



INCLUSIVE EDUCATION FOR MARGINALIZED LEARNERS AND ITS IMPACT ON MOTIVATION

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Project partners:

Asociacion Socioeducativa Eduplus in Resonanz Vincent & Zammit GbR



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INTRODUCTION

As an obstacle on the way to success and thus the possibility of improving the socio-economic situation of the participants of our training, who are adults - jobseekers (long-term unemployed, less educated, older than 45+) and employed adults with a lower level of education, we have identified the problem of general lack of motivation for attending training or successfully completing training by attending lectures. With new teaching techniques based on the social inclusion of marginalized groups, the development of good group dynamics, and activities that stimulate interest and build a 'safe space' for the expression of emotions, opinions, and acquired knowledge, we want the participants of our training to be more motivated to participate in education. If the experience is different from the traditional way of imparting knowledge and will be based primarily on the social inclusion of everyone, it will consequently contribute to an increase in the quality of knowledge, a higher motivation for learning, and an improvement in interest in further learning. With the positive experience of a successfully completed educational program and the achievement of success in the education itself, students will improve their self-image and enter the labor market more easily with new knowledge and self-confidence.

The lack of interest and motivation to participate in courses that help to make job seekers more competitive, with an emphasis on the target group of less educated adults, is one of the key factors that drive us to look for new ways of teaching and exchange experience with those organizations that their courses achieve a higher percentage of learner participation and consequently greater social inclusion. Among the participants of the courses organized in cooperation with the Employment Agency of the Republic of Slovenia, there are many people who dropped out of education early, but later lost their jobs; those who are unemployed and who are not in education or training. One of the biggest obstacles is the unfavorable economic situation of the participants, where dependence on social assistance is crucial. It is precisely for the mentioned target group that the teaching methodology is important, that it is based on inclusion, a sense of value, power, and active participation.

WORKSHOP: 'CREATIVE TEACHING TECHNIQUES TO TRAIN FOREIGN LANGUAGES AND PROMOTE INCLUSIVE EDUCATION'

PARTNER ORGANISATION:
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DATE: 21. 3. – 24. 3. 2023

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INTRODUCTION

TO WORKSHOP

Between March 21 and 24, 2023, Micro Team held an exceptional lecture by German experts in the PDL method called: "Creative Teaching Techniques to Train Foreign Languages and Promote Inclusive Education" through the Erasmus+ project. The experts who visited us were Lara Vincent and Robert Zammit.

At the workshop, we learned about an interactive form of teaching, i.e. 'PDL method'. Each day of the workshop began with a short, 20-minute guided group meditation. The purpose of this work was to relax, clear our heads of unnecessary information and better prepare for the continuation of the workshop. Various creative exercises followed, with which we trained and felt what it's like to be a participant in this form of teaching/studying. The workshop was varied and comprehensive, and the participants took away a lot of new knowledge, which we have already started incorporating into our courses.

In the following, we will learn more about the content of the already mentioned workshop: "Creative Teaching Techniques to Train Foreign Languages and Promote Inclusive Education".

WHAT IS 'PDL' METHOD?

'Personal-Direct-Lively'

Personal: language courses are most easily personalized to the user's/student's wishes through this method. The lecturer constantly monitors everyone's progress and adjusts the course of the exercises accordingly. It also provides those exercises that are of most interest to the trainees.

Direct: trainees have direct or immediate access to a foreign language and its linguistic elements. With the help of exercises, students almost immediately start speaking a foreign language, even if they are complete beginners.

Lively: learning takes place without the use of textbooks and/or workbooks, because the language exercises themselves are so 'lively' and moving that it makes no sense to use them. The greatest emphasis is on interaction and communication.

The founder of this method is the French pedagogue Bernard Dufeu, who started practising the issue of creativity and a different way of teaching in the 70s of the last century. The entire conceptual design of the method deals with the human perception of a new language. To put it rather unprofessionally, the method is very similar to learning or introducing a new language to the child. Through speaking and various dynamic exercises, and by promoting a relaxed atmosphere during learning, people are able to enter 'new waters' more quickly and test the elements of a foreign language more easily.

[1] Summary: <https://pdl-verband.com/en/home/>; seen: 9. 6. 2023.



LIST AND DESCRIPTION OF EXCERSISES

We started with a guided meditation before each lecture.

