

INTERMOVE +

(PR1-A2)

MODULE 1

Digital and Media Literacy

Project Title	INTERMOVE+ (2021-1-ES01-KA220-VET-000034610)
Project Result	PR1_A2
Date of delivery	11/10/2022
Author(s)	INCOMA
Document Version	V1

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INTRODUCTION

According to the definition elaborated by the EU Media Literacy Expert Group (MLEG)¹, Media Literacy “includes all technical, cognitive, social, civic and creative capacities that allow a citizen to access, have a critical understanding of the media and interact with it”.²

Education and training tools in media literacy “can be a determining measure in order to ensure that existing protection tools are effectively used, but also to improve users’ level of consciousness when it comes to online behaviours”, according to the European Commission.

The aim of this module is for students to learn to identify good practices in the use of technology, to reflect on their online behaviour and to learn how to protect themselves against hate speech, cyberbullying and other problems arising from misinformation.

THEORETICAL FRAMEWORK

Several international organisations (such as UNESCO or the European Commission) are claiming the importance of approaching disinformation and media literacy, aiming to find a solution and create awareness of the consequences of a misinformed society.

Disinformation is not a new phenomenon, as it has been present in society throughout history. Since the printing press, various methods of manipulation and propaganda have influenced public opinion.

¹ *Meetings of the Media Literacy Expert Group*, European Commission.
<https://digital-strategy.ec.europa.eu/en/library/meetings-media-literacy-expert-group>

² *Mapping of media literacy practices and actions in EU-28*, European Audiovisual Observatory, Strasbourg, 2016.

However, before the technological era, the sources of texts were clearer, as there were fewer of them, and their authenticity was more easily verifiable by knowing their author.

With the 21st century's huge technological development, we are faced with a problem: everyone can transmit information, especially through social networks.

"Powerful new technology makes the manipulation and fabrication of content simple, and social networks dramatically amplify falsehoods peddled by States, populist politicians, and dishonest corporate entities, as they are shared by uncritical publics."³

What is the solution? The solution lies in **providing literacy skills** to society, but **especially to young people**, in the digital tools that are available to them.

"In today's context of disinformation and misinformation, the ultimate jeopardy is not unjustifiable regulation of journalism, but that the public may come to disbelieve all content – including journalism. In this scenario, people are then likely to take as credible whatever content is endorsed by their social networks, and which corresponds with their hearts – but leaves out engagement with their heads. We can already see the negative impacts of this on public beliefs about health, science, intercultural understanding and the status of authentic expertise."⁴

Media literacy will improve students' ability to detect disinformation, help develop their critical sense, improve their sharing behaviour, and improve their understanding of the media.

³ *Handbook for Journalism Education and Training*, published in 2018 by the United Nations Educational, Scientific and Cultural Organization, 7, place de Fontenoy, 75352 Paris 07 SP, France. © UNESCO 2018 ISBN: 978-92-3-100281-6

⁴ *Handbook for Journalism Education and Training*, published in 2018 by the United Nations Educational, Scientific and Cultural Organization, 7, place de Fontenoy, 75352 Paris 07 SP, France. © UNESCO 2018 ISBN: 978-92-3-100281-6

STRUCTURE

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? (2 h)

The first unit will be dedicated to introducing the topic. It is worth mentioning that this is a topic with a very specific vocabulary that requires a minimum knowledge at the beginning. For this reason, 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.

At the end of this unit, teachers will be provided with different exercises that will settle the student's new knowledge.

Unit 2: Checking and verifying (2h)

The second unit will focus on detecting manipulated texts, images, and videos. This unit will provide different tools that can be used with this purpose and both, students and teachers will learn how to put them into practice. Final exercises with examples will be included to make it practical. Moreover, discussions and debates will be proposed.

Unit 3: Types of manipulation (2h)

The aim of this unit is to help students recognise disinformation when they see it. It means to understand the author's intentionality.

For this purpose, we suggest first putting concrete news for each case, then let students have an open discussion about it, and then provide them with the correct answer.

