

RECONNECT

The Reconnect Guide for Educators and Learners

AN INTEGRATED APPROACH TOWARDS LEARNING



2022



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A woman with long red hair, wearing a white top, is smiling and reading an open book in a library. She is standing in front of tall bookshelves filled with books. In the foreground, the back of a person with blonde hair is visible, sitting at a table with several books on it. The scene is dimly lit, with a dark overlay on the image.

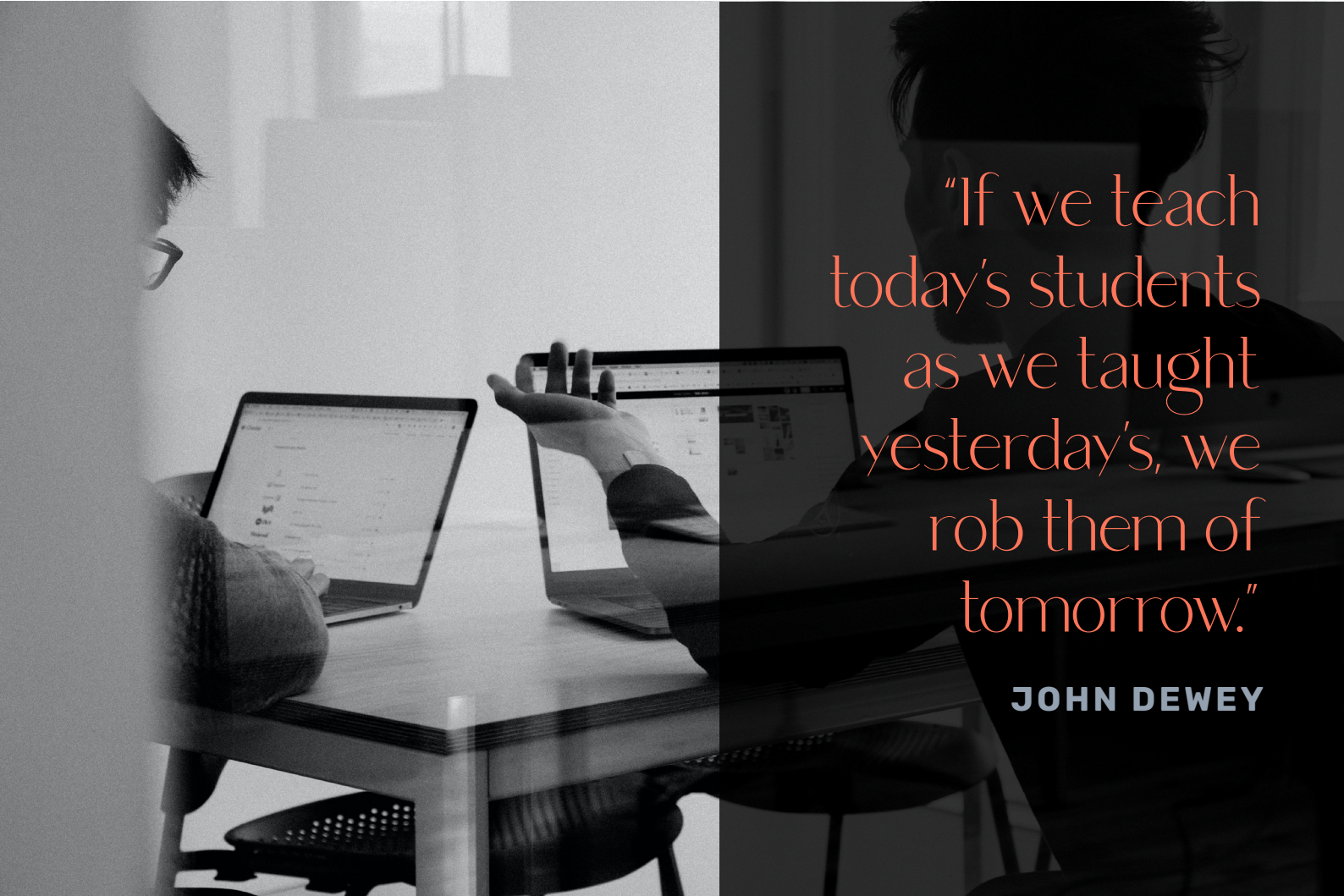
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“If we teach today’s students as we taught yesterday’s, we rob them of tomorrow.”

JOHN DEWEY

Smartboards, Youtube videos, online games and peer to peer learning are few tools which are being used today in classrooms by educators as an effort to engage students with learning. The project 'Reconnect' studied educators and students and asked questions to explore what is effective and why? The results which emerged from this study which involved 200 educators and 200 students gave us insights which we will be sharing through this guide. Through this guide we will also be giving practical ideas of what students need to be more engaged with their learning. This guide will also go beyond what the students need but will also give insights on how educators can connect with teaching as well.

The most important finding in this research was that technology or online education tools are not the key for better engagement in the classroom. The findings clearly show that the most important element for engagement is the relationship between the educator and the students together with the passion of the teacher for the subject being taught. With this in mind this guide will be integrating the findings of this research and offer a concept which is attainable in everyday classroom environment, no extra online tools or expensive resources will be needed. This guide will be building on the eight characteristics developed by Don Tapscott in his book 'Grown Up Digital'. Tapscott in his book explains how the mind of the students we deal with today has neurologically changed due to the use of technology and social media. Tapscott also explains the reasons behind such changes and how important it is to recognize these changes and adjust the way we deliver the information in a way which makes sense to the students which we cater for today. Quoting the father of modern pedagogy:

'Our relationship with young people demands that we respect them and demands equally that we are aware of the concrete conditions of their world, the conditions that shape them ... Without this, we have no access to the way they think, so only with great difficulty can we perceive what and how they know' (Freire, 1996).

This guide will offer steps which educators can take in order to understand the meaning making processes of the students and how they make meaning out of the information presented to them. This is an attempt to shift to a more democratic and accessible way of teaching where the educator will be invited to shift from teacher to a facilitator of learning. This is being said in the light that all the information that as educators we teach is all available for everyone, therefore the role is to support students in finding the right information and find the way to learn it for themselves.

Collaboration

The research clearly shows that 36.3% of the students prefer to ask others about information they need to obtain. Therefore, the element of collaboration in the classroom environment is essential to increase the engagement of students. If we look at how the private industry is developing in terms of workplace and types of employment, there is a shift to a more collaborative and teamwork approach. The private industry recognised that the young generation are asking for more collaboration, and they adjusted to address

this need in order to attract young employees to work with them. These companies not only adjusted their internal policies but also changed the structural spaces which these employees work from. They are offering a more playful environment where socialization and collaboration is encouraged. The same needs to happen in the classroom environment. The situation which as educators are being presented with is asking to adjust to the reality of the students to make learning more engaging. This can only be done by understanding the perspective of the students and offer spaces where it will be more natural for the students to learn in.

These adjustments can be very simple. Change the format of the classroom to create a space where collaboration is encouraged. When tackling a new topic as educators we can give tasks to students to talk amongst themselves and see what information they can find online. As educators, the role will be more of a facilitation of learning rather than being the source of information. This will also give space to the educators to teach the students how to navigate online and choose the sources which are relevant and safe for their research. Its important to keep in mind as educators that shifts needed to be done are mainly offline, online tools are there to help us to present the information in as many formats that we can.

Customization and Freedom

Based on the findings, it is also evident that the students prefer to have a choice on what and how to learn. The majority of the students prefer lessons which give them the space to find the information themselves in their preferred way. They prefer to learn by doing rather than being told what to do or reading text or manuals. They are kinesthetic, experiential, hands-on learners. They must be engaged, constantly connected with first-person learning, games, simulations, and role playing (Junco & Mastrodicasa, 2007; Oblinger & Oblinger, 2005a; Tapscott, 1999).

Speed and Entertainment

Due to the fact that the students are being exposed to digital devices from a very early age they are engaging all the time with platforms which are very fast and entertaining. All platforms which are popular with the students all offer a variety of picture, videos, engagement elements like create a shirt video and interaction functions. All these put together result in a fast pacing, entertaining environment where one can interact with. Therefore the students are getting used to these stimulating environments where its keeping them on their toes, excited about what is coming next.

Therefore as educators we are being posed with a big challenge. We are experiencing a situation where we feel the need to compete with such an environment. Most educators include videos from youtube or other platforms, online quizzes and other tools to increase the attentiveness and engagement of the students. Surprisingly enough this was not scored very high by the students. The highest scores were received

by educators who replicate what is found on these platforms in classroom environments. A mixture of experiential learning, group and individual work. Another element which was interesting was the students preferred to be given the objective of the lesson and they are left free to use any methods they like to learn more about the topic being tackled during the lesson and the educator facilitated the process and ensured that the sources being used were valid.

Innovation

Tied to the element of freedom, it was also noted from the educators that when the students were given the space where they can customize how the lesson will be received, a lot of innovation from the students was taking place. Students were showing the educators new tools which they themselves found useful when researching about the topic given to them. The students were always coming up with new ways to showcase their findings using tools which were not known by the student nor the educators beforehand. Most importantly the educators were understanding the preferred ways of the students to learn and could adjust future lesson plans accordingly.

Conclusion

In the field of Education, the internet needs to be understood as to be able to use this new environment as an ally and not to compete with it. Only through constant dialogue can young people be guided and motivated to attain their goals. Knowing their language will give a deeper understanding of their world. As Freire states, 'Our relationship with young people demands that we respect them and demands equally that we are aware of the concrete conditions of their world, the conditions that shape them ... Without this, we have no access to the way they think, so only with great difficulty can we perceive what and how they know' (Freire, 1996). The way forward for education is to embrace this new medium, understand it and use it to the advantage of young people. Educators need to develop activities increasing awareness of the political, social and commercial factors that define the internet. Media literacy should be a standard curriculum topic. Instead of restricting access to the internet, we should guide young people to navigate carefully, with intelligence and a critical mind – and to be alert to bullying, sexual offences and other sensitive topics when they are online – just as we guide them on how to face these issues offline.



