



Curriculum for teachers training

Description of goals, modules, and how to evaluate
target teacher training for pro-social values.

Learning to live together

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1. Curriculum abstract (relevance, necessity)

Contemporary schools are paying a lot attention to develop student's cognitive skills. However, as much focus should be devoted to develop social and prosocial skills and their mastering because child's development is basically related to them. In order to assure better positive results it is essential to adequately educate and train teachers. Conducted researches reveal that short-termed teacher qualification upgrading curriculum is ineffective, so the project „Prosocial Values“ implements specific long term trainings oriented towards development of prosocial values teaching competencies. One training course will be organized for primary school teachers (from 5 to 10 years old children), the other one for middle school teachers (from 11 to 15 years old students). The expected outcomes are numerous: to improve teachers' professional competencies, to provide new knowledge and skills and in the long run perspective to improve the education quality.

The development of child's prosocial behaviour is influenced by family, school, friends, media and community. The curriculum focuses on the development of these values in school environment. The curriculum keywords are: empathy, generosity, solidarity, etc. The curriculum is innovative as it pursued the development of these values in relation with serious games.

A number of researches conclude that modern technologies negatively impact communication. Therefore society alienation problems become more relevant. However, it is hardly possible to stop IT invasion into school's daily life. The project members, having evaluated this situation, decided using attractive means, i.e. computers, mobile devices and robots to try and solve urgent problems of the 21st century (lack of tolerance, environmental issues, inclusion of refugees, wars, etc.). Why were games selected for the development of values? Games are a natural activity of children and they play a significant role in child's development. According to Jean Piaget (1962), while playing a child gets acquainted with environment; Vygotskis (1978), Berk and Winsleris (1995) stated that a game is a creative and imagination-based situation managed by social rules. In games from impulsive activity a child moves towards the planned ones (accepts certain social roles and refers to prosocial values).

The program builds on the Universal Declaration of Human Rights, which defines the basic education policy and the "four pillars of education" of the European Union, summing them up in the slogan: Learning to live together.

In order to guide the educational process from local to global understanding, the establishment of a "cosmopolitan global community" (A. Giddens, 1991) in the document "Universal Declaration of Human Rights" describes the educational axes / goals that form the main pedagogical teaching directions.

The specific axes are:

- to activate and practice a value relationship for acquiring the necessary experience
- mastering Universal Human values
- meeting the needs for inclusion and acceptance of the differences and diversity

The axes outline the areas that characterize the changes that occurred in the 21st century.

Priority learning axes are described in the Four Pillars of Education:

1. Recognizing the importance of life in harmony: with others, with each other, and together in harmony with the environment;
2. Developing communication skills: understanding, continuity and tolerance;
3. Allowing children to give and receive: Movements such as "non-consumer society", "equal start" and others.
4. Awareness of the solidarity and importance of Humanity and humankind relationships: Me and others are the same with me, Me and others other than me.

Educational axes welcome the variety of approaches, techniques and resources to ensure that they are taught in the most meaningful and effective way from an early age.

Key words: prosociality, empathy, trust, solidarity, mutual respect, inclusion, peace, environmental protection



2. Introduction and guidelines of this program.

The proposed program is the basis for training - learning on ProSocial Learning. The program focuses on teacher's support by offering key themes, tools and methods for teaching common values and pro-social behaviour. The challenge and innovation of the course are:

- To combine classes and games from different education systems into an effective method
- Practical course in ProSocial Teaching.

The content of the course covers two age groups: from 5 to 10 and from 11 to 15

3. Basic Educational Topics.

The main educational areas covered by the proposed practices are:

- What is the meaning of prosociality and what is its educational effect - Teacher input
- How to motivate students to show and develop pro-social behaviour
- How social behaviour can provide prevention in school forms of social tension (interpersonal or between groups)
- How to develop variants of prosocial behaviour to encourage respect for others, their differences and diversity
- How to use the prosocial model to enhance social inclusion and integration
- How to adapt existing learning practices to work for inclusion and adoption in the context of the Four Pillars of Education.

4. Time distribution of the program:

40 (forty) hours, spread over 5 days.

