

MOBility as source of personal and professional Growth, Autonomy and Employability Educational Module

Session Title "I MOVE THEREFORE I LEARN" MOB GAE Project	
Aim	To prepare participants who will participate in a mobility project on intercultural and interpersonal dimensions.
Learning objectives	<ol style="list-style-type: none"> 1. To develop interpersonal understanding; 2. To acquire tools to adapt to a new environment and culture; 3. To discuss on intercultural learning; 4. To raise awareness on personal and professional development during a mobility project; 5. To recognize the competences acquired through a mobility experience; 6. To strengthen the non-formal learning results.
Methodology	<p>0. Icebreaker In order to break the ice, participants are asked to say their name and explain the story behind it (why did their parents put them that name). <i>Note: This can be replaced by any other energizer-ice breaking activity.</i></p> <p>1. The backpack Before the activity you need to prepare (print out) a backpack for each participant with his/her name on a handle. Distribute the backpacks and ask the participants to fill in the three different parts on skills (hand), attitudes (heart), knowledge (head). If needed, you can explain the difference between the three concepts. During 5-10 minutes participants reflect on their own competences and what they are bringing with them. Then they are put in pairs and they share with each other their backpacks. During closure and group discussion, it is crucial to highlight that when doing a mobility experience we also bring with us our stereotypes, background education, personality, etc.</p> <p>2. Blind activity Participants are asked to leave the room where they did the first activity and while they put on they cover their eyes, facilitators change the place of furniture in the room. Participants are asked to enter back in the room in silence (very important!) and for some minutes they have to explore the new environment while being blind. Facilitators can put some music during the exploration phase.</p>



Then, they can uncover their eyes, and debrief in plenary on how they felt.

Some questions can be asked during the debriefing. Ideally the first set of questions should be descriptive and then introduce a set of questions that gets into emotions, attitudes and learning.

- What happened?
- What did you do?
- How did you feel?
- How did you react in front of obstacles?
- Were you afraid /confident?
- What can you learn from this activity?
- How is this related to the mobility project you are about to live?

Finally, while discussing in the debriefing you can bring some inputs as for instance showing the Kubler-Ross change cycle, the iceberg model, etc.

3. Storytelling on mobility project

A facilitator (project coordinator) and an ex-participant explain (using storytelling method)¹ the project the learners are about to take part in. If needed, the ex-participant can be online via Skype.

Note: If you cannot reach an ex-participant, you can use the stories of the Blog, printing the first sentences of some of the testimonies asking participants in pairs to complete the story. After the presentation, hand out the "real" story and discuss with participants if that is what they expected and if they believe/want those things to happen to them and what is needed to make it happen.

4. The river of competences

The facilitator(s) introduces the notion of competence and the difference between professional and personal competences. Then, participants are asked to draw a river where they should name/draw the competences they expect to acquire through their mobility experience. They can also draw who is going to help them in that process and the challenges they may encounter.

They have around 15' to draw their own river (symbolizing their mobility project), and then they share in the plenary or in pairs (depending on the size of the group).

¹ **Storytelling** is the conveying of events in words, and images, often by improvisation or embellishment. Stories or narratives have been shared in every culture as a means of entertainment, education, cultural preservation, and instilling moral values. Crucial elements of stories and storytelling include plot, characters and narrative point of view. The term 'storytelling' is used in a narrow sense to refer specifically to oral storytelling and in a looser sense to refer to narrative technique in other media. (source: Wikipedia)



	<p>5. Evaluation-Closing</p> <p>The evaluation: the facilitator can ask the participants to first assess the session by giving one word on how they feel (happy, enriching, boring...). The facilitator can catch up on the most relevant words and deepen a little bit on that.</p> <p>Then the facilitator should ask participants on what they have learnt and which competences they have acquired, which aspects they feel more aware of in front of their upcoming mobility experience.</p> <p><i>Examples of questions:</i></p> <ul style="list-style-type: none"> - Was this session valuable for your upcoming mobility experience? - What have you learned about yourself? - Which competences have you acquired? <p><i>(These questions are crucial for the report of the session).</i></p> <p>Before doing the closing, facilitators give links with website, blog and social networks of MOBGAE project</p> <p>The closing should be symbolic and not time consuming: asking for instance participants to take their hands in circle, turn around and leave the room.</p>
Timing	<ol style="list-style-type: none"> 0. Icebreaker – 5' 1. The backpack – 15' 2. Blind activity – 30' 3. Storytelling on mobility – 20' 4. The river of competences – 30' 5. Evaluation - Closing – 20'
Tools/Resources needed	<p>1. The backpack Printed backpacks for each participant with his/her name on a handle. Pens</p> <p>2. Blind activity Blindfolds; images of Kubler-Ross change cycle, the iceberg model.</p> <p>3. Storytelling on mobility project If needed: computer with Skype and projector.</p> <p>4. The river of competences A3 Sheets of paper, coloured markers.</p>



Observations

Alternative for more formal activities:

1. The backpack

You can avoid the backpack draw and ask directly participants to think on their competences on a table where you put the notions of skills/attitudes/knowledge.

