



Intellectual Output 2 of Solution By Inclusion

Delivery on I.O.2 Combined and Expanded Toolbox of existent digital materials, guidelines and information on ESL for VET and Second Chance institutions

As part of the Erasmus+ Project, Solution By Inclusion: Development of digital, innovative Prevention & Intervention Solutions to strengthen Social Inclusion, Well-being and combat Early School Leaving in Vocational Education & Training (VET) and Second Change Learning (SCL) schools

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Solution By Inclusion – Intellectual Output 2

In the following we will give an account on the Solution By Inclusion – Intellectual Output 2:

I.O.2 Combined and Expanded Toolbox of existent digital materials, guidelines and information on ESL for VET and Second Chance institutions

Containing:

WP.2 Peer learning strategies

Responsible: GEM16 +

W.P.2.1 Establishing a Peer Advisory Board that consists of students, parents and educators at each of the partner VETs/SCL

W.P.2.2 Meetings, feedback and input from Peer Advisory Boards

W.P.2.3 Collection of peer learning feedback and inputs

W.P.2.4. Peer learning strategies catalogue

W.P.4 Combined and Expanded Toolbox of existent digital materials, guidelines and information on ESL for VET and Second Chance institutions.

Responsible: NLP Aalborg/Center for Unges Livsmestring

W.P.4.1 Screening of Erasmus+ Networks and Platforms on projects addressing ESL in VET and second chance institutions.

W.P.4.2 Identification of relevant tools and educational materials through peer-group meetings

W.P.4.3 Translation of the final materials to the national languages

W.P.4.4 Questionnaire, radar chart and educators manual integration

W.P.5 Guidance, skills and competencies for educators in coproduction

Responsible: RVTS Sør

W.P.5.1 Development of guidance for educators

W.P.5.2 Development of skills and competencies for educators

Based on the educational material RVTS Sør will develop a guidance for the educators and provide the skills and competencies for using the educational material at the VET/SCL.

W.P.6 Online/classroom test, data and feedback. Finalization/ identification of potential gaps (in VETs/SCL's curriculum) in coproduction

Responsible: IAL

WP.6.1 Combined and Expanded Toolbox of existent digital materials content/materials are being tested online and in classroom

WP.6.2. Data and feedback template development and collection of data and feedback

W.P.6.3 Finalization and identification of potential gaps in regards to existent materials to tackle ESL (in VETs/SCL's curriculum)

Background

The recommendations from the Danish National Agency and the reduced amount of days in the development of IO2 meant some changes in both IO2 and the work packages W.P.4 and W.P. 6 contained in this Intellectual Output. The changes were discussed on a meeting in the consortium and afterwards sent to the Danish National Agency and approved. The consortium made this statement - that was approved by the Danish NA - to the recommendations of changes and reduction of days in I.O.2 and the work packages of 4 and 6:

“Additionally, the consortium partners reacted positively on the recommendation to focus on tools and materials, guidelines that has already been developed within the fight against ESL for VET institutions and Second Chance Institutions published in platforms and Networks applied for materials developed through Erasmus+ projects (E-pale, School Education Gateway and E-Twinning) and Project Results Platform. Hereby, even there exist a lot of tools already, only few of them involves all three parties involved in the ESL challenge (parents, teachers and youngsters) as well as this challenge is more often addressed in school context, while it is a more significant issue in the VET institutions and Second Chance institutions. Hereby the tools applied in VET and 16+ age group differs from the ones applied in primary schools. Accordingly, WP4. will be focused on identification of existent information, materials, guidelines and toolboxes on ESL available already on Erasmus+ platforms and Networks involving parents, educators and youngsters and focused for VET and Second Chance Educational Institutions (aged 16+) and hereby combine, expand, test and adopt existent materials to local context of partner countries.

In addition, the application purposed a key result and output that would lead to the achievement of the project objectives: To reduce the amount of drop outs by 40 % at each of the partner VETs/SCL at the end of the project. Due to the new recommendation to focus on already developed tools and materials, we expect the reduction of drop outs at each partner Vets/SCL to be approx. 20%. The reduced amount of days in development of this IO2, leads consortium to apply also relevant reduction in the expected impact as the tools developed will not be New digital toolbox, but existent tools and materials.

Accordingly WP4 and WP6 and addressing development and test of IO2 will be adapted to this change as following:

W.P.4 Combined and Expanded Toolbox of existent digital materials, guidelines and information on ESL for VET and Second Chance institutions.

Responsible: NLP Aalborg/Center for Unges Livsmestring

W.P.4.1 Screening of Erasmus+ Networks and Platforms on projects addressing ESL in VET and second chance institutions.

W.P.4.2 Identification of relevant tools and educational materials through peer-group meetings

W.P.4.3 Translation of the final materials to the national languages

W.P.4.4 Questionnaire, radar chart and educators manual integration

W.P.6 Online/classroom test, data and feedback. Finalization/ identification of potential gaps (in VETs/SCL's curriculum) in coproduction

Responsible: IAL

WP.6.1 Combined and Expanded Toolbox of existent digital materials content/materials are being tested online and in classroom

WP.6.2. Data and feedback template development and collection of data and feedback

W.P.6.3 Finalization and identification of potential gaps in regards to existent materials to tackle ESL (in VETs/SCL's curriculum)".

Methods and Tools for a Combined and Expanded Toolbox

The Solution By Inclusion project set out to develop and implement a Combined and Expanded Toolbox of existent digital materials, guidelines and information on ESL for VET and Second Chance institutions. A major part of the toolbox content was to integrate methods and tools collected from projects developed under the EU as well as existing methods and tools developed by partners in the Solution By inclusion consortium. A thoroughly process started with selection and analysis of potential methods and tools before they were identified and presented at the Solution By Inclusion Peer Advisory Boards at each VET/ SCL to be verified, discussed and refined for further adaption into the Combined and Expanded Toolbox.

In the following we will in detail explain the progress and result of I.O.2 and how and why the methods and tools were selected and analyzed before being identified and presented through the Peer Advisory Boards to be further developed, adjusted, adapted and integrated in Solution By Inclusion's Combined and Expanded Toolbox. I.O.2 contains the work packages of 2, 4, 5 and 6 but we will especially focus on W.P.4 and 5 since this contains the selection and development of the educators' guidance, methods and tools and because this along with the questionnaire and radar chart (separate reports available on the Solution By Inclusion webpage) constitutes the content of the combined and expanded Toolbox. "W.P.2 Peer learning strategies" and "W.P.6 Online/classroom test, data and feedback. Finalization/ identification of potential gaps (in VETs/SCL's curriculum) in coproduction" are separate reports also available in The Solution by Inclusion webpage. The webpage will also contain mindfulness videos and guidelines as tools developed with 60 % of the means from the online transnational meetings (GEM 16 +, Malta and IAL, Italy) that was cancelled face to face because of the Pandemic Lock Down (Covid 19).

Screening of Erasmus+ Networks and Platforms on projects addressing ESL in VET and SCL institutions

In October 2020 NLP Aalborg/CFUL started screening for Erasmus+ Projects KA2 addressing ESL in VET/SCL institutions on the Erasmus+ Project Results Platform:

<https://ec.europa.eu/programmes/erasmus-plus/projects/>

We used the advanced search engine to get a detailed overview of potential Erasmus+ Projects.

The screening did not show more than 4 projects in the KA2-category, so we expanded the screening to include all projects addressing ESL, including school education projects (KA1) in Erasmus- Project Results Platform. Furthermore, we expanded and optimized the search by integrating EU network/ platforms:

<https://www.schooleducationgateway.eu/en/pub/resources/toolkitsforschools/subarea.cfm?sa=16>.

<https://www.cedefop.europa.eu/>

The result of the overall database/ platform screening potentially showed 19 Erasmus+ projects addressing ESL in school education and VETs/SCL that matched the criteria set up to fit the Solution By Inclusion project description.

Setup of search criteria for EU-developed methods and tools

Before analyzing the projects to prepare the identification of relevant tools, methods, digital materials, guidelines and information on ESL (W.P.4.2) from the projects we set up the following criteria for the selection to match the Solution By Inclusion project description:

1. Target group – involving students, teachers and if possible, also parents in VET/SCL or school education in the EU.
2. Methods and tools on preventing and combating Early School Leaving – The projects had to contain a framework or concrete tool/methods on fighting ESL
3. The projects had to be in line with the priorities of the Europe 2020 Strategy on reducing ESL. Older projects before the strategy were published (2011) were not relevant.

The 3 criteria also correlate to the selection and identification of existing methods and tools developed by partners in the consortium. ⁱ

Data Availability

In the process of analysis data from the various 19 projects selected the availability of data where also an important issue. We came upon following obstacles while selecting and analyzing the EU projects:

- Dead links to project pages/ un-maintained websites/ websites down
- “Missing” material on tools developed
- Further material, apart from the project summary
- Translations had to take place - a couple projects with material/texts in national languages
- Difficulties in getting a concrete overview on maintained websites/ open source of data made public

Analysis of selected projects

A detailed analysis of 19 selected EU projects where done. Each project was carefully read and researched to provide as much background as possible to decide on whether or not the specific project meet the Solution By Inclusion project objectives and criteria.

The analysis showed that the majority of the projects focus on the young people (students) who have either dropped out or are at risk of dropping out (NEETS). We fully recognize that. However, Solution By Inclusion’s perspective on the ESL issue is prevention and intervention solutions - in general - because everyone needs to know about the challenges that young people face today. We look at everyone, not just those at risk because potentially all students can drop out. We believe that young people can have a supportive effect for each other as for instance role models.

Based on the 3 before mentioned criteria we were able to integrate tools and methods from 3 specific Erasmus+ projects from the potential selection of 19 projects, that were transferable to fit the Solution By Inclusion project. The projects are:

SAVE

SAVE is addressing students’ engagement and motivation by implementing self-awareness/evaluation tools, inclusive guidance and learning solutions supporting reflective, engaging and active behaviors.

Trainers’ guidance and learning role empowerment: by adopting pedagogical models based on: self-evaluation, learning personalization, digital portfolio and technology enhanced environments;

SEE-ME

The project aims to elaborate an early warning mechanism (methodological handbook with training materials), which enables schools to detect pupils at risk at as early stage as possible, and take proper actions to prevent ESL.

The handbook, combined with European and international best practices, will enable schools to develop concrete ESL-related strategies and actions.

From SEE-ME the tools and methods of:

- A. Young people's perceptions of school
- B. Strengthening teacher–student relationships
- C. Family–school relationships

<https://erasmus-plus.ec.europa.eu/projects/search/details/2014-1-SE01-KA201-000993>

FEIGHT – The eight solutions for fighting early school leaving in VET

FEIGHT is addressing Early School Leaving with 8 solutions and is also part of CEDEFOPs toolkit for tackling early school leaving:

“FEIGHT aims to identify the main factors of early school leaving in VET and reduce the number of drop-outs by increasing the motivation of VET students and helping them to adapt to the Lifelong Learning Society. It focuses on teachers working with VET students, including groups at increased risk of early school leaving such as children from a socio-economically disadvantaged background, migrant background or special educational needs”.

<https://www.cedefop.europa.eu/en/tools/vet-toolkit-tackling-early-leaving/resources/feight-eight-solutions-fighting-early-school>

Identification of relevant tools and educational materials through peer-group meetings (W.P.4.2)

Before the identification of relevant tools and methods through Peer Advisory Board meetings we set up 4 objectives for the methods and tools, derived from life-coping (Mastery of Life) methodology as implemented and used in the Norwegian school system.

Thus, the identification of tools and methods are based on these 4 objectives and is in line with the overall objectives for Solution By Inclusion and the development of digital, innovative Prevention & Intervention Solutions to strengthen Social Inclusion, Well-being and combat Early School Leaving in Vocational Education & Training (VET) and Second Change Learning (SCL) schools

The four objectives are:

- to strengthen the individual's, self-confidence, self-image, self-awareness and motivation
- to provide knowledge and to contribute to an understanding of others
- to provide an experience of belonging and social inclusion
- to provide training in constructive life coping strategies/ skills

These objectives serve as a guideline for the selection of all EU-developed methods/ tools and existing tools from partners in the Solution By Inclusion consortium.

Identifying and presenting the methods/ tools at 12 Peer Board Meetings

In the process of identification it occurred that the tools and methods from the 3 projects presented a framework that needed further development and to some extent also concrete tools, methods and guidelines in order to combine, expand and adopt the existent materials to a local context of our partner countries and hereby assemble the toolbox of the digital, innovative Prevention & Intervention solutions to strengthen Social Inclusion, Well-being and combat Early School Leaving in Vocational Education & Training (VET) and Second Change Learning (SCL) schools.

On 12 Peer Advisory Board meetings at the three VETs/SCL from December 2020 till the end of June 2021 the relevant tools and methods were presented and identified (see Peer Advisory Board Strategy Catalogue).

Adaptation of EU-developed methods and tools

As mentioned in our search of relevant EU-projects addressing VETS and Early School Leaving we collected 19 projects. We have been analyzing the 19 projects and selected 3 projects with tools and methods that match the life coping objectives, target groups and overall project objectives of Solution By Inclusion.

These tools were presented and discussed at the Peer Advisory Boards. Based on the feedback and inputs from the Peer Advisory Boards the methods/ tools would be develop and adjust for the Combined & Expanded Toolbox.

It's our adaption of the methods, of course all belonging to different projects with quite different approaches and directions. We are adapting to fit the objectives, ideas, values and the overall context that constitutes the Solution By Inclusion project.

