading. In every text, we find many words, some we know and some we do not.

How can we be sure that we have understood? It's easy! In there you will find many tips for understanding everything we read.

Wh-questions are certain types of questions we ask to get information about different things. These questions are useful when reading in order to fully understand a text. The questions are six:

♦ **What – What happened?**
♦ **Who – Who is involved?**
♦ **When – When did it happen?**
♦ **Where- Where did it happen?**
♦ **How – How did it happen?**
♦ **Why – Why did it happen?**

 WHO is involved?

♦ A person.
♦ A name (Lisa, Dr. Angelo, Mr. Rossi).
♦ An occupation or description (police officer, librarian, teacher, elderly woman).
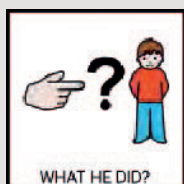
 WHAT did they do?

♦ This question serves to understand what the person involved did in the story (e.g. he went to the supermarket/ he was playing football..).

WHAT ARE THE WH-QUESTIONS?

 WHAT happened?

♦ This question serves to understand what happened and what events took place.

 WHEN did it happen?

♦ This question serves to understand when the events happened.

♦ A specific time 4:00, 6:00.

♦ A specific date (day, month, year).

♦ It contains words such as "after, during, at the same time, before".

 WHERE did it happen?

♦ This question serves to understand where the events happened.

♦ A specific place, such as a city or a country.

♦ A general place or location (at school, at the fair, in the cupboard).
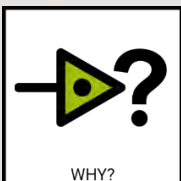
 WHY did it happen?

♦ This question serves to understand why the events happened.
♦ It provides a reason (because it was a long trip, because he/she was lonely).

GAMES

GAME 1

Read the text and answer the questions.

Anna is a very nice grandmother.

Today she went to the market and bought a basket of strawberries to make a big cake for her grandchildren. Here grandson, Luigi, ate a huge slice.

It was delicious!

Anna is a grandmother (T / F)

Anna bought cherries   (T / F)

Anna bought a cake at the bakery (T / F)

Anna baked a strawberry cake (T / F)

Luigi is Agata's grandson (T / F)

GAMES

GAME 2

Now it is your turn!
Choose pictures and invent a story by answering the questions on the next page.

WHO?

ME YOU GIRL BOY MAN WOMAN DOG

WHAT HE DID?

GO BUILD DANCE LISTEN WRITE PLAY

WHEN?

YESTERDAY TOMORROW TODAY MONDAY TIME AGO

WHERE?

FOREST CASTLE LIBRARY PARK SEA WHERE?

WHY?

ANGRY HAPPY HANDSOME ANGRY FEAR
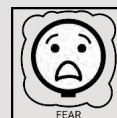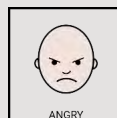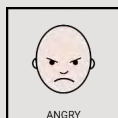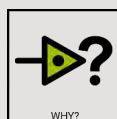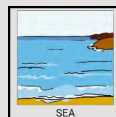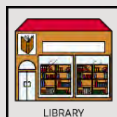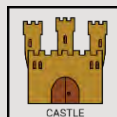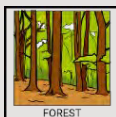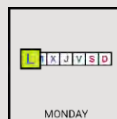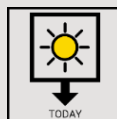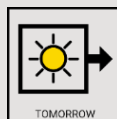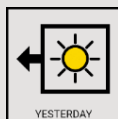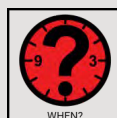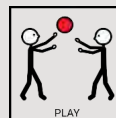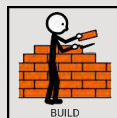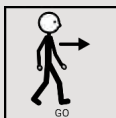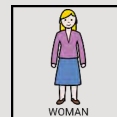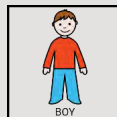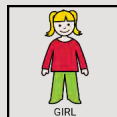
GAMES

GAME 3

Now on your own.
Invent a story by answering the questions.
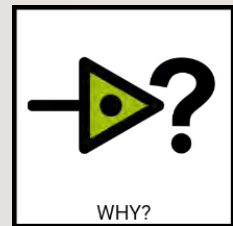
MODULE2.2 UNDERSTANDING THE NEWS

AT THE END OF THE MODULE YOU WILL...

