

Handbook for INTERMOVE+ facilitators

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1. Introduction to INTERMOVE+: selected methodologies and approach

INTERMOVE+ aims at reducing the obstacles and barriers to VET learners' mobility and at increasing the quality of international exchanges by offering an e-learning programme - adapted to the context and needs of post COVID-19 digital education – to prepare mobility beneficiaries by promoting the development of key competences as a tool to favour successful international internships.

INTERMOVE+ adopts an international, plurilingual and intercultural perspective to the preparation of mobility beneficiaries, which highly benefits from transnational cooperation and multi-actor approach. Indeed, the INTERMOVE+ customisable training pathway was designed to be delivered and implemented transnationally by bringing together beneficiaries from different mobility groups and from several institutions active in learning mobility.

The selected methodology is based on micro-credentials. Following the analytical report named "[Towards a European approach to micro-credentials: a study of practices and commonalities in offering micro-credentials in European higher education](#)", the term micro-credential used to be used to describe the learning activities leading to a credential and also the credential itself. So, micro-credentials could be:

- Learning activities, achievements and contributions that may lead to micro-credentials;
- And micro-credentials as certifications, for example, documents that recognise the learning activities that take place during the course and the learning outcomes resulting from these learning activities.

There are some common characteristics that define the micro-credentials:

- Limited length of learning activities leading to a micro-credential: larger than a single course, but less than a full degree;
- Labour market relevance: the focus is on the delivery of specific knowledge, skills and competencies that are useful in the labour market;
- Wider societal impact: the focus is on lifelong learning opportunities that are reasonably priced, short and convenient to access.

Therefore, the common characteristics of most micro-credentials are that they are acquired after a short period of learning, are expected to be relevant in the labour market, and may recognise the development of wider transversal skills.

INTERMOVE+ will cover **six main competence areas**:

- **Interculturality and Plurilingual Communication** (transferred from INTERMOVE and INTERMOVE FOR TRAINERS).
- **Digital and Media Literacy** (partly based on [DigComp](#)) - Information and Digital Literacy: browsing, searching, filtering and managing data, information and digital content. Communication and Collaboration in a Digital World: interacting, sharing and collaborating through digital technologies, and netiquette. Online Safety and Protection: protecting devices, personal data and privacy, and health and wellbeing. Media Literacy: disinformation, fact-checking and finding reliable sources of information. Digital Cities: understanding how digital technologies and local apps promote integration at the hosting destination.
- **Entrepreneurship** (based on [EntreComp](#)) - Creativity and Problem-solving: Develop ideas and opportunities to create value, and explore and experiment innovative approaches. Working with Others: Cooperating for turning ideas into action, networking and solving conflicts. Sustainable thinking: Act responsibly and assess impact on the community, society and environment.
- **Think and Act Green** – How to make mobility greener; Reducing the environmental footprint of transnational mobility experiences; Using eco-friendly means of transportation; Recycling, Reducing and Reusing; Buying, consuming and eating sustainably. Nota Bene: Although the [GreenComp framework](#) was released when INTERMOVE+ was first designed, it will also be taken into consideration as part of the Think and Act Green dimension.
- **Emotional Intelligence** (based on [EntreComp](#) and [LifEComp](#)) – Recognising one's emotions. Being autonomous while maintaining motivation and resilience. Relieving stress and anxiety associated with being abroad. Identifying and dealing with apathy and frustration. Overcoming fear and managing expectations. Emotional wellbeing in the workplace and beyond. Self-awareness and self-efficacy. Motivation and perseverance: Finding resilience under pressure, adversity, and temporary failure. Coping with uncertainty, ambiguity & risk: Handle situations promptly and flexibly and make decisions dealing with uncertainty, ambiguity and risk.

The didactical approach consists of combining theoretical contents with a very practical approach that will provide learners with a wide variety of resources that will

facilitate the learning process and the future implementation of the INTERMOVE model.

All modules include practical activities using task-based approaches and open discussions about processes, strategies, objectives, specific difficulties, and feasibility.

The lessons apply a methodology based in synchronous and asynchronous e-learning tasks that will allow participants to deepen in the contents and will provide them strategies that can be applied to future contexts of social and professional life during experiences of mobility.

On-line resources are presented in the INTERMOVE+ e-learning platform, available through the website of the project. The different activities can be selected and organised in specific “tailor-made” structures responding to individual and/or group needs.

2. Tips and considerations before implementing the learning pathways

Before starting to implement the INTERMOVE+ training, there are some aspects to consider:

- Synchronous part: all modules are composed of an asynchronous and a synchronous part. The synchronous part is supposed to be implemented by the trainer in the classroom.
- Asynchronous part: this is supposed to be implemented by the student him/herself, but it includes the supervision of a tutor/trainer. This part can be developed online.
- The topics are very specific, so it requires that the trainer studies the topic before implementing a learning pathway.
- There is a short step-by-step document explaining the use of Moodle, which is the tool we are using to implement the training.
- Moreover, as these are different modules, guidelines on the creation of learning pathways are available in the same section of the platform to orientate and guide trainers through the different learning pathways.

3. Instructions on how to implement activities and exercises

Module 1: Digital and Media Literacy

The facilitator should be familiar with the topic. The content to read and the power points contain useful information and references on Digital and Media Literacy to deepen in this area.

The module is designed to be both, an asynchronous online training for the engaged trainees, and synchronous mode provided by the trainers for the purposes of the VET learners training. The synchronous part will last six hours, while the asynchronous part will last four hours. The ten hours' module will be divided into five units. All units will consist of a theoretical part to understand the concepts, and a practical part to put them in practice.

Unit 1: What is Media Literacy?

The first unit will be dedicated to help students understand what media literacy is and make a difference between the concepts of disinformation, misinformation, and fake news.

- LO1: Recognise features belonging to disinformation.
- 2 hours Online-asynchronous.

Activity	Ressources	Length	Mode
Introduction to the topic	Reading Material and PowerPoint presentation on the platform.	10 minutes	asynchronous
Read the contents	Reading Material and PowerPoint presentation on the platform.	20 minutes	asynchronous
Watch it!	Introduction to Crash Course Navigating Digital Information #1	13 minutes	asynchronous

Watch it!	Separate facts from fiction: facts matter	1 minute	asynchronous
Find an example of disinformation, malinformation and misinformation. Explain why you chose those examples and justify your answer.	Search engine (i.e. Google). Online newspapers. Social Media.	20 minutes	asynchronous
Upload your three news with an explanation into the Discussion Forum of this unit.	Discussion Forum	5 minutes	asynchronous
Go to the discussion forum and check your classmates' results. Provide constructive comments on two of your classmates' submissions.	Discussion Forum	20 minutes	asynchronous
Read your classmates' comments on your exercise's results and see if you can use the feedback to improve the quality and effectiveness of your own.	Discussion Forum	15 minutes	asynchronous
Read it!	https://news.un.org/en/audio/2022/10/1129712	5 minutes	asynchronous
Read it!	https://op.europa.eu/en/publication-detail/-/publication/7317a29c-02ca-11eb-8919-01aa75ed71a1/language-en	5 minutes	asynchronous

Read it!	https://digital-strategy.ec.europa.eu/en/library/reporting-media-literacy-europe	5 minutes	asynchronous
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Unit 2: Checking and verifying

The second unit will focus on detecting disinformation, misinformation and/or malinformation, and to gain basic knowledge on fact-checking.