01

Tools

Tools created by educators for the educators to be used in the classroom integrating speed, scrutiny, entertainment, collaboration, freedom, innovation, customisation and integrity

TOOL 1:

NAME:	Do and Learn
THEME/SUBJECT TACKLED:	Making exams fun with sports through customisation
AIM AND OBJECTIVES:	Making exams fun with sports

DESCRIPTION OF THE TOOL:

1. Main goal is to finish the exam questions in the midfield on time.
2. Various applications can be used for questions. For example Millionaire 2021
3. Taken questions can be grouped by lessons and kept in folders. This is the offline way of the tool.
4. For students, time and their friends can be a challenge.
5. You can also race as a team.
6. Physical education and sports teachers can apply and develop this tool in their field.
7. Students can choose the topic they want.

SUGGESTED TIME NEEDED: It depends on the selection; between 15 to 45 minutes

RESOURCES NEEDED:

- ▶ Sports tools
- ▶ Sports Ground
- ▶ Phone/tablet/smart phone.



Note to Educators:

Teachers can apply this tool in their field. They can adjust the difficulty of the questions according to the skills difficulty.

TOOL 2:

NAME:	Atatürk's Life
THEME/SUBJECT TACKLED:	Innovation
AIM AND OBJECTIVES:	Student's learn about Atatürk's life

DESCRIPTION OF THE TOOL:

1. The question "What is the first word when Atatürk is said?" is asked to students
2. A word cloud is created by typing the given answer in Tagul
3. Students watch a video about Atatürk's life
4. They are asked to write a letter to Atatürk
5. Written letters are turned into e-book
6. Atatürk's favorite song is listened to by students
7. The evaluation activity prepared with kahoot related to the subject covered is applied in the classroom.

SUGGESTED TIME NEEDED: 2 hours

RESOURCES NEEDED:

- ▶ Computer
- ▶ Printer
- ▶ Projector



NOTE TO EDUCATORS:

The teacher should be prepared before coming to the class. He/she should determine the video which is going to be shown. Then, the letters are turned into e-book, printed and handed out to the students

TOOL 3:

NAME:	The Merchant of Venice
THEME/SUBJECT TACKLED:	English Literature (Drama) targeting scrutinisation, collaboration, entertainment and feedback
AIM AND OBJECTIVES:	Learning more about English Literature and the English language itself.

DESCRIPTION OF THE TOOL:

1. Prior Work Required: Students will have completed 'The Merchant of Venice'.
2. Ice Breaker (5 mins): Students line up outside. Students walk in one by one introducing themselves and saying something they love: "My name is _____ and I love _____"
3. Introduction (10 mins): Students will watch a scene from Merchant of Venice (YouTube) on the Interactive Whiteboard. students will be asked to take note of all the different things required to set up a scene for a play. Upon completion, students will be asked to work in pairs to consolidate ideas. Finally, classroom discussion to complete understanding and write down a list of all the elements required.
4. Introduction Part II (5 mins): Educators will explain the main task to the students. Students will be required to join up into groups (numbers can vary). Not all students need to take an acting role. Students will need to work on the following elements: a) Choose which character/role they need to take b) Prepare the dialogue needed for the scene c) Prepare the actions/movements required by your character d) Prepare the music required for your scene (YouTube) e) Prepare a background scene to showcase the setting (Google/Pinterest...) f) Reflect about any costumes you can bring from home g) Reflect and work on any props required for the scene.
5. Main Activity (40 mins - 20 in 1st lesson, 20 in 2nd lesson): students will work in groups with the educator walking around offering help where required. 6) Main Activity Part II (15 mins): Teacher will explain that during their classmate's act, they are required to take note of the following things: What do I like? What would I improve? students will perform their scene in front of the rest of the class.

SUGGESTED TIME NEEDED: 90 minutes

RESOURCES NEEDED:

- ▶ Drama Book for every student (The Merchant of Venice),
- ▶ All-in-one pc,
- ▶ Interactive whiteboard,
- ▶ Internet connection,
- ▶ Whiteboard,
- ▶ Props,
- ▶ YouTube link: <https://www.youtube.com/watch?v=SBTKq4hvaQI>



NOTE TO EDUCATORS:

Use hereunder table

LEARNING TOOL 01

SUBJECT: ENGLISH

TIME:

40 minutes

AREA:

Literature

CLASS:

Year 8 Track 2

NUMBER OF STUDENTS:

15

RESOURCES NEEDED:

Drama Book for every student (The Merchant of Venice), All-in-one pc, Interactive whiteboard, internet connection, Whiteboard, props, YouTube link: <https://www.youtube.com/watch?v=SBTKq4hvaQI>

AIMS/LEARNING INTENTIONS:

Lit 7.7 I can put up a simple production of a dramatic text in a team

ICE BREAKER (5 MINS):

01.

Prior Work Required: Sts will have completed 'The Merchant of Venice'.

02.

Ice Breaker (5 mins): Sts line up outside. Sts walk in one by one introducing themselves and saying something they love: "My name is _____ and I love _____"

LEARNING TOOL 01

SUBJECT: ENGLISH

ACTIVITY 01:

INTRODUCE STS TO ELEMENTS REQUIRED TO PRODUCE A DRAMATIC TEXT.

DURATION:

10 minutes

**REFERENCE/
OTHER:**

(NA)

DESCRIPTION:

- Sts will watch a scene from Merchant of Venice (YouTube) on the Interactive Whiteboard. Sts will be asked to take note of all the different things required to set up a scene for a play: "You are going to watch a short clip of a scene from 'The Merchant of Venice. I would like you to take note of all the different things required to set up a scene from a play.'" Upon completion, sts will be asked to discuss in pairs to consolidate ideas. Finally, classroom discussion to complete understanding and write down a list of all the elements required to be taken down by all the sts.

ELEMENTS REQUIRED TO PRODUCE A DRAMATIC TEXT:

Roles, Dialogue, acting and movement, music, stage/background, props, costumes.

ACTIVITY 02:

EDUCATOR WILL EXPLAIN THE MAIN ACTIVITY

DURATION:

5 minutes

**REFERENCE/
OTHER:**

(NA)

DESCRIPTION:

- Educator will explain the main task to the sts. Sts will be required to join up into groups (numbers can vary). Not all sts need to take an acting role. Sts will need to first select which Act they would like to produce. Sts will need to work on the following elements: a) Choose which character/role they need to take b) Prepare the dialogue needed for the scene c) Prepare the actions/movements required by your character d) Prepare the music required for your scene (YouTube) e) Prepare a background scene to showcase the setting (Google/Pinterest...) f) Reflect about any costumes you can bring from home g) Reflect and work on any props required for the scene.
- In total, sts will have 40 mins to prepare (20 in the 1st lesson and 20 in the 2nd lesson). The production most not be longer than 5 mins.

LEARNING TOOL 01

SUBJECT: ENGLISH

ACTIVITY 03:

PREPARATION OF THE PRODUCTION

DURATION:

40 minutes (20 mins
1st lesson, 20 mins 2nd
lesson)

**REFERENCE/
OTHER:**

(NA)

DESCRIPTION:

Sts will work in groups with the educator walking around offering help where required.

ACTIVITY 04:

THE PRODUCTION

DURATION:

15 minutes

**REFERENCE/
OTHER:**

(NA)

DESCRIPTION:

Teacher will explain that during their classmate's act, they are required to take note of the following things: What do I like? What would I improve? Sts will perform their scene in front of the rest of the class.

CONCLUSION AND REFLECTION:

DURATION:

minutes

**REFERENCE/
OTHER:**

(NA)

Sts will give their feedback to their classmates as a class discussion to conclude.

TOOL 4:

NAME:

The Big and Little

THEME/SUBJECT TACKLED:

The littleness and bigness relation of terms in class.

AIM AND OBJECTIVES:

The students can relate the terms of bigness and littleness according to the subjects.

DESCRIPTION OF THE TOOL:

1. Students can be able to drag and drop from the big one to the small one or from the small one to the big one. In the device there will be a button when you say 'correct' the green light will be on, if 'false' the red light will be on. This work can be done both individually and in groups.
2. If one student does the order wrong another student can make it correct. When the mission is completed, the information of terms which are ordered will be opened.

SUGGESTED TIME NEEDED:

10 minutes

RESOURCES NEEDED:

- ▶ [LearningApps.org](https://www.learningapps.org) (web2)

TOOL 5:

NAME:

Self-correction training

THEME/SUBJECT TACKLED:

Train with exam papers

AIM AND OBJECTIVES:

Our aim is that our student can check their exam papers, see their mistakes and comment as a suggestion for the other student.

DESCRIPTION OF THE TOOL:

1. The teacher will ask the students which are the topics that they would like to revise more before they have their exams. The teacher will then select those examination papers and help the students with and difficulties they might have while filling it

SUGGESTED TIME NEEDED:

90 minutes

RESOURCES NEEDED:

- ▶ Past exam papers

TOOL 6:

NAME:	Trigonometry made easy
THEME/SUBJECT TACKLED:	Trigonometry (Geometry)
AIM AND OBJECTIVES:	To learn more about trigonometry in a more fun way. To make students realize historical development of trigonometry

DESCRIPTION OF THE TOOL:

Warm up: watching movie or animation related to trigonometry which makes them curious. (<https://youtu.be/YLr9boe5aNI>)

STEP 01 Controlling information related to trigonometry (Right triangle, pythagoras theorem) https://www.google.com.tr/search?q=pisagor+theorem&client=safari&hl=tr-tr&prmd=ivmxn&sxsrf=AQaemvJXPf0uKr9BSsAN6WQpv7Vd2YXthg:1637248544354&source=lnms&tbn=isch&sa=X&ved=2ahUKEwiC8JOPmqL0AhVT8LsiHRQLDUIQ_AUoAXoECAIQAO&biw=375&bih=553&pr=2#imgrc=u73F-2II0mLEQM)

STEP 02 Teaching the basic functions of trigonometry. (<https://www.canlidershane.net/dik-ucgende-trigonometrik-oranlar-42432?id=42432>)

STEP 03 To get information from the internet which civilizations used these basic functions first and what areas they used them. (<http://trigonometrited.blogspot.com/2011/04/trigonometri.html?m=1>)

STEP 04 To introduce the technological tools in which trigonometry used (<https://www.google.com.tr/amp/s/www.nkfu.com/trigonometrinin-kullanim-alanlari/>) In conclusion; to make students prepare a presentation about any technological tool or area which trigonometry is / has been used.