♦ Increase your knowledge of specific terms (sustainability, pollution).
♦ Be able to understand the daily news.
♦ Apply the skills to newspaper, radio and television news.

WHY THIS MODULE IS IMPORTANT

♦ This modules gives the tools to understand words and sentences.
♦ This module gives the tools to understand the topic.
♦ This module gives the tools to understand the type of text (informative, descriptive, narrative...).

KEEP IN MIND

This module is dedicated to understanding the news we hear on TV, read in newspapers or on the Internet.

UNDERSTANDING means understanding the meaning of what we are hearing or reading.

Each piece of news helps us to understand what is happening in the world around us.

In this chapter you will find many tips for understanding what is happening in the world.

UNDERSTANDING the meaning of a news story by answering the 6 comprehension questions: Who? What? How? Where? When? Why?

Recount an event using the 6 guiding questions

♦   **What – What happened?**
♦   **Who – Who is involved?**
♦   **When – When did it happen?**
♦   **Where- Where did it happen?**
♦   **How – How did it happen?**
♦   **Why – Why did it happen?**

After reading or listening to the news, try answering these 6 Wh-questions. It will help you focus on the most important parts.

You can also use these questions to tell something that happened when recounting a story or experience.

LET'S PRACTICE THIS!

Marine pollution*

(source WWF*)

The ocean is a vast expanse of salt water that covers almost the entire planet earth.

Today, the ocean resembles a garbage dump*.

Man-made waste ends up in the sea, especially plastic. Plastic bags, balls, old shoes, often end up in the sea.

Plastic is a dangerous material because it risks being eaten by whales, seagulls, sea turtles and other animals.

Pieces of plastic can remain in the throats of animals and stop them breathing.

Also polluting the waters with waste are fishermen who lose their nets at sea or throw broken nets from boats. Whales, dolphins and other marine mammals get caught in the nets.

The difficult words:

Pollution: a dirty, waste-filled environment. Air, water and land can be polluted.

WWF: A huge organisation that fights to defend the environment and animals.

Garbage dump: Place where rubbish is left.

Write the words you do not know and look for the meaning:

_____

_____

_____

LET'S PRACTICE THIS!

Agenda 2030
For sustainable development*

In 2015, 193 countries of the earth came together and decided to write a document. This document is called Agenda 2030.

The 193 countries came together in the ORGANISATION OF THE UNITED NATIONS (UN)

The UN is AN ORGANISATION OF MANY COUNTRIES OF THE WORLD. THESE COUNTRIES COME TOGETHER IN THE UN TO MAINTAIN PEACE IN THE WORLD.

Inside the AGENDA 2030 are written 17 goals that we must achieve by 2030 to save the world! Countries come together and say: "We resolve to protect the rights of all people and SAVE the planet. We promise that no one will be left behind".

The goals are:

1. No poverty
2. Food for all (zero hunger)
3. Cure for everyone (good health and well-being)
4. School and study for all (quality education)
5. Equal rights for men and women (gender equality)
6. Clean water and sanitation
7. Clean energy for all (affordable and clean energy)
8. Work for all (decent work and economic growth)
9. New technologies that do not pollute (industry, innovation and infrastructure)
10. Eliminate the differences between rich and poor (reduced inequalities)
11. Making cities safe and clean (sustainable cities and communities)
12. Using products that do not pollute (responsible consumption and production)
13. Stop global warming (climate action)
14. Save the sea (life below water)
15. Save the earth's animals and plants (life on land)
16. Peace between countries (peace, justice and strong institutions)
17. Collaboration between all countries (partnerships for the goals)

LET'S PRACTICE THIS!

♦ **The difficult words**

Sustainable development: Sustainable development is about finding better ways of doing things, both for the future and the present. Sustainable development provides an approach to making better decisions on the issues that affect all of our lives

♦ **Write the words you do not know and look for the meaning:**

_____
_____
_____
_____

♦ **What does 'No one will be left behind' mean?**

_____
_____
_____
_____

LET'S PRACTICE THIS!

Answer by choosing the correct answer

1. Pollution can be:

☐ Of air, water and land.

☐ Only of water.

☐ Only of land.

2. Earth

☐ It is made up more of land than water.

☐ It is made more water than land.

☐ It is made water and land equally.

3. What are the more dangerous waste?

☐ Plastic.

☐ Paper.

☐ Wood.

LET'S PRACTICE THIS!

Answer by choosing the correct answer

4. WWF Is:

☐ A small organisation that works with energy.

☐ An organisation that fights to defend the environment and animals.