The types of manipulation are:

- Satire or parody
- False connection
- Misleading content
- False context
- Impostor content
- Manipulated content
- Fabricated content

Unit 4: Lateral reading (search engines/online tools) (2h)

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.

In this unit, the student will learn to check the information and will be able to answer these questions by their own:

- When was the information published?
- Who is the organisation/author that produced the content?
- What is the purpose of the content? Does the language seem appropriate according to the topic?
- Is the information supported by evidence?

Unit 5: Thinking before sharing (2h)

One of the most challenging issues when it comes to media literacy is the critical thinking before sharing information that has been created with the objective to become easily viral. 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.

This is the last unit because it will enclose all the concepts previously learnt, giving the opportunity to the teacher to have a final conclusion with a demonstration that everything they have been working on during the course have a real application, and the impact that disinformation can reach with just sharing in one click.

LEARNING OUTCOMES

(Please include here the learning outcomes or skills that participants should acquire by the end of each unit of this module).

By the end of unit 1 **Introduction: What is Media literacy?** participants will be able to:

- Recognise features belonging to disinformation.

By the end of unit 2 **Checking and verifying**, participants will be able to:

- Detect manipulated texts, images, and videos.
- Use fact-checking tools.

By the end of unit 3 **Types of manipulation**, participants will be able to:

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

By the end of unit 4 **Lateral reading (search engines /online tools)**, participants will be able to:

- Operate strategies to implement lateral reading and questioning information.
- Assess and argue the genuineness of online visual contents.

By the end of unit 5 **Thinking before sharing**, participants will be able to:

- Identify what is appropriate and what is not to share in social networks and explain possible consequences.

DIDACTIC APPROACH

In general, the methodology to be applied will be 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 units of this module will include practical activities using task-based approaches and open discussions about processes, strategies, objectives, specific difficulties, and feasibility.

The lessons will be developed taking into account if it will be delivered by a trainer (synchronous part) or it will be made by the students themselves (asynchronous part).

LEARNING MATERIALS / RESOURCES

For the implementation of this module, the following materials will be available for learners:

Ex.

- *Presentations*

- *Practical exercises*
- *Videos*
- *Articles*
- *Interactive exercises*
- *Digital tools to fight disinformation*
- *Images*
- *Official EU documents*

INTERMOVE +

(PR1-A2)

MODULE ENTREPRENEURSHIP

Project Title INTERMOVE+ (2021-1-ES01-KA220-VET-000034610)

Project Result PR1_ A2

Date of delivery

Author(s) IFOA

Document Version

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INTRODUCTION

Developing and promoting entrepreneurship education has been a key policy objective of the European Union and its member states for many years. Indeed, in a context characterised by high youth unemployment rates, economic crisis and rapid changes due to the complexity of our knowledge-based economies and societies and the advent of the COVID-19 pandemic, it would seem that transversal skills, and entrepreneurship in particular, are essential for young people to become active, creative and entrepreneurial citizens.

“Sense of initiative and entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports individuals, not only in their everyday lives at home and in society, but also in the workplace in being aware of the context of their work and being able to seize opportunities, and is a foundation for more specific skills and knowledge needed by those establishing or contributing to social and commercial activity. This should include awareness of ethical values and promote good governance”¹.

In this context, it becomes crucial for trainers and young people participating in mobility experiences to be aware of and develop the transversal competences of entrepreneurship. Specifically, based on the Entrecomp model, the following competences will be deepened and acquired through this module:

- Develop ideas and opportunities to create value and explore/experiment innovative approaches; develop a vision to turn ideas into action.
- Resources: develop self-awareness to reflect on needs, aspirations and wants; identification and assessment of individual/group strengths and weaknesses; work on motivation & perseverance: preparation to be patient and resilient under pressure, adversity and temporary failure.

¹ Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning, OJ L 394, 30.12.2006, p. 10.

- Working with others: cooperation for turning ideas into action, networking and solving conflicts. Sustainable thinking: act responsibly and assess impact on the community, society and environment.