5. Curriculum goal

To provide teachers with practical knowledge in order to empower them with the strategies necessary for a school climate in the line with values such as empathy, trust, solidarity and mutual respect

6. Curriculum tasks

- To understand the importance of prosocial values in the classroom and in the society.
- To show students how to contribute to the community with prosocial values and perspective use of digital tools and serious games.
- To get personal and hands-on experience in using the components of transformational teaching to construct activities and projects.
- To create familiar context for serious learning based on prosocial values.



7. Training modules

No	Topics	Learning Outcomes	Min. duration	Target group	References	Technical tools
1.	Prosocial robotics (Laws of society and laws of robotics)	<ul style="list-style-type: none"> - Enhancing the use of innovative tools in the class activities - Implement cooperative activities to improve the prosocial behaviours - Foster the reflection about the prosocial values and the historical development of this concept - Prevent the development of antisocial attitudes or bullying inside and outside the classroom - Help the teachers to involve the learners in the development of their own learning process - Use the new technologies to communicate, read, understand and produce texts, improve the code-learning, the computational thinking, the use of small robots 	120 min	Middle school 10-15 year old	www.roboticavsbullismo.net	<ul style="list-style-type: none"> - Clementoni Robots - Poster (150x150 cm) - Paper, pencils, pens and felt tips - flipchart or whiteboard - computer and projector for presentation
2.	Prosociality is a game	<ul style="list-style-type: none"> - Develop the understanding of the importance of the use of non-formal teaching methods - Use creative robotics to actively involve pupils in the learning process - Implement teaching activities about empathy, tolerance and respect - Enhance in the children the ability to 	120 min	Primary school 5-10 year old	www.roboticavsbullismo.net	<ul style="list-style-type: none"> - Clementoni Robots - Poster (150x150 cm) - Paper, pencils, pens and felt tips - flipchart or whiteboard - computer and projector for presentation



		work in groups to prevent bullying - Enhance in the children the capacity of analysis, synthesis and exposition of the information on a certain topic				
3.	How to Set ProSocial Values Atmosphere via Digital Games Among Peers	-To understand ProSocial Values concept of learning atmosphere via digital games -To promote how to unleash empathy with digital games among peers in the classroom -To promote how to unleash equality with digital games among peers in the classroom -To lead students how to contribute to the community with prosocial values and perspective using digital tools and games -To promote actual behavioral change -To convey prosocial message in games -To enact prosocial behaviours virtually -To modify elements of a game title that they find unjust	90 min	Middle school	-Video Games for Video Games for Prosocial Learning Gene Koo Berkman Center for Internet & Society at Harvard University Scott Seider Boston University School of Education http://www.tiltfactor.org/wp-content/uploads2/cog-tech-si-g4g-article-1-belman-and-flanagan-designing-games-to-foster-empathy.pdf	-Smart Screen -Free internet connection -Mouse and Keyboard -Presenter -Speaker (if it is already exist on the smart screen, don't need extra)
4.	Serious learning through prosociality (3 cases how to accommodate it in real classroom using games)	-To be able to indicate the spectrum of prosocial values for serious learning - To be able to apply developed -conflict-resolution, decision making and solution finding - techniques, for several different serious learning situations - To be able to predict likely solutions and outcomes to scenarios/problems posed	180 min	Primary & Middle school	https://www.researchgate.net/publication/286741511_Introducing_Cool_School_Where_Peace_Rules_and_Conflict_Resolution_cannot_be_Fun https://dl.acm.org/citation.cfm?id=2811156	- Free internet connection - Tablet or laptop with OS Windows per person - Projector/Smart Screen - Speakers - 10 sheets of paper (page size of A2)