☐ A huge organisation that only works with animals.

5. The UN

☐ Is a sports organisation.

☐ Is an organisation committed to peace.

☐ Is made up of group of countries that want war.

6. What can I do?

_____

_____

_____

_____

_____

_____

_____

MODULE 2.3 MEMORIES TECNIQUES

AT THE END OF THE MODULE YOU WILL...

♦ Use different methods to do maths in your head in a fast way
♦ Recognise coins and banknotes without the need to check them several times
♦ Add up euros and cents to make your purchases independently
♦ Be able to train your memory every day by practicing at purchasing scenarios, consolidating what you have learnt.

WHY THIS MODULE IS IMPORTANT

♦You will learn to be autonomous in purchasing.
♦You will find that your memory will become increasingly agile in calculations.
♦You will plan the money you will need for your planned purchases each time you go out.

KEEP IN MIND

The aim of this module is to train your memory! Training your memory can not only be done through song and rhymes, but also through maths.

In this section, you will learn lots of methods for doing mental calculations and counting money quickly! Learn how to recognize coins and banknotes without having to turn them over!

Every purchase you make on your own will be like a workout!

We advise you to set aside coins smaller than 10 cents (all the brown ones) so your calculations will be easier.

While reading, you can help yourself by putting all the coins in your wallet next to each other.

Differences between banknotes and coins

BANKNOTES

COINS

♦ All the banknotes are rectangular.

♦ All the banknotes are made of paper banknotes are euros.

♦ All the coins are circular.

♦ All the coins are made of metal.

Differences between euros and cents

EURO FAMILY

CENTS FAMILY

♦ All banknotes are euros.

♦ Only the 1€ and 2€ coins are euro.

♦ All gold coins are cents.

KEEP IN MIND

Can you recognise coins without turning them over?

All coins in Europe have two sides!

The coins you see below are the same in almost every country in Europe.

Differences between euros and cents

But if we turn these coins over, we will notice that the designs change from one country to another this is the national side of the coin.

KEEP IN MIND

Let's start with the cents, and then the gold coins!

- ♦ They are the smallest cents.
- ♦ They have a more contoured edge.

- ♦ They are the average cents.
- ♦ They have a smooth edge with a few notches.
- ♦ They are the smallest cents.

- ♦ They are the biggest cents.
- ♦ They have a more contoured edge.

- ♦ They are gold and light grey in colour.
- ♦ They have both smooth and knurled edges.

- ♦ They are grey and gold in colour.
- ♦ They only have a knurled edge.

KEEP IN MIND

We learn the value order

We must once again distinguish between the family of cents and the family of euros.

Here are a few hepful tips to distinguish netween the coins:

Cents are worth less than euros.	Euros are worth more than cents.
Their value follows the order of their size. For example, the 10 cent coin is smaller than the 50 cent coin, and therefore has a smaller value.	Their value follows the order of their size. E.g. (1 euro is the smallest euro coin with the smallest value).

KEEP IN MIND

We learn the value order

The +1 is the number that comes next

When asked to add '+1' we must remember to always answer with the number following the starting number.
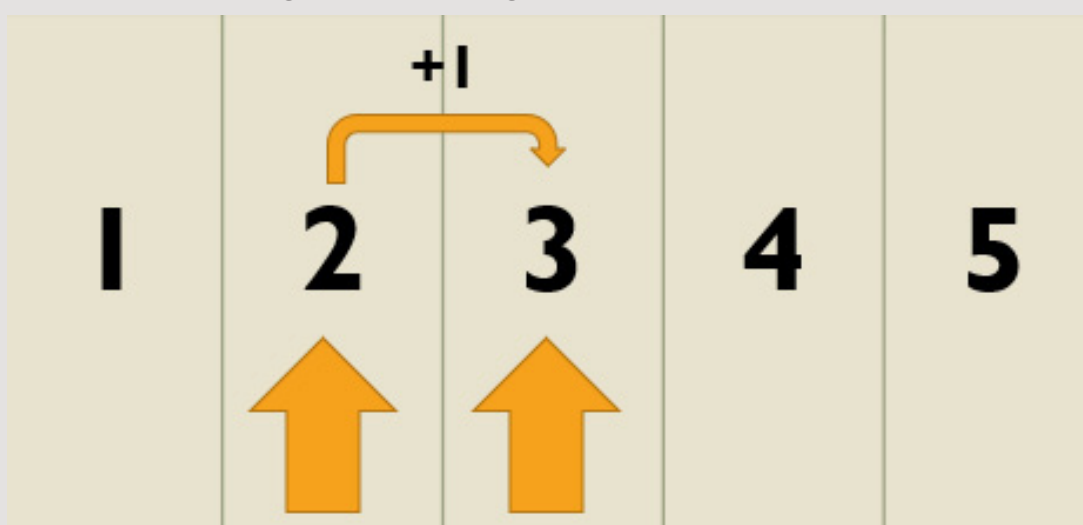
The +2 skips the number that comes after.