- LO1: Detect manipulated texts, images, and videos.
- LO2: Use fact-checking tools.
- 2 hours Online-asynchronous.

Activity	Ressources	Length	Mode
Introduction to the topic	Reading Material and PowerPoint presentation on the platform .	10 minutes	asynchronous
Read the contents	Reading Material and PowerPoint presentation on the platform .	20 minutes	asynchronous
Watch it!	¿Qué es el fact-checking?	1 minute	asynchronous
Watch it!	Video fact checking: How do I spot fake news? Fact Check	5 minutes	asynchronous
Find two news articles with images: one of them that you don't trust, and another that seems reliable. Fact-check them using one of the tools provided. Write a short report	Search engine (i.e. Google). Online newspapers. Social Media.	30 minutes	asynchronous

on the two news items, the items you have fact-checked, and the results of your research.			
Upload your news comparison into the Discussion Forum of this unit.	Discussion Forum	5 minutes	asynchronous
Go to the discussion forum. Check your classmates' news comparison. Provide constructive comments on two of your classmates' submissions.	Discussion Forum	20 minutes	asynchronous
Read your classmates' comments on your news comparison and see if you can use the feedback to improve the quality and effectiveness of your own.	Discussion Forum	15 minutes	asynchronous
Read it!	https://observatory.tec.mx/edu-news/what-is-lateral-reading-and-why-is-an-essential-skill/	10 minutes	
Read it!	https://data.europa.eu/doi/10.2819/03355	5 minutes	

Unit 3: Types of manipulation

The aim of this unit is to help students understand the intention of news.

- LO1: Compare and evaluate different information sources.
- LO2: Explain the intention behind a text.

- 2 hours Online-asynchronous.

Activity	Ressources	Length	Mode
Introduction to the topic	Reading Material and PowerPoint presentation on the platform .	10 minutes	asynchronous
Read the contents	Reading Material and PowerPoint presentation on the platform .	20 minutes	asynchronous
Now it's your turn: create one piece based on the types of manipulation you have learnt (a meme, a satirical article, so on) and let your colleagues guess which type of manipulation it is.		30 minutes	asynchronous
Upload your manipulated content into the Discussion Forum of this unit.	Discussion Forum	5 minutes	asynchronous
Go to the discussion forum. Check your classmates' manipulated content. Provide constructive comments on two of your classmates' submissions.	Discussion Forum	20 minutes	asynchronous
Read your classmates' comments on your manipulated content and see if you can use the feedback to improve the quality	Discussion Forum	15 minutes	asynchronous

and effectiveness of your own.			
Read it!	https://www.politifact.com/article/2017/apr/20/politifacts-guide-fake-news-websites-and-what-they/	5 minutes	asynchronous
Extra activity	Open an online newspaper. Choose one article. Find all the information possible about that article: author, date, source of the image, the 5W...	15 minutes	asynchronous

Unit 4: Lateral reading

The fourth unit will address lateral reading techniques. This is one of the essential methods to create the habit of checking the information you receive, and there are different ways to apply it.

- **LO1: Operate strategies to implement lateral reading and questioning information.**
- **LO2: Assess and argue the genuineness of online visual contents.**
- **2 hours synchronous session and follow-up online activities.**

Activity	Ressources	Length	Mode
Introduction to the topic	Reading Material and PowerPoint presentation on the platform.	10 minutes	synchronous
Read the contents	Reading Material and PowerPoint presentation on the platform.	20 minutes	synchronous

Watch it!	El sesgo optimista. Tali Sharot, neurocientífica y profesora	6 minute s	synchronous
Watch it!	Check Yourself with Lateral Reading: Crash Course Navigating Digital Information #3	14 minute s	synchronous
Watch it!	Using Wikipedia: Crash Course Navigating Digital Information #5	14 minute s	synchronous
Open your favourite social media account. Open the first link to a news item that you find on it. Once that you have opened the news, report if it is reliable or not, using lateral reading. Make a screenshot of the tools you use and the research you make.	Social Media.	20 minute s	synchronous
Open debate: discuss with your classmates' lateral reading report. Provide constructive comments on two of your classmates' submissions. In this case, the comments will be made during the lesson with the trainer as a moderator.	Classroom	15 minute s	synchronous
Listen to your classmates' comments on your news comparison	Discussion Forum Classroom	10 minute s	synchronous

and see if you can use the feedback to improve the quality and effectiveness of your own.			
Read it!	https://www.nbcnews.com/better/lifestyle/problem-social-media-reinforcement-bubbles-what-you-can-do-about-ncna1063896	5 minutes	synchronous
Read it!	https://data.europa.eu/doi/10.2819/03355	5 minutes	synchronous

Unit 5: Thinking before sharing

In this unit, students will train their decision-making processes through exercises in which, after some theoretical contents, they will discuss and decide by groups whether they would share or not some different news/images/videos/social media posts.

- LO1: Identify what is appropriate and what is not to share in social networks and explain possible consequences
- 2 hours synchronous session and follow-up online activities.

Activity	Ressources	Length	Mode
Introduction to the topic	Reading Material and PowerPoint presentation on the platform.	10 minutes	synchronous
Read the contents	Reading Material and PowerPoint presentation on the platform.	20 minutes	synchronous
Watch it!	https://vimeo.com/566044821	30 seconds	synchronous

Watch it!	https://vimeo.com/566039408	30 seconds	synchronous
The trainer asks students to open their social networks, and select a post that appeals to their emotions. Then asks them to explain the reasons why they shouldn't share it, or what they should do before sharing it.	Social Media.	30 minutes	synchronous
Open debate: discuss with your classmates' non-shared posts. Provide constructive comments on two of your classmates' submissions. In this case, the comments will be made during the lesson with the trainer as a moderator.	Classroom	20 minutes	synchronous
Listen to your classmates' comments on your news comparison and see if you can use the feedback to improve the quality and effectiveness of your own.	Discussion Forum Classroom	15 minutes	synchronous
Read it!	https://www.semrush.com/blog/what-is-clickbait/	5 minutes	synchronous
Read it!	https://shareverified.com/pledge-to-pause/	5 minutes	synchronous

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Extra activity	Go to your mobile phone settings and see how much time you spent on your phone last week. Share it with your classmates and reflect about your responses.	15	synchronous

Extra activities

There are two extra activities within this module, one asynchronous about Facts and Opinions, and one synchronous about lateral thinking.