- relaxation part - body awareness exercise (guided meditation)
- the teacher tells everything 3 times (e.g. eng – ger – eng) à learning a foreign language through relaxation.

On the following pages, we will describe the exercises that we performed at the workshop:

- Mirror
- Roleplay
- Imitation exercises in pairs
- Group exercise in a circle
- Group exercise: Fictional person 1
- Group exercise: Fictional person 2
- Group exercise: Moving around the room
- Group exercise: Forming a Dialogue 1
- Group exercise: Forming a Dialogue 2
- Group exercise: Polarity
- Exercise for teachers

MIRROR

SPIEGEL, ECHO; MIRROR, ECHO

- mirror - teacher (sitting very close to, and behind the student, teacher's mouth is near the student's ears)
- echo - the student (sits in front of the teacher, repeats everything, facing away from the teacher)
- **exercise 1 – 1**
 - 1st: the trainee wears a mask through which he/she cannot see (because he/she cannot see, the mask serves him/her as a form of bubble in which the trainee feels safe);
 - 2nd: the trainee has a different mask through which he can see;
 - In the third round: the exercise takes place without the use of masks, and an attempt at dialogue is formed.
 - The course of the exercise: the trainee says one word out loud in the foreign language that "fascinates, interests, means a lot to him/her or resonates with him/her" the most; the teacher begins to form phrases and sentences using this word. He slowly adds more things to the sentences he forms, while accompanying the trainee to tell him when pronouncing or repetition is not too strenuous. In the second part of the exercise, the student tries to remember one phrase or sentence from the first part of the exercise. The exercise is performed similarly to the first round. The lecturer continues to create different sentences, taking care to build on the exercise slowly and monitor the trainee's body language to see if he agrees with what is being said or not. In the third part of the exercise, there are no more masks, and the trainee and the lecturer slowly try to form a dialogue. It all depends on the student's self-confidence and willingness to try to speak a foreign language without hesitation and without fear of possible mistakes.
 - The goal of the exercise: it is not that the trainee should understand everything that is said, but that through the formation of different grammatical forms of sentences and phrases, the wall that prevents the trainee from speaking freely in a foreign language is "broken down", or to overcome the fear of speaking.

- **Group mirror:**
 - 1 word, everyone repeats after the teacher
- **Double:**
 - similar exercise concept to "Mirror" except that the teacher and student are facing each other.
 - spontaneity training:
 - trainees and teachers form a circle. The first to enter the circle is the teacher, who makes one movement and says the first word in a foreign language that comes to mind (it can be a greeting, the name of an animal, or something else)
 - the next person repeats the teacher's movement and word and immediately after that makes his own movement and says his word.
 - Each subsequent person repeats the movement and word of the previous person and again makes their own movement with their own word.
 - The exercise can be repeated, another difficulty can be added, etc.
- **Group work:**
 - groups of 3-4 people and one extra chair. In groups, the students invent a person and describe their personality, character, and life story. What is said cannot be undone.
 - 2nd part of the exercise: 1 person from each group transforms into a fictitious person, group members switch and thus interview fictitious people from other groups. They try to collect as much information as possible and create a complete picture of the character in question. Each group's report on the fictional characters follows.
 - 3rd part of the exercise: fictional people meet and talk to each other. With the help of the teacher, the groups agreed on the place and time of the meeting. During the exercise, the group members support their member, who plays the role of a fictional person.
 - 4th part of the exercise: written task after the meeting of fictional people: article, reportage, report, reminder, letter (official, unofficial), etc.
 - Students propose written tasks with the help of the teacher, then the students choose written exercises in groups – they can mix up. Each exercise can only be written in pairs or in groups of three to four (depending on the number of students). Pairs can be formed also before the selected written tasks.
 - Important: If a group/pair does not complete the written task by the time limit, that group/pair must start first.
 - The trainees are always called by their personal names (especially those who transform into fictitious people) because this makes it easier to "bring" them out of the role and back into reality.