When asked to add '+2' we must remember that it always skips the next number and we must answer the one that comes after.
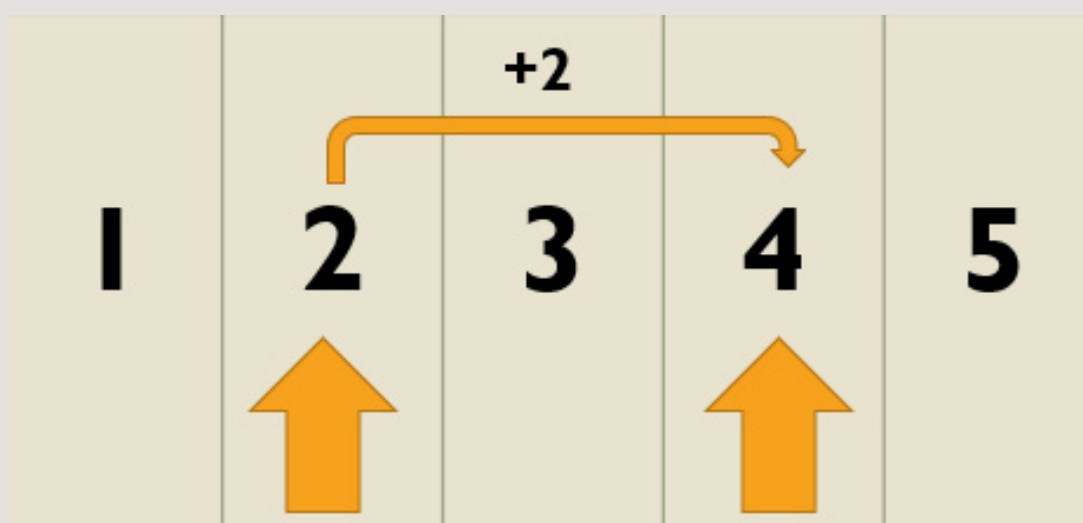
LET'S PRACTICE THIS!

EXERCISE +1

Place all the money in the central space.

The space on the left will be that of the euro family, the space on the right that of the cent family.

Recognise, among the money placed in the centre, which one to place in the euro family and which one in the cent family.

Do you recognise the reverse of each coin?

All coins are represented in two rows:

♦   The first line shows the front of the coins.

♦   The second line shows the reverse of the coins.

Recognise for each coin obverse on the first line its reverse on the second line so that you can match the front and reverse of the same coin.

LET'S PRACTICE THIS!

EXERCISE +2

 + **=**

 + **=**

 + **=**

AREA 3 SOCIAL AND CIVIC COMPETENCES

MODULE 3.1 DEMOCRACY AND VOTING

INTRODUCTION AREA

Civic competence equips individuals to fully participate in civic life. Civic education teaches about human rights and also provides knowledge, skills and understanding that can empower learners to promote, defend and apply human rights in daily life.

AT THE END OF THE MODULE YOU WILL...

♦ Learn the different government systems.
♦ Know how a democracy system works.
♦ Understand the different shapes of democracy systems.

WHY THIS MODULE IS IMPORTANT

♦ To recognize the importance of your vote.
♦ To know why your vote should count in a democracy To understand how a democratic.

KEEP IN MIND

The Government

A government is a group of people that has the power to rule over a community, like a state or a country. We will summarize the different types of governments and the structure of a democracy system.

Different types of governments

All governments are defined to have the responsibility of making laws and collect taxes, provide a justice system or provide as security system in the shape of police or military force, but overall all governments have a leader.

These are the three main governments:

Autocracy, Oligarchy and, Democracy

Autocracy
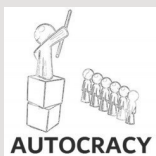
Autocracy is a government that the leader does not have to follow the law, or follow what the people want.

The most popular autocracies are absolute monarchy (a family rule the government) or dictatorship (people cannot dissent with the government).