Overview of Methods to be integrated in The Combined and Expanded Toolbox

The Combined and Expanded Toolbox will contain the following tools and methods that has been identified and presented through the Peer Advisory Board meetings from December 2020 – June 2021 and further developed and adjusted by NLP Aalborg. (The toolbox will also contain questionnaire and radar chart developed by CABE, Aalborg University and educators manual/guide developed by RVT Sør. These tools and methods will be integrated in the toolbox before the implementation at the partnering VETs/SCL.)

1. Dialogue and Interview Guide (from framework of SAVE) addressing students self-awareness, motivation and engagement. As well as focusing on educators' guidance and learning role empowerment and parents' participation. The Dialogue and Interview Guide has been used on the Peer Advisory Board meetings. Based on the feedback, inputs and evaluation The Dialogue and Interview Guide will be further adjusted and developed.
2. FEIGHT is addressing Early School Leaving with 8 solutions that is also part of CEDEFOPs toolkit for tackling early school leaving. The eight solutions proposed are based on the eight multiple intelligences (Howard Gardner) and on different combinations of several teaching and learning methods

The 8 solutions and the toolkit has as a framework been identified and presented at the 12 Peer Advisory Board meetings. Based on the ideas, feedback, inputs and evaluation from the Peer Advisory Boards the 8 solutions and toolkit will be further adjusted and developed.

3. From the Erasmus+ Project SEE-ME:

- A. Young people's perceptions of school
- B. Strengthening teacher–student relationships
- C. Family–school relationships

The framework of SEE-ME and the above has been identified and presented at the Peer Advisory Board meetings. Based on the ideas, feedback, inputs and evaluation from the

boards the tools and methods from the framework of SEE-ME will be further adjusted and developed.

4. The LINK Ritual, based on the work done by Norwegian partner RVT Sør, have been identified and presented at the Peer Advisory Board meetings as combined and concrete tools/methods of the framework of FEIGHT and SEE-ME. Based on the feedback, inputs and evaluation from the Peer Advisory Boards the LINK rituals from will be further adjusted and developed.
5. 2 thematic animated teaching and learning videos (English texted) with the themes that can be used working with the methods and tools of the LINK Ritual. Based on the feedback, inputs and evaluation from the Peer Advisory Boards the videos will be further adjusted and finished.
6. Mindfulness videos from the item “Best Practice” on the agenda of the transnational meeting in April 2021. Deduced from our discussion and exchange of best practice and inspired by the session at the transnational meeting (hosted by GEM16+). Based on the feedback, inputs and evaluation from the Peer Advisory Boards the Mindfulness videos will be further adjusted and finished.

In the following we will in details describe the tools and methods of the combined and expanded toolbox. The description is based on the inputs, feedback and ideas from the Peer Advisory Board meetings that has led to the adjustment and further development of the methods and tools in the combined and expanded toolbox.

Methods and tools from The LINK Rituals

The project framework of SEE-ME and FEIGHT presented a guidance of motivation factors and suggestions of teaching and learning methods that helps the students' motivation to stay in school and prevent ESL. In order to turn this framework in to concrete tools that could prevent ESL and could be presented and identified through the Peer Advisory Board meetings, NLP Aalborg and RVTS Sør started working on these concrete tools. Since RVTS Sør is working on the educators and teachers guide (W.P.5) and NLP Aalborg on the toolbox (W.P.4) it was obvious to co-develop and co-create these concrete tools from the framework of FEIGHT and SEE-ME.

Thus, through Peer Advisory Board meetings we presented and identified a tool and method developed by RVTS Sør: "The LINK Rituals" which is a life coping method/tool for students in the Norwegian schools. The LINK Rituals present a concrete tool/method to motivate students, strengthening the teacher-students relationship, strengthening the social inclusion and mental well being and prevent ESL and could be combined and support the framework of SAVE, SEE-ME and FEIGHT's 8 solutions.

Overall, LINK Program developed by RVTS Sør are based on the life-coping objectives. The objectives correspond with and are inspired by OECD's so called DeSECo Declaration on key competencies for the future in relation to education (2030). (Ringreide, Karen & Thorkildsen, Siri Landstad: "Folkehelse og livsmestring i skolen", Pedlex 2019, Oslo)

The LINK program by RVTS Sør is centered around "The LINK Rituals" that are practiced and implemented in the curriculum at Norwegian schools (0.-10. Grade). In short, the LINK Rituals are positive rituals to be used in teaching and learning sessions, that have an effect in the form of strengthening students' self-confidence and learning, to contribute to a sense of belonging, to provide training in constructive life-coping strategies and to act as a vaccine against students' dissatisfaction and discouragement that often leads to ESL.

The LINK Rituals presented and identified by the Peer Advisory Boards consist of thematic sessions such as "loneliness", "friendship" and "emotions" - typically lasting one hour (preferably at least once a month). All topics are related to "mental health":

"Working with mental health is an important job, and we want it to be a fun job as well. Although it sometimes concerns difficult topics, LINK focuses on opportunities, on play and vitality." (Ringereide, Karen & Thorkildsen, Siri Landstad, "Lærerveiledning til LINK", RVTS Sør 2017; Our translation from Norwegian to English)

The positive approach is a core element in LINK, like the SAVE-inspired Dialogue & Interview, even though the topics can be difficult LINK paves the way for actually discussing these things in a positive and safe environment without “exposing” the students.

Role of educator and students

The teacher acts as the “initiator and chair of the meeting”, but otherwise plays a withdrawn role. Similar to the SAVE project the role of the educator is to function as a facilitator and not as a “regular” teacher/educator, even though the educator has an active role in SAVE/ Dialogue & Interview Guide. Therefore, the LINK Rituals are constructed and conceptualized to be easy-accessible for educator (teacher):

"In principle the scheme is self-instructing. For each collection (LINK topics, ed.) a brief guide has been developed. This is indicative, and should give the teacher comfort in relation to the topic being addressed. At the same time, LINK is a flexible scheme, which gives the individual group leader (facilitating teacher/ educator, ed) a large degree of freedom and options for adapting to the needs of the individual class." (Ringereide, Karen & Thorkildsen, Siri Landstad, "Lærerveiledning til LINK", RVTS Sør 2017; Our translation from Norwegian to English)

In regard to the young people themselves they are the main participants (90% of a session) in the LINK Rituals. The aspect of *peer learning* is integrated in the LINK Rituals:

"LINK is about facilitating children and young people to make them talk to other children and young people about what concern them. Both good and difficult things should fit in the collections (LINK topics, ed). It is important that there is an adult present who can establish a safe space and convey that everything can be talked about and that there is help available if needed." (Ringereide, Karen & Thorkildsen, Siri Landstad, "Lærerveiledning til LINK", RVTS Sør 2017; Our translation from Norwegian to English)

Like the SAVE-inspired Dialogue & Interview Guide (along with FEIGHT and SEE-ME methods/tools) it is crucial to the LINK program that the methods and tools are used with a focus on creating a safe environment for the participants. It is the educator's role in LINK to help facilitate and create "a safe place where the Rituals can be carried out" as Pernille Lavoll Baade from RVTS Sør coins it (Notes from 3rd Peer Advisory Board meeting, GEM16+). It's of outmost importance and the essence of the LINK Rituals. The rituals are about "predictability" to always let the students be aware of what is coming up:

"According to psychiatrist Bruce Perry, it is appropriate to create positive patterns for children to support a good development. Actions that are perceived as meaningful contribute to security and predictability. Doing rhythmic exercises after repetitive actions strengthens our neural networks." (Ringereide, Karen & Thorkildsen, Siri Landstad: "Folkehelse og livsmestring – Helhet og nærvær", Pedlex 2020, Oslo, our translation from Norwegian to English)

The student will easily learn the structure of the LINK Rituals, hence the predictability. The rituals will prevent surprises and possible worries that could have a negative effect on some of students.

User-groups/ target groups of the LINK Rituals do include:

- Students
- Educator (as facilitator)

Physical setting of LINK Ritual

The Peer Advisory Board meetings where as stated done online for the first time, but are supposed to be held physically. Developer RVT Sør explained at the Peer Advisory Board meetings that the students and educator often will sit in a circle will going through the LINK Rituals, and underline that it's important that there is no such thing as bad questions. Everyone should feel free to ask.

As stated, a LINK ritual session will last approx. 60 minutes, and should be done at least once a month to get the ritual going and be properly implemented at the VET/SCL.

Presenting and Identifying the LINK Rituals

In short, the Rituals proceed as follows:

- Welcome rituals
- Sharing good experiences
- Introducing today's topic:
- Talk about today's topic
- Work on the topic
- Just for fun
- My book
- Summary and End of Rituals

("Folkehelse og livsmestring" by Karen Ringereide and Siri Landstad Thorkildsen RVTS Sør, PEDLEX 2020)

The LINK Rituals with the topic of "Friendship" were presented and identified online and digitalized (for the first time in the history of LINK) at the Peer Advisory Board meetings. Thus, RVTS Sør did three sessions with the students, educators and parents at the Peer Advisory Boards online. NLP Aalborg/ Center for Unges Livsmestring were participating as well as observing and analyzing the sessions. The sessions of the LINK Rituals went as follow:

Welcome Rituals: RVTS Sør introduced and explained the Rituals and played the song "Count on me" by Bruno Mars that fit the topic "Friendship. The overall use of music at the beginning is to create a framework for the LINK Rituals and mark that this is something quite different to the formal, well-known learning context at school. Moreover, the music was chosen to generate a feeling and ambience of inclusion and positive vibe in the classroom and in the body and mind of each student. And music is a great tool for immediately touching us deep inside without any filters or having to process it first.

Sharing Good Experiences: The participants of the Peer Advisory Boards shared a recent good experience. Since this was during the Covid19 lockdown, a lot of the participants shared experiences of being together with friends. It's important to underline that it's minor experiences from everyday life – "It's not rappelling from the Kilimanjaro" (Notes from 3rd Peer Advisory Board Meeting, IAL). Instead, it could be like e.g. walking your dog with a friend.

It became clear what a powerful and multifunctional tool, this is. It functions as an icebreaker and "cohesion booster" in the classroom (and even works virtually). To make an analogy, it seems to work like gaining "likes" on social media. It makes you glad and positive. It is personal, touching, recognizable and low key. You can identify with the other students and educator in the class because of their stories and experiences. You may see them in a different light – as "a whole person" – doing "normal" things like walking and meeting up with a friend. It gets emotional in a good way, further the participants empathy and creates the perfect setting for the next part of the LINK Rituals.

Introducing Todays' Topic: RVTS Sør introduced the topic "Friendship" to let the students know what is coming-up in today's rituals. A short introduction by the facilitating educator was enough, before the youngsters "take over" the rituals.

Talk about Todays' Topic: RVTS Sør showed photographs related to "Friendship" and the Peer Advisory Boards talked about friendship. The 4 photos are "universal" and shows aspects of friendship, like a boy standing outside a group, visibly distanced and excluded. The photographs shown to the students were followed up by questions like:

What are they doing?

Why are they doing this? etc.

The photos and questions quickly evoked a lot of discussion at the Peer Advisory Board meetings. Involvement from the students came immediately due to the serious nature of the photographs that speak directly to the students' emotions. The students could gain a general understanding – knowledge - of "today's topic". A topic (like other LINK Ritual topics) not formally integrated and taught in relation to school curriculum. Humanistic soft skills that might only be discussed if brought up in for instance literature or psychology. The students could also learn how to reflect on oneself and the others – further self-awareness, self-conscience, self-image and to better understand of the others viewpoints, behavior, feelings etc. and inclusion in class.

Working on Today's Topic: The Peer Advisory Boards were divided into groups with different assignments:

- Group 1: Make a recipe of how to be a good friend
- Group 2: Make a poster of what I can do to make friends
- Group 3: Make a poster of what I can do to be a good friend
- Group 4: Write down, qualities of being a good friend
- Group 5: Make a bully manifest, what can you do to stop bullying

This part of the Rituals will normally take 20 to 25 minutes and will always consist of different tasks (so that it does not become tedious) that the students have to discuss and find solutions to.

Yet again, as in the "Talk about Today's Topic" the things gained by the students will be knowledge on "soft skill" topics and reflections on oneself and the others for better inclusion in the classroom. Moreover, the tool is constructed to further involvement by practically do a poster for instance.

Just for Fun: The song Happy Pharrell Williams (<https://www.youtube.com/watch?v=ZbZSe6N BX>) was played to include everybody creating a positive mindset.

An important part of the Rituals is to have fun. Often a song like "Happy" is used, but it could also be e.g. to dance or play with balloons. As Pernille Lavoll Baade from RVTS Sør puts it:

"It's about stopping to put on "masks", and instead just "to be". To put on a smile and forget all about things like grades."

(Notes from 3rd Peer Advisory Board Meeting, IAL)

My Book: RVT Sør introduced My Book which is a book that the students can use to write experiences from the LINK sessions or just daily experiences – like a “diary”. Some use it for drawings, others write or make their friends write in the book. The book is supposed to deliver “good experiences” and make one think of these experiences.

Summary and End of Rituals: The ending Rituals was “Curl and throw” where the students individually had to answer one or more of the following questions:

- What is the most important things for you to do with a friend?
- What kind of friendship do you know about?
- How can you be a good friend in your class?
- What is the difference between the words “friend” and “friendly”

The students wrote the answers down on a piece of paper, then toss the paper and threw it at the screen (if it is not online you throw it at your teacher). This is a thing that you will not normally do at school, but the idea is to keep an informal atmosphere, and something contrasting the more formal part of school. The LINK Rituals are constructed to be different and fun. Also, the Curl and throw part is created to deliver anonymous answers, when thrown at random. One of students went up and read one (or more) of the answers in front of class. Yet again, this can make each student reflect and become aware of oneself and classmates and gain knowledge to strengthen mental health, well-being and inclusion.