THEORETICAL FRAMEWORK

The UN Sustainable Development Goals include entrepreneurial skills as a useful tool for supporting youth in order to innovate, start business and create jobs.² Furthermore, in the recent years the European Union policies increased their attention towards entrepreneurial skills, not only as competence pertaining to business but as a key policy objective for its Member States. The European Commission through EntreComp: the European Entrepreneurship Competence Framework³, defines Entrepreneurship as a competence that involves *“the capacity to act upon opportunities and ideas to create value for others. The value created can be social, cultural, or financial.”*⁴ EntreComp will be used as a general framework to outline the structure of this training module. The training will also include elements of positive psychology, especially in building resilience and self-awareness among participants.⁵ Furthermore, the training will be based on Council of Europe Non-formal education principles.⁶

By developing those competences during the mobility experience, the participants will achieve also a base of abilities that may be useful for their future entrepreneurial initiative.

² EU Policies Driving Entrepreneurial Competences—Reflections from the Case of EntreComp, available at <http://www.diva-portal.org/smash/get/diva2:1584184/FULLTEXT01.pdf>

³

<https://publications.jrc.ec.europa.eu/repository/handle/JRC101581#:~:text=The%20development%20of%20the%20entrepreneurial.for%20a%20knowledge%2Dbased%20society.>

⁴ European Commission, Joint Research Centre, Bacigalupo, M., Kampylis, P., Punie, Y., et al., EntreComp : the entrepreneurship competence framework, Publications Office, 2017, <https://data.europa.eu/doi/10.2791/160811>

⁵ Seligman, https://link.springer.com/chapter/10.1007/978-94-017-9088-8_18

⁶ <https://www.coe.int/en/web/european-youth-foundation/definitions>

STRUCTURE

The module is designed to be a synchronous online training for the engaged trainees, it can be used in an asynchronous mode by the trainers for the purposes of the VET learners training. The 10 hours' module will be divided into 4 units. The first three units will be 2 hours long, while the fourth unit will last 4 hours and will be dedicated to a group workshop. Following the principles of non-formal education, the units will be designed to be learner-centered. The activities included in the units will constantly involve individual and group learning, followed by a feedback and discussion session held by the trainers. Each of the first 3 units will enact different skills, based on the selected EntreComp competences, that will be used as a solid foundation in the development of the Group workshop.

Unit 1: Ideas & opportunities (2 h)

The first unit will be dedicated to Ideas & opportunities as outlined in EntreComp. More specifically, this unit will be centred on creativity and valuing ideas in a sustainable thinking perspective. The participants, after a brief introduction by the trainers, will explore their own creativity through several practical exercises (individual and group sessions) aimed at exploring innovative approaches towards cultural, social, economic and ethical challenges.

Unit 2: Resources (2h)

The second unit will focus on Resources, especially the ones participants already have. In fact, this unit will improve self-awareness, through customized activities focused on individual and group strengths. It will bring the participants to boost their own motivation and perseverance to be better prepared not only for the last activity in unit 4, but most importantly to get the best from the mobility experience.

Unit 3: Into Action (2h)

The third unit will focus on strengthening the participants' skills on working with others and coping with uncertainty. The work carried out in this unit will be complemented by the unit 4. Through both theoretical notions and practical activities, the participants will reflect on their own coping skills as well as their ability to work with others to collaborate positively, using active listening and conflict resolutions skills.

Unit 4: Group workshop (4 h)

The fourth unit will be organised in 3 hours dedicated to the group activities and 1 hour dedicated to open group discussion and feedback session moderated by the trainer. The aim of the activity is to use all the skills presented in the previous units through a practical project. The trainers will divide the participants in groups. They will be asked to develop an idea for a creative and innovative start up selling a product/service that will create cultural, social or economic value. They will put in practice the gained competences in order to reach the goal. They will also need to work efficiently with others, without silencing any member. To make it more challenging, after the first half of the group work, the trainers can switch some participants among groups. In this way they are forced to cope with uncertainty and strengthening the teamwork abilities.

The last hour will be dedicated to a peer-to-peer analysis of the project developed by each group. Lastly, the trainers will moderate a feedback session focusing on the skills used by the participants to develop their ideas, and how they can use them not only in their mobility experience but also in their everyday life.