SUGGESTED TIME NEEDED: 120 Minutes

RESOURCES NEEDED:

- ▶ Google
- ▶ Youtube

TOOL 7

NAME:	Feelings and Emotions
THEME/SUBJECT TACKLED:	Emotional Literacy - Identifying Feelings & Emotions
AIM AND OBJECTIVES:	Students will identify and explore different feelings and emotions. Students will discuss and share about their own feelings and emotions.

DESCRIPTION OF THE TOOL:

INTRODUCTION (MEMORY GAME)

Activity 01 : Guess the Feelings

Activity 03 : Exploring Own Emotions

Activity 02 : Emotional Scenario

Activity 04 : Volcano Making

CONCLUSION:

Reflections For more in-depth descriptions about lesson structure refer to the attached lesson plan.

SUGGESTED TIME NEEDED:

60 minutes

RESOURCES NEEDED:

- ▶ Empty plastic bottles (one per student)
- ▶ Food colouring
- ▶ Computer
- ▶ Laminated flashcard (Written emotions & emoji)
- ▶ Baking soda
- ▶ White vinegar
- ▶ Prepared feelings worksheet
- ▶ Empty containers (one per student)
- ▶ Wifi - Youtube
- ▶ Online Memory game



NOTE TO EDUCATORS:

You may follow the heruender worksheet

LEARNING TOOL 02

TEAM MALTA #RECONNECT ERASMUS +

DATE:	18/11/2021	AREA:	Emotional Literacy
TIME:	40 minutes	AREA:	Feelings & Emotions
CLASS:	Year 7	NUMBER OF STUDENTS:	6

RESOURCES NEEDED:

- ▶ Empty plastic bottles (one per student)
- ▶ Empty containers (one per student)
- ▶ Food colouring
- ▶ Computer
- ▶ Wifi - Youtube
- ▶ Baking soda
- ▶ White vinegar
- ▶ Prepared feelings worksheet
- ▶ Online Memory game
- ▶ Laminated flashcard (Written emotion & emoji)

AIMS/LEARNING INTENTIONS:

- ▶ Students will identify and explore different feelings and emotions.
- ▶ Students will discuss and share about their own feelings and emotions.

INTRODUCTION: MEMORY GAME

DURATION:	4 minutes	REFERENCE/ OTHER:	(NA)
------------------	-----------	--------------------------	------

Students will match different laminated emojis facing downwards with the respective assigned text. This will lead to the introduction of different emotions.

The task can be provided both as a hard copy (game) and online using a virtual interface: Emotions Memory Game - Match The Memory

Hungry		Scared	
Happy		III	

LEARNING TOOL 02

TEAM MALTA #RECONNECT ERASMUS +

ACTIVITY 01:
GUESS THE FEELINGS

DURATION:

8 minutes

REFERENCE/
OTHER:

(NA)

DESCRIPTION:

- Students will visualize an online video then they will be asked to identify different feelings and emotions.
- Activity may also uptake the possibility of the students finding their own video and sharing this with the rest of the class.

Video – Inside Out: Inside Out: Guessing the feelings. - [YouTube](#)

ACTIVITY 02:
EMOTIONAL SCENARIO

DURATION:

8 minutes

REFERENCE/
OTHER:

(NA)

DESCRIPTION:

Students will give their own interpretation of the feelings and emotions of others.

Students will fill in the provided worksheet according to their perceptions, and finally share their thoughts with the rest of the group. This will help students realise that:

- People might interpret feelings differently.
- People might have diverse emotional responses to the same scenario.

Feelings and Emotions

Fill in the blanks with the correct words listed below:

1.  Laura is _____ because she lost her job.	2.  The boy is _____ because he won a prize at school.	3.  The man saw a thief, so he is _____.
4.  She is _____ because she heard a joke.	5.  The man is _____ There's too much on his mind.	6.  Jim is _____ because he can't find his mobile.
7.  Mia is _____ today. She doesn't feel like doing anything.	8.  Max looks very _____ He hasn't eaten anything.	9.  My neighbour is very _____ because my music is too loud.

LEARNING TOOL 02

TEAM MALTA #RECONNECT ERASMUS +

ACTIVITY 03:
EXPLORING OWN EMOTIONS

DURATION:

8 minutes

DESCRIPTION:

- Students will listen to selected music and will be asked to express the way that particular music makes them feel.
- Students will be asked to describe the feeling/emotions the music elicits in them and should they wish will be given the space to share this with the rest of the group.
- Questioning technique: How does this music piece makes you feel?

REFERENCE/
OTHER:

(NA)

Explorings Emotions in Music - [YouTube](#)

ACTIVITY 04:
VOLCANO MAKING

DURATION:

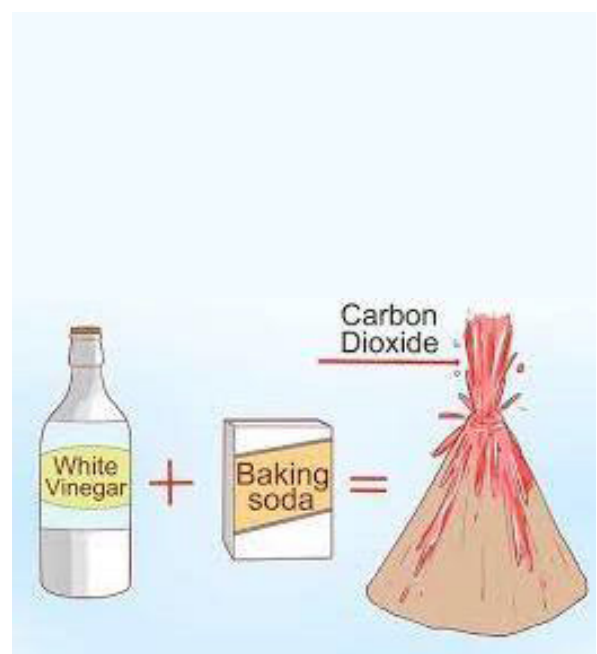
15 minutes

DESCRIPTION:

- Students will be guided to build their own volcano model using provided items (empty water bottle, white vinegar, an empty container, food colouring, bicarbonate of soda).
- Students will be led through a series of contexts read out to them by the teacher.
E.g. Losing a loved one.
E.g. Winning a race.
- They are to imagine that they are the water bottle which is constantly being topped up with different emotions (positive & negative). The generated feeling can also be expressed through the use of different food colouring.

REFERENCE/
OTHER:

(NA)



LEARNING TOOL 02

TEAM MALTA #RECONNECT ERASMUS +

CONCLUSION AND REFLECTION:

DURATION:

4 minutes

**REFERENCE/
OTHER:**

(NA)

DESCRIPTION:

- ▶ Think about a personal experience that triggered you to act like the volcano?
- ▶ Sharing of experiences (should they wish).



TOOL 8:

NAME:	Create and Learn
THEME/SUBJECT TACKLED:	Simple Present Tense-Daily Life
AIM AND OBJECTIVES:	To teach students main grammar rules and pronunciation.

DESCRIPTION OF THE TOOL:

- THE 1ST STEP** Teachers will give examples about simple tense -daily life (or any other grammar rules) in class.
- THE 2ND STEP** The students take notes of grammar rules.
- THE 3RD STEP** The teacher will open a padlet account from the www.padlet.com
- THE 4TH STEP** Each student will write their own sentences and record their voices about the topic on padlet.
- THE 5TH STEP** The teacher will evaluate the students and give feedback according to the mistakes. The students will also give feedback. Then their friends. Here is an example. Just click on the following link.

SUGGESTED TIME NEEDED: 120 minutes

RESOURCES NEEDED:

- ▶ Books-recorded voices-smartboards



NOTE TO EDUCATORS:

The teachers can use this platform while teaching languages. They can also see if the pronunciation of the languages is correct.

LEARNING TOOL 03

SUBJECT: LITERACY

TIME:

40 minutes

AREA:

The Verbs

CLASS:

Year 7 CCP

NUMBER OF STUDENTS:

15

RESOURCES NEEDED:

- ▶ Classroom board & Marker
- ▶ Highlighters
- ▶ WIFI – YouTube
- ▶ Pencil/Pen (per student)
- ▶ Sticky Notes
- ▶ Computer & Projection/Screen

AIMS/LEARNING INTENTIONS:

- ▶ Students will explore the meaning of different action words.
- ▶ Students will be able to identify different action words (verbs) in a spoken and/or written sentence.

INTRODUCTION: 'SIMON SAYS'

DURATION:

5 minutes

REFERENCE/ OTHER:

(NA)

DESCRIPTION:

- ▶ The educator will introduce the concept of action words through an ice-breaker game, known as 'Simon Says'.
- ▶ Students will be encouraged to perform the instructed action word/s, example: jump, roll, clap, sit, kneel, bend, punch, kick, swim, fly etc.
- ▶ Students who would not like to perform the actual verbs would be given the option to act as a judge as well as come up with the actual instructive action words themselves for the rest of the class to follow.



LEARNING TOOL 03

SUBJECT: LITERACY

ACTIVITY 01:
QUESTIONING & ELICITING

DURATION:

5 minutes

REFERENCE/
OTHER:

(NA)

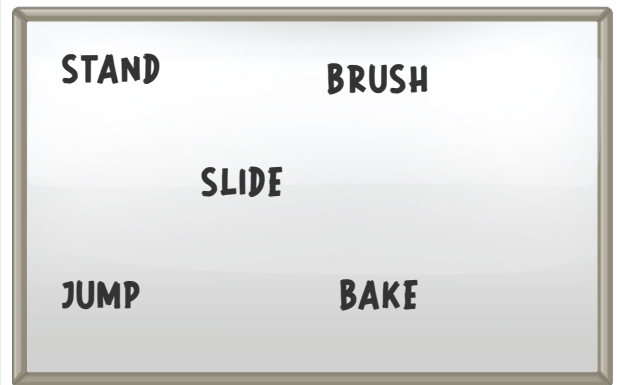
DESCRIPTION:

- Students will be asked different probing questions which seek to determine the current understanding of the students in relation to verbs. Relevant answers to be listed by students on the classroom board.