3. Storytelling on mobility project

Instead of using the storytelling methodology, it can be a more formal presentation of the project (power point, prezi, etc.).

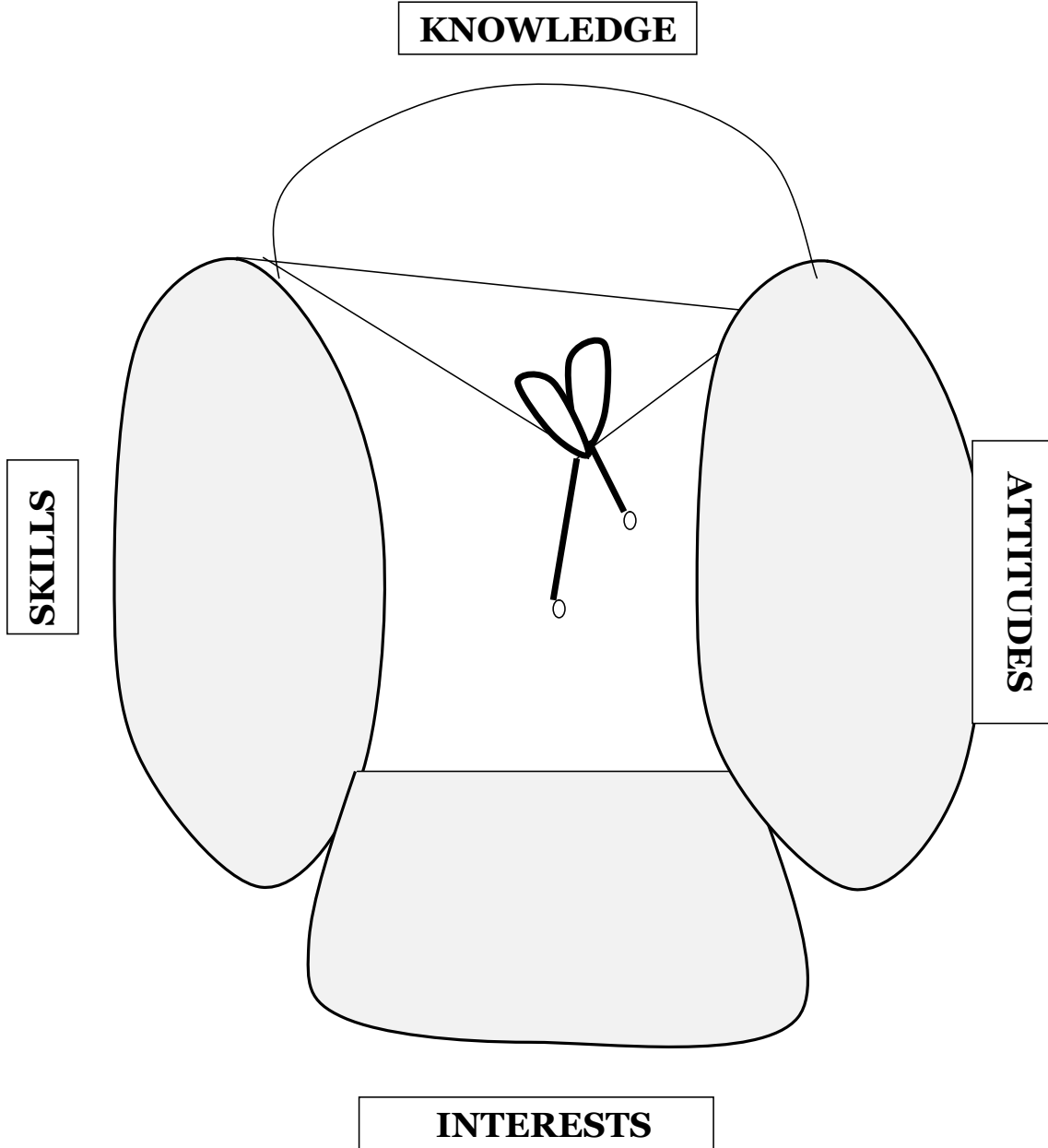
4. The river of competences

You can avoid using the river drawing and ask directly participants to think on the expected competences under a grid/table model.