ROLE PLAY

- warm-up (practice of various movements around the room where the students listen to the teacher's instructions)
 - example of an exercise: walk as the prime minister, a 9-year-old girl, a mother of 5 children, etc
 - The form of the exercise activates our imagination
- projection:
 - there is only one rule in this part: what is said must not be changed, the group is responsible for what is said about a fictional person.
 - first, personal information is exposed, followed by more in-depth information about the fictional person in question, and the darkest secrets and information that give the fictional person a touch of the real character come to light. The teacher just tries to listen without getting involved (unless the horrible information is about to be made up, then the teacher gets involved and leads the group down another path)
- experiencing a fictional person (interview): 1 participant from each group takes over the role of a fictional person (answers questions as it) - curiosity is desirable so that other members of the group get to know the fictional person as much as possible;
- report (oral): important information/knowledge about a fictional person is given;
- meeting of fictional persons: where, when - the entire context is important, only after that everything become real. Fictional characters act out the encounter.
 - after the meeting: two main things you wanted to communicate to the fictional person but didn't.
- preparation for the next meeting - 2 ways:
 - reunion or
 - everyone gets mixed up again, even fictional people can get mixed up.
- written task: realistic forms of written tasks taken from the context of the meeting.

IMITATION

EXERCISES IN PAIRS

- You come up with movements on the go, the other person repeats after you - work in pairs.
- Step 1: put on masks (first the teacher), then the teacher starts speaking in a foreign language about one topic, and the participant just listens. When he finishes, the student puts on a no-see-through mask, and the teacher speaks line by line; the participant repeats after him. The participant also tries to repeat the teacher's gestures.
- Step 2: The teacher removes his mask, and the participant puts on a mask through which he can see and repeats after the lecturer (sentences).
- Correct pronunciation and repetition of movements are important in this exercise.
- Step 3: No masks. They repeat the same 'text' once more and during the exercise, they try to immerse themselves in the situation as much as possible.
 - Both have masks through which they cannot see, the student repeats everything after the teacher,
 - Role play – only the trainee puts on a mask (through which he can see) in the second part of the exercise and repeats everything again after the teacher,
 - free play – without masks: an attempt to create a real dialogue, not only by repeating after the teacher but an attempt by having a real natural conversation.
- Correcting pronunciation using Phrase/Sentence reformulation.
- Guideline of the PDL method: thinking with the brain should not be the main thing, but students should place greater emphasis on the tone, melody of the language, and spirit of the language.

GROUP EXERCISE

IN A CIRCLE

- A circle is formed, and the students and the teacher can sit. The guide of the game is: "the first word that comes to your mind when you hear this word..." (no names, repetitions, colors, countries, associations).
 - The teacher is the first to speak, followed by the trainee.
 - The trainee does not repeat the teacher's words but gives the next one (which continues meaningfully - for example: sun; warm; weather; cloud, etc.
 - The exercise is performed in two or three rounds.
 - For variety: the reverse order, but each student (including the teacher) must remember the word that was said before each of them. They try to get to the end or in this case to the beginning.

GROUP EXERCISE:

FICTIONAL PERSON 1

- each participant creates their own fictional person. The teacher simplifies a little with questions:
 - Where do you live (house, flat, villa, castle, etc.)?
 - Where is your place of residence (village, countryside, city, etc.)?
 - What type of weather climate surrounds you?
 - Do you have a family or are you single?
 - Which animal is your favorite?
 - What style of clothes do you usually wear?
 - Which form of transport do you use when you leave your home?
 - Where do you go every day?
 - What profession do you do?
 - What is your soul food?
 - Do you prefer the radio or your music?
 - Where do you usually spend your holidays?
 - What is your dream profession?
 - What is your life motto?
 - How old are you?
 - What is your name?
 - With the help of these questions, everyone creates their own characters, and then without notes, they introduce themselves approximately to 2 people.
- Part 2: 2 people describe the created person. The character listens to 2 people and possibly corrects mistakes.
- Part 3: what led these people to meet (meeting place and time agreed together)?
 - Everyone must agree on this point.

GROUP EXERCISE:

FICTIONAL PERSON 1

- Part 4: after the meeting, everyone discusses and sets written assignments. They choose their own, but they must choose in pairs (depending on the written suggestions).
 - For example advertisements, flyers about 'Ljubljana', Instagram news, BIO Ljubljana, etc.
- Pronunciation training tools:
 - warming up the mouth – dissociation,
 - lip and mouth movement game,
 - a game of sounds: if challenges arise, we try to take a different approach to pronunciation, we can add some shorter words or just one word before pronouncing a difficult word,
 - do not insist on the same subject for too long - the student may give up more quickly.