QUESTIONING TECHNIQUES:

E.g. What comes to mind when you hear the term Action words?

E.g. Can you give different examples of action words/verbs?



ACTIVITY 02:
ACTING SONG LYRICS

DURATION:

10 minutes

REFERENCE/
OTHER:

(NA)

DESCRIPTION:

- Students will first be asked to listen to a selected song/music piece ideally with lyrics available too.
- The same song/music piece will be re-played. This time students will be encouraged to act-out or demonstrate the action words (verbs) mentioned in the song.
- For those students who do not want to act out the action words, there will be an assortment of pictures showing the verbs used in the song which they have to put in order while listening to the song.

- Superman Song (English) – Black Lace: Black Lace – Superman – [YouTube](#)
- Das Fliegerlied (German): Fliegerlied mit Songtext lyrics YouTube – [YouTube](#)
- Kieku Kelli (Maltese) – Mary Anne Zammit: Kieku Kelli ... – [YouTube](#)
- I Verbi Canterini (Italian) – La vacanza dei verbi – [YouTube](#)

LEARNING TOOL 03

SUBJECT: LITERACY

ACTIVITY 03:

HIGHLIGHTING VERBS

DURATION:

10 minutes

REFERENCE/
OTHER:

(NA)

DESCRIPTION:

- Students will be provided by two different handouts, both on action words and asked to choose one. One includes a number of sentences and students have to highlight the action words in each sentence. The same activity will be uploaded as a soft copy using the class computer and interactive board and students can choose to highlight the action word found in each sentence by taking turns on the interactive board. The hard copy will be marked and kept for future reference (studying) by the students themselves.
- The other handout will give the students the possibility to choose the correct verb from a word bank. A soft copy will also be provided so the student can use the drag and drop on the interactive white board.

- Verbs (Team MLT) Learning Tool Resource - Literacy.docx
- Verbs 2 (Team MLT) Learning Tool Resource - Literacy.docx

ACTIVITY 04:

LEARNING APPS MATCHING GAME

DURATION:

5 minutes

REFERENCE/
OTHER:

(NA)

DESCRIPTION:

- Students will be engaged in an online matching game using the website Learning Apps.
- Students are to match Action words to images using the class Interactive Board.

- Daily Routine - Action verbs (match pic/verb) (learningapps.org)
- Verbs matching game (learningapps.org)

LEARNING TOOL 03

SUBJECT: LITERACY

CONCLUSION AND REFLECTION:

DURATION:

5 minutes

**REFERENCE/
OTHER:**

(NA)

DESCRIPTION:

- ▶ Students will be given x3 Sticky Notes each. On each, students are to list (write down) one action word they feel that they know well or feel confident to explain to the group.
- ▶ Sharing of action words in a final group discussion.
- ▶ At the end of the lesson, students are to stick these action words on the inside of the classroom door. These will be then act as a starting point and link to the upcoming lesson.



VERBS 01

HIGHLIGHT THE VERBS IN THE SENTENCES.

The boy sings very well.



The girl plays with the doll.



Mum cooks dinner.



I drive a car.



I eat fish.



I see the sun.



He reads a book.



I do my bed.



Monkeys jump on trees.



I wash my face.



We sleep on a bed.



The dog barks.



Well done!

VERBS 02

FILL IN WITH THE PROPER VERB.

plays	drives	cleans	drink
eats	cooks	hangs	read
	The dog _____ meat.		
	Mark _____ a car.		
	John and Mary _____ milk.		
	Kevin _____ the floor.		
	Tom _____ football.		
	Mum _____ dinner.		
	Grandma _____ the clothes.		
	I _____ books.		

TOOL 9:

NAME:	Let's Move
THEME/SUBJECT TACKLED:	On the move
AIM AND OBJECTIVES:	Student will explore and identify action words

DESCRIPTION OF THE TOOL:

Introduction: 'Simon Says'

- | | |
|----------------------------|--|
| 1. Questioning & eliciting | 3. Highlighting Verbs |
| 2. Acting Song Lyric | 4. Learning Apps Matching Game Conclusion: Reflections |

SUGGESTED TIME NEEDED: 60 minutes

RESOURCES NEEDED:

- | | |
|---------------------------------|-----------------------------|
| 1. Classroom board & Marker | 4. Highlighters |
| 2. WIFI – YouTube | 5. Sticky Notes |
| 3. Computer & Projection/Screen | 6. Pencil/Pen (per student) |



NOTE TO EDUCATORS:

This lesson plan can be used for various topics and languages.

TOOL 10:

NAME:	House Vocabulary
THEME/SUBJECT TACKLED:	Foreign Languages/German
AIM AND OBJECTIVES:	We will learn vocabulary related to rooms in a house.

DESCRIPTION OF THE TOOL:

- ▶ Introduction 1: Remote Preparation
- ▶ Introduction 2: Teacher's explanation
- ▶ Activity 1: Students' planning
- ▶ Activity 2: Preparation and Designing of presentation
- ▶ Activity 3: The Presentation
- ▶ Activity 4: Peer Feedback
- ▶ Activity 5: Consolidation of New Vocabulary using Online tools
- ▶ Conclusion: Reflections

For more details refer to the attachment where a detailed lesson plan is provided.

SUGGESTED TIME NEEDED: 120 minutes

RESOURCES NEEDED:

- | | |
|---|--|
| 1. Classroom board & Marker | 9. Papers |
| 2. WIFI | 10. Charts |
| 3. Computer & Projection/Screen | 11. Colours |
| 4. Handouts | 12. Pictures of rooms |
| 5. Pictures of different rooms | 13. Sticky note |
| 6. Crafts material | 14. Glue |
| 7. German – English – German Dictionaries | 15. Learning app https://cutt.ly/dTTgXfh |
| 8. Computers/ Laptops/Tablets | 16. Kahoot https://cutt.ly/1TTbwuH |



NOTE TO EDUCATORS:

These lessons can be used for various languages and the same format can be used to introduce other topics.

LEARNING TOOL 04

SUBJECT: FOREIGN LANGUAGES (GERMAN)

TIME:

3 lessons of 45 mins each

AREA:

Vocabulary related to the house

CLASS:

Year 7

NUMBER OF STUDENTS:

08

RESOURCES NEEDED:

- ▶ Classroom board & Marker
- ▶ Computers/Laptops/Tablets
- ▶ Papers
- ▶ Learning app <https://cutt.ly/dTTgXfh>
- ▶ WIFI
- ▶ Computer & Projection/Screen
- ▶ Charts
- ▶ Colours
- ▶ Kahoot <https://cutt.ly/1TTbwuH> <https://cutt.ly/PTTmTb0>
- ▶ Handouts
- ▶ Pictures of different rooms
- ▶ Pictures of rooms
- ▶ Sticky note
- ▶ Digitaldialects <https://cutt.ly/ATTm7cH>
- ▶ Crafts material
- ▶ German – English
- ▶ German Dictionaries
- ▶ Glue

AIMS/LEARNING INTENTIONS:

- ▶ I will learn vocabulary related to rooms in a house.

INTRODUCTION: REMOTE PREPARATION

DURATION:

minutes

REFERENCE/ OTHER:

(NA)

DESCRIPTION:

REMOTE PREPARATION FOR FIRST LESSON:

- ▶ Teacher will ask students to bring with them their own devices for the next lesson.



LEARNING TOOL 04

SUBJECT: FOREIGN LANGUAGES (GERMAN)

INTRODUCTION:
TEACHER'S EXPLANATION

DURATION:

05 minutes

REFERENCE/
OTHER:

(NA)

DESCRIPTION:

- ▶ Teacher prepares a number of pictures of different rooms of a house.
- ▶ Teacher explains to the students that they have to find vocabulary in German related to that particular room. Example: Things to be found in a bedroom. Students then would have to present the new vocabulary to their classmates.
- ▶ Students can choose to work alone, in pairs or in a group.
- ▶ Students can use dictionaries available in class, laptops, tablets or the all in one to find the required vocabulary.



LEARNING TOOL 04

SUBJECT: FOREIGN LANGUAGES (GERMAN)

ACTIVITY 01: STUDENTS' PLANNING

DURATION:

10 minutes

**REFERENCE/
OTHER:**

(NA)

DESCRIPTION:

- ▶ Students choose whether to work alone, in pairs or in a group.
- ▶ They choose the picture from the pictures provided.
- ▶ They plan out on how to present to their classmates the new vocabulary.
- ▶ They can choose to use a PowerPoint, a Prezi, a model crafted by themselves, a short video clip, a collage, a chart, etc. they are free to choose whatever they deem most appropriate for them.



ACTIVITY 02: PREPARATION & DESIGNING

DURATION:

25 minutes

**REFERENCE/
OTHER:**

(NA)

DESCRIPTION:

- ▶ Students work on the presentation using the provided tools and material



LEARNING TOOL 04

SUBJECT: FOREIGN LANGUAGES (GERMAN)

ACTIVITY 03:

LESSON 2 & 3 | THE PRESENTATION

DURATION:

5 minutes each
(per presentation)

REFERENCE/
OTHER:

(NA)

DESCRIPTION:

- Students will present their presentation to their classmates.
- The other students are given a handout showing different rooms in a house:
- Was steht im Zimmer.docx
- During the presentation they are to label the vocabulary presented by their peers



ACTIVITY 04:

PEER FEEDBACK

DURATION:

15 minutes

REFERENCE/
OTHER:

(NA)

DESCRIPTION:

- After each presentation students will give feedback by saying what they would have added to a particular room.
- They use dictionaries, computer, laptop, tablets, etc to find words that they would have added.
- In plenum they share any added vocabulary.



