PROSOCIALITY SPORT CLUB

Prosociality for Integration and Multiculturalism

Pedagogic and Didactic Prosocial Manual

Lifelong Learning Programme

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Introduction: presentation and scope of the document

The aim of this document is to introduce school community (teachers, pupils, administrative personnel and pupils), but mainly educators to Prosociality and familiarize them with the rationale that Prosociality advocate. Prosocial behaviour (i.e., voluntary behaviour intended to benefit another) fosters positive traits beneficial for children and society. Encouraging prosocial behaviour may also require decreasing or eliminating undesirable social behaviours.

Under this framework it is initially identified Prosociality in terms of pedagogical relevance, namely how it can work as a tool against bullying (chapter 1); afterwards (chapter 2) it is explained the importance of educative axes, i.e. the main principles in each pedagogic intervention and how they are connected to certain Peace Code slogans, namely mottos that incarnate the central message-objective in each learning activity. Additionally it is explained (chapter 3) the importance of Educating Caring Community, namely the people directly or indirectly involved in youngsters' education and lifelong learning and it is then clarified how such Community could be set up in each country. It follows a chapter (4) devoted to the implementation of Peace Code within classroom, accompanied by a certain protocol and material on teachers' training, a template for prosocial learning activities and a series of exemplary learning activities already implemented in several target audiences at risk of drop out (migrants, minorities, Roma pupils, etc.) across Europe. The final chapter (5) presents the evaluation approach of this intervention: questionnaires for teachers, pupils and sport leaders that aim to evaluate the impact of prosocial learning activities and athletic competitions with regards to promotion of relational, emotional, motivation and self-esteem competences at personal and social level. At the end of the document (Annex I) it is presented a detailed description of competences planned to be developed through Prosociality learning activities, with the view to facilitating educators design their learning activities and develop such competences. Finally in Annex II: Assessment templates all assessment templates are available, so that educators are able to understand what is evaluated, how it is evaluated and plan a didactic intervention tailored to the needs of their pupils.

The philosophy behind the structure and the content of this document is to deliver a teachers' guide, a complete presentation of Prosociality both as a pedagogical theory and as a "hands-on" intervention, a compendium of replicable learning activities and a well-documented assessment approach aiming at to setting up a reference book for all potential users interested in applying Peace Code and prosocial rationale within classroom.

1 Prosociality against violence

1.1 Defining Prosociality

The term Prosociality is the specular definition of what in psychology is defined as prosocial behaviour. It is meant as the set of actions that benefit other people or society as a community or a group of people characterized by the act of helping in which the helper does not benefit from the result of his/her actions.

As a consequence, the "Prosocial behaviour" can be defined as voluntary actions intended to help or benefit another individual or group of individuals without any expectation of a benefit return. While these actions benefit the recipient, they can also be costly to the giver. One is thus faced with the decision to help others at the expense of oneself. When considering prosocial behaviour, the external, explicit actions are emphasized; as opposed to the internal, implicit motivations for those prosocial actions. Prosocial behaviour entails both the physical and mental amelioration of others.

Along this idea of prosocial behaviour resides the concept of Prosociality. The scientific basis are well defined by the so-called "game theory" that can be considered one of the greatest contributions of experimental economics.

This theory is the development of experimental protocols ("games") that measure human preferences in a standardized fashion. These games can be used to measure differences between individuals, contexts and cultures at behavioural level, providing a valuable complement to self-report surveys. Instead of merely asking someone about the importance of helping others, for example, an experimental game reveals whether they actually do help others in situations that involve real financial loss and gain. In practical terms, when an individual has to face an economic challenge, he/she is naturally pushed towards equilibrium.

This equilibrium is reached when the challengers are next to be satisfied by their own positions. The characteristic of the cooperation is the term that can be defined as social capital to be referred to the benefits that can be obtained from social relationships, similar to financial capital, physical capital (e.g., a dwelling) and individual capital (e.g., an education). Those tangible substances could be defined as namely good will, fellowship, sympathy, and social intercourse among the individuals and families who make up a social unit.... The individual is helpless socially, if left to his/her self.... If he/she comes into contact with his/her neighbour, and with other neighbours, there will be an accumulation of social capital, which may immediately satisfy his/her social needs and which may bear a social potentiality sufficient to the substantial improvement of living conditions in the whole community. The community as a whole will benefit by the cooperation of all its parts, while the individual will find in his/her associations the advantages of the help, the sympathy, and the fellowship of the neighbours.

An act is prosocial when it is addressed not to a personal interest but it is done in order to guarantee a general interest and with this act the individuals are aware to be in an area where rules are respected (even if they are not written), commonly accepted and which guarantee the well-being of the social group or community the individuals feel to be part of.

The prosocial acts can be defined as:

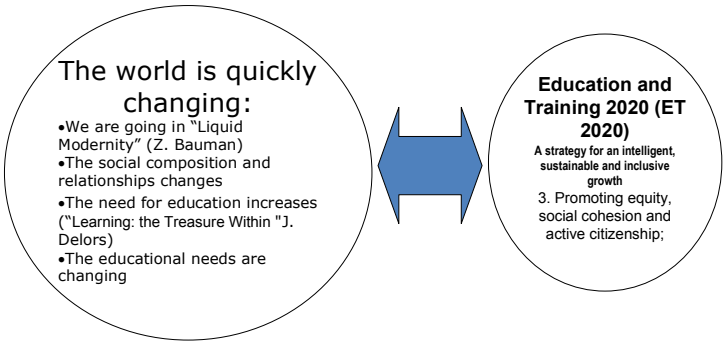
- Physical and psychological help
- Sharing the emotions of others (empathy)
- Meta- verbal approach towards the problems of others addressed to increase a sense of safeness
- Taking into account and appreciate differences and the points of view of others
- Defending the others against threats

In this approach the prosocial acts have to be referred to a specific Community, which can be defined as an Educating Community. The social area related to this community is given by the assumption that all the social actors share the same educational goals. Therefore, the "educational conflicts" are overcome or managed.

1.2 Prosociality in the changing scenario of education

We live in an age of great changes, which require new educational policies and strategies. The EU is tackling this problem through the ET 2020.

The present age is characterized by "time compression", followed by an acceleration process and by the "reduction of physical distances" due to an efficient transport system and, mainly, to the International web net. Communication and information technologies are transforming the economic dynamics (especially the Internet), social rules, as well as the culture itself, which is becoming "dynamic and global" (P. Levy).



The "global village" theorized by Mc. Luan in the '60s is now reality. We shifted from 20th century modernity, characterized by the adjectives "hard" and "heavy" and by "quantity" as a way of doing things, to 21th century post-modernity, represented by "soft" and "light" ideas pursuing the aim of "quality".

A. Giddens (1976) described it as the age of "extreme modernity", whereas Z. Bauman (2002) spoke about a "liquid modernity", where it is possible to see the dismantling of institutions (shell institutions A. Giddens, 1977) and "weak ties" both in social and personal context. In order to understand the **new emerging dynamics and educational needs** that are important to define **the new role of the School** as institution**,** it might be useful to stress the great contradictions of our present time.

1st contradiction: **Wealth and Poverty**.

Wealth and Poverty, characterizing respectively the Northern and the Southern parts of the world, are the basic socio-economic problem; but when referring to the school system and the teaching world in particular, even the joint richness of information is opposed to the individual poverty of knowledge.

The scientific research makes knowledge obsolescent within three/four years, so that, consequently, a person feels unfit to the society of Knowledge. The easy-to-use technology and the iconic language are conquering more and more space in our everyday life and causing a cultural impoverishment (the poor language used in TV programs is a typical example). In such a structured context it is easy to understand how little use has a conservative-communicative school.

Although the picture doesn't appear good, the emerging of a series of new needs is setting the school in a new central position. Today, the need of **learning to learn** is evident right from the beginning of one's education; therefore, the priority seems to be the creation of a new teaching-learning environment.

However, the **shortening of physical distances** against the increase of cultural distances is one of the main key points in this innovation: fast global contact given by Internet clashes with the great migratory streams, therefore there doesn't seem to be enough time left for mediation. This forced living-together often drives to cultural opposition, more than to inter-culture. In this context, on one hand we have social tensions (rising fundamentalism), and on the other, and on the other there is a rising need of an inclusion-educating program based on the great value of **universal brotherhood.**

2nd contradiction: **Standardization and loneliness**.

Standardization and loneliness, typical of the world of global communication and hi-tech mass media, are the main contradictions of our society and cause tensions in sharing the **"main values of a common civil life"**. Overcoming these contradictions means uniting our "I" and our "WE", in order to gain autonomy through **liberty** and creativity, to realise how building ties with other people is a matter of **responsibility** and acknowledge the **sustainability** of our actions in the environment. Therefore, our society needs a new type of school, which works on both educating and creativity and teaches responsible relationships with one another. When we talk about interpersonal

boundaries we refer to an ever changing "liquid society", where old certainties such as State-Nation, family and job are no longer part of it and long term plans are less appealing. The "carpe diem" strategy is the easiest answer to a world with no values and finding one's identity is getting more and more difficult and at the same time necessary. The definition of who we are is described by the tension between the presumed adherence to virtual communities, where telephone books are turning into friend-circles, and the solidarity of the individual reduced to a simple consumer and object of consumption (Z. Bauman, 2002). Since the school environment is the main socializing player it bears the responsibility to promote socially-integrated behaviour models functional to social and personal wellness, through an International systematic action: the so desired.

"Emotional Literacy": Berne says that "Individual behaviours depend mainly on the representation we have of ourselves and other people and on the way we are seen by other persons" and Buber (1957) argues that: "…members of human society shape their qualities and personal skills according to different scales of values; a society is as human as its members confirm their qualities to each other".

Therefore, the guiding criterion is the approach to a **civil life-in-common** as an **educational process**, aimed to sharpen mentality and accept both oneself and the other along the relational axes. All educational processes shouldn't be isolated from the ordinary learning process but be included in every moment of school life. The key-issue, starting from a constructivist point of view, is to propose an interactive process so that people can learn from each other. J. Bruner (1996) states that: "it is typical of Man's nature to start a **community** where learning is the fruit of a mutual exchange". This brings a change in the relationship teacher-student and within the student group itself; it is evident how a new method based on **action, examples and identification** is becoming very important. In this context, techniques have to be active, dynamic and convivial. In the field of **peace and democratic life-in-common**, **play** is doubtless the most important strategy. By playing, life experiences can be gradually converted into true knowledge useful to establish contacts with other individuals and interact in the community, to gain self-confidence and mould one's identity, to learn to think it over and plan possible future projects. In Winnicott's work "Playing and reality" *Playing is an ever-creative experience. An essential way of life…while playing both child and adult can be free in using the whole personality and only by being creative the human*

being can discover himself; playing is the basis of cultural experience. M. Montessori, Bruner(1996) and Piaget had already underlined the importance of playing in the psychophysical development of children for living experiences, which gradually become authentic skills. To create a **positive relationship habitat** it is therefore essential to re-discover ourselves in a **person-structured community:** teachers, students, school staff, parents who agree in carrying out a common educational project, according to shared values, based on a productive pedagogical **agreement** (**co-responsibility agreement**) involving also the territory.

The scheduled activities follow the threading line widely recognized by psychologists and pedagogues (Rogers, Maslow, Piaget, Bruner, Montessori, Winnicott …) for building a peaceful behaviour useful for both individuals and the society.The abovementioned macro-social picture highlights the need of re-building the "educating community", a need felt also by our territory as "micro-social dynamics".

1.3 Pedagogic relevance of Prosociality

Many educators are seriously concerned about bullying and aggression. It is equally important to nurture positive alternatives—children's prosocial feelings and behaviour toward others - to the "invasive" images of violence and aggression proposed by the media.

The answer to this general attitude can be promoting Prosocial behaviours, which can also include cooperation, including others in play, giving a compliment, and comforting a child who is upset.

These behaviours have to be characterized by voluntary will. If children are forced to "be nice and to share" or told to "say you're sorry," then their behaviour is not voluntary and cannot be considered prosocial. The prosocial approach entails and highlights that a child's prosocial development can be actively promoted without being forced.

I. How educators can be active in promoting Prosociality

Educators can promote prosocial development by building secure relationships, creating classroom community, modelling prosocial behaviour, establishing prosocial expectations and supporting families.

The pedagogic areas of relevance are:

a) The Classroom is a place where it is easy to be happy

When teachers intentionally create secure relationships, making the children feel safe in their classroom, they can contribute positively to their well-being. Children who are brought up in a prosocial family usually are more caring with their peers. There is good evidence that young

children who have warm relationships and secure attachments to their parents and teachers are more likely to be empathic and prosocial (Kestenbaum, Farber, & Sroufe 1989; Zhou et al. 2002; Campbell & von Stauffenberg 2008), probably because children are more likely to notice and copy the behaviour of adults to whom they feel a close connection.