					https://unesdoc.unesco.org/ark:/48223/pf0000259928	
5.	Our challenge: highlighting the best in humanity (Let's be ready for the challenge!)	<ul style="list-style-type: none"> - Develop creativity and critical thinking by using enigmas - Acquire or develop the ability to view the whole, since students have to develop a reflective process in the situation to be solved - Participants will have to put their personal communication skills at stake, their ability to work as a team to solve problems - Improve motivation for learning (history for instance) 	180 min	Primary school 6–12 year old	https://pure.coventry.ac.uk/ws/portalfiles/portal/13337465/180_909_1_PB.pdf https://www.theatlantic.com/education/archive/2016/07/the-rise-of-educational-escape-rooms/493316/ https://library.concordia.ca/about/staff/forum/files/2018/2018_Pinard.pdf https://jeffcain.wordpress.com/2017/08/18/escaperooms/ https://medium.com/cogniss-magazine/tk-escape-rooms-education-with-a-twist-f00c1e30bbed	<ul style="list-style-type: none"> - Interactive whiteboard - Ipad with the apps: QR reader and HP REVEAL (we could provide/take the Ipad) - Chronometer (to show the time left) or a clock - Internet connexion
6.	It's a jungle out there!	Become better skilled at recognizing, understanding, accepting and celebrating differences in people around us and applying the new skills when working in groups and cooperating.	180 min	Middle school 10–12 year old	Activity came from Positive Discipline in the Classroom by Jane Nelsen, Ed.D., Lynn Lott, M.A., and H. Stephen Glenn, Ph.D. Prima Publishing copyright 2000 Revised Third	<ul style="list-style-type: none"> - Multimedia, computer (for PP presentation) - Flowers in different colours (see picture from Step-by-Step) - Handout with “My most



					<p>Edition ISBN# 0-7615-2421-5 http://positivediscipline.com</p> <p>http://hopeschools.eu/</p>	<p>favourite”</p> <ul style="list-style-type: none"> - 4 pictures of animals: Lion, Chameleon, Turtle, eagle; - Handout with “reasons I pick” * handouts will be provided by trainer - Labels/sticky notes
7.	<p>To raise a “frog”! – Storytelling frames for forming an “Universal worldview”</p>	<ul style="list-style-type: none"> - Raising the teacher's awareness of the nature of ProSocial behavior - To inform the teacher about differences between Learning process itself and Universal Knowledge itself - Get knowledge to the teacher about pedagogical steps for forming child’s World view - To focus the teacher’s attention to analyze and assess on which step of formation the child is at the moment now - To encourage the teacher to initiate game and role play activities suitable for Humanity and Universal Worldview - To present the methods and practices development for a personal value system based on altruism, non-aggressiveness and peer communication in a favorable learning environment 	180 min.	Primary & middle school	<p>https://teaching.berkeley.edu/active-learning-strategies</p> <p>https://globaldigitalcitizen.org/8-edtech-strategies-critical-thinking</p> <p>https://media.neliti.com/media/publications/192566-EN-the-importance-of-teaching-moral-values.pdf</p> <p>https://www.etlllearning.com/resources/how-to-develop-moral-values-in-your-child/</p>	<ul style="list-style-type: none"> -multimedia,computer - informative presentation. - 4-5 people in one team -for worksheets - glue, scissors,rulers, colour pencils for every team. - paper - colorful - for the First page of a book. -60x80 - blocknote paper for mind map posters.



8.	How can we shape the empathic brain and heart?	<ul style="list-style-type: none"> - Exploring two different points of view in a conflict - Learning how to take the perspective of another person/side involved in the conflict - Raising the participants' awareness of different points of view in a conflict - Promoting the Healthy Expression of Feelings - Encouraging compassion and cooperation -Creating an Anti-Bias Classroom 	180 min	10-16 year old	<p>https://www.youtube.com/watch?v=V7LPzDrRSYo</p> <p>https://www.youtube.com/watch?v=hYTKY1Vplxg</p> <p>https://www.youtube.com/watch?v=mEkz29hxCNc</p> <p>Don't Laugh at Me Teachers Guide: Grades 2-5 Creating a Ridicule-Free Classroom http://operationrespect.org/</p>	<ul style="list-style-type: none"> - Free internet connection - 25 sheets of paper (page size of A4) pencils, pens and felt tips - Projector/Smart Screen - Speakers - Labels/sticky notes



8. Training methods and techniques

The basis of the training methodology is the Systematic approach, the Humanistic and Constructivist principles.

Modules promote a classroom-centered approach where the teacher helps pupils to remove emotional blockages or stumbling blocks to growth and helps mature and assimilate new experiences.