When Italy was ruled by Benito Mussolini, this was called dictatorship.

Democracy

Most citizens can vote (over a certain age) and elect people organized into political parties to rule the country following certain ideology.

For example, all countries in EU are democracies.There are two main types of democracies:

♦ **Direct Democracy**: Every government decision is voted by citizens.
♦ **Representative Democracy:** People vote for representatives who make the decisions.

KEEP IN MIND

Democracies and the right to vote

In democracies the people participate in electing their rules and government decisions by voting. IT'S THE RIGHT TO VOTE.

Most countries set an age of vote. For example, a child who is 5 years old can't vote.

The age of when someone can vote might change from country to country but usually it is around 18 years old.

In Greece you can vote at 17 years old and in Austria at 16.

This is the concept of modern democracy but let take a moment to describe the evolution of this system through its history:

KEEP IN MIND

Some history

Democracy was an idea that started by citizens in the city of Athens in ancient Greece. It consisted in a system where decisions where discussed and decided by a citizen´s assembly.

The members of the assembly were selected by a raffle and the decisions were agreed after a majority of votes in favor.

In this primary system no women or slaves were allowed to vote, just men with the category of citizens.

The Greek democratic ideas then were exported to Ancient Rome, they started to approve laws and governments through citizen's assemblies. In order to be part of these assemblies, members had power, money, and mostly noble.

Being noble means belonging to a higher level than the rest ofthe citizens.

Democracy didn't come back until the end of the 18th century, in 1789, the French people defeated the absolute monarchy. From this moment on the modern concepts of democracy started, specially the right of Universal suffrage.

This right allowed people regardless of their income or social position to take part in the government by their vote. This right was still just for men as women won their right to vote mostly along the XX century

In some parts of the world some citizens were denied their right to vote or participate in society because of the color of their skin. In countries like South Africa that is called "apartheid" and that system wasn't completely abolished until 1993.

In other parts of the world like some states in the united states Afro-Americans were ignored from the democratic system limiting their rights to avoid to this group any power in their society. It was not until 1965 with the voting rights act, that citizens gained their rights.

This is a key example of what voting and vote can shape a democratic system and a whole society when vote is taking away from citizen.

LET'S PRACTICE THIS!

GAME 1

Select it's true or right

Democracy is when:

Most citizens can vote (over a certain age) (T / F)

Nobody can vote (T / F)

People don't have freedom (T / F)

GAME 2

Drag here the correct keywords related to democracy

Voting   Dictatorship   Oligarchy   Rights

Select the correct word related to voting

Elections   Dictatorship   Democracy

GAME 3

Drag the image depending if this is democracy or not

AUTOCRACY
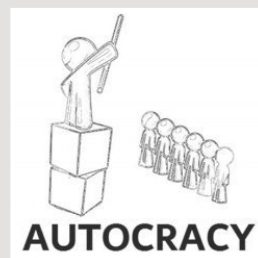
AREA 3 SOCIAL AND CIVIC COMPETENCES

MODULE 3.2 RIGHTS AND CIVIC CONDUCT

INTRODUCTION AREA

Civic competence equips individuals to fully participate in civic.
Civic education teaches about human rights and also provides knowledge, skills and understanding that can empower learners to promote, defend and apply human rights in daily life.

AT THE END OF THE MODULE YOU WILL...

♦ Develop an understanding of what human rights are.
♦ Appreciate the relationship between rights and responsibilities.
♦ Develop an understanding of civic conduct.
♦ Acquire the set of skills to act in the society in a tolerant and democratic way.
♦ Be an active citizen and fully participate in the society thinking always in the common good.

WHY THIS MODULE IS IMPORTANT

♦ To apply the concepts of human rights to your own life.
♦ To be a responsible citizen.
♦ To understand what is common good and act accordingly.
♦ Because civic competence is a essential element for society to function.
♦ To understand the concepts of social cohesion and social participation.

KEEP IN MIND

RIGHTS AND CIVIC CONDUCT

HUMAN RIGHTS

Human rights are the rights we have as human beings

They belong to all of us, regardless of who we are or where we live, and they cannot be taken away. They are the things we need in order to fully participate in society, and they protect every person's individual dignity.

Human rights can be the right to have something positive, as well as rights to be free from something negative.

For example:

Rights to have something (positive rights):

♦   The right to health

♦   The right to education

Rights to be free from something (negative rights):

♦   The right to be free from slavery

♦   The right to be free from discrimination

All human rights are protected by laws national or international, that means that countries have laws that protect human rights.