LEARNING OUTCOMES

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

- **Identify opportunities and develop creative and purposeful ideas**
- **Describe and work on their vision of the future**
- **Assess the impact of their actions in an Ethical and Sustainable way**

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

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

By the end of **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**

By the end of **unit 4**, participants will be able to:

- **Learn to team up, collaborate and network**
- **Reflect on using the mobility experience as an entrepreneurial learning opportunity.**

DIDACTIC APPROACH

In general, the applied methodology will be learner-centered. It will combine theoretical contents with practical problem-based approach that will provide learners with resources to facilitate the learning process.

All units of this module will include practical activities using task based approaches and open discussions about processes, strategies, objectives, specific difficulties and feasibility.

LEARNING MATERIALS / RESOURCES

For the implementation of this module, the following materials will be available for learners:

Ex.

- *Presentations*
- *Practical exercises*
- *Videos*
- *Interactive platforms*
- *Articles*
- *Official EU documents*

INTERMOVE +

(PR1-A2)

MODULE EMOTIONAL INTELLIGENCE

Project Title INTERMOVE+ (2021-1-ES01-KA220-VET-000034610)

Project Result PR1_ A2

Date of delivery 21.06.22

Author(s) SOPEÑA SEVILLA

Document Version 0

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In this block of contents, we are going to expose the theoretical framework behind emotional intelligence; the advantages of leaving our comfort zone; and once the decision has been made, how we can apply the theory to our own Erasmus experience.

We will examine the components of emotional intelligence, referring to both intrapersonal and interpersonal components, the dangers of uncertainty and how to deal with them successfully. Once we are familiar with the theoretical content, we will discuss how we can apply it to our lives in different contexts, focusing on the Erasmus experience. This is why this content is intended to be eminently practical, as you will have to make an introspective examination that will allow you to, firstly, know your limitations and capacities, and, secondly, the areas in which you may have more deficiencies so that you can improve and strengthen them in order to make your Erasmus experience a success on a personal and professional level. At the same time, it will be a process of individual growth that will give you strategies, not only for this moment, but for any area, decision or experience in your life.

THEORETICAL FRAMEWORK

Unit 1. Emotional Intelligence

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Unit 2. Emotional intelligence and change management

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

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STRUCTURE

Unit 1: EMOTIONAL 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.

- 1.1. What is emotional intelligence?
- 1.2. Characteristics of emotional intelligence.
- 1.3. Types of emotional intelligence.
- 1.4. Keys to develop emotional intelligence.

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 to be successful in any area of life.

- 2.1. The importance of getting out of the comfort zone.
- 2.2. How to manage emotions in the face of changes and stress?
- 2.3. Developing emotional competencies to be successful in any area of life.

Unit 3: EMOTIONAL INTELLIGENCE AS A SUCCESS RESOURCE FOR THE ERASMUS+ EXPERIENCE

In this unit we will work 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 people. To conclude, we will look at the role of emotional intelligence in this programme.

- 3.1. Fear of the unknown.
- 3.2. Challenges of the Erasmus+ experience.
- 3.3. Emotional intelligence as a strategy for change management in the Erasmus+ experience.

LEARNING OUTCOMES

Learning outcome 1: To be able to describe how emotional intelligence is a mean for personal growth towards achieving an optimal development.:

- ❖ Identify the components of emotional intelligence at both interpersonal and intrapersonal levels.
- ❖ Determine their limitations and capacities to develop their emotional intelligence in a personal way.
- ❖ Value the different components of emotional intelligence as a means for personal improvement.

Learning outcome 2: To be able to recognise, analyse and solve conflict and stressful situation:

- ❖ Identify the keys to getting out of the comfort zone.
- ❖ Develop emotional competence skills.
- ❖ Prevent and improve conflict and stress situations.

Learning outcome 3: To apply strategies that adapt to Erasmus+ new physical and social environments, successfully solving all the foreseeable difficult situations:

- ❖ Identify fears of the unknown.
- ❖ Apply strategies to adapt to novel physical and social environments.
- ❖ Successfully deal with the changes brought about by the Erasmus+ experience.