Regarding the experience and the role of the teachers, whether or not a child's parental attachment has been secure, when teachers have warm, secure relationships with the children, those children show more empathy and behave more positively toward others in the classroom. (Pianta & Stuhlman 2004; Spinrad & Eisenberg 2009).

Teachers can develop positive and prosocial relationships using different "small" pedagogic strategies (mostly intuitive): responding sensitively to children's everyday needs, interacting in emotionally supportive ways, listening and conversing with sincere attention.

b) The origins of the Community are in the classroom (from the classroom to the educating Village)

The first step towards rebuilding the "village" - meant as a system of caring relationships - is to create a caring community of learners. Just as warm educative relationships produce children's prosocial skills, being a member of a close-knit learning community can also favour children's prosocial development.

Humans are social creatures, and even subtle changes in children's social environments can make them more aware of their connection to the group.

"There is some evidence that children who spend time with very prosocial classmates are likely to become more prosocial themselves; over time, they come to adopt the more helpful, caring norms of their peers" (Eisenberg, Fabes, & Spinrad 2006).

However, it is usual to observe the situation in which the less-prosocial children tend to spend their time with one another, thus having fewer opportunities to learn from more-prosocial classmates.

It can be suggested to the teachers to intentionally counteract the separation of less prosocial children from the more prosocial by pairing and mixing up children for various activities (Bodrova & Leong 2007), creating more ways for children to experience prosocial and empathic behaviour of others.

c) Learning prosocial behaviour form the adults: examples

If an adult is prosocial and responsive, children are especially likely to notice and imitate aspects of their behaviour. Thus, teachers who have those characteristics have a good chance of prompting children's empathic, helpful, caring, generous behaviour by demonstrating that behaviour themselves. Opportunities present themselves every day: helping a child put on a new jacket that

buttons-up differently; expressing loving concern when a child's parent has been ill; and offering some materials that will help a child finish a project. To highlight this modelling, teachers can comment on what they are doing and why ("Do you have a problem with that. How about if I help you? It makes me happy to help children out when they need it."). Teachers can also promote these skills by modelling kindness and consideration in their interactions with colleagues and families.

d) Be clear with children (in our community Prosociality is expected to be our way to interact with others)

Children are more likely to develop empathy and prosocial skills if adults make it clear that they expect (but do not force) them to do so. Polite requests for children to be helpful and generous are effective and often necessary prompts for prosocial behaviour (Eisenberg, Fabes, & Spinrad 2006). Sometimes adults may think that they should articulate more their requests, but children—especially toddlers—may need clear prompts or cues.

In many cultures, including most non-Western ones, children are often expected to do real work that helps the family, care for brothers and sisters, even share their toys with brothers and sisters, and generally be more cooperative members of the community. Teachers may notice differences between the behaviours that emerge from families' culturally influenced prosocial expectations and may see these behaviours reflected in children's pretend play and interactions with peers. When a class includes children who are growing up within such cultures, other children may have a chance to learn more cooperative and caring ways of relating to their peers.

2 Educational Axes and Development of the Prosocial Peace Code (PS Code)

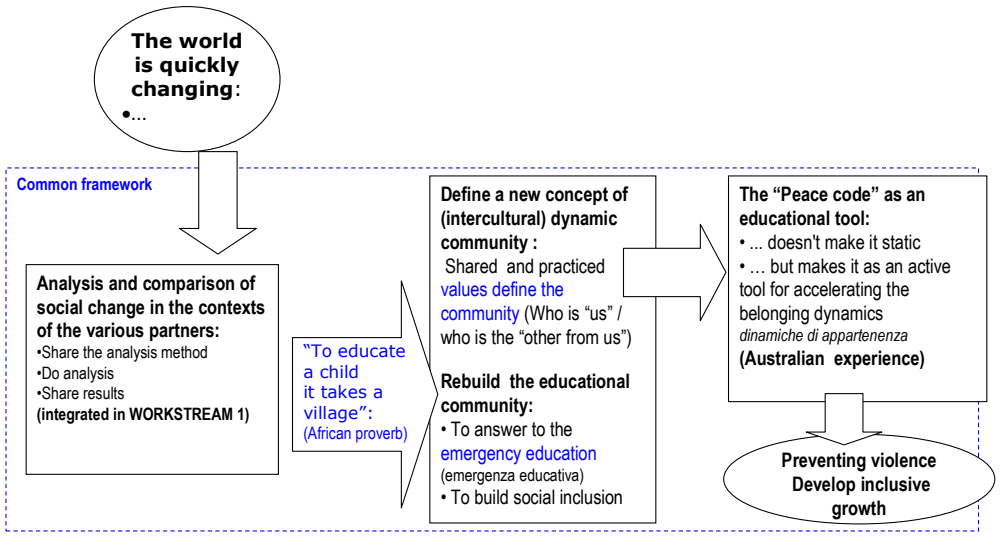
2.1 The development of the PS Code

Prosocial behaviour means positive actions that benefit others, prompted by empathy, moral values, and a sense of personal responsibility rather than a desire for personal gain. The school's role in building students' prosocial skills is fundamental, but also the involvement of the community and of whom, aware or not, can have a lasting influence on the students' social growth (sport trainer or coach, neighbours, members of religious organizations….).

In order to teach and model social skills, the Prosocial Peace Code represents a list of rules and behaviours generally accepted by the members of the community and contained in a specific agreement, created in order to prevent social disorders and violence. These plans are addressed to all the social groups that are involved (directly or indirectly) in the education of the children. The Code defines the fundamental principles that can drive pro-social actions addressed to students, teachers and all the "communities of educators" and underlines what is positive of the other and what can enhance mutual comprehension.

In the age of an "educational emergency" the Code can be a valid tool for the creation of a path towards the reconstruction of an "Educational Community", in order to realize that it is possible to find a "Treasure within Learning" (J. Delors, 1996).

The code embeds the emotional and relational skills, which are fundamental tools for preventing violent behaviours and for helping our children to become active and responsible European Citizens. The process towards the creation of the code can be summarized as follows:



The definition of the Prosocial Peace-code (PPC) stems from the definition of the reference values-frame, which defines the belonging to a community in an ever quickly

changing world. To have an effective educational action the PPC will be then structured and communicated according to some educational axes shaped on the characteristics of in-learning subjects.

2.2 The educational Axes

For the realization of the Peace Code, each value can be shaped into educational axes. The educational axes are learning/educative vehicles in order to experience, actualize and practised the values.

Among the four pillars of education stated in the "Universal Declaration of Human Rights" we have:

- Everyone has the right to education in conformity with his/ hers religious, philosophical and pedagogical convictions.
- Everyone has the right to hold, and to receive and impart opinions and ideas.
- Any diversity shall be respected. Physical, political, religious and cultural differences are part of the cultural life of the school and all the students have the right not to be victim of discrimination
- Every student has the right to study and the opportunity to practice sports in a safe and healthy environment.

The Commission has put greater emphasis on the one that it proposes and describes as the foundation of education: learning to live together.

The educational axes are practical and real educative elements that can enable children to acquire the skills essential for:

- Creating awareness about the importance of living in harmony with each other and with the environment;
- Developing the skills of interpersonal communication in order to promote understanding, acceptance and tolerance;
- Enabling children to give and receive;
- Creating awareness of solidarity and human relationships.

The educative axes are based on a variety of approaches, techniques and resources to ensure that they are taught in the most meaningful and effective way.

Within the framework of Prosociality Sports Club Project educators were asked to develop certain slogans, having as a point of reference the "Universal Declaration of Human Rights". These slogans

would be a starting point to develop a series of learning activities with the view to promoting emotional and social competences.

Peace Code Slogans are summarized in the following and are displayed in the following table.

Table 1: Educative Axes and Peace Code Slogans

Educative Axes	***Peace Code Slogans*** ***Common framework of the educating communities***
Everyone has the right to education in conformity with his/ hers religious, philosophical and pedagogical convictions	▪ Education is a right, not a privilege ▪ Free education for all ▪ Freedom of education ▪ I can choose any school I want ▪ I feel welcome and respected in my school ▪ Quality education for all students ▪ Respecting values in education
Everyone has the right to hold, and to receive and impart opinions and ideas.	▪ Brainstorming and open listening ▪ Every point of view, if expressed with honesty, enriches the Community ▪ Everyone has the right to be different ▪ Everyone has the right to choose ▪ Everyone has the right to defend his/ hers theses ▪ Everyone has the right to live following his/ hers beliefs. ▪ Everyone is entitled to an opinion. ▪ I have a voice ▪ I have an opinion ▪ I have the rightto speak and express my thoughts ▪ Sharing the experiences means to fell the sense of the Community ▪ Talk, we're listening
Any diversity shall be respected. Physical, political, religious and cultural differences are part of the cultural life of the school and all the students have the right not to be victim of discrimination	▪ BE equal = BE different ▪ Diversity creates unity ▪ Diversity is a value ▪ Diversity is education in values ▪ Diversity within unity ▪ I am, you are and we are ▪ I reflect on a difficulty; I develop empathy towards the others ▪ Myself and other people: acceptance of weaknesses and positive thinking towards others ▪ Reinforcing Togetherness

	▪ Tell me about- meet me- Create a friendship bridge ▪ The difference is the largest value ▪ The power is based on the union of differences We are all equal, but each has a different personality
Every student has the right to study and the opportunity to practice sports in a safe and healthy environment.	▪ Anyone can be part of the overall sports game ▪ Coming together is the beginning. Staying together is progress. Working together is success. ▪ Competence- Fair Play- Respect ▪ Hand in hand for the victory ▪ If we are together, victory will be ours ▪ In sports, always protect your, your team mates and your opponents health ▪ Offer opportunities and take part in a game ▪ One team only ▪ Practise Sports to approach diversity ▪ Practise Sports together ▪ Safe schools ▪ Talent wins games, Teamwork wins Championships! ▪ Together we are one team ▪ Understanding the roots of violence- Setting Boundaries ▪ We play sports together

3 The Educators Caring Communities (ECC)

3.1 What are the ECC and what is their role in the perspective of Prosociality

The term "educating" placed before the term Community relates to a group of social organizations (both formal and informal) involved in an educational path.

Generally, members of this social context are adults who are educators, their role formally recognised by the institutions (the teachers) or playing this role without having any specific institutional or legal recognition. The target of this educational activity is young members of the community or children.

The Educating caring Community has its core in the system of social relationships in which the young interact and from which they acquire their (also spontaneous) code of behaviour.

The relationships, which develop inside an ECC, are circular: all individual exchange their experiences with one another and in this way carry out the various tasks needed for the management of a community.However, this system is complex but at the same time one of its positive characteristics is that each individual is aware of the environment he/she is in. In turn, this awareness avoids educational conflicts: those who belong to this community know their place in the system (e.g. sport trainers) since if their messages are not on the same wavelength as those of other teachers educational conflicts may arise.

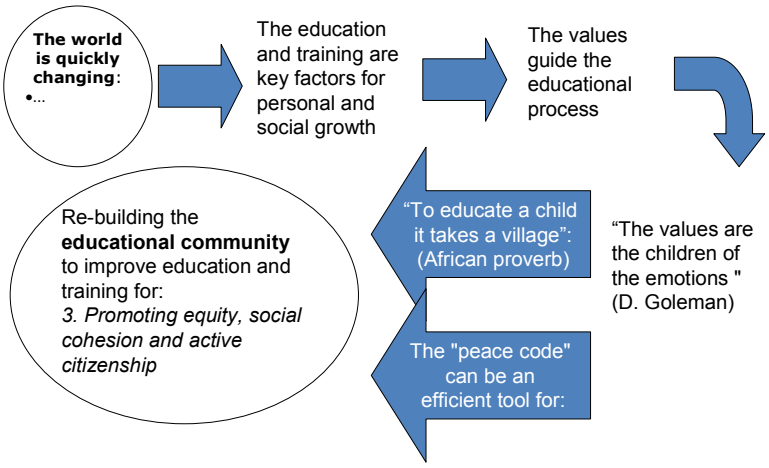
The ECC is therefore a sort of village in which bridges and roads represent social relations, which have a direct effect on a child's education and protect him/her from the kind of violence that could arise in this context. Just as the tradition of the European local communities, in the educating village adults are educators and teach young members the sets of values of their own community, exercising a permanent educative "pressure". This shows the ECC to be an open system: internally it shows the dynamics of conflict and enrichment in a relational-linguistic context; externally it involves the cooperation of traditional learning, families and the territory. Being part of a 'community' is different from being part of a 'group': the core of the community is the awareness of being educators and the sequence of relations stem from participation. Participation implies that the actors do not delegate the task of educating only to schools but operate with them in a circular way. This perspective, the ECC is an "articulated and complex" system operating a continuous evolution in order to be adapted to the organizational model that fits better with the role the members have in it.