The end of the LINK Rituals is often marked by the students getting a candy, chocolate or hugging (though, not in Covid19-times). This means that the students leave the LINK Rituals encouraged, upbeat and in a positive spirit.

Reception of the LINK Rituals

All the LINK Rituals sessions were a success and the response from the Peer Advisory Boards stated that this was a method and tool that could strengthen the school/classroom environment and climate and the teacher–student relationship by creating a safe space for social inclusion and strengthen the student’s self-confidence, motivation and sense of belonging.

The section “Talk about today’s topic” in the Rituals were commented on by some students and an educator at the Tradium Peer Advisory Board. They stressed that the photographs shown in this part of the Rituals did not portrait youngsters, but children at primary school level. Even though the students at the Peer Advisory Boards could identify with the photos right away, we will make sure to use photos that are in “sync” with the students and age-appropriate.

Adjusting the structural concept

After presenting and identifying the LINK Rituals as a method/tool at the Peer Advisory Board meetings we started the process of further developing and combining the LINK Rituals and the framework of tools and methods from the projects of SAVE, FEIGHT and SEE-ME. In this process the inputs and feedback from the Peer Advisory Boards helped us adjusting the tools and methods so they would fit in to the local context of our partnering VETs/SCLs.

From the 3 main categories of LINK: “School of Emotions”, “Me and the Others” and “For Better or Worse” www.linktillivet.no, a topic of each category was chosen:

- Friendship
- Loneliness
- Emotions

The LINK Rituals with these topics were translated to English and are a part of the Combined and expended toolbox. The LINK Rituals, along with a guidance/manual for educators of how to do the LINK Rituals as part of a lesson/session in the class, can be downloaded in the toolbox.

In addition to the tools and method of the LINK Rituals, RVTS Sør has developed 3 thematic animated teaching and learning videos in English that can be used as part the LINK Rituals sessions to visualize the topics “Friendship”, “Loneliness” and “Emotions”.

Moreover, from identifying the LINK Rituals at the Peer Advisory Board meetings and observing how well and easy it can be adjusted to the students, teachers and parents at the partnering VETs/SCL the idea arose not only to use the LINK Rituals as an independent tool/method to work on themes and topics like loneliness, friendship and “emotions” but also to use the LINK Rituals to wrap in the methods and tools of SAVE, FEIGHT and SEE-ME.

Objectives of competencies - Students

The following objectives of competencies and social learning/ inclusion can be gained from the LINK Rituals in relation to students.

Solution By Inclusion objectives in regard to students are:

- To provide new innovative tools strengthening competencies and one of the key skills - social skills (interpersonal and social competencies) to social inclusion of youngsters
- Increase the mental well-being that lead to social inclusion of students at VETs/SCLs and upper secondary schools in the EU
- To reduce the amount of drop outs by 20 % at each of the partner VETs/SCL at the end of the project

The LINK Rituals will provide each student with the opportunity create and further expand the development of personal and educational/ professional competencies and skills. The students will gain the personal/ professional competencies and life-coping skills:

- To know and use strategies “to master life”
- To be a co-creator - by involving the students in educational life and to influence it
- To build up motivation, involvement and positive energy
- To strengthening self-awareness, self-image, self-confidence
- To reflect upon themselves and others as part of a community by peer learning
- To take on topics that might be hard to ask in everyday school life or would not normally fit into school curriculum

Objectives of social learning/inclusion - Students

The LINK Rituals can provide the students with social learning/ inclusion life-coping skills:

- To build relations
- To be seen in a new light, in a new group, as an entity
- Contribute to creating understanding, respect and tolerance for diversity and others' values and life choices
- To learn and create in an unformal, new learning arena of peer learning to get training in constructive life coping strategies/ skills
- To gain empathy by working *equally together* in a new arena of learning
- To feel included through dialogue and narratives, by working alongside the other participants.

Objectives of competencies - Educators

The Solution By Inclusion objective in regard to educators is:

To strengthen educators' competencies and skills to deal with students' well-being and challenges to fit in the class/ group (social inclusion) and follow the subjects on the same level as the rest of the class

The LINK Rituals can provide each educator (and other member of staff) with the opportunity co-create and further expand the development of personal and professional insights, competencies and skills:

- To be integrated as a co-creator
- To take on a facilitating role with new “equal education position”
- To build up motivational and positive energy
- To strengthening self-awareness
- To reflect upon oneself and the other by dialogue
- To get accustomed to the terms “mental health”, “well-being” and “social inclusion” by defining and discussing them with students
- To discuss present topics that entangles the life of youngster's like Covid19 and digital/social media
- To dig deeper into “new” educational territory to discuss possibilities, obstacles and things in between that might not normally be discussed or directed at home or at school

Objectives of social inclusion - Educators

By way of The LINK Rituals the educator can help facilitate and also gain personal and professional knowledge and insights:

- To help strengthening social inclusion in the classroom
- To help facilitate co-operation, co-working and teambuilding
- To be seen in a new light, in a new group, as an entity

- To gain knowledge and understand of all students in regard to for values and life choices etc.
- To pave the way for an unformal, new learning arena to train constructive life coping strategies/ skills
- To get a new learning perspective by being introduced to new learning methods/ tools
- To strengthening the student and educator relationship narratives, photographs etc. that is the LINK Rituals
- New knowledge on students in relation to LINK-topics regarding “mental health, well-being and social inclusion”

The framework, methods, tools and 8 solutions of “FEIGHT”

As previously mentioned: “FEIGHT aims to identify the main factors of early school leaving in VET and reduce the number of drop-outs by increasing the motivation of VET students and helping them to adapt to the Lifelong Learning Society. It focuses on teachers working with VET students, including groups at increased risk of early school leaving such as children from a socio-economically disadvantaged background, migrant background or special educational needs”.

<https://www.cedefop.europa.eu/en/tools/vet-toolkit-tackling-early-leaving/resources/feight-eight-solutions-fighting-early-school>

FEIGHT is addressing Early School Leaving with 8 solutions and is also part of CEDEFOPs toolkit for tackling early school leaving. The eight solutions proposed are based on the eight multiple intelligences (Howard Gardner) and on different combinations of several teaching and learning methods. The examples are:

- Method 1. Working with real assignments
- Method 2. Using outdoor activities and training in nature
- Method 3. Extracurricular activities (e.g., music, dance, crafts, arts)
- Method 4. Peer training
- Method 5. E-learning
- Method 6. Using music, art, play, drama as teaching methods
- Method 7. Soft skills (team building, team working, communication)
- Method 8. Learning by doing in VET, in a real-life situation

On CEDEFOPs toolkits for tackling early leaving it is stated about the 8 solutions of FEIGHT:

“Because a recipe on how to teach a certain subject cannot be given, it was not the aim of the tools to provide systematic guidance on each of these solutions, but only to describe the solutions and to give examples for giving floor to the teachers and trainers to create their lessons in different ways, based on the individual needs of their trainees and students”.

(<https://www.cedefop.europa.eu/en/tools/vet-toolkit-tackling-early-leaving/resources/feight-eight-solutions-fighting-early-school>)

<http://www.ldvfeight.eu/project-feight/>

NLP Aalborg has taken this framework of FEIGHT which as stated is not a systematic guidance but more like an “Idea catalogue of teaching and learning methods” and adopted it to the local context of our partnering VETs/SCL. That means that every solution has been identified and discussed at the PAB meetings in order to let the students, educators and parents of the partnering VETs and SCL come up with inputs, ideas, suggestions and feedback on how each solution can work and be practiced in their class/school. Thus, when the 8 solutions are presented, these inputs, ideas and suggestions from the PABs will be presented as suggestions on how to work on the topic and as mentioned supported by activities (guidance material) from other EU projects.

After working with the 8 solutions from FEIGHT and CEDEFOPs toolkit NLP Aalborg/ Center for Unges Livsmestring has become an CEDEFOP ambassador for tackling early school leaving.

Combining the 8 solutions of FEIGHT and the LINK Rituals

As mentioned from identifying the LINK rituals at the PAB meetings and observing how well and easy it can be adjusted to the students, teachers and parents at the partnering VETs/SCL the idea arose not only to use the LINK Rituals as an independent tool/method to work on themes and topics like loneliness, friendship and “emotions” but also to combine the LINK Rituals and the 8 solutions of FEIGHT.

The idea arose to take the eight solutions of FEIGHT and wrap in every single solution/method with the LINK Ritual. Thus, every single solution of FEIGHT can be seen as a topic that is introduced and started through the LINK Rituals as well as ended and closed providing both the effect of the 4 life coping objectives as well as the effect of the single method/solution itself from FEIGHT.

In the following we will present the framework of FEIGHT and the tools, methods and solutions derived from these projects as well as presented and identified at the PAB meetings. We will use the LINK Ritual in every single solution, method and tool and give a specific suggestion of topic that educators and students can work with. These suggestions come from ideas, inputs and feedback from the PAB meetings which to some extent ensures that the methods can be implemented to the participating VETs/SCL. The suggestions are supported by activities from EU projects so it is possible to find the guidance and material through the links. Moreover, to implement the methods/tools to the partnering VETs/SCL’s curriculum (and reaching the objectives of this project) we have included objectives of competencies and objectives of social learning and inclusion.

8 Solutions by Inclusion

Solution 1: Working with real assignments

Purpose:

The purpose of working with real assignments is to provide new innovative tools that will strengthen the students' competencies and one of the key skills - social skills (interpersonal and social competencies) that will lead to social inclusion of students. On a social and personal level the students will gain competencies as teambuilding and management as well as strengthen their self confidence and motivation (see objectives of competencies and social learning/inclusion). By introducing students to work on "normal" subjects like math, economics in a real context like running a store or setting up and presenting a restaurant menu a lot of competencies and social skills can be gained and many students will find new motivation in working with real assignments.

Content: Solution 1 – Real Assignments

Part takers and/or User Group(s):

- Students 16-20 years at VETs/ SCL
- Educators/other staff

Place: Classroom/Meeting room at school/ room of subject

Time: Working with SIMU Store (see underneath) is a project that can be enrolled over several months or a whole semester. Setting up, creating and presenting a restaurant menu will take 2-6 sessions of 45-60 min.

Potential Applications: Math, Economics, hospitality and hotel managing, food and restaurant service

Preparations: Preparations (between educators/ staff/ + educators/ students).

Objectives of Competencies:

If you choose to work with the suggestion of a SIMU store, the students are strengthened in many competencies:

"The longer you work with SIMU, the more the students thrive. The larger the flower is allowed to grow, the more competencies they acquire with them on their further journey. We work to give students more competencies at the same time, and show them a whole in their education". (SIMU material from Tradium - simu.dk)

- Social competencies: teambuilding, management, leadership, responsibility, effective communication
- Personal competencies: self-confidence, motivation, presentation techniques, deadlines and making objectives, creativity
- Professional competencies: business plan, business economics, sales, service and marketing, organization
- IT competencies: brochures, reports and presentations, database, calculation (e.g. Excel), develop and maintain websites.

Objectives of social learning/inclusion:

- Teambuilding
- Co-operation, co-working, co-developing
- To strengthen educators' competencies and skills to deal with students' well-being and challenges to fit in the class/ group (social inclusion) and follow the subjects on the same level as the rest of the class
- To provide new innovative tools strengthening competencies and one of the key skills - social skills (interpersonal and social competencies) to social inclusion of youngsters

Solution 1: Working with real assignments

- Welcome Ritual
Start by playing a song (suggestion "Count on me" by Bruno Mars that fit the competencies like teambuilding, co working, co creating). The overall use of music at the beginning is to create a framework for the LINK Rituals and mark that this is something quite different to the formal, well-known learning context at school. Moreover, the music generates a feeling and ambience of inclusion and positive vibe in the classroom and in the body and mind of each student. And music is a great tool for immediately touching us deep inside without any filters or having to process it first

- Sharing Good Experiences

The participants (students and educators) share a recent good experience. It functions as an icebreaker and “cohesion booster” in the classroom (and even works virtually). To make an analogy, it seems to work like gaining “likes” on social media. It makes you glad and positive. It is personal, touching, recognizable and low key. You can identify with the other students and educator in the class because of their stories and experiences. You may see them in a different light – as “a whole person” – doing “normal” things like walking and meeting up with a friend. It gets emotional in a good way, further the participants empathy and creates the perfect setting for the next part of the LINK Rituals.

- Introducing Today's Topic

Introduced the topic “Real Assignments” and what the students will be working on – it can be one of the suggestions: SIMU Store, Creating, setting up and presenting a restaurant menu.

Suggestion: SIMU store – real assignment

Other suggestions: Presentation of a restaurant menu. Hospitality management.

- Talk about Today's Topic

Let the students talk about how they can work with real assignments:

What will it bring to the students?

Previous experiences with real assignments?

- Work on the Topic (Peer Learning)

Suggestion: SIMU store – real assignment. (Attached is information material on SIMU assignments. For more information, assignments and guidance for educators and students on operating a store contact SIMU Learning • Birkemosevej 1 • 6000 Kolding • Tlf. +45 72 242 042 E-mail: learning@simu.dk • Internet: <http://www.simu.dk>. From the Erasmus + project SIMU and Tradium partner in Solution By Inclusion. Tradium has used SIMU as teaching and learning material)

Other suggestions: Presentation of a restaurant menu. Hospitality management.