Please, find more information about the activities here: [M1_Digital and Media Literacy_Extra exercises.docx.pdf](#)

Final Assessment

A final assessment will be included as a quiz with 10 multiple-choice questions covering all the units of the module. The quiz will be auto-corrected by the system, but it can be discussed in the classroom with the trainer as moderator.

1. Misinformation is false information disseminated...
 - a) by a person who believes it is true
 - b) by a person who knows that it is false
 - c) to inflict harm on a person, organisation or country

2. Media and information literacy is:
 - a) The ability to read correctly
 - b) The ability to write correctly
 - c) The capacity to access, have a critical understanding of and interact with the media

3. Please, select the correct sentence:
 - a) Disinformation uses rational language
 - b) Reputable media often shows advertising.
 - c) The date of publication is not relevant.

4. An official social media account can be recognised by:
 - a) The profile picture

- b) The blue tick
 - c) The #ad hashtag
5. Satiric content:
- a) Is new content 100% false
 - b) It has no intention to cause harm but it has potential to fool
 - c) When headlines, visuals or captions don't support the content
6. False connection:
- a) Is new content 100% false
 - b) It has no intention to cause harm but it has potential to fool
 - c) When headlines, visuals or captions don't support the content
7. Please, select the wrong sentence:
- a) You should never use Wikipedia to verify information
 - b) Opening different tabs in your browser will help you check the information
 - c) You can detect if an image is out of context
8. The optimistic bias...
- a) Is the belief that the future will always be better than the present or the past.
 - b) Is the belief that you are able to do anything
 - c) Is the way you differentiate a reliable source
9. Clickbait is...
- a) Reliable content
 - b) Opening different tabs in your browser will help you check the information
 - c) Content meant to generate clicks
10. One of the consequences of the misuse of social media that we are trying to avoid through this module is:
- a) Hate speech
 - b) Cyberbullying
 - c) A and b are correct

Module 2: Entrepreneurship

This module focuses on teaching participants the concept of entrepreneurship, which involves the ability to recognise opportunities and ideas and create value for others through social, cultural, or financial means. The training will also incorporate elements of positive psychology, specifically in building resilience and self-awareness among participants.

The training module is divided into four Units for a total of 10 hours and will be delivered in asynchronous and synchronous mode (for respectively 4 and 6 hours). The facilitator must be familiar with the different units and their contents to effectively lead the synchronous training.

Asynchronous training (4h) composed of:

- Unit 1: Ideas & Opportunities (1:20h)
- Unit 2: Resources (1:20h)
- Unit 3: Into action (1:20h)

Synchronous training (6h) composed of:

- Unit 4: Group workshop
 - Training Session Part 1 (2h) – Discussion of the activities done during the asynchronous part, recap and preparation for group work.
 - Training Session Part 2 (4h) – Group workshop and feedback

1. Asynchronous training

The units in this program are divided into theory and activities that each participant must complete before attending the first synchronous training. Participants will have access to all the necessary materials, including PowerPoint presentations, reading materials, and videos.

During the training, participants have to engage in various activities. After they have completed them, they can upload the results to the forum on the platform to share them with other participants.

It is essential that all participants complete the activities and keep them handy, as they will be analysed together during the first synchronous online training, and feedback will be provided.

At the end of unit 3, participants will take a quiz to assess what they have learned in the three units and identify any concepts that need to be revised. This approach ensures that participants are engaged and actively learning throughout the program, and that they have a clear understanding of the concepts taught.

At the end of the course, the achievement of the set of skills and competencies earned will be demonstrated through issuing an open badge/microcredential for the participants.

Unit 1: Ideas & Opportunities

The first unit focuses on *Ideas & opportunities* as outlined in [EntreComp](#). More specifically, this unit will be centred on creativity, assessing ideas in an Ethical and Sustainable way and valuing them.

By the end of the **Unit 1**, participants will be able to:

- Identify opportunities and develop creative and purposeful ideas
- Assess the impact of their actions in an Ethical and Sustainable way
- Combine knowledge and resources to achieve valuable effects

Activities:

Activity 1.1: Creativity – 30 Circles challenge

Time: 5 Mins (approx)

Goal: Create as many recognisable objects from the blank 30 circles.

Instructions for the participant:

1. Gather your materials: You will need a sheet of paper with 30 blank circles or you can create them yourself using a pen or a pencil and a ruler.
2. Set a timer: The goal of this activity is to generate as many recognizable objects as possible within 3 minutes. Set a timer for 3 minutes and get ready to start.
3. Start brainstorming: Begin looking at the blank circles and start thinking of objects that you can create using them. Try to think of different shapes, sizes, and orientations that can be combined to create unique objects.
4. Use your imagination: Don't limit yourself to thinking of objects that you have seen before. Let your imagination run wild and think of objects that are unusual or even impossible in reality.
5. Don't worry about perfection: The goal of this activity is not to create perfect drawings or designs. Focus on generating as many ideas as possible within the time limit.
6. Be flexible: If you find yourself struggling to come up with ideas, try approaching the circles from a different angle or perspective. Think about how the circles can be combined or arranged to create different objects.
7. Keep going until the timer runs out: Don't stop generating ideas until the timer runs out. Even if you feel like you have exhausted all possibilities, keep going and try to push yourself to come up with a few more ideas.
8. Reflect on your experience: After the timer has run out, take a moment to reflect on your experience. Think about the different objects you created and

how you approached the challenge. Consider how you can apply the skills of fluency and flexibility to other creative endeavours.



The 30 Circles challenge activity is designed to help develop fluency and flexibility in idea generation, which are important skills for creativity.

Activity 1.2: Generate and valuing ideas

Time : 10 Mins (approx)

Goal: Learn how to value your idea

Instructions for participants:

1. **Choose a question:** Choose one of the questions provided: "How could we encourage more people to participate in mobility experiences?", "How could we encourage more people to have a greener approach in their daily lives?", or "How could we encourage people to attend local events?".
2. **Set a goal:** The goal of this activity is to come up with 5 creative ideas in response to the question you have chosen.
3. **Brainstorm:** Start brainstorming ideas in response to the question. Write down any ideas that come to mind, no matter how big or small they may seem.
4. **Encourage creativity:** Encourage creativity by thinking outside the box. Don't limit yourself to conventional ideas. Instead, try to come up with unique and innovative ideas that could make a difference.
5. **Evaluate your ideas:** After you have generated 5 ideas, take a moment to evaluate them. Which ideas do you think are the most feasible and impactful? Which ideas do you think are the most creative and original?