LEARNING TOOL 04

SUBJECT: FOREIGN LANGUAGES (GERMAN)

ACTIVITY 05:
CONSOLIDATION

DURATION:

15 minutes

REFERENCE/
OTHER:

(NA)

DESCRIPTION:

- ▶ Students will use to computers or their own devices to engage in an online game featuring different vocabulary related to rooms in class.
- ▶ They can choose from one of the following games.
 1. Learning app <https://cutt.ly/dTTgXfh>
 2. Kahoot <https://cutt.ly/1TTbwuH>
 3. Kahoot <https://cutt.ly/PTTmTb0>
 4. Digitaldialects <https://cutt.ly/ATTm7cH>

- ▶ <https://cutt.ly/dTTgXfh>
- ▶ <https://cutt.ly/1TTbwuH>
- ▶ <https://cutt.ly/PTTmTb0>
- ▶ <https://cutt.ly/ATTm7cH>

CONCLUSION AND REFLECTION:

DURATION:

3 minutes

REFERENCE/
OTHER:

(NA)

DESCRIPTION:

- ▶ Students will jot down on sticky papers three or fours words that they have learnt on the day.
- ▶ On going out they stick the paper to the door or to a board.



TOOL 11:

NAME:	Sportlevo
THEME/SUBJECT TACKLED:	Physical Education: Levels across body movement planes
AIM AND OBJECTIVES:	<ul style="list-style-type: none"> Students will identify and explore different levels (high-medium-low) across all body movement planes (vertical, transverse, sagittal, rotational) whilst performing a variety of sports as well as a range of fundamental motor skills. Students will create their own dance routine highlighting the concept of levels. Students will observe, analyse and share respectfully their thoughts about the creations of others through a guided reflection and the use of technological tools.

DESCRIPTION OF THE TOOL:

INTRODUCTION:

Warm Up - tapping into different levels a) Individual exercises b) Partner exercise c) Group exercises tapping into different levels.

ACTIVITY 1:

Levels through a Sport Circuit a) Bowling b) Football-tennis (3 vs. 3) c) Handball Overhead aiming game d) Basketball possession game (3 vs. 3)

ACTIVITY 2:

Group Dance Routine a) Creating a dance routine including different locomotor, non-locomotor skills performed at different. b) Performing and filming dance routines c) Uploading video clips online d) Providing Peer Assessment

ACTIVITY 3:

Conclusions & Reflections Refer to the attached file for more in depth details about each step.

SUGGESTED TIME NEEDED:

40 minutes

RESOURCES NEEDED:

1. Ideally indoor soft flooring (school gym)
2. Whistle (x1 for teacher)
3. Bowling pins/cones/empty plastic bottles with some water (Bowling station)
4. x6 spherical balls (Bowling station)
5. x1 Football (Football-tennis station)
6. x1 Pre-set up net/bench/low beam balance/rope (Football-tennis station)
7. x6 Handballs (Handball station)
8. markers (Handball station)
9. Goalpost (Handball station)
10. x3 hoops and ropes to tie (Handball station)
11. x1 Basketball (Basketball station)
12. x1 mobile phone (teacher's)
13. Access to a smartphone/tablet/laptop/computer at home with Ms. Teams installed.

**NOTE TO EDUCATORS:**

These lessons can be used for various languages and the same format can be used to introduce other topics.

A classroom scene with a teacher at the front holding a book, and several students at desks with their hands raised. A large orange number '02' is overlaid on the left side. A vertical orange line with a dot at the bottom is on the far left. A dark triangular overlay covers the right side of the image.

02

Workshops for Learners:

Internet Literacy | Internet Safety | Soft-Skills

WORKSHOP 01:

BEFORE AND AFTER GOOGLE

AIM

The aim of this workshop is for the participants to learn more about life before the internet. Keep in mind that this workshop is done for young people who do not remember life before the internet.

TARGET GROUP:

Young People 13-17 Years.

TIME:

120 Minutes

DESCRIPTION PART 01:

- ▶ In the first part of the workshop, the participants will be having pictures from different stages of human civilization. The young people have to put these pictures in a timeline one after another depending on how they think these took place in human life.
- ▶ This will help the participants to realize how advancements and new technology is taking place at a faster rate in the recent years of human history.

DESCRIPTION PART 02:

We will divide the group into groups of five. Each group will be having a teacher with them. They have to make a play on how they think that the world was before Google.

- ▶ How did the people communicate between themselves?
- ▶ How did the people spend their free time?
- ▶ How they worked or type of jobs?
- ▶ Any games they might have had
- ▶ How did they share knowledge with each other?
- ▶ How was the research made?

They will then have to act it out in front of others and maybe speak about some realities that they learnt about from the world before Google. They will also make a short presentation on how they answered the questions.

SUGGESTED TIME NEEDED:

2 hours

MATERIALS NEEDED:

- Some props that the participants can use during their acting. Pictures with different stages from human history.
- Pictures with different stages from human history.

HUNTERS AND GATHERERS

1.8 Million Years ago, the homo erectus and then the homo Sapiens

FIRE: Around 1.5 Million Years Ago

FARMERS: 12,000 Years Ago

DISCOVERY OF BRONZE: 3500 BC

PYRAMIDS: 4K years ago around 2500 BC

BOW: 650BC

SOCIAL MEDIA: 1997 six degrees.com, then myspace, Hi 5 and so on; changed from chatting to sharing pics to just photos etc.

FIRST SMARTPHONES: 2008 and it was an HTC. Before mobile was just phoning, messaging and maybe a game or two. Smart phones do much more.

INDUSTRIAL REVOLUTION: 1760's- This was brought thanks to the invention of electricity and this brought a big change in society. Explain how before families lived in communities everyone together and everyone did various jobs. Now people started moving to cities, living alone etc.

TELEPHONE: 1876

RADIO COMMUNICATION: 1890's

Television: Started in 1927

FIRST MOBILE: 1973. It was a motorolla. A company that is not popular any more.

INTERNET: 1983. Speak about the different types of internet, dial up, going online after 6pm to be cheap. Cable internet.

BLOCK CHAIN: 2008/2009

META VERSE

WORKSHOP 02:

ONLINE DOSSIERS

AIM

The aim of this workshop is for the participants to learn more about the information that there is about them online

TARGET GROUP: Young People 13-17 Years.

TIME: 90 Minutes

DESCRIPTION PART 01:

- ▶ The participants of the group will be divided and paired with another person. Each person will be having a person to research about. What they have to do is that each person has to make an online search about the person that they have the name of.
- ▶ They can only do online research. They will then have to present this person to the whole group.
- ▶ After this is done, each person that is presented has to say if this presentation done on them is real and if they feel that they were well represented.
- ▶ In the second part the educator will be showing a video on an experiment that took place.
- ▶ Link to video: <https://www.youtube.com/watch?v=F7pYHN9iC9I&t=3s>

DEBRIEFING:

In the second part, the youth worker/educator will be focusing more on how one should present himself/herself online. Each participant will be asked to make a Twitter account and they will set it up together step by step with the youth worker/educator so that they see how it should be done professionally.

The youth worker/educator will also speak about the fact that what we do today online may affect us in future and that once something is uploaded online you cannot take it down as there will always be a copy of it online.

MATERIALS NEEDED:

- ▶ Papers and pens to write on
- ▶ Tablets

WORKSHOP 03:

ONLINE SAFETY

AIM

The aim of this workshop is to show the participants the importance of staying safe online and how to stay safe online.

TARGET GROUP:

Young People 13-17 Years.

Time:

120 Minutes

DESCRIPTION:

The group will be divided into different small groups. Each small group will be having a case study to look at. Each case study talks about different real life scenarios that took place online in real life where people's life was put in danger.

After the participants read the case studies in their group, they will have the time to discuss a number of questions in the group. The questions that they will ask are the following.

1. What do you understand about internet safety? (You will present this)
2. Do you feel safe online?
3. Did you ever face a situation that put your presence online in jeopardy?
4. List some things that you can do to make your presence online safer. (You will present this)
5. What is cyberbullying for you? (You will present this).
6. List down some common places where cyberbullying takes place (You will present this)
7. List some ways to stop cyberbullying. (You will present this)

After the discussion, they then have to present the case summary to the group and also present the answers of the questions they answered.

MATERIALS NEEDED:

- ▶ Case studies
- ▶ Flip charts
- ▶ Markers

DEBRIEFING: HOW TO KEEP YOURSELF SAFE ONLINE?

The youth worker/educator can close by telling the young people how to stay safe online. Some tips are:

- ▶ Use strong passwords
- ▶ Treat your password like a toothbrush
- ▶ Look for encryption
- ▶ Install programmes like antivirus, firewall etc
- ▶ Avoid phishing scams
- ▶ Be careful when connecting to public wifi
- ▶ Protect your wifi with password
- ▶ Enable cookies only when needed
- ▶ Protect bank details
- ▶ Be careful from where to do online shopping
- ▶ Never give out password or other confidential details to unknown people

CASE STUDY 01

Woman loses £320,000 in 'romance fraud' scam - BBC News

<https://www.bbc.com/news/uk-england-somerset-54613937>

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Woman loses £320,000 in 'romance fraud' scam

20 October 2020



GETTY IMAGES

"Tim" persuaded his victim to help pay his work costs

A woman conned out of £320,000 by a man she met online says she feels "violated" by the crime.

Woman loses £320,000 in 'romance fraud' scam - BBC News

<https://www.bbc.com/news/uk-england-somerset-54613937>

Anna, not her real name, lost inheritance from her parents in a type of online scam that police call "**romance fraud**".

Anna has not been able to tell her family, saying she feels ashamed of being duped.

Police say that "calculated" scammers are "pulling at the heartstrings of people they believe are kind".

Anna, who is in her 50s, said: "Not only the magnitude of the loss made me feel dreadful, but also the feeling I'd lost everything my parents had worked for."

Anna, from Suffolk, became prey to her scammer – who called himself Tim – after meeting him online after she lost her husband in 2019.