Modules use mixed techniques (blended learning):

- Interaction (as a socialization methodology, including games)
- Learning by doing and experiencing;
- Research and reflection methods;
- Technology

9. Expected results (outcomes) of the course

- Raising the teacher's awareness of the nature of Prosocial behaviour
- Creating skills for teaching and assertive behaviour: Active Listening, Empathy, Creating and Holding Friendship
- Increase the skills for monitoring and analysis of work - in a group and / or team, with respect to roles and dynamics in different situations

9.1. Additional skills.

- Program modules have the following additional skills for the teacher:
- Effective communication skills - focus on the practical application of communication skills (classroom language).
- Teamwork skills - knowledge, practical skills and competences for team formation and teamwork management.
- Accepted definition of "effective communication".
- Effective communication results in a level of awareness and mutual understanding between the participants.
- The skills considered are based on modular activities.

9.2. Desired results - Values set as topics (Subjects)

- Readiness for care and support, without looking for personal benefit.
- Readiness for co-operation and mutual assistance with peers and adults.
- Readiness for non-consumer prosocial behaviour, both to people and to the surrounding nature.
- Adequate judgement of one's own abilities, acceptance of the assurance, trusting to others.
- Honesty and principle in a dispute, acceptance of the point of view of another. Awareness and acceptance of diversity.
- Sustainable prosocial behaviour - Frequency and consistency in practising prosocial behaviour.
- Parameters for evaluating the successful practice of the teacher who attends a ProSocial training course

10. Module contents

10.1. Prosocial robotics (Laws of society ad laws of robotics) (Italy)

New technological tools can be used as meaningful way to involve students in their learning process. Innovate the teaching strategies introducing code learning or simple robots improve the students' interest because the topics are taught with the active participation of the learners. Work with this tools in groups allow the learners to practice relational skills because they have to cooperate in order to solve problems or find a common solution. The educational robotics is an adaptable methodology to teach the prosocial values while working on different topics. This workshop will present a specific teaching activity based on the meeting of the Men and the technology, understanding the culture and its changes along the history. The



reflection on these topics allows the learners to understand different points of view and cultures, to develop personal ideas about the respect of the others and to enhance their ability to work in groups. The founding concepts of this activity and workshop are the social competencies, the cooperative work, the concrete application of the knowledges in the real word, the empathy and the responsibility. The teaching activity is based on the group work so that the learners can work directly on their improvement of the prosocial skills while they are reflecting on some prosocial theme. The teachers will be active part of the workshop while discussing and developing in groups new learning activities based on the use if the educational robotics and the prosocial values teaching.

10.2. Prosociality is a game (Italy)

Too often the creative part linked to the teaching is neglected, indeed it is fundamental especially when the teachers work with young learners. With creative robotic activities the learners can express them selves in a free (yet regulated) way, they can look for different solutions from different point of view, putting in practice the problem solving and enhancing the prosocial skills when working in groups. This kind of activities has to be joyful and they are based on the gamification of the lessons, in order to involve the learners and to let them express their talent not only in the usual school subjects. In particular the workshop will introduce the importance of gamification used in class, through with teachers can create a non-judgmental environment, in which error as part of the growth and learning path. This workshop aims at enhancing the teachers' skills to become a facilitator for the pupils' learning process, accompanying them along the way and share the pleasure of the learning together with them.

The practical part of the workshop will focus on the implementation of an activity about the prosocial values. The participants will have to discuss and to find a common agreement on how to represent a prosocial value with no words. Then the drawings will be put, covered, on a squared board where the participants will move a small robot to reach them. The activity fosters the ability to find a common solution, the discussion on the meaning of a value and strengthen the cooperation: in fact during the robotics activity all the group participates, sustaining the less skilled participant. This gamified activity addresses several complex skills in a playful and effective way.

After this part the participants to the workshop will discuss and develop in groups new learning activities based on the use of the creative robotics and the prosocial values taught in a playful way.