6. **Refine your ideas:** Refine your ideas by considering how they could be implemented in real life. Think about the resources and support needed to make these ideas a reality.
7. **Share your ideas:** Share your ideas with others to get feedback and build on your ideas. This could be done through a group discussion, presentation, or sharing them with friends and family.
8. **Reflect on your experience:** After the activity, take a moment to reflect on your experience. Consider how you came up with your ideas and how you could apply these skills to other areas of your life.

This activity is designed to help participants develop their creativity and problem-solving skills.

Overall, the "Valuing Ideas - Generate Some Ideas" activity provides a valuable opportunity for participants to develop their creativity and problem-solving skills, while also emphasising the importance of valuing ideas and collaboration.

Unit 2: Resources

The second unit of the program will help participants improve their self-awareness and motivation by focusing on their individual strengths, how to stay focused and be resilient. This will better prepare them for the mobility experience and the final activity in unit 4.

By the end of the **Unit 2**, participants will be able to:

- Identify and assess individual strengths and weaknesses
- Learn how to act proactively despite uncertainties
- Develop the ability to stay focused and be resilient

Activity 2.1: Flower of competences

Time : 10 Mins (approx)

Goal: help participants reflect on their entrepreneurial competences and identify their strengths and weaknesses.

Instructions for participants:

1. Look at the flower diagram provided, which lists different entrepreneurial competencies on each petal.
2. Take a moment to read through each petal and think about whether you are good at that particular competence, whether it is a weakness, or if you are not sure.
3. Mark your response next to each petal - "YES" if you think you are good at that particular competence, "NOPE" if it's a weakness, or "MAYBE" if you're not sure.
4. Once you have marked your response next to each petal, identify which colour most of your "YES" responses fit into - blue for Ideas and Opportunities, orange for Resources, or green for Into Action.
5. Read the feedback for each colour and what it means about your strengths and weaknesses.
6. Discuss your results with a partner or in a small group. Compare your results and share your thoughts and feelings about your strengths and weaknesses.
7. Use your results to identify opportunities for growth and improvement. Think about how you can use your strengths to overcome your weaknesses and take action to develop your competencies.
8. Remember that you do not have to be good at all of the competences listed on the flower diagram. The main goal is to recognize where your strengths are and where you want to improve, so you can look for opportunities to develop your entrepreneurial skills.



The activity is designed to help participants reflect on their entrepreneurial competences and identify their strengths and weaknesses.

Overall, the activity provides a valuable opportunity for participants to develop self-awareness, set goals, collaborate, be resilient, and take action to develop their entrepreneurial competences.

Activity 2.2: The Worries Jar

Time: 15 Mins (approx)

Goal: help the participants to manage their worries and identify solutions to overcome them.

Instructions for participants:

1. Take a moment to reflect on your upcoming mobility experience and think about any worries or concerns you may have.
2. Take a small piece of paper and write down each worry, no matter how trivial it may seem.
3. Fold the paper and put it inside the Worries Jar.
4. Once all your worries are inside the jar, take each worry out one by one.
5. For each worry, take a separate sheet of paper and write down all the possible solutions or opportunities you have to overcome the worry. Try to see the 'glass half full' and focus on positive solutions.
6. Once all your worries have been taken out and addressed, take a moment to reflect on the positive solutions you have identified.
7. Remember that the Worries Jar is a tool to help you manage your worries and identify solutions to overcome them. It's important to focus on positive solutions and opportunities rather than dwelling on negative thoughts.

The Worries Jar activity can provide several valuable learning experiences for participants.

Unit 3: Into action

The third Unit of the program will focus on improving the participants' skills in working with others, taking the initiative and taking up challenges, and coping with uncertainty, ambiguity & risk. This unit will be complemented by Unit 4 and will include theoretical concepts and practical activities to help participants reflect on their coping skills and ability to collaborate positively with others.

By the end of the **Unit 3**, participants will be able to:

- Act and work independently to achieve goals and take up challenges
- Set up goals and define priorities
- Handle fast-moving situations promptly and flexibly

Activity 3.1: The Perfect Day Exercise

Time: 5 minutes (approx)

Goal: learn to think in terms of objectives and intermediate steps towards the final goal

Instructions for participants:

1. Get a diary, blank notebook or open a new document on your computer.
2. Write down what your perfect day looks like, in bullet points.
3. Focus on your perfect day without adding extras or surprises, such as winning the lottery or unexpected events. The aim is to create a detailed list of what an average day looks like, step by step.
4. Include specific details of your perfect day, such as the perfect time for waking up, what to do once you get out of bed, what to do after, and so on.
5. Create a day that never bores you and that you could happily repeat five or seven days a week. Create an 'average day' for your working days and your weekends.
6. Think about the individual behaviours that characterise that day. Consider the small habits that you can start to put into practice right away to get closer to your idea of a perfectly perfect day, proceeding step by step and trying to achieve your goal.

Activity 3.2: Personal SWOT Analysis Exercise

Time: 10 minutes (approx)

Goal: Being aware of yourself, the risks and possibilities of the mobility experience abroad.

Instructions for participants:

1. Think about your upcoming mobility experience. Where will you go? For how long? What job will you be doing? Do you know the language? What are the risks or things you do not know that may be important?
2. Imagine the new context you will be immersed in and think about your personal characteristics.
3. Using the SWOT analysis framework, identify your strengths, weaknesses, opportunities, and threats in the context of your mobility experience.

SWOT Analysis Framework:

- **Strengths:** What are your personal strengths that can help you succeed during your mobility experience?
- **Weaknesses:** What are your personal weaknesses that may hinder your success during your mobility experience?
- **Opportunities:** What opportunities can you take advantage of during your mobility experience to enhance your success?
- **Threats:** What potential risks or threats should you be aware of during your mobility experience?

4. Write down your SWOT analysis in a chart or table format, using the headings above.
5. Take some time to reflect on your SWOT analysis and think about how you can leverage your strengths and opportunities, and address your weaknesses and threats to maximise your success during your mobility experience.

It's important to remember that the SWOT analysis is a flexible tool that can be adapted to suit your individual needs and context.

Overall, the Personal SWOT Analysis activity can help participants develop a deeper understanding of themselves and their personal characteristics, while also promoting

strategic thinking, proactive planning, and adaptability. These skills can be valuable not just for mobility experiences but also for personal and professional growth in general.

2. Synchronous training

Unit 4: Group Workshop

The fourth Unit is designed to provide synchronous training through two on line training sessions:

- **Training session, Part 1** (2 hours): it will enable participants to discuss the activities covered in the previous three units and will prepare them for the upcoming group workshop.
- **Training session, Part 2** (4 hours): will involve a group activity of 3 hours followed by a 1-hour feedback session moderated by the trainer.