DIDACTIC APPROACH

We will start by examining the components of emotional intelligence, referring to both intrapersonal and interpersonal components. We will also study the dangers of uncertainty and how to deal with them successfully.

Once familiar with the theoretical content, we will discuss how we can apply what we have learned to our lives in different situations, focusing on the Erasmus experiences. Therefore, this content aims to be eminently practical, as the students will have to carry out an inner examination that will let them see their limitations and capabilities in order to identify the areas in which they may have more shortcomings and need of improvement.

The final objective of the module is to provide the students with decision-making strategies and to teach them how to apply them under pressure and in uncertain environments, not only for Erasmus mobilities, but for any field, decision or experience in life.

LEARNING MATERIALS / RESOURCES

For the implementation of this module, the following materials will be available for learners:

- **Presentations**
 - o Unit 1 Introduction (Power Point)
 - o Unit 2 Introduction (Power Point)
 - o Unit 3 Introduction (Power Point)
- **Practical exercises**
 - o Unit 1 Apply it! activity
 - o Unit 1 Online Forum
 - o Unit 1 Questionnaire
 - o Unit 2 Apply it! activity
 - o Unit 2 Online Forum

- o Unit 2 Questionnaire
- o Unit 3 Apply it! activity
- o Unit 3 Online Forum
- o Unit 3 Questionnaire

- **Videos**

- o Unit 2. Motivation, getting out of the comfort zone (Youtube video)
- o Unit 2. Stress management through emotional intelligence (Youtube video)
- o Unit 2. Key competencies of emotional intelligence for achieving success (Youtube video)
- o Unit 3. How to beat fear? (Youtube video)
- o Unit 3. How to overcome fear while being afraid? (Youtube video)
- o Unit 3. Erasmus+ experiences (Bing video)

- **Articles**

- o Unit 2. Inteligencia emocional y competencias emocionales en educación superior, ¿un mismo concepto?:
- o Unit 2. Las emociones y su papel en nuestra vida
- o Unit 3. Sopeña Erasmus+ Experiences
- o Unit 3. Fears that prevent travelling

- **Podcasts**

- o Goleman: Learn how to manage emotions (Youtube Podcast)

INTERMOVE +

(PR1-A2)

MODULE Think and Act Green

Project Title INTERMOVE+ (2021-1-ES01-KA220-VET-000034610)

Project Result PR1_A2

Date of delivery 31/10/2022

Author(s) Marilou BREDA & Elisabeth SILVA, Cap Ulysse

Document Version v31/10/2022

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INTRODUCTION

With more than 10 millions beneficiaries of Erasmus+ mobilities planned in the period 2021-2027, the European programme has a major role to play to limit the impact of the mobilities on the environment in terms of travel behaviour and ecological responsibility. If we add to this number all the actors committed into those mobilities, this figure becomes a real opportunity and a target to create awareness and reflect on good practices to make mobility greener and to reduce the footprint of transnational mobility experiences.

This training module aims at:

- providing participants knowledge about the impact of European mobilities on the environment
- knowing inspiring practices for a lower impact of European mobilities on the environment
- identifying green practices to be implemented before and during the learners' mobility

After providing participants an overview on Sustainable Development Goals and the European Green policies and on practical inspiring practices, the participants will be required to produce a collective Green charter they will be able to put into practice during their mobility within their living and/or working environment.

THEORETICAL FRAMEWORK

This module is based on several international organisations' and European institutions' contents.

- Sustainable development goals - United Nations : <https://sdgs.un.org/fr/goals>
- European Green Deal - European Commission: https://ec.europa.eu/info/strategy/priorities-2019-2024/european-green-deal_en
- Green competences referential framework: <https://green-comp.eu/>

GreenComp intends to address “the acquisition of a whole new set of skills, from technical to soft ones, that allow full participation in the economic activity and the labour market but, beyond them, a green culture (way of life) needs to be developed also in the workplace by introducing small but significant changes in the way people interact with each other and with technology. The acquisition of green skills in the workplace will increase resilience and adaptability of workers, managers and stakeholders, while contributing to green growth, planetary health and societal resilience.”¹ It considers **skills for the Green Economy** (as occupation-specific skills that “are necessary to establish and promote green jobs that can led the sector transformation”²) and **general skills for all citizens** (as transversal skills that “can be cognitive, interpersonal and intrapersonal and are necessary to prepare citizen’s with skills for life, necessary to deal with the consequences of the climate crisis”³.) The European Union published the [European sustainability competence framework](#) in 2022 to respond “to the growing need for people to improve and develop the knowledge, skills and attitudes to live, work and act in a sustainable manner.”⁴



Visual representation of *GreenComp*.