3.2 The meaning of the re-construction of the educational community

Education is the activity, which aims at the development of mental, social and physical skills. Its etymology derives from the Latin verb *educare* (to pull), which stems from the verbs *educĕre* (to take out, to get out sth from sth else) and *ducĕre* (to lead). The word education is often considered as complimentary of the word teaching. The difference is that: education concerns a "communicative" way of teaching, whereas teaching includes a wider way of educating, involving techniques aimed to enhance qualities and discover hidden talents.

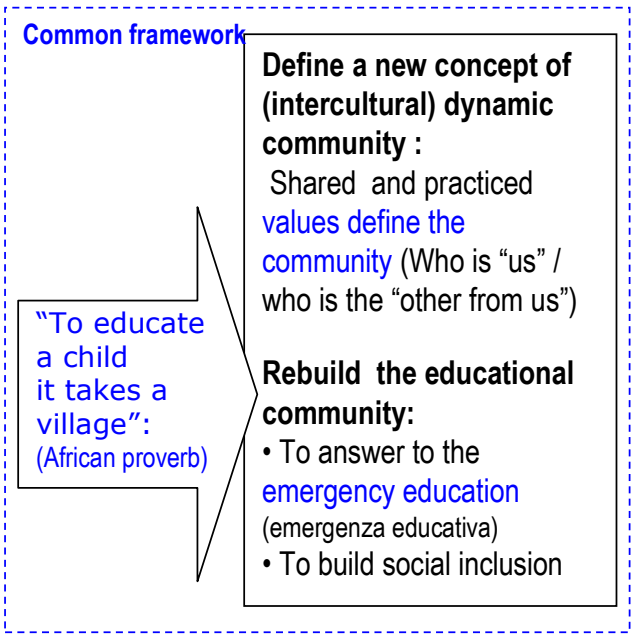
To educate means "**to start from**" and not **"to achieve something**", since the arrival point depends on the learning subject. To educate is a way to make a person "more person", a way towards the humanization of individuals. To educate means to support a person during the construction of one's own culture.

Regarding this aspect J. Bruner pointed out that man's evolution is composed of two "histories": the genetic one, which made mankind competitive and the cultural one, since every man builds his culture from the culture of pre-existing generations. This characteristic makes our species adaptable and allows it to be winning (or maybe loosing since, at times, man can be its own enemy). Thinking about it, there's only one generation separating modern man from barbarity. If the opportunity of educating oneself suddenly did not exist any longer, man would have to start from scratch, from the Stone Age, despite its self-educating skills.



Therefore, to educate means helping an individual to self-build culture, and pedagogy and didactics are the main sciences, which can achieve this goal. In order to learn we need emotional and relational competences and in modern day society, in which culture is dynamic and global (P. Levy), it is necessary to change the traditional teaching approach from transitive to cooperative.

To better understand why we deem necessary to re-build the educating community in order to develop learning processes, we should give a brief description of the dynamics that arise in the educational environment.



At its centre there is the learner acquiring information through interaction with other learners and with the environment.

To educate a child we need a village (African proverb); the Community educates, not the teacher. A learner is nourished by formal education through school, by non-formal education through family and social organisations etc., and by informal education, such as the environment in which he/she lives. The learner has innate learning skills (Montessori's absorbing mind) and finds the cooperation between teacher and educational group an incredible catalyst. Our idea of educating community is broader than that of Don Lorenzo Milani (a Catholic priest and pedagogue who in the 1960s promoted mutual and cooperative learning in a rural school in Barbiana, Italy) whose ideas are central in the modern western approach to education.

3.3 How to rebuild the Educating Community

A strong need to rebuild an Educating Community is felt both at local and global level: the school alone cannot take the responsibility of the education of children since nowadays they live in a complex and ever changing society. Social elements often act in a different and sometimes even in a contradictory way; this has a negative impact on children. Therefore, it is paramount to increase opportunities for dialogue and for the search for common educative ways.

We must re-launch the idea of an **'educating community'** (which refers to the idea of 'belonging') as a school and out of school integrated educational context which can help to develop social competences: these are in fact the dynamics of 'active citizenship'.

This implies that:

- Teachers and school staff should have and practise a positive relational interpersonal style, a style that arises from mutual recognition and from active appreciation of the 'other' (we teach ourselves);
- We should introduce methodological innovations in education in order to systematize this approach with students, families and the local community;
- We should promote a wider dialogue between school, families and the local community in order to boost social dynamics;
- We should design and activate pathways for personal grow through the recognition, the representation and the handling of our emotions;
- We should promote the culture of legality through operational situations in which students can experiment and discover the necessity of commonly accepted rules, rules conceived as 'ordered freedoms' and based on two essential principles: the principle of 'right' and the principle of 'duty';
- We should extend this process from local to global aiming at constructing the 'cosmopolitan global community' (A. Giddens, 1991) by promoting the values of universal brotherhood and meeting the needs for inclusion, which characterize our times.

Within an approach like this, it is evident that the school has to change radically: it should have a new central position in society to:

- Design and develop knowledge tools which can enable the students to understand the natural, social, cultural, anthropological contexts in which they will live and operate in the future;
- Pursue a double formative mission both in horizontal and in vertical continuity. The vertical dimension expresses the need for training that could continue for a lifetime; the horizontal dimension points at the need of a well-organized collaboration between the school and extra-school educating actors;
- Constantly pursue the aim of building positive relationships, based on the recognition of everyone's roles and in harmony with community educational goals;
- Be and act as the consciousness and the driving force of the 'Educating Community' to train people able in handling their existential actions and therefore to invest in the education in order to be active citizens.

Therefore, the aim of Prosociality includes building an Educating community because:

- Education is not just about traditional educational problems, such as curriculum, assessment and tests.
- School only makes sense within the broader context of goals that the community seeks to reach through its trust in education

The aim is to connect more and more schools with their territories, in order to:

- Share a common value framework
- Activate educational processes fully and consciously shared
- Develop the concept of 'common interest' at school
- Raise awareness of the culture of legality, of ethics and solidarity.
- Promote training,
- Support projects,
- Spread partnership

Foreseeable long-term outcomes, as the main goal of the project's educational process, refer to the areas beyond the school context:

School vs. Parents and families

The interaction between the school, the families and the wider community is meant for:

- Sharing of children's educational courses
- Getting involved in Action Research activities
- Signing the Co-responsibility agreement signed by parents and school, based on shared values and strategies
- Meetings to discuss and clarify the subjects that students will face in class.

3.4 Main strategies for the ECC implementation

I. Strategy- Create a Caring Community

The implementation Strategy 1 of the Caring Community aims to create a caring community working towards involvement and inviting all stakeholders to participate in the changing process of the school. This includes all school personnel, students, families and community. When everyone has a voice in the negotiation of the values and the creation of the school's action plan, this increases active involvement in the

implementation of school change and sustainability over the long term, which has a positive impact on the students' outcomes.

II. Strategy- Give Values Voice, Hands and Feet

Strategy 2 aims at giving values voice, hands and feet through intentional interactions and use of best practices that make the five core values concrete and visible in all aspects of the school's culture and climate. This includes direct teaching of the five core values in the classroom, modelling of the values by adults, and using the school environment as strengthening of the five core values.

III. Strategy - Share Responsibility with Families, Community and Students

Strategy 3 is to share responsibility with families, community, and students for creating a School Caring Community. While strategy 1 is about taking the initiative to reach out to and include families and community, strategy 3 is about moving the community and the families from guests to members of the community itself.

IV. Strategy - Share Leadership

Strategy 4 is to lead the Caring Community through modelling, empowerment and shared leadership. Whether he knew it or not, Mahatma Gandhi's suggestion to "Be the change you want to see in the world," is excellent evidence-informed advice for school leaders who want to positively change their school culture and climate. This Caring Community strategy advises school leaders to model change of the core values and the implementation strategies with students, teachers, school staff, families and community members since it influences behavioural change in those who observe it.

V. Strategy - Empower Values with Practice and Policy

Strategy 5 is to empower the five core values with intentional best practices that are evidence based and proven, along with specific policies which address the institutional factors that create sustainable school culture and climate change. Policy puts the concept on paper so that it becomes part of practice.

4 Implementing the Prosociality Code within classroom

4.1 Teachers training on Prosociality

The prosocial approach to learning and teaching is not merely addressed to increase the level of social competencies but is addressed to increase the quality of the cooperation among groups of the teachers involving in the effort all the community. The main aims of training of educators are connected with providing of information, ideas and practical tools to the members of "Learning communities" in order to help them improve the social content of sports and classroom activities. It is necessary to promote dialogue between school and sports associations to avoid potential conflicts by providing educational tools and tips.

I. The main topics of training seminars are:

- Meaning of Prosociality and its educative contents
- How to increase the role of sport as a motivating factor for schooling
- Increasing the awareness of the sport trainers as educators
- Promoting discussion about the issue of the social violence
- Creating awareness about the right behaviours
- Reducing prejudice and stereotypes, promoting respect of others, in their diversity
- Analysing the existing practices about inclusion through sport
- Improving the trainers skills in order to effectively detect and prevent
- Applying the rules of the peace code
- Strengthening the mutual learning between schools and sport associations and deepening the exchange information and good practices
- Giving the trainers useful educative indications about how to behave as educators

II. Description of the work:

- Definition of the didactic program for every workshop.
- Logistic organization of the workshops
- Translation and normalization to the specificities of each partner country of didactic methodology and training resources

- Definition of Composition of the group of beneficiaries (one group in each country involved in the project)
- Definition of a parallel timeline of the seminars for teachers and sport trainers in a way that the results could be comparable
- Realization of the national workshops/seminars (2 sections in presence + on-line activities)
- Monitoring of the results and analysis of the data (satisfaction, usefulness, objectives reached, expectation satisfied…)

III. The structure of the workshops - in two different sections:

- For teachers and parents
- For sport trainers and members of the Education community

All partners organized and conducted no less than 2 workshops.

A. Structure, themes, goals and objectives of the 1st workshop:

Main aim: Discuss the basic principles of didactic pro social theory and the aims and objectives of the PS Club project

- Section I – for teachers and parents:
  - What is Prosociality?
  - How we can use prosocial model to strengthen the social inclusion and integration
  - Preparation and delivery of prosocial learning activities
  - Presentation and discussion of the results from national research on the causes and ways to overcome the problem with early drop out of school
  - Identification of the major learning activities through which to achieve the main objectives
  - Debate and discussion
  - Conclusions and next steps
- Section II-for sport trainers and members of EC
  - What Prosociality is and how to use pro-sociality to strengthen the educative contents of the sport activities.
  - What is and how to manage the educative conflict

- How we can use prosocial model to strengthen the social inclusion and integration
- Presentation and discussion of the results from national research on the causes and ways to overcome the problem with early drop out of school
- Identification of the major learning activities through which to achieve the main objectives
- Debate and discussion
- Conclusions and next steps

B. Structure, themes, goals and objectives of the 2nd workshop:

Main aim: Discuss Peace code, Educating Community and PDP model

- Section I – for teachers and parents:
  - The Peace code and Educating Community
  - The PDP model- didactical and pedagogical aspects
  - Debate and discussion
  - Conclusions and next steps
- Section II-for sport trainers and members of EC
  - The Peace code and the role of the sport associations
  - Determination of the main slogans and define of set of activities
  - The prosociality communication plan
  - Learning by doing- experimentation with use of the selected PS- learning activities, that will be implemented for students
  - Debate and discussion
  - Conclusions and next steps

Webinars and materials will be in the project online platform. The users need to be registered. They will be able to obtain additional information on the topics of the seminars.