10.3. How to Set ProSocial Values Atmosphere via Digital Games Among Peers (Turkey)

Prosocial behaviour in the form of sharing, helping, and cooperating is a hallmark of social competence throughout childhood. Of direct relevance for schooling is that prosocial behaviour has been related positively to intellectual outcomes, including classroom grades and standardized test scores.¹ Displays of prosocial behaviour also have been related positively to other socially competent outcomes, including social acceptance and approval among classmates and being liked by teachers” (Wentzel, 2015:1).“In response to an increasingly interdependent world, educators are demonstrating a growing interest in educating for global citizenship. Many definitions of the “good global citizen” value empathy as an especially important disposition for understanding others across national borders and cultural divides. Yet it may be difficult for people to achieve empathy with others who are perceived as psychologically and geographically distant. Can digital simulation games help foster global empathy and interest in global civic learning?” (Bachen, Hernandez-Ramos, Raphael, 2012). The answer is YES.

Practice of Empathy

Children who recognize their own feelings and the feelings of others are more likely to live content lives. Empathy training helps a child learn to recognize feelings – her/his and others. The ability to see situations from different points of view is an important life lesson. Parents and teachers help their child to develop empathy. Use daily events to teach your child to:

- Make eye contact with others. Look at the other person’s face when talking.
- Notice how people feel. Does this person look sad?
- Label feelings. Help your child put a name to his/her and others’ feelings – sad, angry, surprised.



- Calm herself and control her impulses. Let your soothing words be an example of positive self-talk. Be gentle and loving as you teach these skills. And more...

Feedback

The feedback will be collect by the model of HEARS as an indicator of learning goals in the classroom.

10.4. Serious learning through prosociality (3 cases how to accommodate it in real classroom using games) (Lithuania)

During the session a short presentation about 3 different games (“Cool School: Where Peace Rules”, “Quandary”, “World Rescue”) will be presented. In this theory part the idea and structure of each game will be outlined. In order to synthesize them with prosociality, brief discussion about prosocial values and prosocial skills will be initiated as well.

The session will be continued by practical activities and will incorporate presented theory, participants experience, self-reflection and new insights as following:

Using the game “Cool School: Where Peace Rules” each team will model both good and bad behaviors in classroom. After that we will explore and find out how to help kids to develop a toolkit of conflict-resolution techniques for different situations. This task will encompass personal relationship/friendship as the main prosocial value.

Using the game “Quandary” each participant will learn how to make better decisions in ethical and perspective-taking manner. Responsibility and ethical decision making are main prosocial values incorporated in the task.

Using the game “World Rescue” through collaboration of different teams we will learnt how to come up to best solutions in order to solve some global environmental problems. The focus of the task is to expose prosocial value of responsibility through problem solving.

The results of the session are twofold: 1) Developed confidence and skills in serious learning based on prosocial values: personal relationship/friendship, responsibility and ethical decision making, problem solving; 2) Created and shared 3 outputs (lesson plans) for serious learning through prosociality using games which could be applicable in the classroom with students of different ages.

10.5. Our challenge: highlighting the best in humanity (Let’s be ready for the challenge!) (Spain)

On the presentation (“theory” part) our teachers will show how they created a school project in order to develop prosocial values on the Community through different approaches (including technologies, arts, music and other subjects).

They will also propose the growth mindset continuum as one more way within teaching strategies to organize and propose different challenges and then participants will have the opportunity of getting on hands-on experience in developing either challenges to highlighting the best on the pupils and also to develop a growth mindset for transforming the teaching and learning process as a way to promote from the school years a prosocial better world to live in. Feedback moment will be adapted to the participants needs, it can be all along the session, which is the nicest for us as it is not going to be a master lesson but we can adapt.

10.6. It's a jungle out there! (Bulgaria)

The current requirements toward the educational environment have long changed as today’s classroom must not only provide knowledge but also conduct prosocial values such as accepting differences and using the diversity as the base on which to build a community/classroom of cooperation, providing opportunity for personal development in an assertive ways. Each student’s personality, abilities, skills, knowledge, experiences, needs and desires add into the whole of the classroom and “fill in” within the shapes and borderlines set by the system. Being able to accept experience and use each others’ differences helps teachers and students to model behaviour which is positive and proactive. Considering the cultural, socio-economic, demographic differences of each partner country, this course provides a meaningful and practical ways of building a strong sense of acceptance, confidence in being able to work in diverse classrooms and to



ensure fostering the development of the social interest in each student not despite their difference but with their differences in mind.