They met on a dating website, and using its chat facility they began to get to know each other before Tim suggested they switch to WhatsApp.

He sent her photographs of himself and they spoke over the phone, but never met.

After a few weeks Tim, who spoke with a South African accent, told Anna he was travelling to Romania to work on a transport project.

- **Lockdown loneliness exploited**

- **Women often victims**

He began asking for small amounts of money, then later asked for £68,000 for customs fees and £200,000 to secure his contractors and store his equipment, totalling £320,000.

Anna was suspicious, but Tim said she could pay the money to his translator – a woman called Harriet – rather than direct to him.

Then his messages stopped. Anna made calls to the British Consulate and South African authorities but there was no trace of him in Romania.

Felt 'violated'

"The enormity of how I had been scammed hit home," said Anna. "I couldn't sleep for days. I felt so sick.

"The pressure I was under was immense. I feel I have been violated."

Anna wasn't the only victim. The translator he had told her to transfer the money to was a real person in Bath and North East Somerset.

Harriet, also not her real name, thought she was in a relationship with a man called Toby, who told her the money coming from Anna was for an investment scheme and she should pass it on to another account.

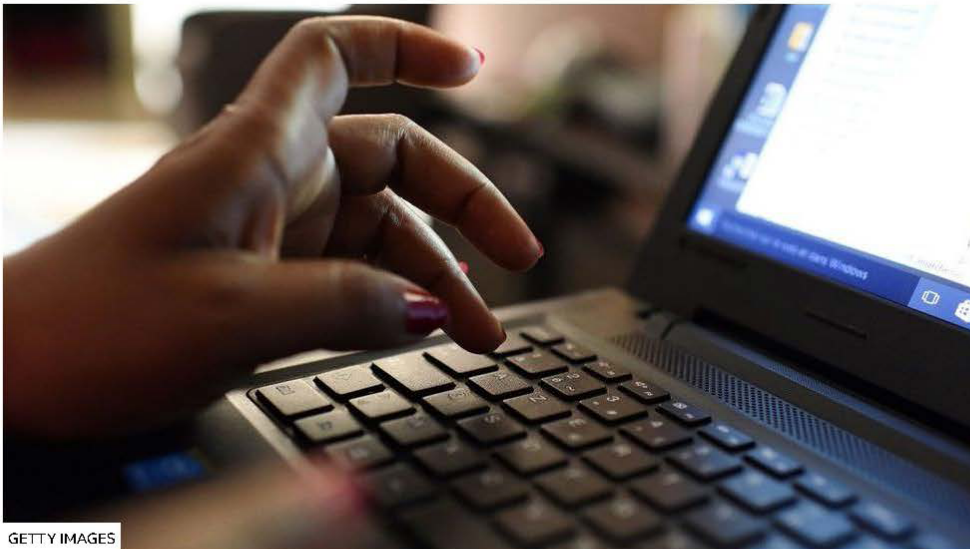
Toby also persuaded Harriet, in her 60s, to invest £10,000 of her own money.

Harriet had also met Toby online and they had been in a relationship for eight months - he had even proposed.

He would send her pictures of expensive properties he was planning to buy in the UK so they could live together.

Woman loses £320,000 in 'romance fraud' scam - BBC News

<https://www.bbc.com/news/uk-england-somerset-54613937>



GETTY IMAGES

Police say victims of romance fraud are often too ashamed to come forward

When the truth emerged, she says she felt “mentally abused”.

“I can’t move forward from this and have lost trust,” she said.

Action Fraud, an agency run by City of London Police, discovered the money Harriet had transferred had gone to a money-laundering ring in the Far East.

Anna, who has managed to recover half the money through her bank, says she still finds it difficult to talk about her experience.

She said: “I can’t fault the work Avon and Somerset Police have done, but there’s a limit to the amount of time that can be spent with these kinds of things.

“I hold my hands up to being stupid and the naivety of it all.”

Police said: “We hope Anna and Harriet’s experiences encourage people to tell police and Action Fraud when they are targeted in a scam.

“We believe some victims are reluctant to come forward as they are embarrassed, but these criminals are predatory and groom their victims, who should feel no shame.”

Follow BBC West on [Facebook](#), [Twitter](#) and [Instagram](#). Send your story ideas to: bristol@bbc.co.uk

Related Topics

Bath

Fraud

Avon and Somerset Constabulary

More on this story

CASE STUDY 02

Ask.fm and Teen Suicides

https://www.businessinsider.com/askfm-and-teen-suicides-2013-9



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HOME > TECH

Users On This Web Site Have Successfully Driven Nine Teenagers To Kill Themselves

Jim Edwards Sep 16, 2013, 11:43 PM



Most adults have never heard of the social media site Ask.fm. It's huge in Europe, and it has about 65 million users. But half of them are under 18 — meaning that the site's active user base consists largely of children.



Ask.fm founder Mark Terebin Ask.fm

And they're using it to hound each other to death.

SPONSOR CONTENT

Companies in Berlin raised \$4.8 billion in the first half of 2021. Here's why it's a center of innovation.

Read the story



So far, nine teenagers connected to Ask.fm have committed suicide after receiving scores of hateful anonymous messages on the site.

Ask.fm is ostensibly a question and answer site. You sign up, and the system allows you to pose questions that anyone else can answer, or answer questions coming from other users. It also allows you to post anonymous questions. But the format also lets users engage each other in running battles and arguments, and to gang up on each other. A user's account can quickly fill up with a stream of anonymous, hurtful messages that may or may not be coming from people you know. Here's an example:

Ask.fm and Teen Suicides

<https://www.businessinsider.com/askfm-and-teen-suicides-2013-9>



The New Equation is a community of solvers coming together in unexpected ways.

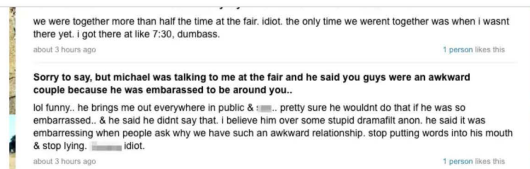
Learn more

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INSIDER

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Ask.fm

Part of the site's problem is that it's a social media site with virtually no privacy settings and no real identity controls. Facebook, by contrast, has made efforts to ensure that a high percentage of its accounts belong to real people — and it deletes the accounts of fake users. It also has privacy controls. You can lock down your account completely, if need be, shutting out the world.

You can't do any of that on Ask.fm.

SPONSOR CONTENT

Gender equality is a serious issue throughout Asia. Here are some possible solutions

[Read the story](#)



The teens who have killed themselves after being hounded by other users of Ask.fm are:

- [Rebecca Sedwick](#), 12, who jumped from the top of a cement factory in Florida earlier this month.
- [Hannah Smith](#), 14, of England, who hanged herself in early August.
- [Joshua Unsworth](#), 15, of England, who hanged himself in April.
- [Anthony Stubbs](#), 16, of England, was found in a wood near his home in January 2013.
- [Daniel Perry](#), 17, hanged himself in July 2013 after being blackmailed by a person he thought he was having an online relationship with, but was also harassed by Ask.fm users who posted to him messages such as "Kill yourself mate."
- [Jessica Laney](#), 16, of Florida, who hanged herself on Thanksgiving weekend, 2012.

Ask.fm and Teen Suicides

<https://www.businessinsider.com/askfm-and-teen-suicides-2013-9>



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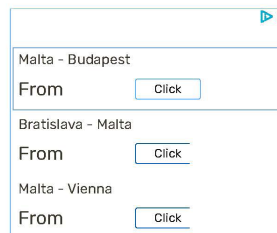
- [Shannon Gallagher](#), 15. Erin's sister, killed herself shortly afterward because she could not cope living without her sister.

Smith was even bullied *after* her death. Members of the notorious 4chan bulletin board /b/ — a site dedicated to bringing out the worst in anonymous users — even [wrote insulting remarks on her Facebook memorial page](#):



Facebook via The Daily Dot

Some users make "suicide lists." You can see them [here](#) and [here](#). They appear to be aimed at girls who have been the victim of online bullying and need to be cheered up, in a sort of online solidarity. Here's what they look like:



Ask.fm and Teen Suicides

<https://www.businessinsider.com/askfm-and-teen-suicides-2013-9>



The New Equation is a community of solvers coming together in unexpected ways.

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INSIDER

Log in Subscribe

like this if you have ever :

- made yourself throw up
- starved
- took a razor to your skin
- felt like your not good enough
- thought about suicide
- attempted suicide
- burnt your self
- got bullied
- been called ugly/fat etc..
- or harmed your self in any way
- cried your self to sleep
- been abused
- hated/ disliked yourself
- felt like no ones there for you

ill send something nice to all of you! <3

5 months ago 118 people like this

Askfm

Ask.fm's founder, Mark Terebin, has [blamed the media](#) for the suicides, and Ask.fm's own users:

Please tell us why you will not talk to the Irish people regarding the deaths by suicide of two young Irish girls because of bullying they received through this site? elaine

Mass media is knocking on wrong door. It is necessary to go deeper and to find a root of a problem. Its not about the site, the problem is about education, about moral values that were devaluated lately. Ask.fm is just a tool which helps people to communicate with each other. same as any other social network, same as phone, same as piece of paper and pen. Don't blame a tool, but try to make changes... start with yourself... be more polite, more kind, more tolerant of others... cultivate these values in families, in schools.

Suicide is not something to encourage via mass media. The more you promote suicide, the more it happen. Do you think mass media cares? They want scandals, they want sensations and finally they want money. Sorry, but we do not want to participate in it.

What happened is a true tragedy and we give our deepest condolences to the victim's family and relatives.

11 months ago 52 people like this

Askfm

Ask.fm has since [beefed up](#) its abuse controls. It will make an abuse reporting button more visible on the site, add a dedicated category for abusive behavior, and restrict the way anonymous users can use the site. The changes will be fully implemented by spring 2014, the company says:

In the light of recent events highlighting the impact online bullying and harassment can have on young people, we engaged professional advisors to conduct a full and independent audit of our site and its safety features.