I. Materials for training workshops:

- Prosociality: pedagogical framework and literature review
- Educative conflict: pedagogical framework and literature review
- Learning activities: educational axes and activities template

- Video interviews and National researches and Synthesis report (available on the website of the project www.era-edu.com/psclub)
- Peace code (see chapter 2.1)
- PDP-model (see chapter 4.2)
- Agreement of Educating Community: how Educating Community is set up and the activities involved.
- Prosociality communication plan

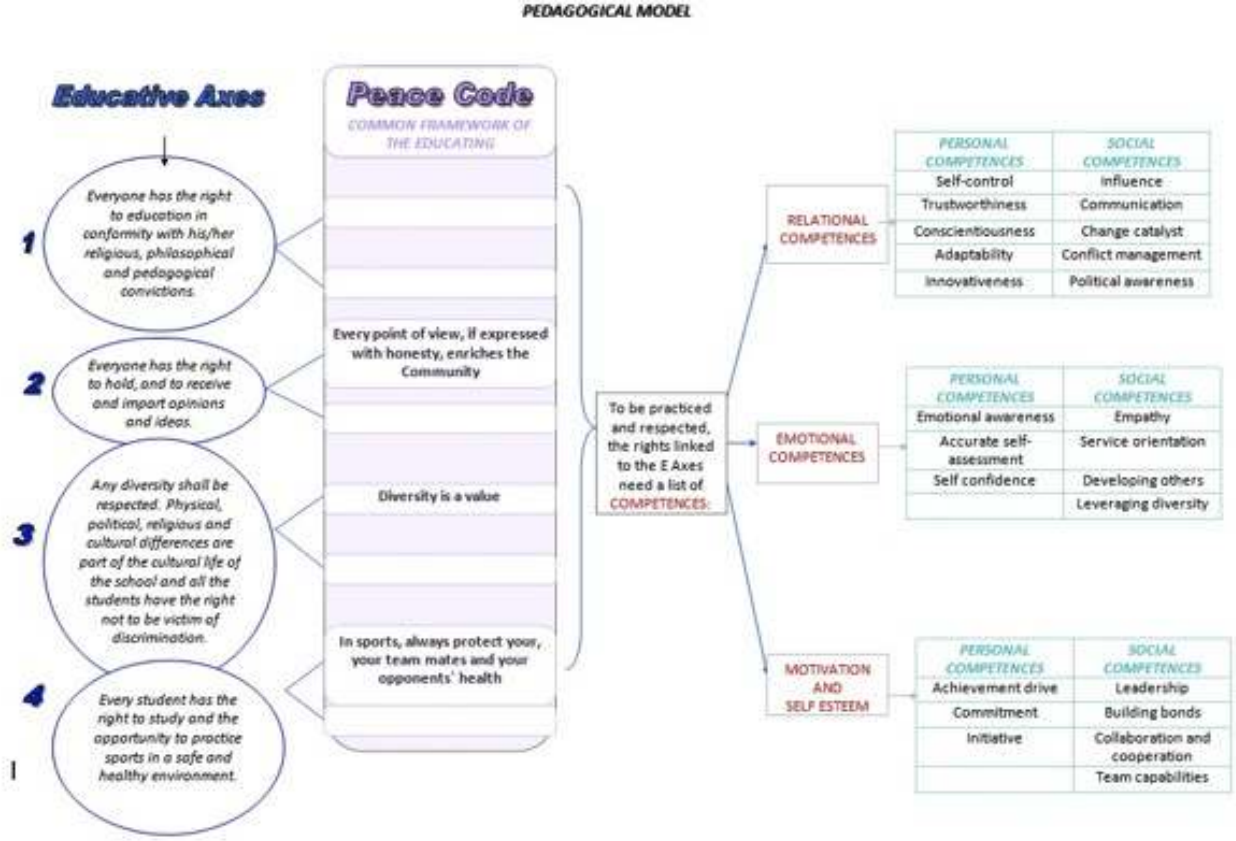
4.2 Prosociality Sports Club Learning Activities

Within the framework of Educators' Training in Peace Code and Prosociality all teachers are asked to design learning activities planned to be implemented within classroom. These activities promote the social aspect of education and it is planned to promote social and emotional competencies. Teachers in cooperation with stakeholders and sport trainers deliver sets of activities tailored to the needs of the target audience of the project, audience at risk of drop out and early school leaving. Having as a point of reference the matrix of social competencies presented in Table 2 educators structured their activities in the learning activities' template presented in Table 3. To this end 27 learning activities were delivered, structured in such a standard format, so that they are available to all potential and future users in a comprehensive and reusable manner.

Table 2: Learning Activities Template

Learning exercises/ activities	The learning exercises/ activities should be outlined as a sequence of activities (i.e. a narrative) including information about what different actors (e.g. students, teachers) are doing at each stage.
Age of the students	Identify the age of students
Peace Code slogan	Identify the Peace Code slogan (s) your learning activity is related to
Targeted Competence	Identify which competence (s) your learning activity aims to promote
Tools/ Resources	Any physical/virtual tool (hardware, software) or resource. In case of resources, provide links to the content or upload them to the shared workspace, as support material to the learning activity.
Assessment Strategy (Feedback and/or Evidence)	Identify how the series of activities will be assessed
Time allocated	If required, an estimate of time to be allowed for learners to complete the task.

Table 3: The PSC pedagogical and didactical prosocial model



I. Myself and other people: acceptance of weaknesses and positive thinking towards others

Learning exercises/ activities	Questionnaire- discussion/ experiential game "the positive aspects of my class mate"
Age of the students	15 years old
Peace Code slogan	**Myself and other people: acceptance of weaknesses and positive thinking towards others**
Targeted Competence	▪ Recognition and expression of emotions ▪ Conflict management among individuals ▪ Reinforcement of a positive self-image
Tools/ Resources	Resources A. Questionnaire: 1. What are the aspects of myself that I would like to be different (e.g. in my body, my character etc.). 2. Write down something that you consider your advantage or something you find very positive in yourself. 3. Write down two things that bother you the most in people' behaviour. 4. Write down a positive action consciously expressed towards a person or an action aiming at helping someone. Did I have to back off or adjust my behaviour? B. Experiential game: (what we need) sheets of paper - pen Students stick in their back a sheet of paper. Everyone writes on the back of his/ her classmate a positive aspect of his/ her personality.
Assessment Strategy (Feedback and/or Evidence)	At the end of the learning activity the teachers initiate a discussion and assess whether students are able to: ▪ To distinguish between negative and positive aspects of their personality ▪ To realize that their behaviour is related to their interaction with the other people ▪ To recognize that the adaptation of their behaviour is a prerequisite for their socialization and development of a functional relationship with other people ▪ To appreciate positive elements in the personality of others EVIDENCE ▪ Students realized through the announcement of their answers

	(anonymously by the teacher), that most of them agree on the character elements of their classmates that bothers them ▪ The boys largely felt that the negative point is what they feel and express anger ▪ Students recognized behavioural problems which affect relations between boys and girls
Time allocated	80′ (A: 40′, B: 40′)

II. I get on the others' shoes

Learning exercises/ activities	Game between a blind person and one that guides the blind During the game nobody talks. I. Students are grouped in couples. II. One person keeps his eyes closed and the other drives him / her around the room, so as not to strike anywhere and cause the explosion of the minefield (the playing field can be represented with pieces of newspaper on the floor, that have been placed before by the teacher). III. Then the teacher asks the students to change roles. Many students find it difficult to keep their eyes closed for a long time. We do not push them.
Age of the students	15 years old
Peace Code slogan	**I get on the others' shoes**
Targeted Competence	▪ Empathy ▪ Acceptance of diversity ▪ Expression of emotions ▪ Transmission of messages through body language ▪ Development of trust among students ▪ Development of senses, the exercise contributes to the development of the perception of space (except of that of sight) ▪ To get to other's position and understand the meaning of diversity
Tools/ Resources	Materials: Scarves Source: Health Education, Ministry of Health: http://tinyurl.com/c6kb4su
Assessment Strategy (Feedback and/or Evidence)	At the end of the learning activity the teachers initiate a discussion and assess whether students are able to: ▪ How did you feel as blind? ▪ How did you feel as a leader? ▪ What was the hardest part for you? Why? ▪ Since you were not able to speak, how did you manage to communicate? ▪ How did you manage to receive the messages sent to you by the person that guided you?
Time allocated	45 minutes

III. I reflect on a difficulty- I develop empathy toward the others

Learning exercises/ activities	Analysis of literary text-dramatization Utilization of text, organization of dramatization and role playing through reading
Age of the students	15 years old
Peace Code slogan	**I reflect on a difficulty; I develop empathy toward the others**
Targeted Competence	Objectives: ▪ Identification and expression of emotions ▪ Reflection on the phenomena of social exclusion ▪ Development of empathy ▪ Proposals related to values and behaviours to overcome the differences
Tools/ Resources	Source: selected part from the novel of Helen Sarantiti "Once there was a hunter, extracted from the course book of Modern Greek literature (1st grade of low secondary education)
Assessment Strategy (Feedback and/or Evidence)	Can students: ▪ Focus on the issue of social exclusion of economic refugees, women, immigrants? ▪ Experience feelings of others, to come to each other's position? ▪ Think and propose values, ideas, positive behaviours or attitudes that regulate social life with respect for human right? ▪ Develop a sense of respect? The teachers discuss with the students after the end of the activity and assess to which extend students have realized the importance of the abovementioned questions, whether they have sympathized with victims of social exclusion and whether their views have changed.
Time allocated	2 teaching hours

IV. Am I racist? Not anymore

Learning exercises/ activities	Questionnaire: card game with vocabulary aiming at combating difference and equality. 1. Start with a brainstorm to find out what people know about refugees. Write the points on a large sheet of paper or flipchart paper to refer to in the discussion later. 2. Show people the set-up in the room and read out the following text. "It is a dark, cold and wet night on the border between X and Y. A large number of refugees have arrived, fleeing from the war in X. They want to cross into Y. They are hungry, tired and cold. They have little money, and no documents except their passports. The immigration officials from country Y have different points of view - some want to allow the refugees to cross, but others don't. The refugees are desperate, and use several arguments to try to persuade the immigration officials." 3. Divide the participants into equal groups. One group to represent the refugees from country X, the second group to represent the immigration officers in country Y and the third group to be observers. 4. Tell the "refugees" and the "immigration officers" to work out a role for each person and what their arguments will be. Distribute the hand-outs and give them fifteen minutes to prepare. 5. Start the role-play. Use your own judgment about when to stop, but about ten minutes should be long enough. Give the observers five minutes to prepare their feedback.
Age of the students	15 years old
Peace Code slogan	**Am I racist? Not anymore**
Targeted Competence	▪ Students realize their racist attitudes; ▪ Students strengthen their self-image on the issue of discrimination (that can be both victims and perpetrators), they get familiarized with the relevant vocabulary, and the strengthening of an argument in favour of human rights

Tools/ Resources	Activity extracted from the educational portal compass, available at http://eycb.coe.int/compass/en/chapter_2/2_9.asp Can I come in? The teacher should explain that this is a role-play about a group of refugees fleeing their homeland who wish to enter another country in search of safety.
Assessment Strategy (Feedback and/or Evidence)	Start by asking the observers to give general feedback on the role-play. Then get comments from the players about how it felt to be a refugee or an immigration officer and then move on to a general discussion about the issues and what people learnt. ▪ How fair was the treatment of the refugees? ▪ Refugees have a right to protection under Article 14 of the Universal Declaration of Human Rights and under the 1951 Convention Relating to the Status of Refugees. Were the refugees given their right to protection? Why/why not? ▪ Should a country have the right to turn refugees away? ▪ Would you do this yourself if you were an immigration officer? What if you knew they faced death in their own country? ▪ What sorts of problems do refugees face once inside your country? ▪ What should be done to solve some of the problems of acceptance faced by refugees? ▪ Are there any Internally Displaced Persons in your country? Or in a neighbouring country? ▪ What can and should be done to stop people becoming refugees in the first place
Time allocated	45 to 60 minutes

V. Tell me about you. Meet me -Friendship Bridge

Learning exercises/ activities	A. Students are grouped in pairs and work in a circle: Students form a circle, so that the members of all pairs belong to a different class or school. Students introduce themselves and get to know their neighbour, stating their name, interests, hobbies, etc. Then students start introducing each other to the rest of the group. B. Experiential Game - transformed activity from a material: We design in the floor with ropes and duct tape a narrow 'bridge'. Students try to move between each other, so as to be placed in alphabetical order.
Age of the students	15 years old
Peace Code slogan	**"Tell me about you - Meet me - Friendship Bridge"**
Targeted Competence	▪ Identity ▪ Self-esteem ▪ Communication skills ▪ Getting to know other people ▪ Cooperation ▪ Initiative ▪ Involvement
Tools/ Resources	Materials: Ropes, tape Sources: "I stand my legs." Educational Material Health Education. University Research Institute of Mental Health, Organisation Against Drugs (1996).
Assessment Strategy (Feedback and/or Evidence)	Did students manage to: ▪ To highlight elements of their personality? ▪ To introduce in a satisfactory manner their classmate to the circle of other classmates? ▪ To show determination, confidence and ability to work? ▪ To improve the skills of cooperation and respect for others? ▪ To follow the rules of the game?
Time allocated	30 minutes to meet in pairs and circle

	30 minutes for three "bridges" the individual groups and a final "bridge" of all students

VI. Hand in hand for the victory

Learning exercises/ activities	Football in pairs – A differentiated approach to football Students are divided into pairs without knowing their teammate who might be from another school, class or having a different country, religion, culture. Students should be informed that they would play football using two balls. They should be divided into groups of 4 and 6 people. 4 foci should be formed, one for each group. Students of each group split in pairs of their choice and are grabbed holding hands. One couple in each team is assigned the role of the goalkeeper and the rest couples try to score. It should be underlined that the members of the couple should stay together both when they try to score or parry the ball. In case the couple is separated, when they try to score, the goal is cancelled; in case the goalkeeper couple is separated, the goal of the opposing team counts. At the next phase you should change the members of the couples and make sure that by the end of the football game the majority of students have cooperated, being members of the same couple; in case there are students of different nationalities, the teacher should make sure that they cooperate.
Age of the students	15 years old
Peace Code slogan	**Hand in hand for the victory**
Targeted Competence	▪ Cooperation for the common goal ▪ Trust, respect for otherness ▪ Development of respect towards the others ▪ Acceptance and cooperation no matter what the difference might be
Tools/ Resources	Resources: 4 goals, 2 balls 4 groups, Source: adaptation from Program Kallipateira available at http://kallipateira.sch.gr/EkpaideytikoYliko/TEACHERS_BOOK_BODY_crop.pdf
Assessment Strategy (Feedback and/or Evidence)	At the end of the learning activity the teachers initiate a discussion and assess whether Students are able to: ▪ Learn to work with people of the same or different origin. ▪ Understand the difficulties involved in such kind cooperation. ▪ Reflect whether the difficulties in cooperation are related to diversity (e.g. in nationality language....).