The training module consists of theory presented in an interactive way, multimedia presentation, activities for small groups, media clips, rhythm therapy activities, self-reflection and are all applicable in the classroom with students from different ages.

10.7. To raise a "frog"! – Storytelling frames for forming an "Universal worldview" (Bulgaria)

The world is entering the 21st century with many conflicting oppositions: ecology or industry, resource-based economy or knowledge based economy (hi-tech resource-saving technologies), borders or globalization, migration and mobility or community closeness, traditional or non-traditional family.

Opposition is an element of the social environment at the stage of changing public norms.

At this stage, building a "universal worldview" implies ignoring differences, realizing the richness of diversity, uniting around "universal human values" such as life, reason, love, harmony, protection, equality, etc.

The formation of universal values is a kind of prevention of violence and is the basis of altruistic behaviours (however controversial they may be from a philosophical and social point of view). The formation of a "universal" worldview is essential for the young person to adopt the changing environment and to grow positive and resistant to degrading behaviours.

The worldview is formed by the development of the conceptual thinking, personal feelings and experiences, and the specifics of social culture. It is related to reflection and self-reflection skills, personal emotional experience and communication with adults in a specific learning environment.

Each of the listed elements can be formed and assisted by a pedagogical impact to a state of positive sustainability.

This lecture and workshop present pedagogical tasks that include:

- Reflection and self-reflection by sharing thoughts, feelings and experiences in imaginary story which the child and the teacher develop together.

The teacher and child solve causes dealing with their own feelings of responsibility: they manage the necessary information and form a concept that satisfies them both. They follow their own understanding for suitable or unsuitable decision, good and bad, beautiful and ugly and also expressing their personal feelings and desires, enriching their communication and emotions, and they reflect on their own decisions which were important for them at the end of the story.

The session includes social reflection - the child, supported by the teacher, presents its personal experience in a children group. Children are allowed to share the thoughts and (intimately) the emotional experience in every part of storyline. They comment and enrich their own life experiences by sharing meaningful life situations helping to each other understanding. The story becomes an individual contribution for a group.

The adult –child team present the Story through the illustrations (pictures, etc.) in a storyline, with specific characters in their own way artistically (it could be unusual a very creative way).

The teacher is focused on managing of three types of reality (points of view), which are created in principle.

The point of views complement each other:

- 1.The reality (point of view) of the child (student)

- 2.Reality of the adult.

- 3.They create a common-virtual reality, which subsequently presents itself to the group and becomes a shared group (point of view) – Group Valuable reality.

The workshop finishes with group expressions and reflection. It could be also conclusion or resume gently supported by the teacher's help, only if it is necessary.

10.8. How can we shape the empathic brain and heart? (North Macedonia)

What is Prosocial learning?

Prosocial learning encourages cognitive, affective, and behavioural growth through personal development of critical thinking, problem solving, perspective taking, and empathy as it relates to people, animals, the



planet, and the intersections among them. Education taught through the lens of humane pedagogy supports more than knowledge acquisition, it allows learners to process personal values and choose prosocial behaviours aligned with those values.

The starting frame of this series of workshops is prosocial view of the nature of human development. It is considered that through the activities it is possible to gain a sense of competence and ability for articulation and processing important interior contents.

All workshops have the basic structure: introductory part / main activities / playing games / and discussion. They will help educators in resolving conflicts, become aware of stereotypes and prejudices, and develop empathy for all students regardless their differences.

Prosocial learning with its values raises the level of teaching, and also the influence on student's ability to recognize and use empathy in their lives.

These workshops and games are link between everyday life and the process of learning. We describe the role of learning based on traditional children's games in the teaching process, the role of ICT in "playing and learning" as well as the benefits of communication student-student, teacher-student, parent-student, teacher-mentor. But the main goal is to analyse the social activities of the students and to influence on decreasing the number of conflicts through developing human characteristics and values.