Countries have to make laws that protect the human rights of their citizens. For example, laws against slavery (working without being paid) and against being discriminated for your religion or sex or nationality.

They can also make laws to guarantee human rights, for example to make sure that everybody has access to go to school, to access healthcare and access to a house and not live in the streets.

Many of the values that underpin human rights are important values. Moral and ethical values determine what people think is right and wrong, and this is reflected in the law. Sometimes, if countries don't protect the human rights of their citizens because for example, they have made laws that go against them, international entities like the European Union or the United Nations can do things to avoid it.

An example of this is a country that makes a law denying rights to homosexual people. This law goes against human rights because it discriminates people for their sexual orientation.

KEEP IN MIND

RIGHTS AND CIVIC CONDUCT

CIVIC CONDUCT

Civic conduct is a set of skills that make people live life in a respectful way and the minimum standards of social behavior that allow us to live together as a community.

Civic behavior describes our obligations and duties in society and government.

Good civic conduct is considered of good behavior, or behavior required of any citizen.

Its related to the ability to engage with others in public and show interest in the problems that affect not only you and your loved ones, but all the community. Its taking care of the city or town when we live.

Not only wanting the success for you, but for all the society.

This can be achieve not only being respectful in your actions but also participating in the local politics of the place you live. (voting in local elections, being a candidate, trying to talk to politicians to make changes…)

An example of civic conduct is not throwing trash in the streets of your city or paying taxes.

Civic conduct can be regulated by the common sense of the citizens and for laws that make you behave in a certain way. For example, getting up to allow elder people to seat on the train is not a law and you won't be punished for not doing so but you can get in trouble if you see someone get hurt from a car accident and don't stop to help that person.

A very civic individual has to have always this in mind: Respect: A positive feeling for someone or something that makes you treat them or it correctly. The respect has to be for other people and for public spaces and public things; like publics parks and public trash bins.

LET'S PRACTICE THIS!

Drag the boxes to Human Rights or Civic Conduct depending on what is talking about

HUMAN RIGHTS   **CIVIC CONDUCT**

Keeping the beach clean

Not working as a child

Getting a job being a person with disability

Paying tour taxes

Helping an elder woman to cross the street

Being discrimina te for your race

LET'S PRACTICE THIS!

GAME 1

Drag the images depending if it's civic or not

GAME 2

True or false

A civic citizen is someone that doesn't care about their city.
(T / F)

You only have to respect someone if is your friend . (T / F)

Human rights only have them who deserve them. (T / F)

Civic conduct is saying that you think all the time regardles of the feeling of the other person. (T / F)

MODULE 3.3 ACTIVE CITIZENSHIP AND PARTICIPATION

INTRODUCTION AREA

The social and civic competences include personal, interpersonal and intercultural competence.

Civic competence equips individuals to fully participate in civic life.

Civic education teaches about human rights and also provides knowledge, skills and understanding that can empower learners to promote, defend and apply human rights in daily life.

Some of the human rights are for example freedom of speech, freedom of religion, right to speak.

AT THE END OF THE MODULE YOU WILL...

♦ Develop an understanding of what active citizenship is.
♦ Acquire the competences that citizens need to reach a level of integration in the society.

WHY THIS MODULE IS IMPORTANT

♦ To participate to the society.

♦ To be an active citizen.

♦ To be more integrated.

KEEP IN MIND

Historically, people with disabilities have been banned from the society and their participation in it.In the past few decades this has been changing and the nations have been trying to make more inclusive societies in which all people are included and feel part of it.

In an inclusive society everybody can participate in the matters that affect their day to day life and obviously, a more participative society makes it fairer, more democratic and less discriminatory.

Active Citizenship is a term used to describe the involvement of individuals in public life which can take place at local, regional, national and international levels.

An active citizen is someone who gets involved in their community and wants to make a different in the society. This participation can be political or nonpolitical and it can go from volunteering at a food bank, being a member of the neighborhood association…

The 4 levels of participation are:

LEVEL 1: INFORMATION

The first level of participation is always providing information and inform people about the things that are going on in their town or city. Nobody can participate if they don't receive the information.

LEVEL 2: CONSULTATION

After informing about the issues or the situation, comes the part when asking for opinions and ideas. An example of this is when a council makes an election to make a decision or when in your workplace they make you vote for a change in the timetable…

LEVEL 3: COLLABORATION

Sharing responsibilities and working together, making decisions collaboratively. For example, the mayor of your town will make a decision after the voting so the opinion of the citizens will be taken into account

LEVEL 4: EMPOWERMENT

The citizens that are informed, consulted and have collaborated are citizens that are empowered, they have the full power to make decisions and give feedback.