GROUP EXERCISE:

FICTIONAL PERSON 2

- The whole class invents a person, the rule is: what is said remains so.
- The fictional person then has to make a life-important decision (one that changes their future life).

GROUP EXERCISE:

MOVING AROUND THE ROOM

- Everyone plays it; it requires moving around the room. Everyone chooses two people. One is a bomb to avoid; the other is a shield behind which the student moves and wants to protect himself.
 - People move around the room, each choosing their own bomb and shield.
 - The exercise can last up to approx. 10 min
 - During the exercise we must not betray the selected persons, this can be done after the exercise.

GROUP EXERCISE:

FORMING A DIALOGUE 1

- Forming a dialogue using these words: yes, no, I, you.
 - Everyone chooses a partner with whom to form a conversation using these words.
 - After a few minutes (when the tension is highest), they switch and continue.
 - 2-3 rounds maximum.

GROUP EXERCISE:

FORMING A DIALOGUE 2

- Forming a dialogue using the words: yes, no.
 - Everyone chooses a partner with whom they want to form a conversation using these words,
 - after a few minutes (when the tension is the highest), they switch and continue,
 - 2-3 rounds maximum,
 - when there is tension, phrases can start to be added, information to facilitate the formation of the conversation,
 - each person must stick to their decision - 'yes' or 'no'.
- Continuation of the exercise:
 - 2 selected people can form a 'yes, no' conversation in front of the whole class,
 - when the tension is high enough, they add information to make the conversation easier,
 - the exercise is interrupted for a moment to determine the argument on which the conversation should continue. Each of the persons maintains a point of view ('yes' or 'no') and must convince the co-speaker.
- Training upgrade:
 - preparation of dialogues in pairs (different points of view, clear argument, people, and the beginning; the end of the conversation must be bad).
 - The pair introduces themselves: the other pair tries to play; then the couple who prepared the dialogue plays. No notes.
 - First act out a dialogue in their native language, then in a foreign one. The audience can participate, say 'freeze', then: take the speaker's position/suggest something else.

GROUP EXERCISE:

POLARITY

- Choose 1 photo (the photos are displayed on the floor of the classroom). Groups are formed based on the selected photo. As a group, you choose another picture/photo from those left on the floor.
 - Selected photos are scenes from a Hollywood movie. What is the course of the story based on the selected photos?
 - Thinking is interrupted by the teacher with the following exercise
- Intermediate exercise:
 - The teacher wants to tell a story and instructs the students to interrupt him/her with as many questions as possible in the foreign language. Questions must relate to what was said.
- Continuation of the exercise: polarity
 - (teacher's instruction): we can only make one film. Groups write down arguments for their projects and fight for them.
 - Then it is decided that each group will play a short clip from their film.
 - The studio is still undecided about the film, so the director (teacher) decides to combine the two films.
 - The text is changed and an attempt is made to merge the two projects.
 - The story is told again.
- Exercise implementation process:
 - photos: everyone chooses the one that moves them the most,
 - division into groups (according to your wishes),
 - you select one new photo as a group,
 - a story is put together,
 - photos are confiscated,
 - preparation to tell the story (in this case, the students form pairs with someone from another group),

GROUP EXERCISE:

POLARITY

- interruption - the power of interruptions by asking questions (the teacher tells a story, and the students interrupt him/her with as many questions as possible),
- forming pairs with people from other groups,
- stories are told (everyone has their own story already written), questions are asked,
- all members go back to their previous groups and report on things they added, changed, etc.
- preparation of a meeting and arguments for one's own project (film, story) - creation, preparation, execution - role play,
- a short clip from the film is played,
- the groups come together and try to combine their projects as best as possible.

IMPORTANT: the activity is always interrupted when the energy is at the highest level and the participants are the most heated (then they still have energy and momentum for additional exercises or other activities).

EXERCISE FOR TEACHERS

Exercise for teachers only (not suitable for students!): 2-3 people in each group

- 1 starts to speak (1-2 min) – short composition; 2 are listening to him
 - of them:
 - 1 listens: data, facts;
 - 1 listens: what is said between the lines, what is not said, but expressed, felt.
- Second part: 2 listeners repeat the speaker's story in the 1st person. sg. They help each other. The speaker shows no emotion during this.