- Just for Fun

An important part of the Rituals is to have fun. You can play song like “Happy” by Pharrell Williams (<https://www.youtube.com/watch?v=ZbZSe6N BX>), but it could also be e.g. to dance or play with balloons. As Pernille Lavoll Baade from RVTS Sør puts it: “It’s about stopping to put on “masks”, and in stead just “to be”. To put on a smile and forget all about things like grades.”

- My Book

RVTS Sør introduced My Book which is a book that the students can use to write experiences from the LINK sessions or just daily experiences – like a “diary”. Some use it for drawings, others write or make their friends write in the book. The book is supposed to deliver “good experiences” and make one think of these experiences.

- Summary and End of Lesson

The ending Rituals is “Curl and throw” where the students individually had to answer one or more of the following questions:

- What do you find important working with a real assignment?
- How was your experience of working with a real assignment?
- What is the difference between working with “real assignments” and a “normal class subject”?

The students write the answers down on a piece of paper, then toss the paper and throw it at the screen (if it is not online you throw it at your teacher). This is a thing that you will not normally do at school, but the idea is to keep an informal atmosphere, and something contrasting the more formal part of school. The LINK Rituals are constructed to be different and fun. Also, the Curl and throw part is created to deliver anonymous answers, when thrown at random. One of students will read one (or more) of the answers in front of class. Yet again, this can make each student reflect and become aware of one self and classmates and gain knowledge to strengthen mental health, well-being and inclusion.

The end of the LINK Rituals is often marked by the students getting a candy, chocolate or hugging (though, not in Covid19-times). This means that the students leave the LINK Rituals encouraged, upbeat and in a positive spirit.

8 solutions by Inclusion

Solution 2: Using outdoor activities and training in nature

Purpose:

The purpose of using outdoor activities and training in nature is to increase the mental well-being that leads to social inclusion and to provide new innovative tools that will strengthen the students' competencies and one of the key skills - social skills (interpersonal and social competencies). On a social and personal level the students will gain competencies as teambuilding and communication as well as strengthen their competencies of working in a group (see objectives of competencies and social learning/inclusion).

Content: Solution 2 – using outdoor activities and training in nature

Part takers and/or User Group(s):

- Students 16-20 years at VETs/ SCL
- Educators/other staff

Place: Outdoor

Time: 2 x 60 minutes (or longer)

Potential Applications: Any subject

Preparations: Preparations (between educators/ staff/ + educators/ students).

Objectives of competencies :

- Co-working
- Teambuilding
- Communication
- To strengthen educators' competencies and skills to deal with students' well-being and challenges to fit in the class/ group (social inclusion) and follow the subjects on the same level as the rest of the class

Objectives of social learning/inclusion:

- Encourage communication
- Learn to work in a group
- Consider different opinions and evaluate the best ones
- Assume different roles within a team
- To provide new innovative tools strengthening competencies and one of the key skills - social skills (interpersonal and social competencies) to social inclusion of youngsters
- Increase the mental well-being that lead to social inclusion of students at VETs/SCLs and upper secondary schools in the EU

Solution 2: Using outdoor activities and training in nature

- Welcome Ritual
Start by playing a song (suggestion “Count on me” by Bruno Mars that fit the competencies like teambuilding, co working, co creating). The overall use of music at the beginning is to create a framework for the LINK Rituals and mark that this is something quite different to the formal, well-known learning context at school. Moreover, the music generates a feeling and ambience of inclusion and positive vibe in the classroom and in the body and mind of each student. And music is a great tool for immediately touching us deep inside without any filters or having to process it first
- Sharing Good Experiences
The participants (students and educators) share a recent good experience. It functions as an icebreaker and “cohesion booster” in the classroom (and even works virtually). To make an analogy, it seems to work like gaining “likes” on social media. It makes you glad and positive. It is personal, touching, recognizable and low key. You can identify with the other students and educator in the class because of their stories and experiences. You may see them in a different light – as “a whole person” – doing “normal” things like walking and meeting up with a friend. It gets emotional in a good way, further the participants empathy and creates the perfect setting for the next part of the LINK Rituals.
- Introducing Today's Topic
Introduced the topic “Using outdoor activities and nature” and what the students will be working on – it can be one of the suggestions: Teambuilding outdoors, hiking, biking, sport in nature.

Suggestion: Teambuilding outdoor

Other suggestions: Other activities that requires more preparation are hiking, biking and sports activities in nature.

- Talk about Today's Topic
Let the students talk about how they can work with using outdoor activities and nature:
What will it bring to the students?
Previous experiences with real assignments?

- Work on Topic (Peer Learning)

Suggestion: Teambuilding outdoor - This is a simple teambuilding outdoor activity to start moving the classroom activities outdoor: The teacher divide the group into smaller subgroups, and give each of these an egg, plastic, paper, paperboard, ropes, bubble wrap, insulating tape. The subgroups will have to agree on the best way to protect the egg and they will have time to protect the egg with the materials that the teacher has given them. After the established time, all eggs will be thrown from the same height. The team that achieves that its egg does not break or, better yet, resist the fall, will win. Not only will win the team that does not break its egg, but also the one that knows how to work in a group and is more efficient.

<http://erasmussantaurelia.es/egg-drop-competition-outdoor-teambuilding-game/>

Other suggestions: Other activities that requires more preparation are hiking, biking and sports activities in nature.

- Just for Fun
An important part of the Rituals is to have fun. You can play song like "Happy" by Pharrell Williams (<https://www.youtube.com/watch?v=ZbZSe6NBX>), but it could also be e.g. to dance or play with balloons. As Pernille Lavoll Baade from RVT Sør puts it: "It's about stopping to put on "masks", and in stead just "to be". To put on a smile and forget all about things like grades."
- My Book
RVT Sør introduced My Book which is a book that the students can use to write experiences from the LINK sessions or just daily experiences – like a "diary". Some use it for drawings, others write or make their friends write in the book. The book is supposed to deliver "good experiences" and make one think of these experiences.

- **Summary and End of Lesson**

The ending Rituals is “Curl and throw” where the students individually had to answer one or more of the following questions:

What do you find important in using outdoor activities and nature?

How was your experience of using outdoor activities and nature?

What is the difference between “using outdoor activities and nature” and a “normal class subject”?

The students write the answers down on a piece of paper, then toss the paper and throw it at the screen (if it is not online you throw it at your teacher). This is a thing that you will not normally do at school, but the idea is to keep an informal atmosphere, and something contrasting the more formal part of school. The LINK Rituals are constructed to be different and fun. Also, the Curl and throw part is created to deliver anonymous answers, when thrown at random. One of students will read one (or more) of the answers in front of class. Yet again, this can make each student reflect and become aware of one self and classmates and gain knowledge to strengthen mental health, well-being and inclusion.

8 solutions by Inclusion

Solution 3: Extracurricular activities (e.g. music, dance, art, crafts etc.)

Purpose:

The purpose of using extracurricular activities is to increase the mental well being that leads to social inclusion and to provide new innovative tools that will strengthen the students’ competencies and one of the key skills - social skills (interpersonal and social competencies). On a social and personal level the students will gain competencies as stress reduction, a positive mindset and building relations as well as strengthen their competencies of artistic expression (see objectives of competencies and social learning/inclusion).

Content: Solution 3 – Extracurricular activities

Part takers and/or User Group(s):

- Students 16-20 years at VETs/ SCL
- Educators/other staff

Place: Meeting room/room of subject/outdoor

Time: 2 x 60 minutes (or longer)

Potential Applications: artistic subjects

Preparations: Preparations (between educators/ staff/ + educators/ students).

Objectives of competencies:

- Artistic expression provides an opportunity to a better understanding of one's own and others' emotional lives and this lays the foundation for good mental health
- Dissemination and communication
- Storytelling
- To strengthen educators' competencies and skills to deal with students' well-being and challenges to fit in the class/ group (social inclusion) and follow the subjects on the same level as the rest of the class

Objectives of social learning/inclusion:

- Stress reduction
- Building relations
- Positive mindset
- Co-working and cooperation
- To provide new innovative tools strengthening competencies and one of the key skills - social skills (interpersonal and social competencies) to social inclusion of youngsters
- Increase the mental well-being that lead to social inclusion of students at VETs/SCLs and upper secondary schools in the EU

Solution 3: Extracurricular activities (e.g. music, dance, art, crafts etc.)

- Welcome Ritual

Start by playing a song (suggestion “Drivers license” by Olivia Rodrigo or “Count on me” by Bruno Mars that fit the competencies of artistic expression, communication, building relations and co-working, co-creating). The overall use of music at the beginning is to create a framework for the LINK Rituals and mark that this is something quite different to the formal, well-known learning context at school. Moreover, the music generates a feeling and ambience of inclusion and positive vibe in the classroom and in the body and mind of each student. And music is a great tool for immediately touching us deep inside without any filters or having to process it first.

- Sharing Good Experiences

The participants (students and educators) share a recent good experience. It functions as an icebreaker and “cohesion booster” in the classroom (and even works virtually). To make an analogy, it seems to work like gaining “likes” on social media. It makes you glad and positive. It is personal, touching, recognizable and low key. You can identify with the other students and educator in the class because of their stories and experiences. You may see them in a different light – as “a whole person” – doing “normal” things like walking and meeting up with a friend. It gets emotional in a good way, further the participants empathy and creates the perfect setting for the next part of the LINK Rituals.

- Introducing Today's Topic

Introduce the topic “extracurricular activities” and what the students will be working on – it can be the suggestion: Digital Storytelling

Suggestion: Digital storytelling – using mobile video recording. Hereby the steps in making a digital story:

- Talk about Today's Topic

Let the students talk about how they can work with extracurricular activities (digital storytelling):

What will it bring to the students?

Previous experiences with extracurricular activities (digital storytelling - mobile videos etc.)?

- Work on Topic (Peer Learning)

Suggestion: Digital storytelling – using mobile video recording. Hereby the steps in making a digital story:

1. Develop an idea
2. Plan
3. Outline/script
4. Storyboard
5. Film and record
6. Finish and submit

For more information and a manual to get started with digital storytelling for students – using mobile video recording)

<https://erasmusplusfriends.eu/wp-content/uploads/2020/02/Digital-Storytelling-Manual.pdf>

- Just for Fun

An important part of the Rituals is to have fun. You can play song like “Happy” by Pharrell Williams (<https://www.youtube.com/watch?v=ZbZSe6NBX>), but it could also be e.g. to dance or play with balloons. As Pernille Lavoll Baade from RVTS Sør puts it: “It’s about stopping to put on “masks”, and instead just “to be”. To put on a smile and forget all about things like grades.”

- My Book

RVTS Sør introduced My Book which is a book that the students can use to write experiences from the LINK sessions or just daily experiences – like a “diary”. Some use it for drawings, others write or make their friends write in the book. The book is supposed to deliver “good experiences” and make one think of these experiences.

- Summary and End of Lesson

The ending Rituals is “Curl and throw” where the students individually had to answer one or more of the following questions:

What do you find important in extracurricular activities (in digital storytelling and using your mobile to tell a story)?

How was your experience of extracurricular activities?

What is the difference between "extracurricular activities" and a "normal class subject" or the difference between telling a story digital and writing an essay assignment?

The students write the answers down on a piece of paper, then toss the paper and throw it at the screen (if it is not online you throw it at your teacher). This is a thing that you will not normally do at school, but the idea is to keep an informal atmosphere, and something contrasting the more formal part of school. The LINK Rituals are constructed to be different and fun. Also, the Curl and throw part is created to deliver anonymous answers, when thrown at random. One of students will read one (or more) of the answers in front of class. Yet again, this can make each student reflect and become aware of one self and classmates and gain knowledge to strengthen mental health, well being and inclusion.

8 solutions by Inclusion

Solution 4: Peer Training

Purpose:

The purpose of peer training is to increase the mental well-being and to provide new innovative tools that will strengthen the students' competencies and one of the key skills - social skills (interpersonal and social competencies). On a social and personal level the students will gain lifecoping strategies that will contribute to creating understanding, respect and tolerance for diversity and others' values and life choices.

Students will also develop competencies when they reflect on themselves and others as part of different communities and how they can help to influence the classroom/school climate (see objectives of competencies and social learning/inclusion).

Content: Solution 4 – Peer Training

Part takers and/or User Group(s):

- Students 16-20 years at VETs/ SCL
- Educators/other staff

Place: Meeting room/room of subject/outdoor

Time: 60-120 minutes (or longer)

Potential Applications: Any subject

Preparations: Preparations (between educators/ staff/ + educators/ students).

Objectives of competencies:

- Contribute to creating understanding, respect and tolerance for diversity and others' values and life choices
- Students develop competencies when they reflect on themselves and others as part of different communities and how they can help to influence the classroom/school climate

Objectives of social learning/inclusion:

- Social inclusion
- Cooperation, co-working, teambuilding
- Building relations
- Understanding of others values and life choices
- Self-awareness
- Positive mindset
- Life-coping strategies
- To provide new innovative tools strengthening competencies and one of the key skills - social skills (interpersonal and social competencies) to social inclusion of youngsters
- Increase the mental well-being that lead to social inclusion of students at VETs/SCLs and upper secondary schools in the EU

Solution 4: Peer Training

- **Welcome Ritual**
Start by playing a song (suggestion “Count on me” by Bruno Mars that fit the competencies of understanding of others, building relations, co-working and positive mindset). The overall use of music at the beginning is to create a framework for the LINK Rituals and mark that this is something quite different to the formal, well-known learning context at school. Moreover, the music generates a feeling and ambience of inclusion and positive vibe in the classroom and in the body and mind of each student. And music is a great tool for immediately touching us deep inside without any filters or having to process it first.