The objective of the activity is to apply all the skills learned in the previous units to a practical project. At first the participants will be divided into groups and to each group it will be assigned an uncomfortable situation that they must handle with the resources available, while keeping their focus on completing the mobility experience in the best possible way. This activity requires to work efficiently with others and to include all participants in the team.

To make the activity more challenging, trainers may switch participants among groups midway. The aim is to enhance their teamwork abilities and help them better cope with uncertainty.

Various video conferencing platforms can be used for the development of this activity.

Based on our experience, we recommend the use of the zoom platform as it allows the division into separate working groups. For ice-breaking activities they can be used using various online tools such as mood boards or padlets. For joint activities on the same file, participants can work with the Google package (google documents, sheets) or Miro, so that they can see changes in real time and collaborate on the same file.

Training session, Part 1

The session will begin with an ice-breaking activity that will help participants to know each other and create a positive learning environment.

For the ice-breaking activity, we recommend to use either a mood board or a Padlet with images. If you choose a mood board, each participant can select an image that best represents themselves or their feelings about the mobility experience. Alternatively, if you opt for Padlet, participants can directly upload an image that conveys their identity or their emotions regarding the mobility experience.

Both these tools are engaging and visually appealing, and they can help to foster a sense of community among the participants, to break the ice and to create a welcoming environment for the training ahead. Starting with an ice-breaking activity is an effective way to help participants connect with each other and identify commonalities such as expectations, fears, or destination countries.

The trainer may decide to ask participants to add additional information (country of destination, hobbies, age ecc) if needed. This phase is also crucial for the trainer to understand the participants and determine the most effective way to structure the next training activity. Moreover, the ice-breaking activity provides valuable insights for the trainer to assess the classroom and tailor the program accordingly.

Following the ice-breaking activity, the next step is to analyse, discuss and provide feedback on the asynchronous activities (he/she may refer to specific instructions provided in each unit). This phase allows participants to reflect on their work and receive guidance from the trainer.

Training session, Part 2

In our previous pre-departure training for learners involved in mobility initiatives, and based on the feedback received upon their return, we noticed several common situations and challenges. Namely, many participants expressed similar concerns about their experiences and provided feedback on how they could have been better prepared for them.

We have, though, decided to structure the upcoming activity based on these shared concerns with the aim to address issues that, if not tackled, could potentially cause withdrawal prematurely from the mobility experience.

Some of the common concerns expressed by participants include fear of the unknown, cultural differences, stereotypes, and language barriers. However, each group of participants may have slightly different concerns, and as such, the activity will be tailored to the specific needs and expectations of each group.

This is why the trainer will not present predetermined situations, but rather work closely with the participants to address their unique concerns and preferences. The activity will be tailored to the indications and expectations of the individual groups

Activity 4.1: Group work

The activity consists of a group work session of 3 hours followed by a debriefing of 1 hour led by the trainer.

Step 1 - Participants are divided into working groups (max 5 people per group). Each group has to identify one or more potential critical situations that could arise during the mobility experience. These situations could derive from participants' fears and concerns, cultural differences, potential issues in the host companies, or problems with roommates, etc...

Once the situations have been identified and shared, they are collected by the trainer in order to assign them in step 2. Each group will receive a character card that represents a participant or an employee in the host company (a kit of character cards will be provided). The character cards will represent specific characteristics of a mobility learner or a host employer.

Step 2 - Building on the skills learned in Unit 3, participants have to conduct a SWOT analysis of their assigned character. In the meantime, the trainer will determine which of the situations collected to use and assign them accordingly to the groups based on the characters delivered. It is important to highlight that each group should receive a different situation from the one they invented.

Step 3 - Using the assigned character card as a reference, participants must work together to find possible solutions to the problems presented in their assigned situation. It is crucial for participants to identify the resources at their disposal and identify the best way to use them to solve the situation, as learned in Unit 2.

Upon completion of Step 3 each group will present their assigned situation and character, along with the problems they have identified and the best possible solutions they have formulated. To encourage active participation and constructive feedback, a plenary activity can be included and other groups can provide inputs on whether they would have acted differently in the given situation.

In the event that the classroom demonstrates exceptional progress and quickly solves the case, additional obstacles can be introduced to the situations. For example, summer closure of mobility authorities, absence due to the tutor's illness, general geopolitical situations, or a lack of knowledge of the host country (such as a language that is not English) can be included.

If the classroom is passive or faces obstacles during the group work phase, the trainer can provide suggestions or inputs to the group to help progress.

For the identification of resources, possible indications include introduction of the mobility intermediary organisations involved, discussions with friends or contacts who have had similar experiences and various online sources of information.

The trainer in the debriefing phase should bring out the skills that were used during the decision, which include all the skills the participants learnt during the first 3 Units. There should be emphasised in particular the skills regarding teamwork, identification of the opportunities, creative problem solving, conflict resolution, resilience and analysing strengths and weaknesses.

There is no right or wrong judgement to the solutions identified by the participants: the objective of the activity is to learn how to manage an uncomfortable situation with the resources available, trying to keep the focus on completing the mobility experience.

Moreover, this activity will encourage participants to reflect on different methods of problem-solving and, above all, to understand that a solution is always possible. By emphasising the skills utilised during the activity, participants will be able to recognize the importance of these skills in managing uncomfortable situations and apply them in their future mobility experiences.

Module 3: Think and act Green

The facilitator has to have a knowledge of all the contents of the module **Think and Act Green**. Every unit has a synchronous part online with the learners and an asynchronous part (self study). Please get familiar with the 3 units and the contents of the documents to read and the power point presentations.

Unit 1 : Global and Green Citizenship

- 1.1 List the main Sustainable Developments Goals and the main ideas of the European Green Deal program
- 1.2 Summarise the Reduce-Reuse-Recycle approach
- 1.3 Identify and name innovative initiatives at European level in the Education and Training field
- 1.4 Give examples of how to include those policies in daily life during an Erasmus+ experience

1 h synchronous

1,5 hours asynchronous

The first unit starts with an synchronous online session

Activity	Ressources	Material	Length	Mode
Introduction Explanation of the module, the learning objectives and the unit	Power Point with the video presentation of the module- Available on the e-learning platform .	Detailed Moodle-Based Module Structure	5 min	synchronous
Energizer Eco Gestes	Energizer - Eco Gestures and Images- Available on the e-learning platform .	Cards with Eco Gestures	15 min	synchronous
Explain the main ideas of the European Green Deal and Sustainable Development Goals	Power Point Slides 5 - 8- Available on the e-learning platform .	The presentation can be done with the reading material - Read it! The trainees can find this document on the platform. Available on the e-learning platform .	15 min	synchronous
Watch the Reuse, Reduce, Recycle Video and do the quiz .	Power Point Slide 9 and 10- Available on the e-learning platform .	The reading material - Read it! gives more information on the 3R approach- Available on the e-learning platform .	10 min	synchronous
Then think of everyday actions you can take to apply the 3R method and eco-gestures.	Do a collective list on jamboard and store it as a pdf or image. Available on the e-learning platform .	In the activity Eco gestures, there are many tips concerning the 3Rs Eco Gestures	15 min	synchronous
Conclusion : 1 personne of the group will be	Discussion Forum	Image of 3Rs Tipps for your mobility	5 min	a synchronous

charged to upload your <the result of the activity> into the Discussion Forum of this unit.				
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The rest of the unit , the trainees can do autonomously in reading the material, watching the videos and checking out the links with the help of the road map. .