Time allocated	30 minutes

VII. What unites us within a group

Learning exercises/ activities	Teachers – as facilitators – initiate a short discussion on human rights. The students are organized and discuss in groups of five. Each group should agree on three human rights that they consider as the most important. Then the groups of five join groups of ten, they discuss and they should agree on importance of three human rights; they discuss within the groups and they convince their teammates and argument in favour or against the prioritization of three human rights. Groups name their teams after a word they create on their own and reflect the message of their group. They are also asked to design and paint a sign for their team. Once the small groups finish their work, gather groups two by two into "double" facilitated groups (small groups working on the same document). In each facilitated group, participants from two small groups present and compare their views on human rights and share the outcomes of their group discussion. At the end of the discussions, both groups should prepare a presentation at a joint stand in main working room where all views will be exhibited. All participants should be ready to explain and present the arguments behind the ranking of their small groups. Give 20 minutes to the discussions in the "double" facilitated groups. Note that these groups are for participants to exchange the different points of view and analyse the differences and similarities of each other' s ranking; and not to arrive to a consensus in these groups. Review how participants enjoyed the activity and what they learned. Educational activity adapted from compass educational material available at http://eycb.coe.int/compass/en/chapter_2/2_50.asp
Age of the students	15 years old
Peace Code slogan	What unites us within a group
Targeted Competence	▪ Investigation of human rights and of the relationship between human rights. ▪ Students recognize human rights that are important to them. ▪ Students learn to distinguish the rights of one in relation to the rights of others to form a group. They learn to negotiate and agree on some common as their team.
Tools/ Resources	Materials: sheets of paper, pens, markers, cloth construction team flags
Assessment Strategy (Feedback and/or	Initiate a discussion and assess the following: ▪ How do the results of the different groups' discussions compare? ▪ What are the similarities and differences?

Evidence)	▪ Why do different people have different priorities? ▪ As a result of listening to others, do any of the groups wish to reconsider their own decisions about the ranking of the cards? ▪ Which arguments were the most persuasive? ▪ In general, which rights are not respected in your community, and why? ▪ Are there any main differences noticed between the civil and political rights on one hand and economic, social and cultural rights on the other hand? ▪ Are there any human rights that are not present in the Covenants that you suppose should be included? ▪ How do people in general claim their rights? ▪ If participation in the democratic process is one way for people to claim their rights, what can the participants do now to begin to "claim their rights" in their home country? ▪ To whom, in your society, can people turn to, if they suffer from serious violations of their rights? ▪ What other instruments are there in the world (or in Europe) aiming at protection of human rights? ▪ What else (other materials, other methods) can serve to inform participants on the history and background of HR, and its most important instruments? ▪ Students feel that their opinion counted and that they themselves were part of the decision-making process even if the result was not the same as their own place? ▪ Learn to understand that there are always some minority opinions that cannot be met? ▪ Become knowledgeable of the nature of decision-making?
Time allocated	90 minutes

VIII. Figures

Learning exercises/ activities	The game focuses on the need to be together and to the fact that within one group we are stronger Series of activities: I. Make two groups of children II. Teacher says one figure, circle, square, and triangle... III. The task for students is to form this figure in the shortest time and work in groups. IV. The team that manages to sort quickly gets 1 point. V. It is repeated several times.
Age of the students	10-15 years old
Peace Code slogan	**The difference is the largest value** Any diversity shall be respected. Physical, political, religious and cultural differences are part of the cultural life of the school and all the students have the right not to be victim of discrimination.
Targeted Competence	▪ Establish an atmosphere of openness; ▪ Ensure complete freedom of participants to speak for themselves; ▪ People have differences and common elements
Tools/ Resources	n/a
Assessment Strategy (Feedback and/or Evidence)	▪ Specify the most popular features or vice versa, mention the atypical ones ▪ What new have you learned about each other? ▪ How did you feel when you heard that someone else in the class looks like you? ▪ Is it good or bad that the group has students who have different characteristics? Why? The teachers discuss with the students after the end of the activity and assess to which extend students have realized the importance of the abovementioned questions.
Time allocated	35 minutes

IX. Especially dominoes

Learning exercises/ activities	Game shows that in every community there are many differences, but also many common views Series of activities: I. The first participant (usually the teacher or coach) stands in the centre of the room and announces two of its features, such as: "On one hand I wear glasses" and raised his left hand side, "And on the other - I love ice cream," and right side up hand. II. Participant in the group who also wears glasses, clutching his left hand on the leader and announces: "On one hand I wear glasses, and the other - I love cats" and raises his free hand. III. Third participant who loves ice cream is grasped by the right hand of the lead and announces: "On one hand I love ice cream, on the other - I love chocolate." IV. Thus the game continues until all players do not become part of the domino. V. Possible variations in the construction of dominoes - you can build a circle or a typical structure of dominoes.
Age of the students	12-15 years old
Peace Code slogan	**Coming together is the beginning. Staying together is progress. Working together is success.**
Targeted Competence	▪ Ability to interact within the group ▪ Strengthen the sense of belonging to the group
Tools/ Resources	Preparation of the room or playground for the game
Assessment Strategy (Feedback and/or Evidence)	▪ Did you enjoy the game? ▪ Do you think it is easy to work with others in a team? ▪ What was the outcome of the game? The teachers discuss with the students after the end of the activity and assess to which extend students have realized the importance of the above-mentioned questions.
Time allocated	10-15 minutes

X. Paint together

Learning exercises/ activities	These learning activities are focused on the idea of diversity, human rights and tolerance. Series of activities: i. The teacher prepares the necessary drawing materials- cardboard, pencils, paints, crayons, etc. ii. Set the drawing topic and how long this activity will last; iii. Divide Students into groups of 4-5 children iv. Students in the group paint consistently the same picture; they have no right to speak. Every child paints over the painting created by the previous classmates. The idea is that every pupil understands the idea of the previous painting and it continues it. v. Once the time runs each group presents their picture. vi. All Students discuss the paintings and ask questions. vii. The teacher summarizes the group work. viii. Create a poster with the painted pictures.
Age of the students	12-16 years old
Peace Code slogan	**Everyone has the right to maintain and disseminate his/ hers views and ideas. Any differences must be respected.**
Targeted Competence	The method provokes the imagination and associations of Students regarding an overall theme. The reason for using this method is the ability to enhance self-esteem and a sense of success of students when they work together.
Tools/ Resources	The activity takes place at the classroom Drawing materials, paints, crayons, pastels, cardboard and poster for common drawings
Assessment Strategy (Feedback and/or Evidence)	▪ How did you feel at the group work? ▪ What really happened? ▪ Do you like to work together with the rest of the group? ▪ How do you paint a general picture? The teachers discuss with the students after the end of the activity and assess to which extend students have realized the importance of the above-mentioned questions.
Time allocated	20-25 minutes

XI. Racing volleyball balls

Learning exercises/ activities	The game focuses on the need to be together and to the fact that within one group we are better. Series of activities: I. Divide students into groups of three players II. Two Students stand on both sides of the third and picking it up in the shoulders III. The pupil (in the middle) steps on the ball and he/ she is trying to move on to the finals. IV. The group of three students, which goes first to the finish line is the winner V. It is repeated several times.
Age of the students	12-15 years old
Peace Code slogan	**If we are together, victory will be ours**
Targeted Competence	▪ Responsibility to the group ▪ Ability to interact within the group ▪ Strengthen the sense of belonging to the group
Tools/ Resources	Preparing for the game room- volleyball
Assessment Strategy (Feedback and/or Evidence)	▪ Did you enjoy the game? ▪ Do you think it is easy to count the rest of the team? ▪ What was the outcome of the game? The teachers discuss with the students after the end of the activity and assess to which extend students have realized the importance of the above-mentioned questions.
Time allocated	10-15 minutes

XII. We can anything, if we are together

Learning exercises/ activities	***River of chocolate*** The room is divided in three parts – a river is flowing in the middle. The children are all standing on one shore; their goal is to travel to another shore. A river dragon (an organizer) is watching children during the game, making sure that the rules are strictly followed. The rules for travelling: I. The team is given a number of A4 size sheets (one less than team members) II. A person can only travel the river on the given sheets. If a person touches the river of chocolate (using hand, feet or other body part) he/she drowns and all the team returns to the shore to start the travel again. III. Once the sheet is on the river, it must be always touched by one of the team members. If it is not touched, the river dragon takes it away and the team is left with a smaller amount of paper sheets. Lost sheets are never returned. IV. The game finishes when the last team member is on the other shore. V. It is a responsibility of the team to make sure that all members reach the other shore safely.
Age of the students	10-14 years old
Peace Code slogan	**We can do anything, if we are together**
Targeted Competence	▪ Confidence ▪ Responsibility ▪ Trust ▪ Team work
Tools/ Resources	Large room Two strings to mark boundaries of the river A4 format sheets of paper (N-1, n – number of children)
Assessment Strategy (Feedback	▪ What was the most difficult when travelling the river? ▪ What did it help you?

and/or Evidence)	▪ Was everyone collaborating? ▪ Was it easier to travel as a team member or on your own? ▪ Could you trust your team? ▪ Who took the leadership of the team? ▪ Who made good suggestions? Was your opinion heard? The teachers discuss with the students after the end of the activity and assess to which extend students have realized the importance of the above-mentioned questions.
Time allocated	30-40 minutes

XIII. Everybody counts

Learning exercises/ activities	**Punchinello game / turn –taking game** **Introduction:** We are going to play a turn-taking game, now. This game is called Punchinello. We cannot play the game unless everyone helps. We all will need to listen and help each other, in order to play this game successfully. Some friends will need to wait patiently for their turn. This is a game about equality. We can all have an equal turn. It also is about equality, because we do equal things. Form a circle while standing. One child enters and stands in the centre of the circle. **Action 1:** Everyone sings or chants*: "What can you do, Punchinello, friendly fellow? What can you do, Punchinello, friendly you?"* Punchinello makes a motion as this verse is sung. Everyone "mirrors" the action as they sing. Sing about whatever action the child is doing, for example, "turn around": **All sing:** "*We can turn around, Punchinello, friendly fellow. We can turn around, Punchinello, do it too. We can do it too, Punchinello, friendly fellow, We can do it too, Punchinello, friendly you."* **Action 2:** Everyone sings: *"You choose one of us, Punchinello, friendly fellow. You choose one of us, Punchinello, friendly you."* Punchinello chooses another child to take his or her place in the centre of circle as Repeat with another child, until all the children who want a turn have

	one. *Conclusion:* Equality is what we have when all people, no matter how they look or who they are, are treated the same. Equality is what we have when we treat others like we want to be treated. We are practicing equality if when everyone gets an equal turn in a game.
Age of the students	**8-12 years old**
Peace Code slogan	**Everybody counts** **I have a word**
Targeted Competence	▪ Respect to others ▪ Patience, listening, supporting ▪ Being part of a group
Tools/ Resources	Enough space to make a large enough circle
Assessment Strategy (Feedback and/or Evidence)	Did you enjoy the game? Was it difficult to wait for your turn? Why it was important that everyone gets his/her turn? The teachers discuss with the students after the end of the activity and assess to which extend students have realized the importance of the above-mentioned questions.
Time allocated	Depending on the size of the group, 3-5 minutes per child

XIV. "It wasn't my fault" - Conflict management

Learning exercises/ activities	Video viewing, role-play, brainstorming The P.E. teacher plays a video of about 15-20 minutes, a fragment of a soccer match, for example, in which a member of a team (X) accidentally (or not!) injures the captain of the opposing team (Y). There is a terrible argument, especially since it seems that team Y is winning, and there is not much time left. The member of the team X not only does not apologize, but he also insults the member of the team Y. The captain, keeping his calm, calls the referee, but the latter is not being very effective in keeping the situation under control.
Age of the students	15 year-old