- Sharing Good Experiences

The participants (students and educators) share a recent good experience. It functions as an icebreaker and “cohesion booster” in the classroom (and even works virtually). To make an analogy, it seems to work like gaining “likes” on social media. It makes you glad and positive. It is personal, touching, recognizable and low key. You can identify with the other students and educator in the class because of their stories and experiences. You may see them in a different light – as “a whole person” – doing “normal” things like walking and meeting up with a friend. It gets emotional in a good way, further the participants empathy and creates the perfect setting for the next part of the LINK Rituals.

- Introducing Today's Topic

Suggestion: “Friendship” (from the Link Rituals)

Other suggestions: “Loneliness” or “Emotions” (from the LINK Rituals)

Introduce the topic “Peer Training” and what the students will be working on – it can be the suggestion: Friendship (from the LINK Rituals). In the following the manual is based on the suggestion “Friendship” from the LINK Rituals.

- Talk about Today's Topic

Show the photographs related to “Friendship” (from the LINK Rituals) and let the students talk about friendship. The 4 photos are “universal” and shows aspects of friendship, like a boy standing outside a group, visibly distanced and excluded. The photographs shown to the students are followed up by questions like:

What are they doing?

Why are they doing this? etc.

The students could gain a general understanding – knowledge - of “today's topic”. A topic (like other LINK Ritual topics) not formally integrated and taught in relation to school curriculum. Humanistic soft skills that might only be discussed if brought up in for instance literature or psychology. The students could also learn how to reflect on oneself and the others – further self-awareness, self-conscience, self-image and to better understand of the others viewpoints, behavior, feelings etc. and inclusion in class.

- Working on Today's Topic

The students are divided into groups with different assignments:

- Group 1: Make a recipe of how to be a good friend
- Group 2: Make a poster of what I can do to make friends
- Group 3: Make a poster of what I can do to be a good friend
- Group 4: Write down, qualities of being a good friend
- Group 5: Make a bully manifest, what can you do to stop bullying

This part of the Rituals will normally take 20 to 25 minutes and will always consist of different tasks (so that it does not become tedious) that the students have to discuss and find solutions to.

Yet again, as in the "Talk about today's topic" the things gained by the students will be knowledge on "soft skill" topics and reflections on oneself and the others for better inclusion in the classroom. Moreover, the tool is constructed to further involvement by practically do a poster for instance.

- Just for Fun

An important part of the Rituals is to have fun. You can play song like "Happy" by Pharrell Williams (https://www.youtube.com/watch?v=ZbZSe6N_BX), but it could also be e.g. to dance or play with balloons. As Pernille Lavoll Baade from RVT Sør puts it: "It's about stopping to put on "masks", and instead just "to be". To put on a smile and forget all about things like grades."

- My book

RVT Sør introduced My Book which is a book that the students can use to write experiences from the LINK sessions or just daily experiences – like a "diary". Some use it for drawings, others write or make their friends write in the book. The book is supposed to deliver "good experiences" and make one think of these experiences.

- Summary and end of lesson

The ending Rituals is "Curl and throw" where the students individually had to answer one or more of the following questions:

- What is the most important things for you to do with a friend?
- What kind of friendship do you know about?
- How can you be a good friend in your class?
- What is the difference between the words “friend” and “friendly”

The students write the answers down on a piece of paper, then toss the paper and throw it at the screen (if it is not online you throw it at your teacher). This is a thing that you will not normally do at school, but the idea is to keep an informal atmosphere, and something contrasting the more formal part of school. The LINK Rituals are constructed to be different and fun. Also, the Curl and throw part is created to deliver anonymous answers, when thrown at random. One of students will read one (or more) of the answers in front of class. Yet again, this can make each student reflect and become aware of one self and classmates and gain knowledge to strengthen mental health, well-being and inclusion.

8 solutions by Inclusion

Solution 5: E-Learning

Purpose:

The purpose of using E-Learning is to increase the mental well being that leads to social inclusion and to provide new innovative tools that will strengthen the students' competencies and one of the key skills - social skills (interpersonal and social competencies). On a social and personal level the students will gain competencies as coordination and communication as well as an understanding of other people and differences, through an inclusive approach to the meeting (see objectives of competencies and social learning/inclusion).

Content: Solution 5 – E-Learning

Part takers and/or User Group(s):

- Students 16-20 years at VETs/ SCL
- Educators/other staff

Place/: Outdoor

Time: 2 x 60 minutes (or longer)

Potential Applications: Any subject

Preparations: Preparations (between educators/ staff/ + educators/ students).

Objectives of competencies:

- Coordination
- Structuring
- Organization
- Dissemination/ Communication
- Leadership

Objectives of social learning / inclusion:

- Cooperation,
- Situational awareness
- Understanding of other people and differences, through an inclusive approach to the meeting
- Actively participating
- To provide new innovative tools strengthening competencies and one of the key skills - social skills (interpersonal and social competencies) to social inclusion of youngsters

Solution 5: E-Learning

- Welcome ritual

Start by playing a song (suggestion “Count on me” by Bruno Mars that fit the competencies of artistic communication, coordination, understanding of other people and differences). The overall use of music at the beginning is to create a framework for the LINK Rituals and mark that this is something quite different to the formal, well-known learning context at school. Moreover, the music generates a feeling and ambience of inclusion and positive vibe in the classroom and in the body and mind of each student. And music is a great tool for immediately touching us deep inside without any filters or having to process it first

- Sharing good experiences

The participants (students and educators) share a recent good experience. It functions as an icebreaker and “cohesion booster” in the classroom (and even works virtually). To make an analogy, it seems to work like gaining “likes” on social media. It makes you glad and positive. It is personal, touching, recognizable and low key. You can identify with the other students and educator in the class because of their stories and experiences. You may see them in a different light – as “a whole person” – doing “normal” things like walking and meeting up with a friend. It gets emotional in a good way, further the participants empathy and creates the perfect setting for the next part of the LINK Rituals.

- Introducing today's topic:

Introduce the topic “E-Learning” and what the students will be working on – it can be one of the suggestions: Coordinating an online meeting or video role play.

Suggestion: Students will be coordinators of an online meeting preparing, setting up and organizing the meeting in relations to making an agenda, structuring the meeting , opening and closing, break out groups etc.

Other suggestion: Video role play. Using the steps in the following link:

<https://www.eur.nl/en/teacheur/video-roleplay>

Talk about today's topic

Let the students talk about how they can work with E-Learning (online meeting, video role play):

What will it bring to the students?

Previous experiences with E-Learning (online meetings, video role play)?

- Work on topic (peer learning)

- Suggestion: Students will be coordinators of an online meeting preparing, setting up and organizing the meeting in relations to making an agenda, structuring the meeting, opening and closing, break out groups etc.

Other suggestion: Video role play. Using the steps in the following link:

<https://www.eur.nl/en/teacheur/video-roleplay>

- Just for fun

An important part of the Rituals is to have fun. You can play song like “Happy” by Pharrell Williams (<https://www.youtube.com/watch?v=ZbZSe6N BX>), but it could also be e.g. to dance or play with balloons. As Pernille Lavoll Baade from RVT Sør puts it: “It’s about stopping to put on “masks”, and in stead just “to be”. To put on a smile and forget all about things like grades.”

- My book

RVT Sør introduced My Book which is a book that the students can use to write experiences from the LINK sessions or just daily experiences – like a “diary”. Some use it for drawings, others write or make their friends write in the book. The book is supposed to deliver “good experiences” and make one think of these experiences.

- Summary and end of lesson

The ending Rituals is “Curl and throw” where the students individually had to answer one or more of the following questions:

What do you find important in E-Learning (in coordinating an online meeting, in video role play)?

How was your experience of E-Learning?

What is the difference between “E-Learning” and a “normal class subject” or the difference between coordinating an online meeting and a physical meeting?.

The students write the answers down on a piece of paper, then toss the paper and throw it at the screen (if it is not online you throw it at your teacher). This is a thing that you will not normally do at school, but the idea is to keep an informal atmosphere, and something contrasting the more formal part of school. The LINK Rituals are constructed to be different and fun. Also, the Curl and throw part is created to deliver anonymous answers, when thrown at random. One of students will read one (or more) of the answers in front of class. Yet again, this can make each student reflect and become aware of one self and classmates and gain knowledge to strengthen mental health, well being and inclusion.

8 solutions by Inclusion

Solution 6: Using music, art, drama as teaching methods

Purpose:

- The purpose of using music, art, drama as a teaching method is to increase the mental well being that leads to social inclusion and to provide new innovative tools that will strengthen the students competencies and one of the key skills - social skills (interpersonal and social competencies). Moreover, to strengthen educators competencies and skills to deal with students well-being and challenges to fit in the class/ group (social inclusion) and follow the subjects on the same level as the rest of the class by for instance promoting a participant culture rather than recipient culture among students. On a social and personal level the students will gain life coping strategies and competencies as collaboration, empathy, building an understanding of others, teambuilding and communication (see objectives of competencies and social learning/inclusion).

Content: Solution 5 – E-Learning

Part takers and/or User Group(s):

- Students 16-20 years at VETs/ SCL
- Educators/other staff

Place/: Outdoor

Time: 3 x 60 minutes (or longer)

Potential Applications: Artistic subjects (music, art, crafts, drama)

Preparations: Preparations (between educators/ staff/ + educators/ students).

Objectives of competencies:

To give students an opportunity to develop socially and creatively while getting them moving.

Role-playing games appeal, among others, to young people who are otherwise introverted and not members of a local sports association.

Promoting a participant culture rather than recipient culture among students.

The intention is to motivate students to create activities themselves and thus ensure an increased quality of life through movement, stimulation of creative abilities and strong communities.

To strengthen educators' competencies and skills to deal with students' well-being and challenges to fit in the class/ group (social inclusion) and follow the subjects on the same level as the rest of the class

For more information on role play as a creative teaching method https://nordeafonden.dk/sites/nordeafonden.dk/files/media/documents/filer/det_gode_unge_liv/det_gode_unge_liv_rapport_nov2017.pdf

Objectives of social learning / inclusion:

- Build an understanding of others,
- Empathy,
- Communication and teamwork
- Collaboration,
- Social inclusion,
- Increased quality of life,
- Lifecoping strategies
- Self reflection,
- Self awareness
- Teambuilding
- To provide new innovative tools strengthening competencies and one of the key skills - social skills (interpersonal and social competencies) to social inclusion of youngsters
- Increase the mental well-being that leads to social inclusion of students at VETs/SCLs and upper secondary schools in the EU

Solution 6: Using music, art, drama as teaching methods

- Welcome ritual

Start by playing a song (suggestion “Count on me” by Bruno Mars that fit the competencies of empathy, communication and teamwork). The overall use of music at the beginning is to create a framework for the LINK Rituals and mark that this is something quite different to the formal, well-known learning context at school. Moreover, the music generates a feeling and ambience of inclusion and positive vibe in the classroom and in the body and mind of each student. And music is a great tool for immediately touching us deep inside without any filters or having to process it first

- Sharing good experiences

The participants (students and educators) share a recent good experience. It functions as an icebreaker and “cohesion booster” in the classroom (and even works virtually). To make an analogy, it seems to work like gaining “likes” on social media. It makes you glad and positive. It is personal, touching, recognizable and low key. You can identify with the other students and educator in the class because of their stories and experiences. You may see them in a different light – as “a whole person” – doing “normal” things like walking and meeting up with a friend. It gets emotional in a good way, further the participants empathy and creates the perfect setting for the next part of the LINK Rituals.

- Introducing today's topic:

Introduce the topic “using music, art, drama as teaching methods” and what the students will be working on – it can be one of the suggestions: Role play

Suggestion: Using Role play as a teaching method, which in the following example of playing “Dungeons and Dragons” (use the link) encourage teamwork, innovativeness, critical thinking, non-violent communication and self-reflection.

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2019-1-SI02-KA105-015013>

Talk about today's topic

Let the students talk about how they can work with music, art and drama (Role play):

What will it bring to the students?

Previous experiences with music, art, drama (Role play)?

- Work on topic (peer learning)

Suggestion: Using role play as a teaching method, which in the following example of playing "Dungeons and Dragons" (use the link) encourage teamwork, innovativeness, critical thinking, non-violent communication and self-reflection.

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2019-1-SI02-KA105-015013>

- Just for fun

An important part of the Rituals is to have fun. You can play song like "Happy" by Pharrell Williams (<https://www.youtube.com/watch?v=ZbZSe6NBX>), but it could also be e.g. to dance or play with balloons. As Pernille Lavoll Baade from RVT Sør puts it: "It's about stopping to put on "masks", and in stead just "to be". To put on a smile and forget all about things like grades."

- My book

RVT Sør introduced My Book which is a book that the students can use to write experiences from the LINK sessions or just daily experiences – like a "diary". Some use it for drawings, others write or make their friends write in the book. The book is supposed to deliver "good experiences" and make one think of these experiences.

- Summary and end of lesson

The ending Rituals is "Curl and throw" where the students individually had to answer one or more of the following questions:

What do you find important in music, art, drama (in role playing)?

How was your experience of music, art, drama (role playing)?

What is the difference between "music, art, drama" and a "normal class subject" or the difference between role playing and a "normal class subject"?

The students write the answers down on a piece of paper, then toss the paper and throw it at the screen (if it is not online you throw it at your teacher). This is a thing that you will not normally do at school, but the idea is to keep an informal atmosphere, and something contrasting the more formal part of school. The LINK Rituals are constructed to be different and fun. Also, the Curl and throw part is created to deliver anonymous answers, when thrown at random. One of students will read one (or more) of the answers in front of class. Yet again, this can make each student reflect and become aware of one self and classmates and gain knowledge to strengthen mental health, well being and inclusion.