This audit has now been completed. Based on the findings and the recommendations that were made, we can today announce our commitment to making changes to Ask.fm's existing policies in three core areas: reporting and moderation, registration and corporate visibility.



CASE STUDY 03

BBC NEWS | UK | 'I was groomed online'

http://news.bbc.co.uk/2/hi/uk_news/2733989.stm

BBC NEWS WORLD EDITION

News Front Page



- Africa
- Americas
- Asia-Pacific
- Europe
- Middle East
- South Asia
- UK
- England
- N Ireland
- Scotland
- Wales
- Politics
- Education
- Business
- Entertainment
- Science/Nature
- Technology
- Health

Talking Point

Country Profiles
In Depth

Programmes

BBC SPORT
BBC WEATHER

SERVICES

- Daily E-mail
- News Ticker
- Mobile/PDAs

- Text Only
- Feedback
- Help

EDITIONS

- Change to UK

You are in: UK
Thursday, 6 February, 2003, 18:20 GMT

'I was groomed online'



An undercover investigator (left) arranged a meeting

By James Westhead
BBC family correspondent



It is the modern parent's nightmare - the new stranger danger - your child lured to a meeting by an adult they don't know over the internet.

To find out how real that danger is we asked a team of specialist investigators to pose as a 14-year-old child in an internet chatroom.

The investigators Nigel Parsons and Marie-Louise McIlvenna work for the Answers detective agency and specialise in tackling internet crime.

They created a virtual identity - a typical 14-year-old girl they called Sydney.

For this investigation they followed strict rules.

Sydney would only visit innocently-titled chatrooms, would never approach others online, would never encourage sexual attention and would be non-committal and passive in online conversation.

We did not want to be accused of entrapping innocent web-surfers.



“It's typical grooming, luring and entrapping of a child”

Rachel O'Connell
Cyberspace Research Institute

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Nevertheless, during the two-week investigation, Sydney was approached by 30 men and even a middle-aged couple who apparently wanted a sexual encounter with someone they knew was a child.

One man was persistent and messaged every night for a fortnight.

From the start he tried to persuade the girl to leave her home and meet him late at night.

She refused but he continued trying to develop the relationship, asking her probing questions about her sexual experience, fully aware she is a child of 14.



The man was arrested by police

During the conversations, he asked Sydney if she had ever kissed anyone or seen a man naked.

He also told her how to erase her message archive and stressed he must not tell her parents or friends about their relationship.

'Classic behaviour'

We showed the transcripts of the exchanges to Britain's leading expert on internet paedophiles, Rachel O'Connell, director of the Cyberspace Research Institute.

She told us: "This is just the classic behaviour pattern of a paedophile.

"Once he realises he's on to a potential target child, then he starts asking questions about who uses the computer and telling her not to save copies.

"It's typical grooming, luring and entrapping of a child".

Soon the man wanted to exchange text messages by mobile phone and even spoke to our undercover investigator, still believing he was talking to a schoolgirl.



Eventually after liaising with Sussex police, we agreed to meet him.

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He insisted on choosing an isolated location on the south coast - a spot where he could see our girl coming and establish she was alone.

The investigator spoke to the man on the phone

He repeatedly told Sydney not to inform friends or relatives.

What he did not know is we would be filming the encounter with hidden cameras.

Danger

When he finally showed himself his first words were " you look sexy".

Immediately he tried to get her onto his motorbike.

Marie-Louise did her best to keep him talking but he became insistent that she got on his bike.

He was no longer interested in chat - only in persuading a 14-year-old child to go away with him.

At that point Marie-Louise signalled she felt in danger and the cameraman and I moved in to question the man about his intentions.



Initially he denied everything and tried to leave.

As we followed making clear we had seen all his conversations on the internet, he tried to pretend he was just trying to protect the girl from 'dodgy people on the internet'.

O'Connell: paedophiles try and cover their tracks

He admitted what he had done was wrong and promised never to try and approach children on the net again.

As he left on his motorbike he was pulled over and arrested by officers from Sussex police.

Menace

They took him into custody, searched his home and confiscated his computer hard drive.

He was later released without charge.

As the law stands there is little the police can do until someone commits an actual physical

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assault.

The government has promised to introduce new legislation that will create a new offence of 'grooming' children for sex.

Until then their only protection remains their parents' vigilance.

Our investigation suggests the dangers are real and the adults who stalk the internet looking for children are not merely virtual reality fantasists but a genuine physical menace.

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CASE STUDY 04

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Kidnapped by a paedophile I met online

7 March 2016



Alicia Kozakiewicz was 13 years old when she slipped out of her home in Pittsburgh to meet someone she had been chatting to online. What followed was a nightmare. Now 27, Alicia has made it her mission to protect other children from what she went through, and has had a law named after her in several US states. This is her story in her own words.

I remember the Christmas of 2001 was really wonderful and so was the first half of New Year's Day 2002.

New Year has always been a day of celebration for my family. We'd have a big meal - my mum would make pork and sauerkraut - and that year my mum was there, my dad, my brother, his girlfriend and my grandmother, and these are the last moments of my childhood that were peaceful. Where I was just Alicia.

At some point between dinner and dessert I asked my mother if I could go and tie down. I said I had a stomach ache.

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But what happened was that I got up and slipped past the Christmas tree which was by the front door, and I opened the front door to meet this person that I thought was my friend.

This wasn't in my character at all. I was a child that was really scared of the dark and I hated the cold - I still really hate the cold - and I never went outside alone after dark without an adult.

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I remember walking up the street just about a block or so and the streets were covered in ice and there was nobody out. What I remember most is the silence. How silencing snow can be. There were no dogs barking, there wasn't anything other than the snow crunching under my feet. I remember standing on the corner and this little voice finally spoke up - my intuition - and said, "Alicia what are you doing? This is really dangerous you need to go home."

I turned around and started walking back, but then I heard my name being called - and the next thing I knew I was in a car with this man, and immediately I feared for my life.



ALICIA KOZAKIEWICZ

Sitting at the family computer, aged 13

My childhood up to that point had been an amazing one. For most of my childhood my mum stayed at home, so she was there with me all the time, whenever I needed her, and so was my brother who is nine years older than me.

My dad worked really long hours but he always left space for family time. So we were - and still are - a very close family. My childhood was filled with so much fun.

Recently I had my old home movies transferred to digital and I've been going through them. Looking back I was just a really happy kid. I thought that people sang like they do in Disney movies, I just thought that was how people lived, so I was always singing to the trees or the rocks or to my shoes because I thought that was how happy people expressed themselves. And I was really saddened to find out that the world was not like a musical where everybody dances and everybody sings.

It was my older brother who introduced me to the internet. He was always playing games online, I think Diabolo was one of them. I wasn't interested in

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that particular game, but it did look like a board game and I realised that the internet was a great way to play these games with other people. That's really all I thought it was.

At that time the internet was really just entering the home and my parents had thought that they had given my brother and me this wonderful gift. They had talked to me about "stranger danger" but there is a difference between a stranger you meet on the street and the stranger you meet online. People online may be strangers at first, but then you learn about them, and soon they seem like friends.

Find out more

Alicia Kozakiewicz spoke to PM on Radio 4. [Click here](#) to hear to listen.

In 2001 and 2002 there were very few people educating children that the internet could be dangerous.

I got a screenname and got online. My friends and I would talk about all sorts of things. It seemed like a time before kids realised that cyber bullying was a possibility and it seemed like everyone got along online. The most popular kids would talk to the less popular kids. I felt safe.

There was one guy, a boy who I thought was around my own age, that I didn't know, and he was into all the things that I was into. He listened to what I had to say day and night, giving me advice. He was somebody to complain to and to get comforted by over the eight or nine months before my abduction. Online grooming is very effective.

He was the one I walked out to see on New Year's Day and who kidnapped me in his car.

Endangered Missing



ALICIA KOZAKIEWICZ

DOB: mar-23-1988 Hair: Sandy
 Missing: dec-31-2001 Eyes: Blue
 Sex: F Height: 5'5" - 165 cm
 Weight: 100 lbs - 45 kg

Missing From:
 PITTSBURGH
 PA
 USA

Age Now: 13 years

Alicia was last seen at her home on January 1, 2002. She has not been seen or heard from since. She has greenish-blue eyes, and a starfish-shaped birthmark on her abdomen.



ALICIA KOZAKIEWICZ

ANYONE HAVING INFORMATION SHOULD CONTACT
 National Center for Missing & Exploited Children
 1-800-843-5678 (1-800-THE-LOST)

Pittsburgh Police Department (Pennsylvania) - 1-412-665-4000

He was grabbing my hand so tightly that I thought it was broken and he was barking commands at me. Things like, "Be good, be quiet!" If I didn't obey, he said, he would put me in the trunk.

He sped off down my street and past my house. I thought, "Maybe he'll just drive around the block." Then, "Maybe he'll just drive to the next neighbourhood." I paid attention to the street signs and they went from being very familiar names to names that I couldn't recall being anywhere near my home.

After some time the car reached a toll booth and in my mind I remember thinking, "This is my chance, this is when I'm going to be rescued because this person in the booth is going to see a crying child and think, 'What is going on?' And call the police and this whole thing will be over."

But the man in the toll booth didn't see me or think that there was anything wrong, and the car sped on.

I remember looking out of the window and seeing the phone boxes and thinking, "What if I could get to one of them, what would I say to my family? How could I get out of this, let them know that I'm in danger?"

There are no words to explain the fear and terror of thinking this person could

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pull over and kill me at any moment. He continued to drive for about five hours from my Pittsburgh, Pennsylvania home to Virginia. Finally, the car stopped, he pulled me out of the car and dragged me into this house - and continued to drag me down a flight of stairs that seemed to go on forever in my mind. I'm sure it was a flight or two but it felt like it was an endless maze.

Once he'd got me into the basement, there was a door with a padlock on it and he took me inside. On the walls were all these devices that my 13-year-old mind just couldn't comprehend.

He then removed my clothing and looked at me and said, "This is going to be really hard for you. It's OK, cry."

After that he put a locking dog collar around my neck and dragged me upstairs to his bedroom and raped me. He chained me to the floor with this dog collar next to the bed. I was raped and beaten and tortured in that house for four days.