WORKSHOP: INCREASING TEACHERS' INTERCULTURAL COMPETENCES

PARTNER ORGANISATION:
ASOCIACION SOCIOEDUCATIVA EDUPLUS

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INTRODUCTION

TO WORKSHOP

Between May 8 and May 12, 2023, employees of the company Micro Team, d.o.o., took part in the workshop "Increasing Teachers' Intercultural Competences", through the Erasmus+ and EduPlus project of the organization on the island of Tenerife.

The content of the course was based on the content about the migration of Africans to the Canary Islands, what racism is and how to recognize it, intersectionality, and empathic communication. We also visited the SOS Children's Village, where we were introduced to a lot of new and useful information.

In the following, we will learn more about the content of the mentioned workshop: "Promoting the intercultural competence of teachers".



TRUTH AND MISINFORMATION ABOUT MIGRATION TO CANARY ISLANDS

Abdou Kane, an activist for migrant rights, showed us the truth about migration from Africa to the Canary Islands. Due to the looting/robbing of the continent, natives in Africa are very poor, namely, the countries have sold all profitable goods to foreigners (fishing, minerals, oil, sand, metals...), who are emptying the land. They also bring their labour force, and the locals remain unemployed. There are myths among locals that people who come to Europe will immediately get a job, so men choose to migrate, hoping that they can take care of their families and then bring them with them to a better life.

In the migration of one person, the whole family participates, putting money aside so that one person can escape from domestic misery. The journey lasts anywhere from 2 to 7 days, where migrants do not have enough food or water with them, which can lead to hallucinations and poor conditions, and possibly even death. Rescued migrants are imprisoned in centres from which they cannot leave and have minimal living conditions. Between 2018 and 2022, 64,300 people migrated to Spain.

Locals are afraid of migrants because the media bombards them with false news such as:

- Migrants come for your jobs - even though we know they do jobs that locals don't want
- Migrants come to steal and commit crimes - but they don't break the law any more than locals do.



STRUCTURAL RACISM AND ANTI-RACIST MOVEMENTS

Presented by Rioka Fotabon.

With colonialism, society began to separate into the Western world and the South. Blackness represents something ugly, sin, darkness, dirty... The Western world is white, clean, advanced, rich, civilized, and savior, while the South represents blackness, dirt, undeveloped, poor, wild, exotic, and the need to save them.

How does structural racism manifest itself? It is reflected in getting a job, general rights, access to healthcare, police violence, access to legal documents, access to universities, hate crimes...

Structural discrimination is when people are treated differently or have hidden prejudices against a person or group of people who have a subordinate position.

Oppression is a combination of prejudice and institutional power that creates a system that discriminates against certain groups, limiting their life opportunities and placing them on the margins of society. Examples of oppression are racism, transphobia, homophobia...

Who are the privileged? These are people who belong to the dominant groups in society. For example: what do light-skinned (white) people have access to? Better quality of life, respect, better jobs, etc.

What is anti-racism? It is a social and political movement led by communities of color affected by racism. She claims that the West would not exist without racism and fights for the rights of those who experience it.

How to become/be anti-racist? Recognize your place in the world and your privilege. Challenge your beliefs and continue to learn about the system of oppression and its manifestation. Start local! Participate in a mutual support network and don't be complicit in staying silent and doing nothing. Use your voice to fight racism and take your social responsibility.

Intersectionality is a concept that has spread in recent years as a tool for analyzing and understanding structural discrimination. This means that we criticize someone or disrespect them for several things at once. For example: a company does not hire a person because they are dark-skinned, female, over 50 years old, and not of the Catholic faith. The privileges we enjoy and the discrimination we face are a product of our unique status in society as determined by these social classifiers.



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SOS CHILDREN'S VILLAGE

SOS Children's Villages implement various programs to meet the needs of children, adolescents, and families in local communities. SOS Children's Village is an international children's charity that offers safe and nurturing family homes. When a child loses everything, SOS Children's Villages are there to give him a family and a home. They raise orphaned and abandoned children and provide them with everything that a normal family would provide: food, clothing, education, medical care, and above all, hope.

Summer workshops are also organized within the Children's Villages, where young people from all over the world sign up and create, build, garden, take care of animals, etc. We saw interesting structures made in special ways (with clay, wood, straw, and various materials) created by children with experts and sponsors.