¹ <https://green-comp.eu/about/>

² Idem

³ Idem

⁴ GreenComp: The European sustainability competence framework, p2

The GreenComp foresees 4 areas and 12 competences:

1. Embodying sustainability values	1.1 <u>Valuing sustainability</u>
	1.2 Supporting fairness
	1.3 Promoting nature
2. Embracing complexity in sustainability	2.1 <u>Systems thinking</u>
	2.2 Critical thinking
	2.3 Problem framing
3. Envisioning sustainable futures	3.1 <u>Futures literacy</u>
	3.2 Adaptability
	3.3 Exploratory thinking
4. Acting for sustainability	4.1 Political agency
	4.2 <u>Collective action</u>
	4.3 <u>Individual initiative</u>

The module makes link with several competences underlines here:

- Valuing sustainability: To reflect on personal values that are related to the importance of thinking and acting green.
- Systems thinking: to approach a sustainability problem from all sides and take into account the context in order to understand how elements interact.
- Futures literacy: to envision alternative sustainable futures by imagining and developing alternative scenarios and identifying the steps needed to achieve a preferred sustainable future (here = a mobility abroad).
- Collective action: to act for change in collaboration with others
- Individual initiatives: to identify own potential for sustainability and to actively contribute to improving prospects for the community and the planet

This module will focus on transversal skills for all citizens in the context of a vocational training mobility in another country.

STRUCTURE

This module is designed with synchronous training hours and asynchronous self-study hours.

- Online synchronous training hours: 6 hours
- Online asynchronous self-study: 4 hours

It is composed of 3 units for a total of ten hours. The modules consist of a theoretical overview and goes to practical approach and implementation.

- Unit 1 : 2h30
 - 1h30 online synchronous
 - 1h online self-study
- Unit 2: 2h30
 - 1h30 online synchronous
 - 1h online self-study
- Unit 3: 5h
 - 3h online synchronous
 - 2h online self-study

Unit 1: Global and European Green citizenship (2,5h)

The learners will get into the International guidelines (Sustainable Development Goals for instance) and the European green policies. They will be able to discover some innovative and green initiatives implemented at the European level in the Education and Training fields.

1.1 Discovery of the Sustainable Development Goals and the European Green policies, focus on Reduce-Reuse-Recycle approach

1.2 Innovative initiatives at European level in the Education and Training field (self-study and presentation to the group)

1.3 How do I include those policies in my daily life during my Erasmus+ experience? How can I be a Green-citizen? (my responsibility)

Total hours: 1h30 online synchronous + 1 hour self-study (research of innovative projects)

Unit 2: Travel green (2,5h)

The learners will reflect on the carbon footprint of European and international mobilities and will identify alternative ways to move to have a reduced impact on the environment.

2.1 What is a footprint? How is it calculated?

2.2 My footprint to go in my mobility country

2.3 How to reduce it?

2.4 Alternative and greener ways to travel to my mobility country

Total hours: 1h30 online synchronous + 1h self-study (research of traditional travel plans and alternative travel plans)

Unit 3: Act green during the mobility (5)

Learners will identify situations to pay attention to during their mobility abroad: when living, consuming, recycling, moving, working/training... in order to better understand which green practices can be implemented in the mobility country. The 3Rs (reduce-reuse-recycle) will be kept in mind.

3.1 In which situation of my life can I implement green practices?

3.2 For each situation, brainstorming of tips and green practices to implement to Reduce-Reuse-Recycle

3.3 For each situation, researches on the local regulations to Reduce-Reuse-Recycle

The learners will introduce their researches to the group and share daily green practices

3.4 Each learner will select several Green commitments and apply them during their mobility (a collective charter will be prepared in the group, all learners will commit to

applying those green commitments) and will write a short report to describe and analyse how they put it into practice.