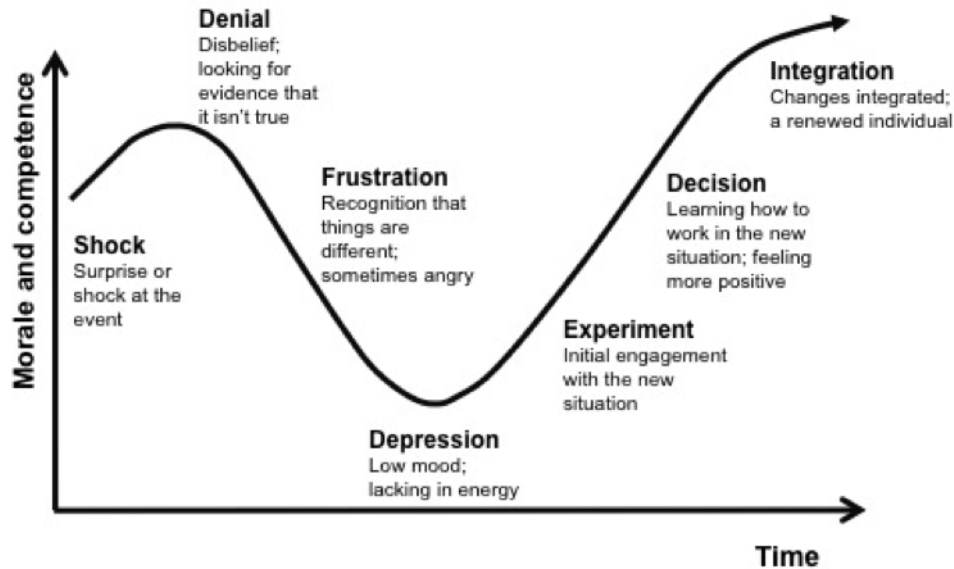
Annexes

1. Backpack

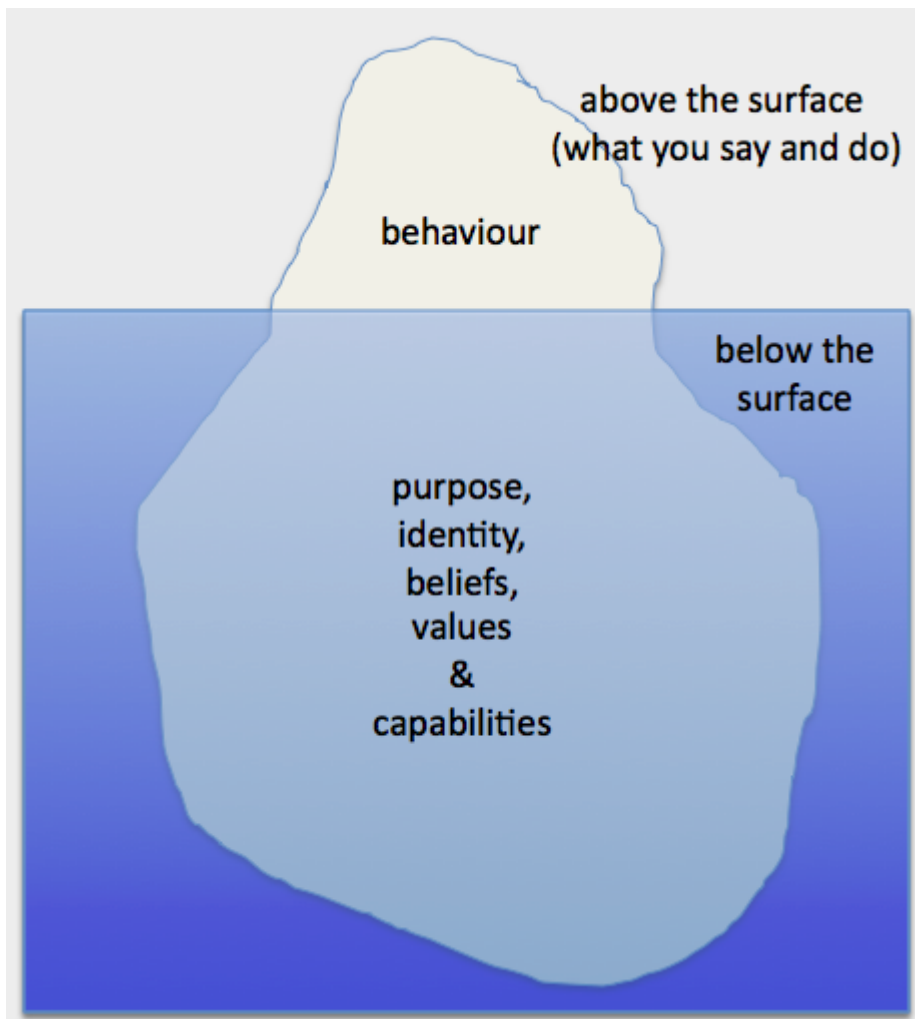


2. Kubler-Ross change cycle

The Kübler-Ross change curve



3. The iceberg model



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