



Teaching Template

# 14 Week University Course (University of Thessaly, Greece)

Sample Implementation Plan (3 hours per week for 14 weeks)

Week	Units	Theoretical Part	Practical Activities
1 <sup>st</sup>	1	<u>Introduction</u> <ul style="list-style-type: none"> <li>✓ Setting everyone's expectations of the program</li> <li>✓ Globalization</li> <li>✓ Clarification of key terms (immigrant, refugee, asylum seeker, host country, incoming population, multiculturalism, interculturalism)</li> <li>✓ Fundamentals and goals of intercultural education</li> <li>✓ Current situation in the country and Europe</li> <li>✓ Facilitators and barriers for Physical Education as a tool in integration</li> </ul>	<ul style="list-style-type: none"> <li>➤ Group discussions about: "What culture means to you?" and "What intercultural education means to you?"</li> <li>➤ Group discussions about: "Which are the facilitators of physical education lesson related to the needs of intercultural education?"</li> <li>➤ Group discussions about: "Which are the barriers of physical education lesson related to the needs of intercultural education?"</li> </ul>
2 <sup>nd</sup>	1	<u>The role of PE educators</u> <ul style="list-style-type: none"> <li>✓ Challenges that educators facing</li> <li>✓ Intercultural education models</li> <li>✓ National/cultural identity</li> <li>✓ Acculturation strategies</li> <li>✓ Ice-breakers activities</li> </ul>	<ul style="list-style-type: none"> <li>➤ Group discussions about: "What does a Physical Education teacher needs to know in order to teach in a multicultural class?"</li> <li>➤ Group discussions about: "What changes do you think people are experiencing when</li> </ul>

		<ul style="list-style-type: none"> <li>✓ Group discussion strategies</li> </ul>	<p>they need to change their place of residence, and in what areas?"</p> <ul style="list-style-type: none"> <li>➤ Ball and adjective</li> <li>➤ Me in focus</li> </ul>
3 <sup>rd</sup>	1	<p><u>Understanding myself</u></p> <ul style="list-style-type: none"> <li>✓ Knowing myself</li> <li>✓ Learning to share my experiences</li> <li>✓ Teachers as "important others"</li> <li>✓ Professional self – personal self</li> <li>✓ Interpersonal self</li> <li>✓ R-C-A method</li> <li>✓ Self-reflection questions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Life mapping</li> <li>➤ Group discussions about: "What should I do before the lesson?" "What should I do during the lesson?" "What should I remember?"</li> <li>➤ Case studies</li> <li>➤ Hope is in the air</li> </ul>
4 <sup>th</sup>	1	<p><u>Effective trainer</u></p> <ul style="list-style-type: none"> <li>✓ Characteristics of effective coaches/trainers</li> <li>✓ Self-confidence</li> <li>✓ Self-control</li> <li>✓ Self-determination</li> <li>✓ Adaptability</li> <li>✓ Self-assessment questionnaire</li> <li>✓ Presentation skills</li> </ul>	<ul style="list-style-type: none"> <li>➤ Am I an effective coach / PE teacher?</li> <li>➤ Professional coaching with intercultural education</li> <li>➤ Characteristics of effective coaching</li> </ul>
5 <sup>th</sup>	1-2	<p><u>Stereotypes – prejudices</u></p> <ul style="list-style-type: none"> <li>✓ General information on cultural groups within your country</li> <li>✓ Traps for intercultural way of thinking</li> <li>✓ Stereotypes, prejudices and discrimination</li> </ul>	<ul style="list-style-type: none"> <li>➤ Group discussions about: "What do you think about when you hear the word (insert cultural group or term here)"</li> <li>➤ Group discussions on: "Do you think that there are any challenges or difficulties for (insert cultural group or term here) in PE lessons in your country? If yes, which are those?"</li> <li>➤ Bursting stereotypes</li> </ul>
6 <sup>th</sup>	2	<p><u>Understanding others</u></p>	<ul style="list-style-type: none"> <li>➤ Elephant tag</li> </ul>