8 solutions by Inclusion

Solution 7: Soft skills (team building, teamworking, communications).

Purpose:

The purpose of using soft skills (teambuilding, teamworking, communications) is to provide new innovative tools that will strengthen the students' competencies and one of the key skills - social skills (interpersonal and social competencies). On a social and personal level the students will gain competencies as teamworking, problem solving, coordination, leadership skills and teambuilding - all competencies that many companies look for when selecting candidates (see objectives of competencies and social learning/inclusion).

Content: Solution 7 – Soft skills (team building, teamworking, communications)

Part takers and/or User Group(s):

- Students 16-20 years at VETs/ SCL
- Educators/other staff

Place/: meeting room/room of subject/outdoor

Time: Depending on your choice of suggestion.

Potential Applications: artistic subjects

Preparations: Preparations (between educators/ staff/ + educators/ students).

Objectives of competecies:

- Leadership
- Teamwork, teambuilding
- Communication
- Problem-Solving
- Flexibility/Adaptability
- To strengthen educators' competencies and skills to deal with students' well-being and challenges to fit in the class/ group (social inclusion) and follow the subjects on the same level as the rest of the class.

Objectives of social learning/inclusion:

- Teambuilding, teamwork
- Life-coping strategies
- Cooperation
- Co-working
- Co-determination
- Self-awareness
- Self-confidence
- Self-esteem
- To provide new innovative tools strengthening competencies and one of the key skills - social skills (interpersonal and social competencies) to social inclusion of youngsters
- Increase the mental well-being that leads to social inclusion of students at VETs/SCLs and upper secondary schools in the EU

Solution 7: Soft skills (team building, teamworking, communications)

- Welcome ritual
Start by playing a song (suggestion “Count on me” by Bruno Mars that fit the competencies of teamworking, teambuilding and communications). The overall use of music at the beginning is to create a framework for the LINK Rituals and mark that this is something quite different to the formal, well-known learning context at school. Moreover, the music generates a feeling and ambience of inclusion and positive vibe in the classroom and in the body and mind of each student. And music is a great tool for immediately touching us deep inside without any filters or having to process it first
- Sharing good experiences
The participants (students and educators) share a recent good experience. It functions as an icebreaker and “cohesion booster” in the classroom (and even works virtually). To make an analogy, it seems to work like gaining “likes” on social media. It makes you glad and positive. It is personal, touching, recognizable and low key. You can identify with the other students and educator in the class because of their stories and experiences. You may see them in a different light – as “a whole person” – doing “normal” things like walking and meeting up with a friend. It gets emotional in a good way, further the participants empathy and creates the perfect setting for the next part of the LINK Rituals.

- Introducing today's topic:

Introduce the topic "extracurricular activities" and what the students will be working on – it can be the suggestion: Soft skills (teambuilding, teamworking, communications)

Suggestions: All the suggestions of topics to each methods/solution: SIMU store, preparation, setting up and creating a restaurant menu, hospitality management, team building outdoor (hiking, biking sports outdoor), digital storytelling, LINK Rituals: Friendship, loneliness and emotions, coordinators of an online meeting, video role play and role-play. All solutions and suggestions can be used to improve students' soft skills like:

- Leadership Skills. Companies look for employees who can supervise and direct other workers.
- Teamwork.
- Communication Skills
- Problem-Solving Skills
- Work Ethic.
- Flexibility/Adaptability
- Interpersonal Skills

Talk about today's topic

Let the students talk about how they can work with soft skills (teambuilding, teamworking, communications):

What will it bring to the students?

Previous experiences with soft skills (teambuilding, teamworking, communications)?

- Work on topic (peer learning)

Suggestions: All the suggestions of topics to each methods/solution: SIMU store, preparation, setting up and creating a restaurant menu, hospitality management, team building outdoor (hiking, biking sports outdoor), digital storytelling, LINK Rituals (friendship, loneliness and schools of emotions, coordinators of an online meeting, video role play and role-play. All solutions and suggestions can be used to improve students' soft skills like:

- Leadership Skills. Companies look for employees who can supervise and direct other workers.

- Teamwork.
- Communication Skills
- Problem-Solving Skills
- Work Ethic.
- Flexibility/Adaptability
- Interpersonal Skills

- Just for fun

An important part of the Rituals is to have fun. You can play song like “Happy” by Pharrell Williams (<https://www.youtube.com/watch?v=ZbZSe6N BX>), but it could also be e.g. to dance or play with balloons. As Pernille Lavoll Baade from RVTS Sør puts it: “It’s about stopping to put on “masks”, and in stead just “to be”. To put on a smile and forget all about things like grades.”

- My book

RVTS Sør introduced My Book which is a book that the students can use to write experiences from the LINK sessions or just daily experiences – like a “diary”. Some use it for drawings, others write or make their friends write in the book. The book is supposed to deliver “good experiences” and make one think of these experiences.

- Summary and end of lesson

The ending Rituals is “Curl and throw” where the students individually had to answer one or more of the following questions:

What do you find important in soft skills (teambuilding, teamworking, communications)?

How was your experience of soft skills?

What is the difference between “soft skills” and a “normal class subject”?

The students write the answers down on a piece of paper, then toss the paper and throw it at the screen (if it is not online you throw it at your teacher). This is a thing that you will not normally do at school, but the idea is to keep an informal atmosphere, and something contrasting the more formal part of school. The LINK Rituals are constructed to be different and fun. Also, the Curl and throw part is created to deliver anonymous answers, when thrown at random. One of students will read one (or more) of the answers in front of class. Yet again, this can make each student reflect and become aware of one self and classmates and gain knowledge to strengthen mental health, well-being and inclusion.

8 Solutions by Inclusion

Solution 8: Learning by doing in a VET, in a real life situation (same as solution 1)

Purpose:

The purpose of learning by doing in a VET, in a real life situation is like solution 1 to provide new innovative tools that will strengthen the students competencies and one of the key skills - social skills (interpersonal and social competencies) that will lead to social inclusion of students. On a social and personal level the students will gain competencies as teambuilding and management as well as strengthen their self confidence and motivation (see objectives of competencies and social learning/inclusion). By introducing students to work on “normal” subjects like math, economics in a real context like running a store or setting up and presenting a restaurant menu a lot of competencies and social skills can be gained and many students will find new motivation in working with real assignments.

Content: Solution 8 – learning by doing in a VET, in a real life situation

Part takers and/or User Group(s):

- Students 16-20 years at VETs/ SCL
- Educators/other staff

Place: classroom/Meeting room at school/ room of subject

Time: Working with SIMU Store (see underneath) is a project that can be enrolled over several months or a whole semester. Setting up, creating and presenting a restaurant menu will take 2-6 sessions of 45-60 min.

Potential Applications: Math, Economics, hospitality and hotel managing, food and restaurant service

Preparations: Preparations (between educators/ staff/ + educators/ students).

Objectives of Competencies:

If you choose to work with the suggestion of a SIMU store, the students are strengthened in many competencies:

“The longer you work with SIMU, the more the students thrive. The larger the flower is allowed to grow, the more competencies they acquire with them on their further journey. We work to give students more competencies at the same time, and show them a whole in their education”. (SIMU material from Tradium www.simu.dk)

- Social competencies: teambuilding, management, leadership, responsibility, effective communication
- Personal competencies: self-confidence, motivation, presentation techniques, deadlines and making objectives, creativity
- Professional competencies: business plan, business economics, sales, service and marketing, organization
- IT competencies: brochures, reports and presentations, database, calculation (e.g. Excel), develop and maintain websites.

Objectives of social learning/inclusion:

- Teambuilding
- Co-operation, co-working, co-developing
- To strengthen educators' competencies and skills to deal with students' well-being and challenges to fit in the class/ group (social inclusion) and follow the subjects on the same level as the rest of the class
- To provide new innovative tools strengthening competencies and one of the key skills - social skills (interpersonal and social competencies) to social inclusion of youngsters

Solution 8: Learning by doing in a VET, in a real life situation

- Welcome ritual
Start by playing a song (suggestion "Count on me" by Bruno Mars that fit the competencies like teambuilding, co working, co creating). The overall use of music at the beginning is to create a framework for the LINK Rituals and mark that this is something quite different to the formal, well-known learning context at school. Moreover, the music generates a feeling and ambience of inclusion and positive vibe in the classroom and in the body and mind of each student. And music is a great tool for immediately touching us deep inside without any filters or having to process it first

- Sharing good experiences

The participants (students and educators) share a recent good experience. It functions as an icebreaker and “cohesion booster” in the classroom (and even works virtually). To make an analogy, it seems to work like gaining “likes” on social media. It makes you glad and positive. It is personal, touching, recognizable and low key. You can identify with the other students and educator in the class because of their stories and experiences. You may see them in a different light – as “a whole person” – doing “normal” things like walking and meeting up with a friend. It gets emotional in a good way, further the participants empathy and creates the perfect setting for the next part of the LINK Rituals.

- Introducing today's topic:

Introduce the topic “learning by doing in a VET, in a real life situation” and what the students will be working on – it can be one of the suggestions: Simu Store, Creating, setting up and presenting a restaurant menu.

Suggestion: SIMU store – real assignment. (Attached is information material on SIMU assignments. For more information, assignments and guidance for educators and students on operating a store contact SIMU Learning • Birkemosevej 1 • 6000 Kolding • Phone +45 72 242 042 E-mail: learning@simu.dk • Internet: <http://www.simu.dk>. From the Erasmus + project SIMU and Tradium partner in Solution By Inclusion. Tradium has used SIMU as teaching and learning material.

Other suggestions: Presentation of a restaurant menu. Hospitality management.

- Talk about today's topic

Let the students talk about how they can work with learning by doing in a VET, in a real life situation:

What will it bring to the students?

Previous experiences with learning by doing in a VET, in a real life situation?

- Work on the topic (peer learning)

(Suggestion: SIMU store – real assignment. (See above)

Other suggestions: Presentation of a restaurant menu. Hospitality management.

- Just for fun

An important part of the Rituals is to have fun. You can play song like “Happy” by Pharrell Williams (https://www.youtube.com/watch?v=ZbZSe6N_BX), but it could also be e.g. to dance or play with balloons. As Pernille Lavoll Baade from RVTS Sør puts it: “It’s about stopping to put on “masks”, and in stead just “to be”. To put on a smile and forget all about things like grades.”

- My book

RVTS Sør introduced My Book which is a book that the students can use to write experiences from the LINK sessions or just daily experiences – like a “diary”. Some use it for drawings, others write or make their friends write in the book. The book is supposed to deliver “good experiences” and make one think of these experiences.

- Summary and end of lesson

The ending Rituals is “Curl and throw” where the students individually had to answer one or more of the following questions:

What do you find important working with learning by doing in a VET, in a real life situation?

How was your experience of working with learning by doing in a VET, in a real life situation?

What is the difference between working with “learning by doing in a VET, in a real life situation” and a “normal class subject”?

The students write the answers down on a piece of paper, then toss the paper and throw it at the screen (if it is not online you throw it at your teacher). This is a thing that you will not normally do at school, but the idea is to keep an unformal atmosphere, and something contrasting the more formal part of school. The LINK Rituals are constructed to be different and fun. Also, the Curl and throw part is created to deliver anonymous answers, when thrown at random. One of students will read one (or more) of the answers in front of class. Yet again, this can make each student reflect and become aware of oneself and classmates and gain knowledge to strengthen mental health, well-being and inclusion.

The end of the LINK Rituals is often marked by the students getting a candy, chocolate or hugging (though, not in Covid19-times). This means that the students leave the LINK Rituals encouraged, upbeat and in a positive spirit.

From 8 FEIGHT Methods to 7 Solutions to Inclusion

As a consequence of the co-creating process with the Peer Advisory Boards it quickly became clear that it would be appropriate to narrow the 8 methods by the FEIGHT project down to what we have called “7 Solutions to Inclusion”. “Method 1: Working with real assignments” and “Method 8: Learning by doing in a VET, in a real life situation” seemed equivalent. Hence, the first solution is called “Real Assignments”.

The framework, tools and methods of See-Me

As mentioned, See-Me aims to elaborate an early warning mechanism (methodological handbook with training materials), which enables schools to detect pupils at risk at as early stage as possible, and take proper actions to prevent ESL.

The training material on Early School Leaving Prevention Plan (ESL-PP) is to create an inclusive school through improvement of the school climate and also a process to identify and track pupils who are at risk of ESL and respond to the warning signs. The training material contain guidelines regarding school-wide actions enabling school taking steps towards excellence by creating an inclusiveness atmosphere.

The handbook, combined with European and international best practice, will enable schools to develop concrete ESL-related strategies and actions.

From the framework of SEE-ME, NLP Aalborg has derived the following tools and methods that has been presented and identified at the PAB meetings:

- A. Young people's perceptions of school
- B. Strengthening teacher–student relationships
- C. Family–school relationships

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2014-1-SE01-KA201-000993>

These tools and methods have been adopted into the local context of our partnering VETs/SCL. That means that every method/tool has been identified and discussed at the PAB meetings in order to let the students, educators and parents of the partnering VETs and SCL come up with inputs, ideas, suggestions and feedback on how each solution can work and be practiced in their class/school. Thus, when we in the following present each method/tool of See-Me these inputs, ideas and suggestions from the PABs will be presented as suggestions on how to work on the topic and as mentioned supported by activities (guidance material) from other EU project.