Unit 2 Travel green

- 2.1 Define a footprint when travelling
- 2.2 Calculate a footprint when travelling
- 2.3 Identify several alternatives to reduce the footprint
- 2.4 Highlight strengths and weaknesses of each alternatives

1 h synchronous

1,5 hours asynchronous

This unit starts with a Watch it ! [a video on the carbon footprint](#) on the learning platforme. All trainees should have watched the video before the synchronous part with the teacher/trainer. .

Activity	Ressources	Length	Mode
Presentation of the unit, the learning outcomes and the activities on the online session	Reading Material and PowerPoint presentation on the platform.	5 min	synchronous
Ask the trainees if they have watched the video and if someone can resume what a carbon footprint means? Before presenting the next activity tell them that they can find more information in the Read It! part and the PPT presentation you're presenting on the online learning platforme.	Reading Material and PowerPoint presentation on the platform.	10 min	synchronous
Activity : You have to go to your home country from your home country – you have to travel with the least ecological impact possible - plan	Power Point Presentation (available on	40 min	synchronous

<p>a trip 3 times : the most economical one, the most ecological one, the fastest one. Calculate your travel carbon footprint ! Let's share the results and talk about it ! You have to take the plane – what can you do to reduce the environmental impact - brainstorming, and note one principal idea in golden!</p>	<p>the platform) Slide 4 / put the link of the calculator for carbon footprint in the chat https://www.carbonfootprint.com/calculator.aspx</p>		
<p>One person is in charge to upload your <the result of the activity : how to reduce your ecological impact when you have to take the plane> into the Discussion Forum</p>	<p>Discussion Forum</p>	<p>5 min</p>	<p>asynchronous</p>
<p>Invite the trainees to the further steps - Read it! Watch it! and then Apply it !on the online learning platform concerning green travelling. Show the two homepages on the right - on my way is an online game tailored for Erasmus+ mobilities. Ask them to invest time on it in the asynchronous part.</p>	<p><self study https://www.greenerasmus.org/on-my-way and check out this homepage - Actions you can take</p>	<p>5 min</p>	<p>synchronous</p>

In the asynchronous part the trainees are invited to do the Read it! with a lot of information on the carbon and ecological footprint. They should check out Green Erasmus and Action they can take for green travelling. They will also play an online game on Erasmus+ mobility and travelling.

Unit 3 Act green during the mobility

Unit 3 - Learning outcomes

- 3.1 Identify the different situations in which they can put those alternatives into practice during the mobility
- 3.2 Highlight different green tips according to each situation
- 3.3 Identify indicators to assess the level of green practices at work and at home
- 3.4 Commit on several Green practices they agree to implement during their mobility abroad.

2,5 hours asynchronous
2,5 h synchronous

The idea of the last unit is to get active - Act Green during the Erasmus+ mobility. To do this the learners will get familiar with contents on Green Erasmus and will have to write a charter for their mobility. They should stick to the commitments they fix together. A debriefing and feedback should be done after the Erasmus mobility.

The unit starts on the following three points with **self study** on the project platform (asynchronous online).

Watch it!

<<https://www.youtube.com/watch?v=NUN0QxRB7e0>> Watch the trailer of the film “Tomorrow” - if you are motivated, watch the whole film. Make some research on the net to find at least three actions taken by local communities, organisations or people who act for climate protection and sustainability.

Apply it!

Try out this online game - developed for you - youngsters who go abroad on Erasmus.
<https://www.greenerasmus.org/small-steps>

Apply it!

Do some research on the following people and do a three line resume on their actions - there the information during the synchronous part : Vandana Shiva, Greta Thunberg, Paul Watson, Pierre Rhabi, - Propose some other figures in the fight against climate change.

Activity	Ressources	Material	Length	Mode
Apply it ! Resume of the unit and presentation of the Green charter	<p>Do a presentation of the unit and the learning objectives. (10 min)</p> <p>Talk about the trailer of the film “Tomorrow”. Did you watch the film? What does the trailer inspire you? (10min)</p> <p>Talk about the online game “small steps”. Did you do the activity? What did you experience? What did you learn? (10 min)</p> <p>Talk about the famous people who took action for climate protection. Let the learners briefly present every figure. (10 min)</p> <p>Green charter for mobility : Reflect on specific situations in your future</p>	Power Point Presentation (available on the platform)	90 min	synchronous

	<p>hosting country and how you could act GREEN (3Rs, travelling, political actions,etc)</p> <p>Small break out rooms to work on concrete actions that can be taken on reduce, reuse and recycle or other initiatives concerning the Erasmus Stay. The learners should take notes.</p> <p>Come together in the big group and discuss the different potential actions that can be taken.</p> <p>Each learner will select several Green commitments and apply them during their mobility. (50 min)</p>			
Apply it! The Green charter	<p>TOGETHER - Take Initiative – make a green charter so you are prepared with concrete ideas for your hosting country - Use the Jamboard for simultaneous work. Put the link in the chat.</p> <p>Sign it collectively!</p>	JAMBOARD (available on the platform)	30 min	synchronou s
Conclusion	<p>Instructions for the discussion forum : a person is in charge of putting the Green charter on the discussion forum. Talk about a possible meeting after the Erasmus+ mobility to do a debriefing on Green Actions which have been taken by the learners.</p>	Green charter for the discussion forum	10 min	synchronou s

A final assessment will be included as a quiz with 10 multiple-choice questions covering all the units of the module. The quiz will be auto-corrected by the system, but it can be discussed in the classroom with the trainer as moderator.