		<ul style="list-style-type: none"> <li>✓ Communication - viewpoint issues</li> <li>✓ Empathy</li> <li>✓ Active hearing</li> </ul>	<ul style="list-style-type: none"> <li>➤ Empathy blockers</li> <li>➤ Listening with your body</li> <li>➤ Listening for need</li> </ul>
7 <sup>th</sup>	2	<u>Behavior management</u> <ul style="list-style-type: none"> <li>✓ Factors that influence our judgment</li> <li>✓ Ways to develop messages</li> <li>✓ Ways to express our feelings</li> <li>✓ Anxiety and behaviors associated with traumatic experiences</li> <li>✓ Post-traumatic stress disorder</li> <li>✓ Contribution of educators</li> </ul>	<ul style="list-style-type: none"> <li>➤ Why can't you hear me?</li> <li>➤ Message in a ball</li> <li>➤ Mimes – communication in diverse ways</li> <li>➤ Volleyball sheet</li> </ul>
8 <sup>th</sup>	2	<u>Leadership</u> <ul style="list-style-type: none"> <li>✓ Typology of leadership behaviors</li> <li>✓ Model of intercultural counseling competence</li> <li>✓ Developmental model of intercultural sensitivity (DMIS)</li> <li>✓ Monitoring interviewing</li> </ul>	<ul style="list-style-type: none"> <li>➤ Group discussion on: “What leadership means to you and which skills a leader should have?”</li> <li>➤ Helium pole</li> <li>➤ Motivational interviewing</li> </ul>
9 <sup>th</sup>	3	<u>Conflict resolution</u> <ul style="list-style-type: none"> <li>✓ Cooperative learning</li> <li>✓ Forms, causes and effects of conflicts</li> <li>✓ The range of conflict resolution</li> <li>✓ Ways of responding during conflicts</li> <li>✓ Collaborative problem solving</li> </ul>	<ul style="list-style-type: none"> <li>➤ Team challenge</li> <li>➤ Team up approach to building peace</li> <li>➤ Flight-Fight-Unite</li> <li>➤ Football field</li> </ul>
10 <sup>th</sup>	3	<u>Competencies on practical issues</u> <ul style="list-style-type: none"> <li>✓ Positive reinforcement</li> <li>✓ Communication issues</li> </ul>	<ul style="list-style-type: none"> <li>➤ Problem solving (a parable of two frogs)</li> <li>➤ “Yes, and” versus “No, but”</li> <li>➤ Pass or stop</li> </ul>

		<ul style="list-style-type: none"> <li>✓ Spread messages</li> <li>✓ Resilience</li> <li>✓ Role games</li> </ul>	<ul style="list-style-type: none"> <li>➤ Promoting resilience</li> <li>➤ Treasure chest</li> </ul>
11 <sup>th</sup>	3	<u>Planning and developing intercultural learning sessions</u> <ul style="list-style-type: none"> <li>✓ Teachable moments</li> <li>✓ Achievement motivation theory</li> <li>✓ Self – monitoring theory</li> <li>✓ Understanding cultural competency and cultural sensitivity</li> <li>✓ Mix-gender activities</li> </ul>	<ul style="list-style-type: none"> <li>➤ Group discussions about: “How can you organize a PE lesson in a multicultural class? What do you need to take care of?”</li> <li>➤ Teachable moments</li> <li>➤ Football for all</li> <li>➤ Five tricks (Barnga)</li> </ul>
12 <sup>th</sup>	4	<u>Observation</u> <ul style="list-style-type: none"> <li>✓ Introduction to observation skills</li> <li>✓ Factors affecting observation</li> <li>✓ Observations on students and teachers</li> <li>✓ Forms of observation</li> <li>✓ Observation exercises</li> </ul>	<ul style="list-style-type: none"> <li>➤ Group discussion about: “What does observation means to you?”, “Which characteristics would you observe in your students?” and “Which characteristics would you observe in a PE teacher while he is teaching?”</li> <li>➤ Observation &amp; Assessment with role play exercise</li> <li>➤ Role play activity</li> </ul>
13 <sup>th</sup>	4	<u>Monitoring and evaluating</u> <ul style="list-style-type: none"> <li>✓ Introduction to the concept of evaluation</li> <li>✓ Objectives and characteristics of student assessment</li> <li>✓ Sources of evaluation</li> <li>✓ Teacher evaluation form</li> <li>✓ BID model</li> </ul>	<ul style="list-style-type: none"> <li>➤ Problem tree</li> <li>➤ Group discussion about: “What does assessment means to you?”</li> <li>➤ Group discussion about: “How would you assess encouraging and positive reinforcement in a PE teacher?”</li> <li>➤ Observation tool</li> <li>➤ BID feedback model activity</li> </ul>
14 <sup>th</sup>	4	<u>Self - assessment and evaluation of the program</u> Group discussions on: <ul style="list-style-type: none"> <li>✓ The evaluation of the impact of the program (expectations fulfilled)</li> <li>✓ Highlighting of the core messages of every Unit</li> </ul>	

		<ul style="list-style-type: none"> <li>✓ Self – reflection about attitudes, competencies and skills</li> <li>✓ What changes, additions or removals should be done in the whole program</li> </ul>	
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