3.5 For one situation, the group will create a grid to identify the sustainable practices of their company or accommodation and to propose suggestions to reduce their impact on the environment.

Total hours: 3h online synchronous + 2 hours self-study (researches on the country of mobility, identification of green practices there, preparation of presentation to the group)

LEARNING OUTCOMES

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

- *1.1 List the main Sustainable Developments Goals, the European Green policies*
- *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*

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

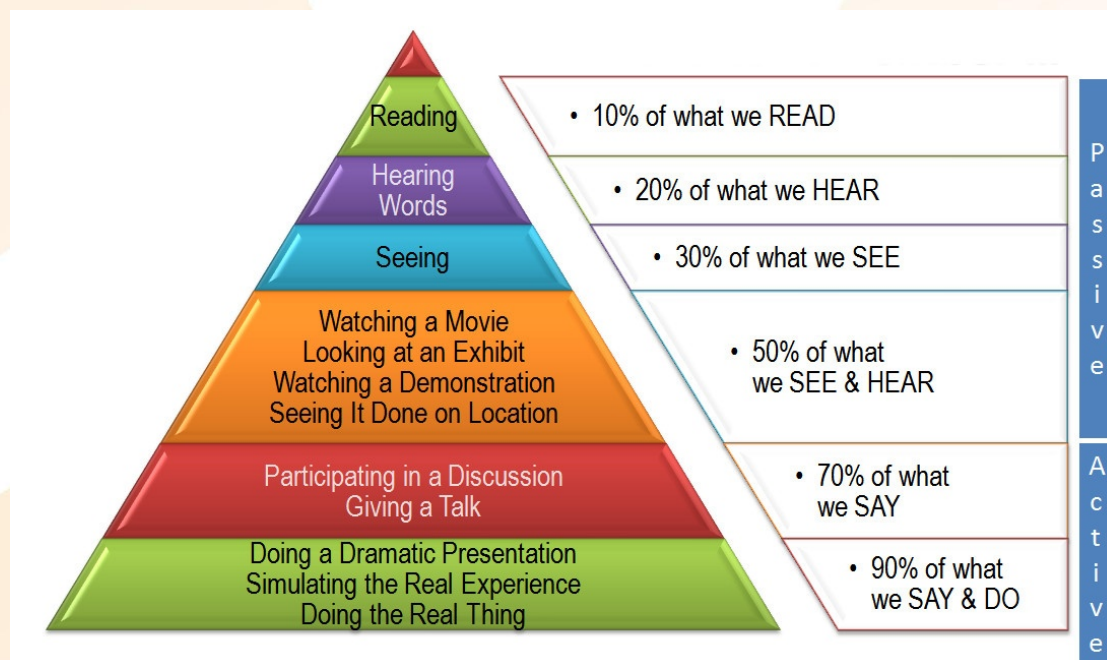
- *2.1 Define a footprint when travelling*
- *2.2 Calculate a footprint when travelling*
- *2.3 Identify several alternatives to reduce the footprint*
- *2.4 Highlight strengths and weaknesses of each alternative*

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

- *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 Select several Green practices to implement during their mobility abroad.*
- *3.5 Describe and analyse how did the selected green practice has been put into practice*

DIDACTIC APPROACH

To facilitate the learning process and the future implementation of the INTERMOVE model, the didactical approach to be applied will combine theoretical contents provided by the trainer and the participants and practical tools & resources provided by participants with the final aim to implement it in their daily lives. According to Dale theory hereafter, all units intend to put the learners into an active position so that they get the most out of the modules' contents. By reflecting, debating and designing their own evaluation tools we look for a real impact on learners' green citizenship.



LEARNING MATERIALS / RESOURCES

For the implementation of this module, the following materials will be available for learners:

Description of the learning materials for the module organized by categories (leave only the categories where resources will be available)

Ex.

- *Presentations*
- *Practical exercises*
- *Videos*
- *Articles*
- *Webinars*

- MOOCs
- Podcasts
- Games