





Erasmus+ KA1 Course

Social Skills in the Diversity era

**Cultivating social skills, diversity and
participation in the classroom**



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Summary

Educators often face the challenge to handle different situations working with diverse types of learners. Some of them can easily build their social relationships; others are very introvert, competitive or even aggressive. Some have self-control and some others may have difficulties regulating their emotions. Some tend to be leaders, while others hesitate to express their opinion.

Different aspects influence social development. According to experts, social development correlates with children and adolescent environment. Psychologists and social scientists underline that social skills can, and should, be taught. One of the basic roles of education is to cultivate interpersonal skills and to contribute to a participative, democratic society. Aside from that, providing social skills and participation supports students in having better course performances and a more solid self-image. They experience teamwork, learn to manage their emotions, adopt solving problems strategies, become more empathetic and learn to manage conflicts.

This course aims to train teachers in helping students acquire social skills. Teaching social skills can be compared to teaching academics. The first step involves knowing where to start. The parents, siblings, teachers, peers and the child can provide information about social skills that need to be addressed. Direct observation, checklists, social skills scales, functional behavior assessment, identifying solutions to problem scenarios and reports are useful tools.

Objectives

- Provide insights into different aspects of social development.
- Learn how to teach the content of children rights in the classroom through experiential, participative learning.
- Encourage teachers to engage learners in practical learning mechanisms through a participative, inclusive and creative approach.
- Promote diversity awareness.
- Share experiences and good practices in the fields of experiential and collaborating learning.
- Develop effective communication strategies to empower the relationships in the Classroom.
- Learn conflict management and anti-bullying techniques.
- Strengthen self-consciousness and emotional intelligence of the students.

Course Language

- English.
- Note: Participants must have at least a CEFR level B2 knowledge of English in order to be able to participate actively.

Target Groups

The course focuses on educators and youth workers, who are interested in the implementation of participative, inclusive structures in their work and who want to support children and adolescents in their social and personal development, through experiential learning.

Methods & Tools

The course focuses on social and game-based activities examples of good practice as well as discussions and experience comparisons. The activities will take place indoor and outdoor. It also includes study visits.

Course Agenda

Day 1

- Introductory meeting, explanation of practical arrangements.
- Presentation of timetable.
- Presentations of participating Organizations.
- Icebreakers, Introduction to the Course.

Day 2

Communication skills:

- Developing skills to understand other People - Active Listening & Empathy.
- Listening and questioning and developing a positive environment in the classroom.
- Listening skills: Effective interpersonal skills.

Emotional Intelligence at class

- Self regulation.
- Self motivation.
- Social awareness.

Day 3

- Working on Emotional intelligence in the class: different strategies and approaches.
- Developing verbal and non-verbal Communication skills : two-way street listening.
- Communicating with the Giraffe-language: The example of a school-based non-violent communication project.
- Cultural Activities: Guided tour to the Historical Center of Heraklion.
- Dinner in a traditional restaurant of the town.

Day 4

- Creating a democratic school.
- Workshop based on children rights using different approaches.

Day 5

- Caring about yourself and others: tools for developing self-esteem and awareness.
- Design and development of a preventive policy action plan against bullying (case study).

Day 6

- The role of the trainer as a mediator in the conflict resolution process – a psychodramatic approach.
- Design and development of a preventive policy action plan against bullying (case study).

Day 7

- Erasmus+ program : objectives, priorities, actions, forms, budget, tips for applicants.
- Planning follow up activities, dissemination and exploitation of learning outcomes.
- Course Evaluation.
- Certifications.




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hospitality environment.*

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