Combining the methods of See-Me and the LINK Rituals

As mentioned from identifying the LINK rituals at the PAB meetings and observing how well and easy it can be adjusted to the students, teachers and parents at the partnering VETs/SCL the idea arose not only to use the LINK Rituals as an independent tool/method to work on themes and topics like loneliness, friendship and “emotions” but also to combine the LINK Rituals and the methods of See-Me (like the combination of FEIGHT and LINK Rituals).

The idea arose to take the 3 methods of See-Me and wrap in every single method with the LINK Ritual. Thus, every single method of See-Me can be seen as a topic that is introduced and started through the LINK Rituals as well as ended and closed providing both the effect of the 4 life coping objectives as well as the effect of the single method/solution itself from FEIGHT.

In the following we will present the framework of See-Me and the tools, methods and solutions derived from these projects as well as presented and identified at the PAB meetings. We will use the LINK Ritual in every single solution, method and tool and give a specific suggestion of topic that educators and students can work with. These suggestions come from ideas, inputs and feedback from the PAB meetings which to some extent ensures that the methods can be implemented to the participating VETs/SCL. The suggestions are supported by activities from EU projects so it is possible to find the guidance and material through the links. Moreover, to implement the methods/tools to the partnering VETs/SCL's curriculum (and reaching the objectives of this project) we have included objectives of competencies and objectives of social learning and inclusion.

Solutions to strengthen students and parents school relations

Solution A: Young people's perceptions of school

Purpose:

The purpose of working with young peoples' perception of school is that students should become aware of their own identity and their own identity development and understanding of the individual as part of different communities. Moreover, to increase students mental well being that leads to social inclusion and to strengthen educators' competencies and skills to deal with students' well-being and challenges to fit in the class/ group (social inclusion) and follow the subjects on the same level as the rest of the class. On a social and personal level the students will gain competencies as teambuilding, co-working, communications and building relations as well as strengthen their Insight into how relationships and belonging are affected by interaction with others – physical and digitally (see objectives of competencies and social learning/inclusion).

Content: Solution A – Young people's perceptions of school

Part takers and/or User Group(s):

- Students 16-20 years at VETs/ SCL
- Educators/other staff

Place: classroom/Meeting room at school/ room of subject

Time: 2/3 x 60 min.

Potential Applications: Any Subject

Preparations: Preparations (between educators/ staff/ + educators/ students).

Objectives of competencies:

- Students should become aware of their own identity and say their own identity development and understand the individual as part of different communities
- Insight into how relationships and belonging are affected by interaction with others, and digitally, is part of the competence

Objectives of social learning/inclusion:

- Co-working
- Cooperation
- Building relations
- Understand of others and different opinions/perceptions
- Empathy, mental well-being
- Social inclusion
- Social skills
- Increase the mental well-being that leads to social inclusion of students at VETs/SCLs and upper secondary schools in the EU
- To strengthen educators' competencies and skills to deal with students' well-being and challenges to fit in the class/ group (social inclusion) and follow the subjects on the same level as the rest of the class
- To provide new innovative tools strengthening competencies and one of the key skills - social skills (interpersonal and social competencies) to social inclusion.

Solutions to strengthen students and parents school relations (Young People's Perception of School)

Solution A. Young people's perceptions of school

Welcome Ritual

Start by playing a song (suggestion "Count on me" by Bruno Mars that fit the competencies of teamworking, co-working and building relations). The overall use of music at the beginning is to create a framework for the LINK Rituals and mark that this is something quite different to the formal, well-known learning context at school. Moreover, the music generates a feeling and ambience of inclusion and positive vibe in the classroom and in the body and mind of each student. And music is a great tool for immediately touching us deep inside without any filters or having to process it first.

Sharing good experiences

The participants (students and educators) share a recent good experience. It functions as an icebreaker and "cohesion booster" in the classroom (and even works virtually). To make an analogy, it seems to work like gaining "likes" on social media. It makes you glad and positive. It is personal, touching, recognizable and low key. You can identify with the other students and educator in the class because of their stories and experiences. You may see them in a different light – as "a whole person" – doing "normal" things like walking and meeting up with a friend. It gets emotional in a good way, further the participants empathy and creates the perfect setting for the next part of the LINK Rituals.

Introducing Today's Topic

Introduce the topic "young people's perception of school" and what the students will be working on – it can be the suggestion: Groupwork and discussion of students' perception of school.

Suggestions: In groups the students will work and discuss their perception of the environment/climate of their classroom/school.

Talk about Today's Topic

Let the students talk about how they can work with their perception of school:

What will it bring to the students?

Previous experiences with working with their perception of school (school/classroom environment/climate)?

Work on Topic (Peer Learning)

Suggestions: In groups the students will work and discuss their perception of the environment/climate of their classroom/school.

Just for Fun

An important part of the Rituals is to have fun. You can play song like "Happy" by Pharrell Williams (<https://www.youtube.com/watch?v=ZbZSe6N BX>), but it could also be e.g. to dance or play with balloons. As Pernille Lavoll Baade from RVTS Sør puts it: "It's about stopping to put on "masks", and in stead just "to be". To put on a smile and forget all about things like grades."

My Book

RVTS Sør introduced My Book which is a book that the students can use to write experiences from the LINK sessions or just daily experiences – like a "diary". Some use it for drawings, others write or make their friends write in the book. The book is supposed to deliver "good experiences" and make one think of these experiences.

Summary and End of Lesson

The ending Rituals is "Curl and throw" where the students individually had to answer one or more of the following questions:

What do you find important in working with your perception of school (school/classroom environment/climate)?

How was your experience with working with your perceptions of school (school/classroom environment/climate)?

What is the difference between "working with your perceptions of school (school/classroom environment/climate) and a "normal class subject"?

The students write the answers down on a piece of paper, then toss the paper and throw it at the screen (if it is not online you throw it at your teacher). This is a thing that you will not normally do at school, but the idea is to keep an informal atmosphere, and something contrasting the more formal part of school. The LINK Rituals are constructed to be different and fun. Also, the Curl and throw part is created to deliver anonymous answers, when thrown at random. One of students will read one (or more) of the answers in front of class. Yet again, this can make each student reflect and become aware of oneself and classmates and gain knowledge to strengthen mental health, well-being and inclusion.

Solutions to strengthen students and parents school relations (Teacher-student relationships)

Solution B: Strengthening teacher–student relationships

Purpose

The purpose of strengthening the teacher-student relationships is to increase the mental well-being in a safe, secure and positive environment/climate of the classroom. Student's self awareness and development is also a important part of a relation between student and teacher. Moreover, to strengthen educators' competencies and skills to deal with students' well-being and challenges to fit in the class/ group (social inclusion) and follow the subjects on the same level as the rest of the class. On a social and personal level the students will gain competencies as self awareness, self confidence, communications and building relations (see objectives of competencies and social learning/inclusion).

Content: Solution B – strengthening teacher-student relationships

Part takers and/or User Group(s):

- Students 16-20 years at VETs/ SCL
- Educators/other staff

Place: Classroom/Meeting room at school/ room of subject

Time: 2/3 x 60 min.

Potential Applications: Any Subject

Preparations: Preparations (between educators/ staff/ + educators/ students).

Objectives of competencies:

- Building and strengthening the student-teacher relationship as a basis for students
- Individual self-development, self-awareness and self confidence
- To strengthen educators' competencies and skills to deal with students' well-being and challenges to fit in the class/ group (social inclusion) and follow the subjects on the same level as the rest of the class

Objectives of social learning/inclusion:

- Self-awareness and development as part of a relation between student and teacher
- Social inclusion
- Strengthening mental well-being
- Safe, secure and positive environment/climate of the classroom
- To strengthen educators' competencies and skills to deal with students' well-being and challenges to fit in the class/ group (social inclusion) and follow the subjects on the same level as the rest of the class
- To provide new innovative tools strengthening competencies and one of the key skills - social skills (interpersonal and social competencies) to social inclusion of youngsters
- Increase the mental well-being that leads to social inclusion of students at VETs/SCLs and upper secondary schools in the EU

Solutions to strengthen students and parents school relations (Teacher-student relationships)

Solution B: Strengthening teacher–student relationships

Welcome Ritual

Start by playing a song (suggestion “Count on me” by Bruno Mars that fit the competencies of building relations in a safe, secure environment/climate of the classroom). The overall use of music at the beginning is to create a framework for the LINK Rituals and mark that this is something quite different to the formal, well-known learning context at school. Moreover, the music generates a feeling and ambience of inclusion and positive vibe in the classroom and in the body and mind of each student. And music is a great tool for immediately touching us deep inside without any filters or having to process it first

Sharing good experiences

The participants (students and educators) share a recent good experience. It functions as an icebreaker and “cohesion booster” in the classroom (and even works virtually). To make an analogy, it seems to work like gaining “likes” on social media. It makes you glad and positive. It is personal, touching, recognizable and low key. You can identify with the other students and educator in the class because of their stories and experiences. You may see them in a different light – as “a whole person” – doing “normal” things like walking and meeting up with a friend. It gets emotional in a good way, further the participants empathy and creates the perfect setting for the next part of the LINK Rituals.

Introducing Today’s Topic:

Introduce the topic “strengthening the teacher-student relationships” and what the students will be working on – it can be the suggestion: Students make their own list of what they find important in the relationships between teacher and student.

Suggestion: Other students who struggle to stay connected to school want teachers to:

- a) be understanding and supportive of the whole person
- b) be confident and knowledgeable
- c) use a relaxed teaching style

- d) have a sense of humour
- e) communicate well and explain things clearly
- f) show kindness
- g) know their students
- h) help them with thinking and learning
- i) give them time to learn

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2014-1-SE01-KA201-000993>

The students make their own list of what is important in the relationship between teacher and student. They can find inspiration and pick from the list above.

Talk about today's topic

Let the students talk about how they can strengthen the teacher-student relationship:

- What will it bring to the students?
- Previous experiences with strengthening the teacher- student relationships

Work on topic (peer learning)

- Suggestion: Other students who struggle to stay connected to school want teachers to:
 - a) be understanding and supportive of the whole person
 - b) be confident and knowledgeable
 - c) use a relaxed teaching style
 - d) have a sense of humour
 - e) communicate well and explain things clearly
 - f) show kindness
 - g) know their students
 - h) help them with thinking and learning
 - i) give them time to learn

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2014-1-SE01-KA201-000993>

The students make their own list of what is important in the relationship between teacher and student. They can find inspiration and pick from the list above.

Just for Fun

An important part of the Rituals is to have fun. You can play song like “Happy” by Pharrell Williams (<https://www.youtube.com/watch?v=ZbZSe6N BX>), but it could also be e.g. to dance or play with balloons. As Pernille Lavoll Baade from RVTS Sør puts it: “It’s about stopping to put on “masks”, and instead just “to be”. To put on a smile and forget all about things like grades.”

My Book

RVTS Sør introduced My Book which is a book that the students can use to write experiences from the LINK sessions or just daily experiences – like a “diary”. Some use it for drawings, others write or make their friends write in the book. The book is supposed to deliver “good experiences” and make one think of these experiences.

Summary and End of Lesson

The ending Rituals is “Curl and throw” where the students individually had to answer one or more of the following questions:

- What do you find important in strengthening the teacher-student relationships?
- How was your experience of working with how to strengthen the teacher-student relationships?
- What is the difference between “working with how to strengthen the teacher-student relationships” and a “normal class subject”?

The students write the answers down on a piece of paper, then toss the paper and throw it at the screen (if it is not online you throw it at your teacher). This is a thing that you will not normally do at school, but the idea is to keep an informal atmosphere, and something contrasting the more formal part of school. The LINK Rituals are constructed to be different and fun. Also, the Curl and throw part is created to deliver anonymous answers, when thrown at random. One of students will read one (or more) of the answers in front of class. Yet again, this can make each student reflect and become aware of one self and classmates and gain knowledge to strengthen mental health, well-being and inclusion.

Solutions to strengthen students and parents school relations (Family – School relationships)

Solution C: Family–school relationships

Purpose

The purpose of working with family-school relationships is to strengthen parents' competencies to deal with their children's challenges, social inclusion, mental well-being and social skills. By strengthening the family – school relationships problem solving will take place in both school and home and parents get competencies and a tool/method to deal with their children's challenges.

Moreover, by strengthening family-school relationships educators also get competencies and skills to deal with students' well-being and challenges to fit in the class/ group (social inclusion) and follow the subjects on the same level as the rest of the class. On a social and personal level the students (and parents, educators and the school management) will gain competencies as self awareness, self confidence, communications and building relations (see objectives of competencies and social learning/inclusion).

Content: Solution C – Family-school relationship

Part takers and/or User Group(s):

- Students 16-20 years at VETs/ SCL
- Parents, family members

Place: Home

Time: 2/3 x 60 min.

Preparations: Preparations (between educators/ school –family (parents)).