1. The Green Deal program is launched by
 - d) The United Nations
 - e) **The European Commission**
 - f) The World bank

2. One of the objectives of the Green Deal program is to:
 - d) Build a bridge from the EU to the USA

- e) Plant apple trees all over Europe
 - f) Lower drastically greenhouse gases by 2050
3. The 3 approach means:
- d) Run, Rail and Road
 - e) Reuse, Reduce and Recycle
 - f) Ride rather a roller
4. The New European Bauhaus:
- d) Is a creative and interdisciplinary initiative to promote the European Green Deal Program
 - e) A new art style in architecture from Germany
 - f) A monument in Copenhagen/ Denmark
5. How many sustainable development goals (SDGs) are defined by the United Nations :
- d) 10
 - e) 17
 - f) 20
6. Which one is NOT a sustainable development goal:
- d) Ensure healthy lives and promote well-being for all at all ages
 - e) Take urgent action to combat climate change and its impacts
 - f) Promote Green Tourism and eco friendly travelling for everybody
7. What is a carbon footprint:
- d) The amount of carbon being emitted by an activity, organisation or other entity
 - e) The amount of accumulated carbon emissions in the atmosphere
 - f) The rest of carbon you can find on your feet
8. Which sector has the largest impact concerning the global fossil carbon dioxide emissions (in 2021):
- d) Building Sector
 - e) The Power Sector
 - f) Transportation Sector
9. What's an ecological footprint:
- d) The footprint we leave behind stepping in sand or mud
 - e) The carbon emissions emitted by one person
 - f) How much nature we have compared to how much nature we use
10. Why did Paul Watson became famous:
- d) Because he created the first bioluminescent portable lantern
 - e) Because he travelled around the world in a recycled sailing boat
 - f) Because he founded the NGO Sea Shepard to fight for marine conservation

Module 4: Emotional Intelligence

This document is intended to facilitate the use of the materials of module 4 "Emotional Intelligence", both by the staff teaching the course and by the students. It specifies times, materials, and modality (synchronous or asynchronous) of the teaching-learning process for a proper and efficient use of the contents and resources.

The module starts with a video presentation and will be developed through three Didactic Units that are specified below.

Unit 1. Interpersonal intelligence

In this unit we will learn about the concept of emotional intelligence. We will analyse the characteristics and types of emotional intelligence. We will finish with the keys to develop emotional intelligence.

- 1.- What is interpersonal intelligence?
- 2.- Types of emotional intelligence.
- 3.- Characteristics of emotional intelligence.
- 4.- Keys to develop emotional intelligence.

1 hours synchronous

2 hours asynchronous

Activity	Material	Length	Mode
Introduction. Explanation of the objectives and contents of the unit.	Interpersonal intelligence Video. PowerPoint presentation.	40 minutes	Synchronous

Content reading (chapters 1 and 2)	Chapter 1. What is interpersonal intelligence? Chapter 2. Types of emotional intelligence.	35 minutes	Asynchronous: All readings will be carried out individually.
Content reading (chapters 3 and 4) and video watching.	Chapter 3. Characteristics of emotional intelligence. Chapter 4. Keys to develop emotional intelligence. Youtube podcast. Goleman: learn how to manage emotions.	45 minutes	Asynchronous: All readings will be carried out individually.
Apply it!	Activity	30 minutes	Asynchronous: Students must solve the activities on their own, then they will have to share the answers in groups of 2-3 students before sharing the answers with the whole group.
Go to the forum and provide constructive comments on two of your classmates' submissions.	Online forum	20 minutes	Synchronous
Questionnaire	Online questionnaire	10 minutes	Asynchronous

Unit 2. Emotional intelligence and change management

In this unit we will define the concept of the comfort zone, analysing the keys to getting out of it. We will see how to manage emotions in the face of change and stress. Finally, we will point out the emotional competences needed to be successful in any area of life.

1. The importance of getting out of the comfort zone
2. How to manage emotions in the face of change and stress?

- a. Emotional intelligence as a key aspect of change
- b. Five keys of emotional intelligence for stress management
3. Develop emotional competencies to succeed in any area of life
 - a. How does emotional intelligence impact the different aspects of life?

1 hour synchronous

2 hours asynchronous

Activity	Material	Length	Mode
Introduction. Explanation of the objectives and contents of the unit.	Power Point	30 minutes	Synchronous
Content reading (chapter 1)	Chapter 1. The importance of getting out of the comfort zone	7 minutes	Asynchronous: All readings will be carried out individually.
Video watching	https://youtu.be/RSUyKLFEmVE	7 minutes	Asynchronous
Content reading (chapter 2)	Chapter 2. How to manage emotions in the face of change and stress? - Emotional intelligence as a key aspect of change - Five keys of emotional intelligence for stress management	8 minutes	Asynchronous: All readings will be carried out individually.
Video watching	https://youtu.be/R5XZ90rZo2E	39 minutes	Asynchronous

Content reading (chapter 3)	Chapter 3. Develop emotional competencies to succeed in any area of life. - How does emotional intelligence impact the different aspects of life?	8 minutes	Asynchronous: All readings will be carried out individually.
Video watching	Key competencies of emotional intelligence for achieving success https://youtu.be/9TPwbMrLLSU	6 minutes	Asynchronous
Supplementary articles reading	- Inteligencia emocional y competencias emocionales en educación superior, ¿un mismo concepto?: https://www.scielo.org.mx/scielo.php?pid=S2007-28722015000200006&script=sci_arttext - Las emociones y su papel en nuestra vida: https://centta.es/articulos-proprios/las-emociones-y-su-papel-en-nuestra-vida	10 minutes	Asynchronous: All readings will be carried out individually.
Apply it!	Activity	25 minutes	Asynchronous: Students must solve the activities on their own, then they will have to share the answers in groups of 2-3 students before sharing the

			answers with the whole group.
Go to the forum: Discuss in the unit forum the benefits that Pablo would have in his life with a proper development of emotional intelligence.	Online forum	30 minutes	Synchronous
Questionnaire	Online questionnaire	10 minutes	Asynchronous

Unit 3. Emotional intelligence as a resource for success in the Erasmus+ experience

In this unit we will insist on how the unknown produces fear and the importance of knowing how to manage such fear. We will discuss the challenges and strengths of the Erasmus+ experience and the opportunities it offers nowadays to young students. To conclude, we will look at the role of emotional intelligence in this programme.

1. The fear of the unknown
2. Challenges of the Erasmus+ experience
3. Emotional intelligence as a strategy for change management in the Erasmus+ experience.

2,5 hours asynchronous

1,5 hours synchronous

Activity	Material	Length	Mode
Introduction. Explanation of the objectives and contents of the unit.	Power Point Introductory video	60 minutes	Synchronous
Contents reading (chapter 1)	Chapter 1. The fear of the unknown	10 minutes	Asynchronous: All readings will be carried out individually.