LET'S PRACTICE THIS!

GAME 1

Fill in the gaps of the sentences with this words:

Empowered - Participation - Society - Collaboration

Collaboration An active citizen is a citizen that is _____ .

Without _____ there is no democracy.

People with disabilities have been historically _____ banned from.

The third level of participation is _____ .

GAME 2

True or false

A citizen that is not informed of the issues of their city is a very active citizen (T / F)

Participation is not a human right (T / F)

Volunteering is not a form of being an active citizen (T / F)

Consultation is done by voting (T / F)

GAME 3

Please drag the image to match the word
COLLABORATION- VOTING

MODULE 4.1 EUROPEAN GEOGRAPHY

INTRODUCTION AREA

♦ There are 5 continents in the world.
♦ Europe is 1 of them.
♦ A continent is made up of areas of land or countries. A continent is surrounded by an ocean or sea.
♦ Europe has 44 countries in it.
♦ 27 of these are in the European Union. Each country has its own flag.
♦ Knowing where you live in the world is an important skill to learn. Learning geography will help you learn this. Being able to identify country flags helps to learn the countries

AT THE END OF THE MODULE YOU WILL...

♦ Recognising Europe on the world map
♦ Recognise the map of your country
♦ Recognise 9 countries in Europe
♦ Recognise 9 countries to their 9 flags

WHY THIS MODULE IS IMPORTANT

♦ Knowing where you live is important.
♦ Being able to identify your flag and where you are in Europe is important.
♦ Knowing about other countries helps when you travel or at sporting events

KEEP IN MIND

There are 5 continents in the world

Europe is 1 of them.

A continent is made up of areas of land or countries.

EUROPEAN UNION

Every country has its own flag.

In this module we will learn about 9 countries. They are:

GAMES

GAME 1

Write down each flag the name of the country that belongs to.

(Italy flag)	(Spain flag)	(Greece flag)
(Poland flag)	(France flag)	(Belgium flag)
(Austria flag)	(Ireland flag)	(Sweden flag)

GAME 2

Please, select which of these sentences are true or false

There are 44 countries in Europe. (T / F)

There are 27 countries in the European Union. (T / F)

Europe is a continent. (T / F)

There are 3 continents in the world. (T / F)

Every country has its own flag. (T / F)

MODULE 4.2 EUROPEAN HERITAGE AND IDENTITY

INTRODUCTION AREA

European Heritage and Identity' is learning about the history of Europe. It is learning about the heritage and culture of each country. In this module, we will focus on 9 countries in Europe. You will learn how old Europe is. You will learn how old the EU is. You will learn 1 monument from each country and you will learn something unique that each country is famous for.

AT THE END OF THE MODULE YOU WILL...

♦ Know how old the Europe is.
♦ Know how old the European Union is.
♦ Know how many countries are in Europe.
♦ Know how many countries are in the EU European Union Learn something unique of each country.
♦ 1 will be a building or monument.
♦ 1 will be a tradition or art piece.

WHY THIS MODULE IS IMPORTANT

♦ Knowledge about other countries and cultures helps us to understand others.
♦ This knowledge helps us to communicate with others.
♦ This knowledge helps us to understand different perspectives.
♦ This knowledge helps us to respect others
♦ This knowledge helps us accept others.

KEEP IN MIND

EUROPE:

Europe as a continent is 5 million years old.		The European Union was set up in 1957.
There are 44 countries in Europe.		You will learn about 9 countries in this module.

ITALY:

Italian Flag.		The Colosseum is in the centre of Rome.
The capital city of Italy is Rome.		Italy is famous for its artistic heritage and pizza.

IRELAND:

Irish Flag.		Newgrange in Co.Meath is 5000 years old.
The Capital city of Ireland is Dublin.		Ireland is famous for tradicional music and shamrocks.

KEEP IN MIND

SPAIN:

Spanish flag.			The Alhambra Palace is in Granada.
The capital city of Spain is Madrid.			Spain is famous for Flamenco dancing and paella.

BELGIUM:

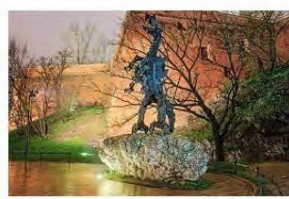|			
Belgian flag.			The Atomium is a famous landmark in Brussels.
The capital city of Belgium is Brussels.			Belgium is famous for belgian waffles and saxophone.