EMPATHIC COMMUNICATION – BASED ON NON-VIOLENT COMMUNICATION

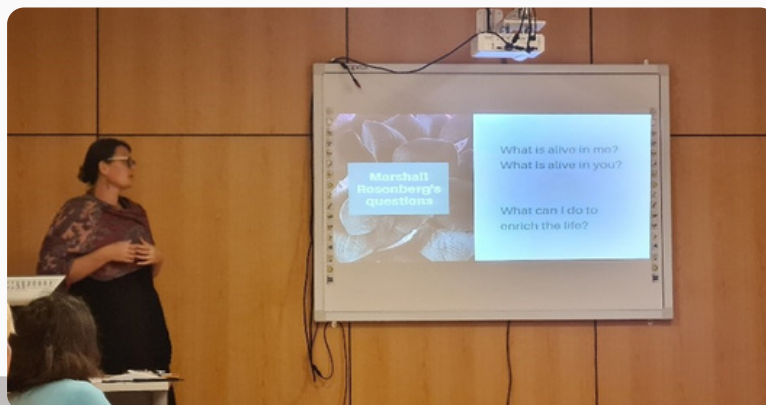
Lecture by Bětka Wójcik

Nonviolent communication is about creating quality connections to meet the needs through compassionate giving and receiving.

Principles of nonviolent communication:

- All people have the same needs.
- All actions are an attempt to satisfy needs.
- The most direct way to peace is through connecting with yourself.
- Selection is internal.
- People enjoy donating if it is their choice.
- Our world offers an abundance of resources to meet needs.
- Feeling points to meet being met or unmet.

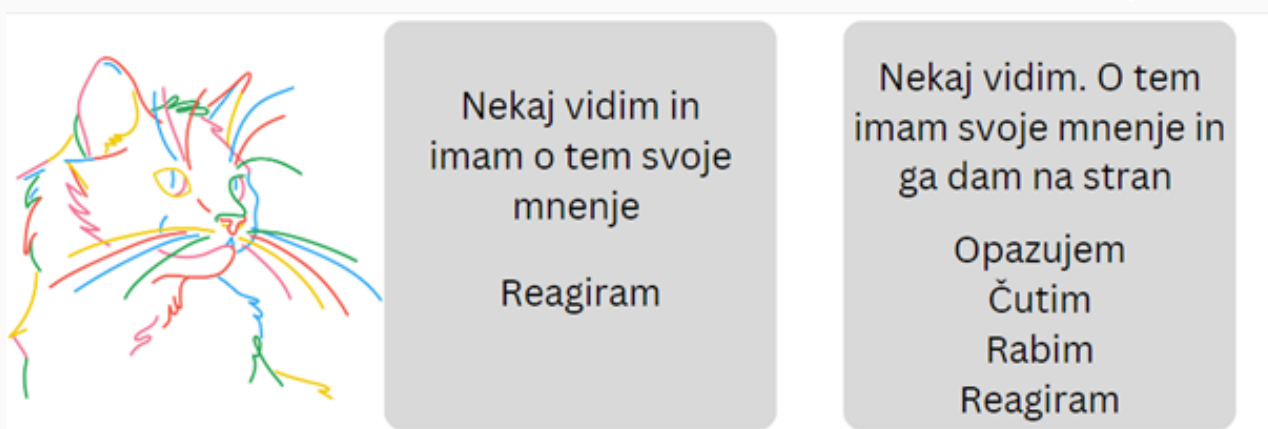
What is the difference between observation and judgment? The judgment includes diagnosis, interpretation, and generalization, our values, and judgments easily lead to self-defense and attack, observation includes only facts - what the camera would record, observation we try to build a common reality. Difference between thoughts and feelings? We mix feelings and thoughts (I feel excluded, I feel judged...) - thoughts (false feelings) include interpretations, judgments, projections, feelings/emotions - we can feel them in the body as tension, bodily sensations, etc., feelings indicate our needs (met/unmet) - all feelings are equally important and valuable, feelings are related to the stimulus but not caused by the stimulus. The source is our own experience and the meaning we attach to the experience. We are responsible for our own emotions.