Peace Code slogan	**"It wasn't my fault" - Conflict management**
Targeted Competence	▪ Conflict management; what is needed to face a conflict in a smooth and effective manner ▪ Students learn to get in the shoes of the other, understand that their point of view is different from theirs, maybe an opposing point of view.
Tools/ Resources	Over-Head Projector Scripts with the dialogues.
Assessment Strategy (Feedback and/or Evidence)	▪ Once the video is stopped, students are asked to give their opinion on the event. Are they taking any side? ▪ Working in groups of 3, each group receiving a script, they will "become" the characters from the video. They will see if they could sort things out differently. At the end, they will switch roles, so the member of the X team will now play the member of the Y team. ▪ At the end, they will brainstorm on things to do and things to avoid doing when people are usually involved in a conflict.
Time allotted	1 hour 30 minutes

XV. How to become a champion

Learning exercises/ activities	Interview, discussions, poster-making The P.E. teacher invites to school the handball champion who was born in their city, maybe a former student of the school. Students, who are members of the Junior Handball team of the school, are asked to come up with a list of questions that should be answered by the champion. They can write them on slips of paper, and the champion will draw them from an urn. She / He can tell, or even play for the students, a video of a game that she / he has won together with the team.
Age of the students	15 years old
Peace Code slogan	**C competence** **F fair-play** **R respect**

Targeted Competence	▪ Understanding the values that are necessary to succeed in the world of sports (Competence, Fair-Play, Respect) ▪ Gaining both personal and social competence. ▪ Personal competences: self-control (during the games, when facing the decision of the referees, or a hostile crowd. B) Trust (in your teammates and in your coach). C) Self-evaluation (knowing one's strong and weak points, play up one's strengths so as to achieve victory) D) Innovation when it comes to your sports technique. E) Adaptability to unprecedented situations F) emotional intelligence G) self-confidence. ▪ Social competences: A) managing conflict situations B) a good communication with the coach, team-mates, referees, supporters, members of the opposing team C) respect towards the others and for the rules of the game.
Tools/ Resources	T-shirts with the Peace Code Slogan (black and Yellow) Large sheets of paper, markers, pictures, etc.
Assessment Strategy (Feedback and/or Evidence)	▪ After the interview, students can make a list of character traits that are necessary to define a champion. They will certainly come up with the competences, which are mentioned above. Next, they will be asked to imagine situations when these competences are necessary, or to remember difficult situations that they had to solve with the help of the skills mentioned above. ▪ Students make a poster entitled "DO's and DON'Ts of a CHAMPION", in which they will decide on 10 or 15 "golden rules" of a sports champion.
Time allotted	1 hour 30 minutes

XVI. Power or Violence – a look behind the scene

Learning exercises/ activities	The learning exercises/ activities should be outlined as a sequence of activities (i.e. a narrative) including information about what different actors (e.g. students, teachers) are doing at each stage. i. The educator divides the group in pairs. ii. Then each pair has to stand face to face along a line on the floor. iii. The students put the palms of their hands together and move one or two steps backs until they rest on each other.

	iv. In this position the students try to force their partner slowly back. v. The rule is that nothing unwanted happens. vi. The trainer and the students have the right to say stop at any moment of the exercise. vii. The process takes place twice. The educator debriefs the exercise after each attempt.
Age of the students	10-16 years old
Peace Code slogan	**Understanding violence** **Setting Up Boundaries**
Targeted Competence	▪ Confidence, Responsibility and Trust ▪ To show children how easy it is to cross the line between a game and violence
Tools/ Resources	Any physical/virtual tool (hardware, software) or resource. Make a line on the floor using rope/tape • Rope • Adhesive tape
Assessment Strategy (Feedback and/or Evidence)	1. After a couple of minutes stop the game and ask the children: ▪ How did you feel playing the game? ▪ What happened? ▪ Was it a fair game? If not, why? ▪ What is your wish for the next round? 2. *The exercise starts again.* 3. After the second attempt debrief again: ▪ What happened now? ▪ Was there any violence? ▪ What did you observe? ▪ Did you feel the game was fairer?
Time allocated	20 minutes

XVII. Being Bullied

Learning exercises/ activities	Students are asked to imagine a situation in which they are being bullied and then to discuss possible ways to react. The implementation of the following learning activities emphasizes the importance of listening and being sensitive to one another within the group. It is the simulation of an imaginary situation of violence; students in groups along with their teachers work constructively to find a way to deal with this situation. The activities follow a planned schedule: i. Divide the students in groups of 2-4 ii. Read the role play cards to the class iii. Give a card to each group iv. Within that group, ask one or more of the Students to imagine they are the person on the role v. Play card vi. They can then talk to the group about how they feel vii. Ask the rest of the group to suggest ways of solving the problem
Age of the students	10-16 years old
Peace Code slogan	**BE equal = BE different**
Targeted Competence	▪ Understanding violence ▪ Setting Up Boundaries ▪ Confidence, Responsibility and Trust
Tools/ Resources	Role cards: this is a piece of paper card where children recognize, translate into words and give value to feelings that are often ignored or belittled.
Assessment Strategy (Feedback and/or Evidence)	▪ How did you feel? ▪ What were your fears? ▪ What solutions did you find? ▪ Ask the students to suggest ideas for stories of their own with solutions for each role card The teachers discuss with the students after the end of the activity and assess to which extend students reflect on the above-mentioned questions.
Time allocated	50-60 minutes

Examples of Role Cards
SURPRISE: Shock, amazement, bewilderment etc.

HATE: Rage, anger, resentment, irritability, fury etc.

- JOY: Fun, euphoria, gratitude, content, feeling good, general feeling of security etc.

SADNESS: Pity, loneliness, pessimism etc

FEAR: Anticipation of a threat or danger which causes anxiety, uncertainty, insecurity etc.

XVIII. Children's rights: needs and wishes

Learning exercises/ activities	Make sure that you create a proper atmosphere to make children comfortable to share their feelings about their experience. Avoid in-depth explanations for younger children. They will lose attention and not be able to process long descriptions. One to two sentences are more than enough. i. Introduction and whole-class activity: Ask the students about the things that they need every day, giving prompts such as food, drink, clothing, space to work or play, communication, health, transport, etc. Write up their suggestions on the board. ii. Group activity: Ask the students in pairs to write down the suggestions under two headings, ´Needs´ and ´Wants´(It may be necessary to include an additional space for anything that the students feel doesn´t fit under Needs and Wants) iii. The pairs then make a group of four o compare and discuss results. Is one list longer than the other? Why is that? iv. Make a list of the students´ results on the board. Are there any areas where the students disagree?
Age of the students	10-16 years old
Peace Code slogan	**Children's' rights**
Targeted Competence	▪ Intercultural Learning ▪ Confidence, Responsibility and Trust
Tools/ Resources	Prepare the room for the exercise. Materials: ▪ Pencils, Paper ▪ Crayons
Assessment Strategy (Feedback and/or Evidence)	Ask the students to look at the list of needs. Encourage them focus on things they really need to live. ▪ What do they think everyone has a right to? ▪ What is everyone entitled to? You may have to prompt the students to consider family, shelter, safety, education, play, medicine, friendships etc. Mark the one the whole class considers are essential for survival. ▪ Should these be rights for all children or just children in the class? ▪ Are there any other things that all children should be entitled to? Collect all the students´ suggestions and write them on a chart, to be placed on a prominent place in the classroom for use or reference in future lessons.

Time allocated	30 minutes

XIX. Hugs marathon

Learning exercises/ activities	i. Make two groups with equal numbers of children and place them face to face, far enough away so they can run. ii. The teacher indicates that children of one group will run with open arms to meet the partner that are exactly in front of them, when prompted by a whistle. iii. When they get it, they should give a big hug. iv. The other group hopes to not move to reach their peers. v. Repeat the game, but the group receiving the hugs, now must run to meet his companions to return their hugs
Age of the students	10-12 years old
Peace Code slogan	**We are an educational and sportive team**
Targeted Competence	▪ To work in groups ▪ To feel love and attentions
Tools/ Resources	Not applicable
Assessment Strategy (Feedback and/or Evidence)	The teacher as soon the game is over will ask them how they felt when playing the game. Teacher can ask about their feelings, talking, students can write or draw an emotion. Avoid in-depth explanations for younger children. They will lose attention and not be able to process long descriptions.
Time allocated	30 minutes

XX. Rabbit's rights

Learning exercises/ activities	▪ The teacher along with his/ her pupils implements the following activities: ▪ Ask the children to sit on the floor in a circle. ▪ Make sure that everyone is comfortable and has enough space to move. ▪ Ask the children to imagine that they have a pet rabbit to care for, and give a name to it. ▪ Ask "What are all the things the rabbit will need?" (They may

	suggest things such as a hutch, straw, food, water, attention, love etc. ▪ Write "Rabbit" at the top of the left hand column on a chart such as the one below, and record the children responses. ▪ Ask "Who is responsible for ensuring that the rabbit gets all the things that it needs?" (Note down the children's responses) ▪ Confirm the thing the rabbit needs to survive and develop, such as food, water and a hutch. ▪ Then ask question such as: If the rabbit really needs these things to survive, than should the rabbit have a right to them? Who is responsible for ensuring that the rabbit's rights to these things are met? ▪ Write "CHILDREN" at the top of the right hand column and ask to the group to brainstorm: "What are the things that children need to develop and have for a happy, safe and healthy life? ▪ List the children's responses ▪ Ask "Who is responsible for ensuring that children get all the things they need to be happy, safe and healthy?", "What do children to be protected, to survive, to develop and to participate?" "If children need these things, than should children have a right to them?" " ▪ Ask the group if they have ever heard of the Convention on the Children's Rights
Age of the students	10-16 years old
Peace Code slogan	**Children rights**
Targeted Competence	▪ To reflect together with children on solidarity and respect of the other ▪ To discuss children protection
Tools/ Resources	▪ Prepare the room for the exercise Paper, Marker Ask the group to relax Be prepared on possible kids questions

Assessment Strategy (Feedback and/or Evidence)	1. How did you feel about the activity? 2. What makes the rabbit happy and safe? 3. What makes you feel happy and safe? The teachers discuss with the students after the end of the activity and assess to which extend students reflect on the above-mentioned questions.
Time allocated	30-40 minutes

XXI. Living together

Learning exercises/ activities	i. Give every child half of sheet ii. Ask them to form group of four children by their own iii. Give them the first task: to write the word "TOGETHER" across the four pieces of paper, having at least two letters of the word on each paper iv. Second task: Decorate the four pieces of paper individually, but so that the artwork forms a v. continuous mural across the four pieces vi. Explained them they have to decide all together the design of the mural and them paint, each one its piece of paper. vii. 6. Place the murals at the wall
Age of the students	10-16 years old
Peace Code slogan	**Togetherness**
Targeted Competence	▪ Ability to expose their one ideas ▪ Ability to share personal feelings with a group ▪ Ability of negotiate and communicate into a group ▪ Ability of interact inside of a group ▪ Reinforce the feeling of belonging to a group
Tools/ Resources	Paper Colours Pencils
Assessment Strategy (Feedback and/or Evidence)	1. How did you feel in this activity? 2. Did you find it easy to share your ideas? 3. Was it easy / hard to make the artwork match up? 4. What do you think about the different artworks with the class? The teachers discuss with the students after the end of the activity and assess to which extend students reflect on the above-mentioned

	questions.
Time allocated	30-40 minutes

XXII. I feel welcome

Learning exercises/ activities	The student may, after this activity, be able to call the names of all his classmates, and is and is able to his first impression of his classmates and is able to tell something more about a classmate. E.G telling how the student cope with friends Students come up with a name and logo for the class.
Age of the students	10 – 12 years
Peace Code slogan	I feel welcome
Targeted Competence	Listening, telling
Tools/ Resources	Sheets of paper Markers Scotch tape http://educatie.kennisnet.nl/lesmateriaal/lesmateriaal-vaardigheden/
Assessment Strategy (Feedback and/or Evidence)	The logo's students have made are presented to the group
Time allocated	60 minutes
Warming up activities (15 min)	**Calling out names;** The players sit in a circle on a chair. One of the players begins the game. He calls a name. The player who is right to this person must now stand up This player continues and calls another name. Once the group is played, you make it harder. Now there are two names mentioned. E.g. 'Stand up from Raymond to Sandra'. Please note that the first name is important. If a wrong player stands up or a player does not get up stand up, he is rewarded with a penalty point. Who gets the least penalty

	points? **Newspaper game;** The players sit or stand in a circle. In the middle is a student with a newspaper, rolled up in his hand. Someone from the circle, designated by the leader, calls the name of a student who is in the circle. The student with the newspaper must then try to hit the knees of this person. If this person calls another name before he gets hit then he is lucky. When he calls a wrong name, or is she too late, he is the krantenmepper'. Spider web; During this game the students throw a ball of wool to another teammate, but keep itself the beginning of the thread. This fellow player catches the ball, calling his name, picks up the thread and throws the ball to someone else. This student also calls his name again and throws further. If all this is successful, repeat throwing in the opposite direction. The wire is so rolled up again. Would you success to call out the name that you throw the thread? Names-association game; Certain behavioural, - or appearance properties you always remain with someone. You associate someone with them. Everyone stands in a circle. The game begins with the call of the students' own name. While he is calling his name he makes a certain move, like a bow. The next in the circle (clockwise) also mentions his or her name and then makes another move. You continue to go around the circle. After you complete a round, you go around the circle again, but you must have the names and movements of the previous people. So the first person in the circle only calls his own name and movement, but the last in the circuit must do all previous names and movements.
Developing a name and logo for the class (45 min)	Preparation Installation, room layout and group the students Find Example Logos Introducing story, chalk, blackboard Writing paper and craft materials Initial situation:

	Start this lesson by telling the students that In this lesson, students learn what 'logos' are and what use / purpose they have. In addition, they are going to work with creating a logo themselves. In everyday life the students consciously or unconsciously aware of logos. Ask the students if they can give an example of a logo. In the next step you explain to the students that they have to come up with their own logo. To make this logo they can use all kinds of materials. In the end they have viewed their own work critically Then they discuss each other's work. Make sure that during the class you walk around (answering questions, give directions and motivate, check whether the children use offered structure and they are able to generate a logo). Clarify Instruction to children who are struggling with this task.
Reflection / evaluation (15 min)	After this lesson, all logos are viewed and you can discuss which logo the class would choose to be the school logo, and why. You can also ask the students how they rate their cooperation to come up with the logo. Finally, the logos are bundled copied and distributed

XXIII. Freedom of opinion

Learning exercises/ activities	Seat students in groups of three. One is telling his / her story the other two listen. 1. Stimulate someone to tell his / her story 2. Ask questions 3. Don' t judge to easy 4. Summarize the story 5. Concentrate on what has been said 6. Show that you are really listening. *Make contact You let them know you're listening through your facial expression, eye contact, body language or encouraging gestures (e.g. a nod or a smile)*
Age of the students	8-10 years
Peace Code slogan	**Freedom of opinion**

Targeted Competence	▪ Listening ▪ Discussing
Tools/ Resources	http://www.devreedzameschool.net/vreedzameschool/images/stories/vreedzameschool/downloads/voorbeeldlessen/gr6_blok3_les17.pdf
Assessment Strategy (Feedback and/or Evidence)	Students give feedback on how well the listening rules has been followed
Time allocated	50 minutes
Warming up activity (10 min)	Consider some situations where communication (nice and polite) is a part of the situation. Take situations that are interesting for your school, for example, how students appeal to the teacher who is talking, how they receive visitors at the front door, how they answer the phone. Take these situations in advance by some students and ask them to play out this situation **the way it should not be!**
Main activity (30 min)	Tell the students that during this class we learn to listen to each other. That means you are interested in each other. It means also that you not only talk **to** each other but also **with** each other. Ask the class who knows the difference between these two? The purpose of this lesson is that we learn to talk and listen to each other. And it is not only important what you say; it's also important how you say it. Than you talk **with** each other and not only **against** each other. This lesson is about how you do or do not say anything to each other ▪ Ask the pairs to play out a sketch of the situation in a positive play. ▪ The group then comes together and a few pairs play their sketch for the whole group. Provide a few examples of the different situations. ▪ Debriefing: Tell that we talk and listen to each other call communication. If you are not clear or not polite or nice communicate, you create misunderstandings and conflicts (pick previously played

	situations). ▪ Is talking and listening the only way to communicate? What more ways are there to communicate? Writing, msn, email, sms, but also drawing, music. ▪ You can see what communication means to someone? Body language is important. Write the body language word on the board. Take examples from the previously played situations. In your body you can be polite or rude, kind or unkind
Reflection (10 min)	Repeat that the purpose of the lesson was to discuss how you and how not to talk against each other and adults. What have you learned from this lesson? Can you use it? Can you think of other situations where it is important that you are nice / polite?

XXIV. Safe schools

Learning exercises/ activities	Every day, there's only good news in the newspaper'. Who wouldn't' be happy? In this activity, we make a 'good-news'- newspaper **Goals** • The students are aware of various aspects of the role of newspapers and newspapers as source are a part of their lives. • The students know what newspapers and other media they use as a source of information • The students know what kind of information they can find in the newspaper and may be targeted search the newspaper for that information. • The students may use the information they find in the newspapers use when thinking about aspects of their own life Ensure that the newspapers of the day are present in the classroom. Introduce the topic of this lesson topic about the news items in the newspaper. Ask the students if they find that news is 'good' news or 'sad' news and make them explain 'why'. In the next discussion you can talk with the students about how newspapers arise and who are responsible for delivering daily news.

	In the next step you ask the students to come up with their own newspaper, which only contains local news and 'good' news. Students divide themselves into groups and decide: - Who will be the journalist - Who will be the photographer - Who will be the columnist - Who will be the editor In the next phase the group has to decide which news items they will have in their newspaper.
Age of the students	12 – 14 years
Peace Code slogan	Safe schools
Targeted Competence	Cooperative learning Discussing
Tools/ Resources	Paper Scissors Scotch tape Newspapers Digital camera http://www.bazarweb.nl/uploads/Handleiding_LJ4_Ik_en_de_krant.pdf
Assessment Strategy (Feedback and/or Evidence)	The 'good-news-newspapers' are displayed in the school
Time allocated	1- 2 days

Evaluation (10 min)	Ask students to present their own newspaper. Go briefly through the differences between the newspapers and their effects. These differences are discussed in class.

5 Evaluation of the prosocial didactic intervention

The best way to learn to know ourselves is
to try to understand our fellow man.
Andre Gide

5.1 Introduction

The purpose of the evaluation exercise presented below is to use in sports activities a PDP – Pedagogical Model in order to prevent school dropout and to motivate people to join the educational community, perceiving the present cultural and social class differences as an added value.

The aim of the experiment is the acquisition of a set of social skills by the students, skills that are necessary for life, to promote multiculturalism, ethnic tolerance and solving problematic situations. There will be involved a sports team in each partner country - Prosocial Sports Club will be the protagonist of this experiment.

5.2 Description of the evaluation procedure

In each of the participant countries a sports team implements at least one learning activity (described in 4.2) using the proposed scenario and afterwards applies Prosociality and peace code slogans in the athletic field, through a sports activity. Target groups, potentially vulnerable to drop out and early school leaving have been summarized in the following and along with their educators implement the above-mentioned activities:

- Students living in poor neighbourhoods
- Students living in marginal and rural areas
- Students belonging to religious minorities
- Students with an immigrant background
- Students who are the second generation of immigrants
- Roma Students
- Students affected by homophobia or gender discrimination

I. Experimentation

Each group of students executes at least one sports activity; training and implementation follow the sequence described below.

Phase 1: Preparation Phase: training a sports team:

General competencies that have to be developed prior to the implementation phase

1 The technical rules and regulations of the sports activities are explained to the students.
2 Implementation of methods and specific means of the sports, in order to achieve general competencies (both personal and social, in accordance with the PDP Model) and in view of the development of the physical abilities.
3 Discussion of the behavioural indicators list.
4 Summarization of data, methods, and specific means of the sports, in view of pro-socialization for Social Integration and Multiculturalism, having as a result/effect the decrease of the school dropout level within the social groups that run a high risk of marginalization.
5 Capitalization of body language in order to confer and decode concepts and ideas, as well as to relay affective states.

Values and attitudes that will be assessed

- Readiness in collaborating with teachers and colleagues.
- Preoccupation in developing one's own physical abilities.
- Respect towards the rules laid out in the organization and consecution of sports activities.
- Choosing a healthy and balanced lifestyle, by adopting a correct behaviour in life, one that would harmoniously combine physical and intellectual effort.
- Readiness in practicing physical exercises independently.
- Competitive spirit and fair play.
- Constant interest for the world of sports.

Phase 2: Development of a sports competition (in the presence of the members of the Educating Community);

Organization of a sports activity, hands on implementation of Peace Code and Prosociality; monitoring of students` behaviour towards their peers; it will be assessed the extent to which personal and emotional competencies have been developed and / or improved.

Phase 3: Film shooting and capturing of a sports activity;

Both preparation and implementation activities are filmed, with the view to recording Peace Code and Prosociality Pedagogical Model impact on students' everyday life. Given that athletics is a universal framework for common activities, it is planned to observe to which extend students' behaviour has changed and whether youngsters` exposure to social values has positively influenced their interaction with their peers; will the prioritization of social competencies and shift from the cognitive to the social aspect of education have an impact on the way young students behave especially towards vulnerable social groups our projects addresses?

The movie will document both the pedagogical approach and the didactic intervention will assess the success of our venture, it will provide versatile feedback and recommendations for a pedagogical model that will rationalize conflict and reinforce the acceptance of diversity.

Phase 4: Pupils and teachers watch the video and analyse issues, identify the factors that contribute to the acquisition of personal and social skills and self-control that helps to apply problem-solving by correcting an issue: What would I have done if...?

Phase 5: Identify strengths consequent to acquisition skills, values and attitudes; it exemplifies the issues for improvement.

5.3 Collection of results and conclusions

As soon experimentation phase has ended two questionnaires / interview guides are handed out to the participants. Both questionnaires are available to ANNEX II andcaddress all agents that participate in implementation activities, namely teachers, pupils and sport leaders; the basic purpose of these questionnaires, which should be duplicated as many times as needed, is to record the impact of learning activities,

implemented within and outside classroom. These two tools contribute to the analysis of the activities of the carried activities, under the following parameters:

a. Factors that led to loss of control in some situations
b. The strengths of the activity / competition
c. Factors that determine self-control
d. Aspects to be improved
e. Photos (with activity before and after experiment) or a film (1-2 minute)

The present experiment will highlight the students' acquisition of a set of social competences through sports, such as the PDP pedagogical model, so that the prosocial educational content will integrate the students in the community, in real life. Through this experiment, we aspire to develop protective factors for school dropout prevention in groups that run a risk of marginalization, and to motivate people to join the educational community.

6 Next Steps

One challenge is common to all European countries' Educational System: the prevention of early school leaving. Teachers are suffering from a lack of skills and competences, and consequently of motivation in understanding and dealing with pupils at risk of early school leaving. Teachers often are not able to identify with the necessary anticipation the manifesting of the risk factors leading to the early school leaving and the necessary initiatives to tackle the problem.

The Prosocial Didactic Model offers to all educators (potentially or actually) facing certain cases of drop out, a complete toolkit to address and successfully handle pupils at risk of exclusion and early school leaving; a well-defined pedagogical framework, guidelines to set up and maintain a supportive community, i.e. Educating Caring Community, teachers' training material, a template to structure and design learning activities, a series of replicable activities, an evaluation approach, so as to assess the whole initiative, a pan European and certain national documentaries that have recorded prosocial experience form the formulation of teams till the implementation of athletic activities.

7 Bibliography

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Annex I

RELATIONAL COMPETENCES

I. PERSONAL COMPETENCES

Self-control: Managing disruptive emotions and impulses.

People with this competence:

- Manage their impulsive feelings and distressing emotions well
- Stay composed, positive, and unflappable even in trying moments
- Think clearly and stay focused under pressure

Trustworthiness: Maintaining standards of honesty and integrity.

People with this competence:

- Act ethically and are above reproach
- Build trust through their reliability and authenticity
- Admit their own mistakes and confront unethical actions in others
- Take tough, principled stands even if they are unpopular

Conscientiousness: Taking responsibility for personal performance.

People with this competence:

- Meet commitments and keep promises
- Hold themselves accountable for meeting their objectives
- Are organized and careful in their work

Adaptability: Flexibility in handling change.

People with this competence:

- Smoothly handle multiple demands, shifting priorities, and rapid change
- Adapt their responses and tactics to fit fluid circumstances
- Are flexible in how they see events

Innovativeness: Being comfortable with and open to novel ideas and new information.

People with this competence:

- Seek out fresh ideas from a wide variety of sources
- Entertain original solutions to problems

- Generate new ideas
- Take fresh perspectives and risks in their thinking

II. SOCIAL COMPETENCES

Influence: Wielding effective tactics for persuasion.

People with this competence:

- Are skilled at persuasion
- Fine-tune presentations to appeal to the listener
- Use complex strategies like indirect influence to build consensus and support
- Orchestrate dramatic events to effectively make a point

Communication: Sending clear and convincing messages.

People with this competence:

- Are effective in give-and-take, registering emotional cues in attuning their message
- Deal with difficult issues straightforwardly
- Listen well, seek mutual understanding, and welcome sharing of information fully
- Foster open communication and stay receptive to bad news as well as good

Change catalyst: Initiating or managing change.

People with this competence:

- Recognize the need for change and remove barriers
- Challenge the status quo to acknowledge the need for change
- Champion the change and enlist others in its pursuit
- Model the change expected of others

Conflict management: Negotiating and resolving disagreements.