Video watching	https://youtu.be/IL7aKalhMB4 (12 minutes) https://youtu.be/0B3IKApr3L8 (3 minutes)	15 minutes	Asynchronous
Content reading (chapter 2)	Chapter 2. Challenges of the Erasmus+ experience	10 minutes	Synchronous: All readings will be carried out individually.
Video watching	Erasmus+ experiences	5 minutes	Asynchronous
Content reading (chapter 3)	Chapter 3. Emotional intelligence as a strategy for change management in the Erasmus+ experience.	10 minutes	Asynchronous: All readings will be carried out individually.
Supplementary content for chapters 2 and 3	- Sopeña Erasmus+ experiences - Fears that prevent travelling	60 minutes	Asynchronous
Working together: as a team, identify the problems that go through Juan's head, post them in the Forum, and make a list of them.	Online forum	30 minutes	Synchronous
Apply it!	Activity	25 minutes	Asynchronous: Students must solve the activities on their own, then they will have to share the answers in groups of 2-3 students before sharing the answers with the whole group.
Questionnaire	Online questionnaire	15 minutes	Asynchronous

Module 5: Adaptation of Intercomprehension and Interculturality units

This module is an adaptation of the previous INTERMOVE contents to online learning environment

It is composed of 25 main units, to which 10 supplementary units can be added, on a total of 21 hours of regular work and 15 hours of supplementary activities, if desired. Only 9 of the total of units are envisaged to be done in Synchronous mode.

The work starts with a presentation of the topics (Unit 0 - 1 hour) from a theoretical perspective.

All the units are based on practical work of the students, followed by reflection about the work that was produced and discussion in the Forum (or at the end of the session, for synchronous sessions).

Units 1 to 4 are devoted to Interculturality, and cover a full range of different practical activities.

Units 5 to 24 focus on Plurilingual Communication. Each unit corresponds to a single activity.

For each unit, clear instructions about how to accomplish each activity are given in the section of "Reading Materials". Some of them also comprise questionnaires to answer and/or grids to be filled and uploaded in the discussion Forum of the Module.

For some activities that may present linguistic difficulties to the trainers/tutors, solutions are available.

The following table presents precise information about each unit:

Unit	Theme	Title	Material	Type of Unit	Duration (Minutes)

0		Introduction	Video	Asynchronous	3
0	Introduction to Interculturality & intercomprehension	Why intercultural competence?	Text PPT presentation	Asynchronous	60
		Why IC?	Text PPT presentation Watch: https://www.youtube.com/watch?v=JdLm-EqD_PM https://www.youtube.com/watch?v=ibtReZIUMXg	Asynchronous	
1	Knowledge discovery	Introduction to knowledge discovery	https://youtu.be/UQ15cqP-K80	Asynchronous	5
		The iceberg analogy	PPT presentation	Asynchronous	60
		The W curve model			
2	Tolerance of ambiguity	Introduction to Tolerance of ambiguity	https://youtu.be/KKxQxevf4ml	Asynchronous	5
		Ambiguity is everywhere: make your own experience	PPT presentation	Asynchronous	45

		Ambiguity makes us grow up	PPT presentation	Asynchronous	15
3	Empathy	Introduction to empathy: Dr dan Siegel - Five types of empathy	https://youtu.be/qdhMY_DNb1M	Asynchronous	10
		How does it work? Neurons mirrors: the Neurosciences approach	PPT presentation	Asynchronous	30
		The importance of empathy in a non-familiar environment	PPT presentation	Asynchronous	15
		The empathy mapp : a tool to connect with others	M5_U3_Forum compare your Empathy mapp	Asynchronous	45
4.1	Relation to others	Introduction to Relation to others unit	The danger of the single story https://youtu.be/D9lhs241zeg	Asynchronous	20
		Discuss it		Asynchronous	30
		Clichonary		Synchronous	45

		Stereotype definition, origins and mechanisms	PPT presentation	Asynchronous	15
5	Written intercomp rehension	Booking a hotel in several languages	Reading material with instructions	Asynchronous	60
6		Distinction between "transparent" and "opaque" words	Reading material with instructions Watch it: Mots Transparents Transparent words in French and English > Les Mots Transparents Solutions are available for trainers/tutors	Asynchronous	30
7		"Fishing" transparent words	Reading material with instructions	Asynchronous	60
8		What about reading?	Reading material with instructions (this unit is linked to Module 3 – Think and Act Green)	Asynchronous	90

9	Oral Intercomp rehension	The Sounds of Languages	<p>Reading material with instructions</p> <p>Document with Lyrics of the songs</p> <p>Watch it:</p> <p><https://www.youtube.com/watch?v=qkWkXE3gq0></p> <p><https://www.youtube.com/watch?v=EuafmLvoJow></p> <p><https://www.youtube.com/watch?v=Lle_GA1cg20></p> <p><https://www.youtube.com/watch?v=Elj_DwQgBfk></p> <p><https://www.youtube.com/watch?v=UWqgvwcVp_k></p>	Synchronous	60
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10		Let's go to the movies	<p>Reading material with instructions</p> <p>Document with spots of film trailers</p> <p>Watch it:</p> <p><https://www.youtube.com/watch?v=uxh3or6zLvE&feature=youtu.be></p> <p><https://www.youtube.com/watch?v=k1C6i6bP1AE></p> <p><https://www.youtube.com/watch?v=DOEbFhgq-U></p> <p><https://www.youtube.com/watch?v=IQXDmvUYHKQ></p> <p><https://www.youtube.com/watch?v=qSqVVswa420></p>	Asynchronous	90
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11		The world(s) of advertising	<p>Reading material with instructions</p> <p>Watch it:</p> <p>STEP1 video 1></p> <p><STEP1 video 2</p> <p><STEP2 3 4 video 1></p> <p><STEP2 3 4 video 2></p> <p><STEP2 3 4 video 3></p> <p><STEP2 3 4 video 4></p> <p><STEP2 3 4 video 5</p>	Asynchronous	90
12	Plurilingual interaction	Interproduction	<p>Reading material with instructions</p> <p>Document with a list of tips</p> <p>Watch it:</p> <p>M5_U13_video_Luca</p>	Asynchronous	90
13		Chain Stories	Reading material with instructions	Asynchronous	60

14		A world of Languages	Reading material with instructions	Synchronous	180
15	Written intercomprehension	Shopping list PT	Reading material with instructions	Asynchronous	60
16		Shopping list EN	Reading material with instructions	Asynchronous	60
17		Shopping list ES	Reading material with instructions	Asynchronous	60
18		Shopping list FR	Reading material with instructions	Asynchronous	60
19		Shopping list IT	Reading material with instructions	Asynchronous	60
20		Language Puzzle	Reading material with instructions	Asynchronous	60
21		Icons in French	Reading material with instructions	Asynchronous	60
22		Tips to seduce Part 1	Reading material with instructions	Synchronous	60
23		Tips to seduce Part 2	Reading material with instructions	Asynchronous	90

24	Plurilingual interaction	And if it were you?	Reading material with instructions	Synchronous	120
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Assessment will focus on the quality of results attained in each unit. Since the evaluation is centred on skills and competences and not knowledge itself, assessment quizzes are not adapted.