EMPATHIC COMMUNICATION – BASED ON NON-VIOLENT COMMUNICATION

Strategy or need? Strategies are related to a concrete place, location, action, time, or object. Needs are universal, internal energy that drives us and is behind everything we do and say. Strategies are concrete actions that we undertake to fulfill our needs, one need can be met by thousands of strategies, and even one specific strategy can meet different needs. All actions are attempts to satisfy needs. All people have the same universal needs (regardless of age, culture, or gender). It is possible to meet all needs - our world offers an abundance of resources to meet needs. Each person's needs are equally important and can at least be considered. We all have the same needs, but we choose different strategies to satisfy them. Conflicts arise when people think there is only one way to fulfill a particular need. Feelings indicate fulfilled or unfulfilled needs.

Demands or requests? Demands - saying "no" is not possible / has punitive consequences, see what happens when the other person says "no" (curiosity or tension/judgment), people enjoy giving when they have free choice. The request should be specific; it is good to formulate it positively (what we want and not what we don't want), the action we request must be feasible, and the requests can be towards others or towards ourselves.



EMPATHIC COMMUNICATION – BASED ON NON-VIOLENT COMMUNICATION

4-step model:

1. Observation - observe the situation objectively and refrain from judgment
2. Feelings - what we feel when we observe.
3. Needs - which of our needs are related to what we feel.
4. Requests - Present your wishes in the form of a concrete and feasible request.

What am I responsible for in communication?

- My intention and goal,
- everything I do and communicate,
- other people's reactions and feelings - I am not responsible for them,
- my response to the impact my words and actions had on the other person.

"Between stimulus and response, there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom."

Viktor E. Frankl



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ICE BREAKERS

1. Presentation, interview the neighbour, to whom you ask various questions: name, where he comes from, hobbies... then you present him to the group in your own words.
2. Quiz – questions about the country, it's not negative if you don't know the right answer ("I m wrong, so what"). The course leader prepares questions about the country whose language the candidates are learning and tells the possible answers: a, b. For example, "How many regions does Slovenia have?" Then the people divide according to the chosen answers - those who are in favour of solution a are placed in one part of the classroom, and those who are in favour of b are placed in another part of the classroom. The course leader tells the correct answer and those who got it wrong shout: "It's okay if I got it wrong!"
3. Counting in different languages. Course participants count in different languages, i.e. using the chosen language, which was announced by the course leader. Whoever gets it wrong is out, and so they repeat the counting process with new numbers in a different language. In this exercise, it is necessary to consider the language skills of the trainees.
4. Presentation with the gesture "I am sporty", everyone repeats the gesture and the next one follows. The trainees stand in a circle. Everyone shows a gesture with movement and words, which everyone repeats, then moves on to the next one. The exercise can be performed in order as they stand in a circle, but it can be varied and the students themselves come forward to perform the movement with a word. Everyone takes their turn.
5. Moving to the music, someone leads, and others imitate them. In this exercise, the course leader takes care of the music and changes it, each of the participants dances, and the others imitate him. This exercise is similar to the previous one under No. 4, by using music and movements instead of gestures and words.
6. Guessing activities, and moods by pantomime. Someone plays, and others guess what it represents. The student who correctly guesses the solution is next in line for the pantomime.
7. Zip, zap, zop, boing. For this exercise, the students stand in a circle. At the word 'zip', the trainee claps both hands and points to the left, followed by the trainee on the left. The word 'boing' changes direction with the trainee crouching slightly. At the word 'zap', the student points in the right direction and thus the game continues in the right direction. With the word 'zop', the student can choose a random partner, but it is important that the direction remains the same. Only the word 'boing' can change the direction. The game can also be played by elimination, it is fast and requires good coordination. At the word phrase 'freak out', the students get mixed up and take different places in the circle.



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CONCLUSION

The project as a part of the Erasmus+ program with lectures by invited experts from Germany and the implemented mobility of our employees to Spain is considered a success. We gained a lot of useful and new knowledge from both activities, which we have already started to introduce into our foreign language courses and other courses. We have set the following factors as our goal: increasing the motivation of the unemployed to achieve their goals for better employability, social inclusion of marginalized groups, developing good group dynamics, and building a 'safe space' for expressing emotions, opinions, and acquired knowledge.

With the help of new creative forms of teaching and activities, which are written in this material, we obtained ideas for a thorough renovation of foreign language teaching designs. During the implementation of the project, we incorporated these activities in two different groups for teaching Slovenian to foreigners and asked them about the activities carried out. The creative forms were received positively by the trainees, which gives us additional impetus to continue the implementation of this project and introduce the given ideas into further education in our company and elsewhere.