POLAND:
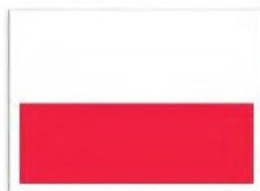
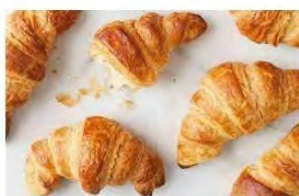|			
Polish flag.			Wawel castle is in the centre of Krakow.
The capital of Poland is Warsaw.			Poland is famous for pierogi (food) and Somke wawelski.

KEEP IN MIND

FRANCE:
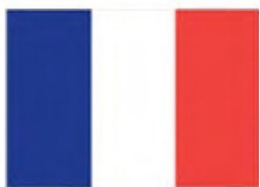
French flag.			The Eiffel tower is a famous landmark in Paris.
The capital of France is Paris.			France is famous for the Notre Dame cathedral and croissants.

GREECE:

Greece flag.			The Acropolis is in Athens.
The capital of Greece is Athens.			Greece is famous for ancient mythology and the Olympics.

AUSTRIA:

Austrian flag.			The Stephansdom cathedral is in Vienna.
The capital of Austria is Vienna.			Asutria is famous for Mozart and the Alps mountains.

KEEP IN MIND

SWEDEN:

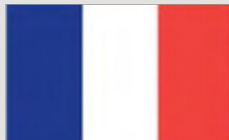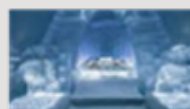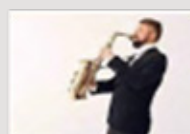|		
Sweden flag.		The Royal Palace in Stockholm.
The capital of Sweden is Stockholm.		Sweden is famous for the northern lights and the ice hotel.

GAMES

GAME 1

Please, put flags to match each monument with the country that belongs to:

GAME 2

Please, write down each picture the country that this object or monument is typical of.

MODULE 4.3 CULTURE OF WORK

INTRODUCTION AREA

In this area, we will learn the average working hours in Europe.

We will look at important values that are valued and encouraged in the workplace.

We will look at the importance of inclusion in the workplace. Employment can help to improve our quality of life.

Employment is important for mental health, social networks, and inclusion.

We will look at some jobs from the past and jobs that are becoming a thing of the past.

We will look at how technology allows remote working and working from home, which is becoming increasingly popular.

We will look at some jobs that are being replaced by computers and robots.

AT THE END OF THE MODULE YOU WILL...

♦ Know what the average working day is in Europe.
♦ What is used to be in the past.
♦ What country introduced the 8 hour working day.
♦ Know values that are important in the workplace.
♦ Know what makes a workplace inclusive.
♦ See how work is evolving with technology.

WHY THIS MODULE IS IMPORTANT

♦ Knowing your right as a worker is very important.
♦ Knowing how work life has evolved is important.
♦ Seeing how computers have helped the work culture to evolve is important.

KEEP IN MIND

In Europe and around the world, a 10 to 16 hour work day, 6 or 7 days a week was considered normal. Child labor was also considered normal.

Spain was the first country to introduce the 8 hour work day.

Employment helps to improve our quality of life.

Employment is important for our mental health, social networks and social inclusion.

An inclusive workplace is a place where everyone within the workplace feels equally involved and supported in all areas of the workplace.

4 work ethics that are valued in the workplace are:

♦ Teamwork.

♦ Being reliable.

♦ Strong work ethic.

♦ Honesty.

KEEP IN MIND

Some examples of how work is changing are:

Ploughing by hores		Has been replaced by tractor plough.
Has been replaced by tractor plough		Are being replaced by robots.
Cashiers being replaced		By selfservice checkouts.
Receptionist are being replaced		By all reception.
Office working is being replaced		By work from home.

GAMES

GAME 1

Please, select which of these sentences are true or false

Employment helps to improve our quality of life (T / F)

Inclusion is only valuing 1 group (T / F)

An inclusive workplace is a workplace that makes everyone feel supported and equally involved in all areas of the workplace (T / F)

Child Labour in Europe is still happening (T / F)

Spain was the first country to introduce the 8 hour work day in Europe (T / F)

GAME 2

Please, write down of these pictures which ones are from the old times or our current days.