People with this competence:

- Handle difficult people and tense situations with diplomacy and tact
- Spot potential conflict, bring disagreements into the open, and help deescalate
- Encourage debate and open discussion

- Orchestrate win-win solutions
-

Political awareness: Reading a group's emotional currents and power relationships.

People with this competence:

- Accurately read key power relationships
- Detect crucial social networks
- Understand the forces that shape views and actions of clients, customers, or competitors
- Accurately read situations and organizational and external realities

EMOTIONAL COMPETENCES

I. PERSONAL COMPETENCES

Emotional awareness: Recognizing one's emotions and their effects.

People with this competence:

- Know which emotions they are feeling and why
- Realize the links between their feelings and what they think, do, and say
- Recognize how their feelings affect their performance
- Have a guiding awareness of their values and goals

Accurate self-assessment: Knowing one's strengths and limits.

People with this competence are:

- Aware of their strengths and weaknesses
- Reflective, learning from experience
- Open to candid feedback, new perspectives, continuous learning, and self-development
- Able to show a sense of humour and perspective about themselves

Self-confidence: Sureness about one's self-worth and capabilities.

People with this competence:

- Present themselves with self-assurance; have "presence"
- Can voice views that are unpopular and go out on a limb for what is right
- Are decisive, able to make sound decisions despite uncertainties and pressures

II. SOCIAL COMPETENCES

Empathy: Sensing others' feelings and perspective, and taking an active interest in their concerns.

People with this competence:

- Are attentive to emotional cues and listen well
- Show sensitivity and understand others' perspectives
- Help out based on understanding other people's needs and feelings

Service orientation: Anticipating, recognizing, and meeting customers' needs.

People with this competence:

- Understand customers' needs and match them to services or products
- Seek ways to increase customers' satisfaction and loyalty
- Gladly offer appropriate assistance
- Grasp a customer's perspective, acting as a trusted advisor

Developing others: Sensing what others need in order to develop, and bolstering their abilities.

People with this competence:

- Acknowledge and reward people's strengths, accomplishments, and development
- Offer useful feedback and identify people's needs for development
- Mentor, give timely coaching, and offer assignments that challenge and grow a person's skills.

Leveraging diversity: Cultivating opportunities through diverse people.

People with this competence:

- Respect and relate well to people from varied backgrounds
- Understand diverse worldviews and are sensitive to group differences
- See diversity as opportunity, creating an environment where diverse people can thrive
- Challenge bias and intolerance

MOTIVATION AND SELF ESTEEM

I. PERSONAL COMPETENCES

Achievement drive: Striving to improve or meet a standard of excellence.

People with this competence:

- Are results-oriented, with a high drive to meet their objectives and standards
- Set challenging goals and take calculated risks
- Pursue information to reduce uncertainty and find ways to do better
- Learn how to improve their performance

Commitment: Aligning with the goals of the group or organization.

People with this competence:

- Readily make personal or group sacrifices to meet a larger organizational goal
- Find a sense of purpose in the larger mission
- Use the group's core values in making decisions and clarifying choices
- Actively seek out opportunities to fulfil the group's mission

Initiative: Readiness to act on opportunities.

People with this competence:

- Are ready to seize opportunities
- Pursue goals beyond what's required or expected of them
- Cut through red tape and bend the rules when necessary to get the job done
- Mobilize others through unusual, enterprising efforts

II. SOCIAL COMPETENCES

Leadership: Inspiring and guiding groups and people.

People with this competence:

- Articulate and arouse enthusiasm for a shared vision and mission
- Step forward to lead as needed, regardless of position
- Guide the performance of others while holding them accountable
- Lead by example

Building bonds: Nurturing instrumental relationships.

People with this competence:

- Cultivate and maintain extensive informal networks
- Seek out relationships that are mutually beneficial
- Build rapport and keep others in the loop
- Make and maintain personal friendships among work associates

Collaboration and cooperation: Working with others toward shared goals.

People with this competence:

- Balance a focus on task with attention to relationships
- Collaborate, sharing plans, information, and resources
- Promote a friendly, cooperative climate
- Spot and nurture opportunities for collaboration

Team capabilities: Creating group synergy in pursuing collective goals.

People with this competence:

- Model team qualities like respect, helpfulness, and cooperation
- Draw all members into active and enthusiastic participation
- Build team identity, esprit de corps, and commitment
- Protect the group and its reputation; share credit

Annex II: Assessment templates

Sport leader assessment template

Sports Leaders will be asked to fill in the form that follows, as soon as the experimentation exercise is completed. It follows three examples of the possible ways that sports leaders' answers could be formulated.

I. Example

Activities What did you do?	Areas of expertise What were the necessary abilities? What did you learn from this experience?	Competences/ Abilities	Observations/ Comments/ Propositions
E.g. I've been a member of the handball team for a year. We are ... players. We practice.... times a week, for... hours, and I am a regular participant. I also practice at home, or in my neighbourhood, at the ... club. I've come up with new ideas as far as our technique is concerned. Last month, I partook in a game against... We've won/lost by ... points.	I've learned how to cope with conflicts. I' m capable of contributing to the promotion of our team. I've managed to become dependable, and a notable person within the team, or even a captain of the team. After two games, I am perfectly capable of controlling my emotions, should a similar situation arise.	Social competencies I am a trustworthy and a responsible person. I' m a good observer and I am attentive towards the needs of the others. I have proven these abilities during the sports activities that I participated. <u>Personal competencies</u> As a result of my participation in these sports activities, I have acquired the following abilities: ▪ Self-control ▪ Self-confidence ▪ Adaptability ▪ Conscientiousness ▪ Self-respect ▪ Innovative spirit <u>Other abilities</u> ▪ My hobby is practicing sports. ▪ I have learned many things on my own, either from books, or from the television/Internet.	

II. Example

Activities What did you do?	Areas of expertise What were the necessary abilities? What did you learn from this experience?	Competences/ Abilities	Observations/ Comments/ Propositions
I've been a member of a Junior Football Club for a year. I' m a defenseman on the right part of the field. My dream is to become a famous soccer player, just like Ioniţă, from the „Steaua" Football Club. At present I've volunteered to write a theme song for the „Steaua" supporters from my neighbourhood.	I know how to capitalize on almost all the passes that I receive from my teammates. The most important thing for me is that I've learned how to work in a team. Every one of us knows what s/he must do on the pitch. Without communication, we cannot win. I also want to write a song for our team. It will mean a lot to us and to the community of supporters!	Social competences ☐ Organizational abilities ☐ Technical abilities ☐ Personal competence ☐ Linguistic skills ☐ Other skills ☐	

III. Example

Activities What did you do?	Areas of expertise What were the necessary abilities? What did you learn from this experience?	Competences/Abilities	Observations/ Comments/ Propositions
I have had to go through several years of trying times, when I didn't' have a fixed abode, for instance. My father was having serious health issues that have put a strain on our limited finances. Our	I've had to cope with unprecedented situations. I've had to learn to become independent and look after myself. I think that I would be capable of coping with a new crisis, should I have to go through it	Social competences ☐ Organizational abilities ☐ Technical abilities ☐ Personal competence ☐ Linguistic skills ☐ Other skills ☐	I' m aware of the fact that a crisis must be overcome. I' am confident that, pretty soon, there will be better moments in my life. I have

resources were very scarce; it was with great difficulty that we managed them ...	With the help of my teachers, I've entered the school team and now I've got a scholarship for the lodging and the cafeteria meals. I've learned from this experience ...		volunteered to make a presentation of my life experience in my school's boarding house, as well as on my school's website.

Teachers` and pupils` assessment template

TEACHERS EVALUATION OF THE EXPERIMENTATION OF THE PDP MODEL FOR TEACHING AND LEARNING SOCIAL COMPETENCES

SECTION 1 - CLASS ANAGRAPHIC

(Fill in the data of the class)

SCHOOL NAME: ……
CLASS CATHEGORY: ……
NUMBER OF CHILDREN: _____F _____M

SECTION 2 - EVALUATION OF THE RESULTS OF THE PDP MODEL

This section has to be filled in and replicable for all the exercises experimented in class

EXPERIMENTED EXERCISE

……

RELATED TO THE FOLLOWING AREA OF EXPERIMENTATION

Please stick the experimented area

□ Relational competences

□ Emotional competences

□ Motivation and self-esteem

Please answer the questionnaire using the following scale:

A. Strongly disagree; **B.** Disagree; **C.** Undecided; **D.** Agree; **E.** Strongly Agree; **F.** Not applicable

		A	B	C	D	E	F
1	This activity increases the level of social competences						
2	This activity facilitates the collaborative learning						
3	This activity engages discussion and stimulates communication and synergy among students						

4	This activity engages students in a multicultural setting						
5	This activity allows students to think of solutions to practical problems themselves						
6	This activity stimulates critical and auto-critical thinking						
7	This activities allows students to work self-responsible and independent						
8	This activity contributes to create a pleasant learning atmosphere						
9	This activity stimulates the use of emotions						
10	A positive and friendly learning physical and cognitive space has been created						
11	This activity stimulates positive interaction within the group class						
12	Empathy is more evidently shown within the group-class						

Goals reached

Any other comment worth of mention

Events and situations happened during the activity

(Briefly describe other elements, events; situations happened that could be considered significant and emblematic)

List of any evidence related to the activity done (paper, video, homework, drawings…)

The evidences have to be attached (if it's possible)

SECTION 2 – OVERALL FINAL EVALUATION (to be filled in at the end of the experimentation)

New competences/skills acquired

(Briefly describe the competences/skills acquired by the students with the experimentation of the PDP Model)

Other particular elements, events, situations happened during the experimentation phase that are worth of mention

(Briefly describe other elements, events; situations happened during the experimentation phase)

Critical points and strengths of the didactical approach related to the PDP Model

(Briefly describe the Critical points and strengths encountered indicating also the area and the activity and, if possible, the reasons)

SECTION 3 – TEACHERS INVOLVED IN THE EXPERIMENTATION

TEACHER 1

NAME: ……

SURNAME: ……

CLASS: ……

SUBJECT: ……

PLEASE INDICATE WHICH SECTIONS OF THIS PORTFOLIO HAS BEEN FILLED IN

……

SIGNATURE

……

TEACHER 2

NAME: ……

SURNAME: ……

CLASS: ……

SUBJECT: ……

PLEASE INDICATE WHICH SECTIONS OF THIS PORTFOLIO HAS BEEN FILLED IN

……

SIGNATURE

……

Please add lines for any teacher who took part in the PS CLUB project experimentation

Done in …… at ……

SPORT TRAINERS EVALUATION OF THE EXPERIMENTATION OF THE PDP MODEL FOR TEACHING AND LEARNING SOCIAL COMPETENCES

SECTION 1 - ANAGRAPHIC

(Fill in the data of the class)

NAME OF THE SPORT ASSOCIATION: ……

KIND OF SPORTACTIVITY: ……

NAME OF THE TRAINER: ……

SECTION 2 - EVALUATION OF THE RESULTS

SLOGAN/S ADOPTED

……

……

……

……

Please answer the questionnaire using the following scale:

A. Strongly disagree; **B.** Disagree; **C.** Undecided; **D.** Agree; **E.** Strongly Agree; **F.** Not applicable

		A	B	C	D	E	F
1	This activity increases the level of social competences						
2	This activity facilitates the collaborative behaviours						
3	This activity stimulates communication and synergy among the group						
4	This activity stimulates a better comprehension in a multicultural setting						
5	This activities allows students to work self-responsible and independent						
6	This activity contributes to create a pleasant atmosphere						
7	This activity helps to better evaluate the spirit of competitiveness						
10	A positive and friendly physical and cognitive space has been created within the sport association						
11	This activity stimulates positive interaction within the group						
12	Empathy is more evidently shown within the group						
13	Now we know what prosociality is						

14	This activity stimulates a more correct behaviour of the parents					

15	Now I' m more aware of my role of educator					

Done in …… at …….

STUDENTS EVALUATION OF THE EXPERIMENTATION OF THE PDP MODEL FOR TEACHING AND LEARNING SOCIAL COMPETENCES

STUDENTS EVALUATION

This section has to be filled in and replicable for all the exercises experimented in class

EXPERIMENTED EXERCISE

Please answer the questionnaire using the following scale:

A. Strongly disagree; **B.** Disagree; **C.** Undecided; **D.** Agree; **E.** Strongly Agree; **F.** Not applicable

		A	B	C	D	E	F
1	Now I know what social competences are						
2	Now I can learn with the other better than before						
3	This activity engages discussion and stimulates my level of communication with the others						
4	Now I know what empathy is						
5	This activity helps me to think of solutions to practical problems						
6	This activity stimulates my critical and auto-critical thinking						
6	This activity contributes to create a pleasant learning atmosphere						
7	This activity stimulates my use of emotions						
8	This activity stimulates positive interaction within the group class						
9	This activity helps me to acquire skills in everyday life						
10	I' m satisfied of the activity realized						

11	Now I know what prosociality is					