I have to tell you that it's amazing the response I get sometimes when I say that. Sometimes people say, "You're so lucky, that's not that long." They really have said that. I want to make it clear that you cannot define pain by time, or what happened, it's how the experience affects the person. It's how it impacted them. Whether you're held captive for four days or abused by somebody you love for years, or molested for 15 seconds on a bus, it's your experience and your pain that defines it, not the length of time and not what actually occurred.

While I did what I could to survive, no matter how humiliating or painful or disgusting, I had no control over my fate. When I did fight him I ended up with a broken nose. And he'd already kidnapped a child, he'd already done unspeakable things to me, why would murder be something that he couldn't do?

On the fourth day he said: "I'm beginning to like you too much. Tonight we're going to go for a ride." I knew in that moment there was nothing I could do. I knew he was going to kill me. That day he also fed me for the first time in four days and he left for work.

I remember crying and praying, really praying and I thought about all the things I would do if I were stronger, if I were a character in a superhero movie. I thought, "He's going to kill me, but I'm not going to go down without a fight and maybe I could win?" But then I realised that I'd already lost many times. I soon lost all hope.

I thought about my parents a lot over those days. I knew that they were looking for me and that they loved me. I had no doubt in my mind that they would find me. They could move mountains, and they would do anything to keep me safe. I knew they wouldn't stop until they found me. The question was whether they would find me alive, or dead. I thought: "When was the last time that I told them I loved them? Did they know how much I loved them?"

I started to accept my own death. I drifted into a dazed sort of state. But then I heard the sound of angry men banging on the door downstairs. Because I'd lost all hope I thought they were there to kill me, so I rolled underneath the bed to try to hide from them and stayed as quiet as possible. I heard them moving very quickly around the house. I also heard them shout, "Clear! Clear! Clear! Clear!" Now, I would know exactly what that meant but at that time I had no idea.

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ALICIA KOZAKIEWICZ

I must have made some noise because I heard a man say, "Movement over there!" I saw boots come along the side of the bed. A man ordered me to crawl out from beneath the bed and to put my hands up. I remember dragging that cold, heavy chain out, and trying to put my hands up but also trying to cover myself at the same time. I had no clothing on. I was staring down the barrel of a gun.

I thought, "This is when I'm going to die. This is it." Then the man turned around and I saw FBI on the back of his jacket, and all of these law enforcement agents rushed into the room. They cut the chain from around my neck and helped me up. They set me free. They gave me a second chance at life. These men and women, they are my angels.

While I was held captive, my kidnapper broadcast himself abusing me online. One of the viewers recognised the little girl in this horrible video as the little girl from the missing posters. It is important to note, that the greater majority of children are rescued due to missing posters and alerts released on the internet, radio, TV, highway signs, digital billboards, mobile phones and so on.

If you come across a missing person flyer, please pay attention.

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ALICIA KOZAKIEWICZ

Additionally, I work alongside **Protect** to secure the passage of **Alicia's Law**, named after me, in all 50 states of the US. Due to a lack of dedicated federal resources, less than 2% of known child exploitation cases are being investigated. Alicia's Law provides a dedicated steady stream of state-specific funding to the Internet Crimes Against Children (ICAC) Task Forces. By creating this new revenue stream, Alicia's Law builds permanent capacity for child rescue teams - revenue that will not fall victim to yearly fights over or cuts to the general budget.

Alicia's Law has been passed in Virginia, California, Idaho, Kentucky, Texas, Tennessee, Arizona, Hawaii, and Washington. We are currently working on Alicia's Law in Wisconsin, Maryland, and South Carolina.

I am now working on a masters degree in forensic psychology and am graduating in just a few months (yay!). I plan to work with children and their families who have been affected by abduction or child sexual exploitation.

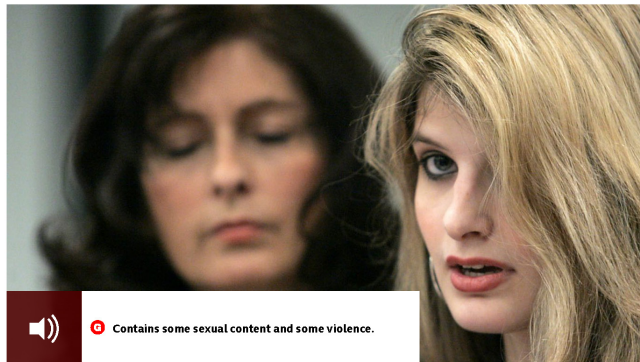
For years I struggled with personal relationships. The most loving gentle touches could suddenly seem evil and full of harm. But, the day after I graduate I am getting married (bigger yay!). My fiance supports my mission and he is a great guy but above all he is a great friend.

What is really important to remember, and took a long time for me to learn, is that rape is all about power and control, and love never is.

In 2003 Alicia Kozakiewicz's kidnapper, Scott Tyree, pleaded guilty to taking a minor across state lines for the purpose of sex and producing sexually explicit images. He was sentenced to 19 years and seven months in prison.

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WORKSHOP 04:

WHAT HAVE WE LEARNED?

AIM

The aim of this workshop is for the participants to go over the learning material that they have covered during the training programme with regards to the internet and all the things that come with it including safety and how we present ourselves online.

TARGET GROUP:

Young People 13-17 Years.

Time:

90 Minutes

DESCRIPTION:

The youth worker/educator will prepare various questions. These questions will be inserted into different cups and they will be set up on a table. There will be an equal amount of cups with an equal amount of questions on both sides of the table.

The youth worker/educator will divide the whole group in half with each team having the same number of participants.

The teams will have to put their ping pong ball in the cups of teh etam opposite. If they manage to insert the ball in the cup they have to answer the question in the cup. If they answer correctly they get one point. The team with the most points after a selected time will be the winner.

QUESTIONS THAT CAN BE ASKED:

- ▶ What is cyberbullying?
- ▶ How can you prevent cyberbullying?
- ▶ Give 3 positive aspects of the internet?
- ▶ Give 3 negative aspects of the internet
- ▶ To whom can you report cyberbullying?
- ▶ Mention 2 measures that you can take to stay safe online?
- ▶ How can you find help if you experience cyberbullying?
- ▶ Why should you be careful of what to upload online?

- ▶ Mention 3 social media platforms Mention 3 ways of communication before Google
- ▶ What is a digital Nomad?
- ▶ What are the advantages of being a digital nomad?
- ▶ What is encryption?
- ▶ What makes a strong password?
- ▶ Explain the similarities between a toothbrush and a password
- ▶ Name 3 Turkish food presented in the Turkish night
- ▶ Present 3 foods presented in the Maltese night
- ▶ What is similar between the Maltese and Turkish flag
- ▶ There is one word that is similar between Maltese and Turkish. What is it?
- ▶ What is squinching?
- ▶ What is the advantage of using hashtags#####
- ▶ Name 3 dangers that exist online
- ▶ What are the dangers of using public wifi?

MATERIALS NEEDED:

- ▶ Cups
- ▶ Ping Pong Ball
- ▶ Table
- ▶ Printed questions

WORKSHOP 05:

GET TO KNOW EACH OTHER'S TRADITIONAL GAMES

AIM

The aim of this workshop is for the participants to get some time where they will get to know each other more deeply in a physical world. That is they will have physical interactions to get to know each other, rather than get to know each other in the online world. They will also get the opportunity to learn some traditional games from each other's country and thus this will also be an intercultural opportunity.

TARGET GROUP:

Young People 13-17 Years.

Time:

120 Minutes

DESCRIPTION:

The youth workers/educators will tell the different participants to prepare games from their own countries.

The whole team will be divided into groups and they have to play all these games.

MATERIALS NEEDED:

- Depends on the games that will be played.

DEBRIEFING:

- How did they feel playing the games?
- Do they prefer online games or physical ones?
- Do you think that in today;s world, we can have a combination of online and offline games?

WORKSHOP 6:

TASKS THROUGH TREKKING

AIM

The aim of this workshop is for the participants to go out and enjoy nature through trekking and while they are trekking, they will be also helping nature, by cleaning up areas from where they would be walking.

TARGET GROUP:

Young People 13-17 Years.

Time:

360 Minutes

DESCRIPTION:

The participants will be divided into teams. Each team of participants will be given a bag and a map and they have to arrive from one point to another on the map in the time given.

The idea is that they will be walking and during the walk they will be having tasks to carry out.

Some of the tasks that they have to carry out are:

- ▶ Plogging (that is collecting rubbish trough walking)
- ▶ Walking for 15 minutes without talking
- ▶ Staying for 15 minutes with someone they don't really know so that they get to know him/her better.

MATERIALS NEEDED:

- ▶ Maps
- ▶ Bay where to collect rubbish

DEBRIEFING:

At the end of the experience the young people will be asked the following questions.

1. How do we feel?
2. How did the activity go?
3. Was there any time where you felt that you would give up?
4. How did it go with regards to the trekking session?
5. Did you feel happy doing it?
6. How are these disconnected activities helping us feel?

WORKSHOP 07:

KAYAKING

AIM

The aim of this workshop is for the participants to go out and enjoy nature through kayaking and through this activity as well, they will realize the benefits of one to one talking between themselves.

TARGET GROUP:

Young People 13-17 Years.

Time:

120 Minutes

DESCRIPTION:

- ▶ The group will be going to a place where they can make use of kayaks.
- ▶ They will be divided in pairs and each pair will be going on a kayak. They will be having a distance to cover in a specific time frame.
- ▶ During the kayaking, the participants will be having a number of topics that they have to discuss. This will make them speak between themselves while paddling.
- ▶ This workshop will ignite the one to one talking between the participants.

MATERIALS NEEDED:

- ▶ Kayaks
- ▶ Questions or topics to be discussed by the youth

DEBRIEFING:

At the end of the experience the young people will be asked the following questions.

1. How do we feel?
2. How did the activity go?
3. Was there any time where you felt that you would give up?
4. How did it go with regards to the kayaking session?
5. Did you feel happy doing it?
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