Objectives of competencies:

- Strengthening the family – school relationship
- Parents get competencies and a tool/method to deal with their children`s challenges
- Problem solving in both school and home

Objectives of social learning/inclusion:

- To strengthen parents' competencies to deal with their children's challenges, social inclusion, mental well-being, social skills
- To provide new innovative tools strengthening competencies and one of the key skills - social skills (interpersonal and social competencies) to social inclusion of youngsters
- Increase the mental well-being that leads to social inclusion of students at VETs/SCLs and upper secondary schools in the EU

Solutions to strengthen students and parents school relations (Family – School relationships)

Solution C: Family–school relationships

Using the LINK rituals with the topics “friendship,” “loneliness” and “ emotions” as well as the animated videos and the educators guide not only as a part of the Vets/SCLs curriculum but also as a part of the family-school relationship. Thus, parents and families are offered the LINK rituals, educators guide and videos, as a way of working at home with challenges related to their children and school. This can be introduced to parents in Family-school meetings for instance where educators go through the LINK ritual sessions so parents are ready to try it at home. Here we will go through the LINK ritual topic “Friendship”:

Welcome ritual

Start by playing a song (suggestion “Count on me” by Bruno Mars that fit the competencies of building relations and parents dealing with children´s challenges). The overall use of music at the beginning is to create a framework for the LINK Rituals and mark that this is something quite different to the formal, well-known learning context at school. Moreover, the music generates a feeling and ambience of inclusion and positive vibe in the family home and in the body and mind of each student. And music is a great tool for immediately touching us deep inside without any filters or having to process it first

Sharing good experiences

The participants (family members) share a recent good experience. It functions as an icebreaker and “cohesion booster” in the classroom (and even works virtually). To make an analogy, it seems to work like gaining “likes” on social media. It makes you glad and positive. It is personal, touching, recognizable and low key. You can identify with the other family members because of their stories and experiences. You may see them in a different light – as “a whole person” – doing “normal” things like walking and meeting up with a friend. It gets emotional in a good way, further the participants empathy and creates the perfect setting for the next part of the LINK Rituals.

Introducing Todays Topic

- Suggestion: Friendship (from the Link Rituals)
- Other suggestions: Loneliness or Emotions (from the LINK Rituals)

Introduce the topic “Friendship” (from the LINK Rituals). In the following the manual is based on the suggestion “Friendship” from the LINK Rituals.

Talk about today’s topic

Show the photographs related to “Friendship” (from the LINK Rituals) and let your family talk about friendship. The 4 photos are “universal” and shows aspects of friendship, like a boy standing outside a group, visibly distanced and excluded. The photographs shown to the students are followed up by questions like:

What are they doing?

Why are they doing this? etc.

The family members could gain a general understanding – knowledge - of “today’s topic”. A topic (like other LINK Ritual topics) not formally integrated and taught in relation to school curriculum. Humanistic soft skills that might only be discussed if brought up in for instance literature or psychology. The children could also learn how to reflect on oneself and the others – further self-awareness, self-conscience, self-image and to better understand of the others viewpoints, behavior, feelings etc. and inclusion in class.

Working on today's topic

The family are divided into small groups (or one group) with different assignments (or the same assignment):

- Group 1: Make a recipe of how to be a good friend
- Group 2: Make a poster of what I can do to make friends
- Group 3: Make a poster of what I can do to be a good friend
- Group 4: Write down, qualities of being a good friend
- Group 5: Make a bully manifest, what can you do to stop bullying

This part of the Rituals will normally take 20 to 25 minutes and will always consist of different tasks (so that it does not become tedious) that the family have to discuss and find solutions to.

Yet again, as in the "Talk about today's topic" the things gained by the children will be knowledge on "soft skill" topics and reflections on oneself and the others for better inclusion in the classroom. Moreover, the tool is constructed to further involvement by practically do a poster for instance.

Just for Fun

An important part of the Rituals is to have fun. You can play song like "Happy" by Pharrell Williams (https://www.youtube.com/watch?v=ZbZSe6N_BX), but it could also be e.g. to dance or play with balloons. As Pernille Lavoll Baade from RVTS Sør puts it: "It's about stopping to put on "masks", and instead just "to be". To put on a smile and forget all about things like grades."

My Book

RVTS Sør introduced My Book which is a book that the family can use to write experiences from the LINK sessions or just daily experiences – like a "diary". Some use it for drawings, others write or make their friends write in the book. The book is supposed to deliver "good experiences" and make one think of these experiences.

Summary and End of Lesson

The ending Rituals is “Curl and throw” where the family individually have to answer one or more of the following questions:

- What is the most important things for you to do with a friend?
- What kind of friendship do you know about?
- How can you be a good friend in your class?
- What is the difference between the words “friend” and “friendly”

The family members write the answers down on a piece of paper, then toss the paper and throw it. This is a thing that you will not normally do at school, but the idea is to keep an unformal atmosphere, and something contrasting the more formal part of school. The LINK Rituals are constructed to be different and fun. Also, the Curl and throw part is created to deliver anonymous answers, when thrown at random. One of students will read one (or more) of the answers in front of class. Yet again, this can make each family member reflect and become aware of oneself and (classmates) and gain knowledge to strengthen mental health, well-being and inclusion.

Development of Dialogue & Interview Guide

For implementation in the “Combined & Expanded Toolbox of existent digital materials, guidelines and information on ESL for VET and Second Chance institutions. (WP. 4)”

The Dialogue & Interview Guide – Background in SAVE

In the following text we deliver a detailed analysis of the “The Dialogue & Interview Guide” that we at NLP Aalborg/ Center for Unges Livsmestring presented to the three participating Peer Advisory Boards in the Solution By Inclusion project, based on inspiration from the equivalent KA202 Erasmus+ project, “SAVE - Self Awareness, evaluation and motivation system Enhancing learning and Integration to prevent and contrast ESL and NEET” (2014-2016). The local boards worked intensively with The Dialogue & Interview and it was approved as a fruitful and well-constructed method and tool to implement at the VETs/SCL.

As participating VET, Tradium, puts it:

“There’s a lot of insecurity, stress and Covid19 related issues among youngsters and The Dialogue & Interview Guide pave the way for a very good dialogue.

(Jakob Svendsen, Head of Education, Tradium, DK)

We will take a close look at the concept, content and the functional sides of The Dialogue & Interview Guide as a method and tool to dissect the interview-based dialogue guide in regard to the main subject matter of the Solution By Inclusion project. That being developing life-coping methods and tools that can be help and guide students at a VET/ SCL institution to strengthen social inclusion, mental health and well-being to prevent ESL. The Dialogue & Interview Guide places the users - in this case the board members - in a reflective arena where each user/member can learn, gain knowledge and benefit from the dialogue in terms of strengthening inclusion, well-being and mental health.

First though, we will be looking at the competent and well-executed Erasmus+ project SAVE that have been inspirational in the conceptualization of the method/ tool that is the Dialogue & Interview Guide. Referring to the SAVE project, we will be using texts form the SAVE website:

<http://save.ciofs-fp.org/>

as well as the summary at the Erasmus+ Project Results Platform:

<https://ec.europa.eu/programmes/erasmus-plus/projects/>

Drawing on inspiration from SAVE

As mentioned, the methods and tools that is the inspirational background in The Dialogue & Interview Guide is inspired by a digital questionnaire and soft skill elements in the Erasmus+ developed project, “SAVE” - Self Awareness, evaluation and motivation system Enhancing learning and Integration to prevent and contrast ESL and NEET”. We even choose to integrate the central term “Self-awareness” from SAVE into our understanding of life-coping that we use as a guideline in this project (see “EU-developed Methods and Project Partners existing tools (WP. 4)” in regard to this project:

- to strengthen the individual's, self-confidence, self-image, self-awareness and motivation
- to provide knowledge and to contribute to an understanding of others
- to provide an experience of belonging and social inclusion
- to provide training in constructive life coping strategies/ skills

SAVE and Solution By Inclusion share core values and ways of working with the students that can be transferred to benefit this project and have inspired the development of the method/tool, we have called “The Dialogue & Interview Guide”. Principally, the two project’s share common values – which are not a common approach when working with young students at secondary school level like VETs/ SCL. Over all the SAVE project dig into the same territory as Solution By Inclusion addressing students’ self-awareness, motivation and engagement as well as focusing on educators’ guidance and learning role empowerment.

This is evident when we look at the frame work of the SAVE project. It has a key goal:

“... to ensure that young people at risk of dropping out of education (Early school Leavers) and/or employment, including those Not in Education and Training (NEETs), are provided with every opportunity to become, and to remain, actively engaged in learning in order to exclusion from school and/or work.

We aim to do this through a range of interventions targeted at both young people at risk of exclusion and the trainers that seek to support them thereby:

- For young people at risk of exclusion: Improving their motivation and active engagement in learning and work by supporting their personal development, particularly in relation to their soft skills, confidence and self-esteem and by enhancing their employability
- By supporting trainers with approaches, methods and resources that will help them improve learning personalization for these young people and enhance their engagement and personal development”

("Tools for Trainers - THE SELF-AWARENESS and EVALUATION TOOL - Executive Summary IO2:A1", http://save.ciofs-fp.org/wp-content/uploads/SAVE_IO2-Executive-Summary_last.pdf)

So, SAVE like Solution By Inclusion is focusing on the student's inclusion to help the person bring out the potentials in form of soft skills, confidence and self-esteem (cf. Solution By Inclusion's aforementioned life coping objectives) to let them flourish. Furthermore, the trainers (educators) by both projects are seen as supportive in the students personal and secure engagement that will hinder exclusion and prevent ESL.

Different focal points

That said, there are some differences. The focal point in SAVE is about "work life". How to motivate and give every single student the personal competencies that can be diverted into a concrete job position, to suit the competencies that are in demand by employers:

"The SAVE system seeks to identify an individual's primarily working style – how they prefer to work and interact – and to make young people more self-aware of these attributes." (http://save.ciofs-fp.org/wp-content/uploads/SAVE_IO2-Executive-Summary_last.pdf)

This is definitely important for VET/ SCL-students, though the approach in Solution By Inclusion is centered around the perspective of strengthening mental health, well-being and inclusion of each student in relation to both their classmates and educators, not focusing specific on a future job opportunities (but can contain aspects of it).

One could say that SAVE is related to serve the students' formal curriculum – closely connected to the professional subject areas. Solution By Inclusion on the other hand focusses on the informal curriculum and how to strengthen soft skills and competences among students to better inclusion and mental well-being. For the SAVE trainer/ coach the project's student reports can:

"... provide a useful insight into a learner's working strengths, style and potential thus providing an accurate and informed starting point for a Soft Skills development programme." (http://save.ciofs-fp.org/wp-content/uploads/SAVE_IO2-Executive-Summary_last.pdf)

So basically, SAVE do not develop a complete soft skill programme like Solution By Inclusion. What SAVE set out to create is a diagnostic tool to get useful insights into a learner's strengths. Unfortunately, the diagnostic tool and a main component on the project website - <http://save.ciofs-fp.org> - is not assessable. Though, we will try to integrate "diagnostics" into "The Dialogue & Interview Guide" of the Solution By Inclusion project and make inspirational use of SAVE's idea of a questionnaire:

“The carefully structured questionnaire is designed to get young people to decide whether they agree or disagree to 48 statements about how they typically behave and like to work. Based on the range of potential answers to this questionnaire the Algorithm model for mixed variable programming was devised in order to produce individual reports. The questionnaire and its associated algorithms were loaded onto the web-based SAVE Digital Platform enabling learners to complete the questionnaire anywhere and at any time.”
[http://save.ciofs-fp.org/wp-content/uploads/SAVE_IO2-Executive-Summary last.pdf](http://save.ciofs-fp.org/wp-content/uploads/SAVE_IO2-Executive-Summary_last.pdf))

As stated, we only take inspiration from the questionnaire – doing a Dialogue & Interview Guide. We don’t have the intension of recreating SAVEs digitally based questionnaire. As SAVE is, it must be stressed, created with students at risk of dropping out and/or out of employment in mindⁱⁱ, where Solution By Inclusion see “prevention” as relevant for all students, not only those at risk of dropping out. By this we will include the students with mental health issues that you might not spot as an educator in the first place. We strongly believe that every student – including those with no mental health issues – can benefit from the methods and tools developed in this project to guide and help them cope with future life situations, that are not necessarily work-related.

Finally, we have included parents as a user group equal to students and educators. Somehow the parents don’t seem to be in focus in numerous projects. We do feel that the triad of students, parents and educators is the what constitutes the nearest and most important players when it comes to dealing with students at VETs/SCL.

Deeper into the SAVE project

As we stressed above, the SAVE project and Solution By Inclusion in many ways share congenial ideas and values that bring that knit the two different projects together. The main incitive being that we want to help the student obtain social skills and competencies – “soft skills” – that can help boost the person’s motivation and raise the person’s self- awareness – related to self-image and self-confidence.

SAVE make use of four main elements in that process:

1. All the dimensions of the learner

Personalization does not only include the cognitive dimension of the person. It has for goal his/her development, both cognitively and emotionally, as well as social and citizen.

2. Self-directed learning

Personalization is based on the learner self-direction, which means: (a) that he has the ability to choose by himself the object and to determine the objectives of his learning (learning self-determination); and (b) that he can have a control over the terms and means of this learning (learning regulation: place, calendar, educational approach and material).

3. Learner as actor and co-producer of the learning process

According to a personalized approach, the learner is seen as the actor of his learning and in this sense is associated with the decisions of the training organization.

4. The trainer as a facilitator of the learning process

The role of the teacher/trainer is not to transmit contents, but to support the learner in the control of his learning.

(“Tools for Trainers - THE SELF-AWARENESS and EVALUATION TOOL - Executive Summary IO2:A1”, http://save.ciofs-fp.org/wp-content/uploads/SAVE_IO2-Executive-Summary_last.pdf)

These four elements of method and tool we have chosen to fit into not only “The Dialogue & Interview Guide” but the whole Solution By Inclusion project is in the same vein. Add also SAVES focus on motivation and positive energy which is main factor in life coping (Mastery of Life) methods, as used and developed by Solution By Inclusion partner, RVTS Sør. SAVES method and tool – the Working Style questionnaire – is based on generating this:

“The outputs from the ‘Working Style’ questionnaire are designed to be positive and motivational. The benefits of this are twofold -as a result of taking the test and receiving professional feedback, the learner will have both greater self-awareness and increased confidence.”

(“Tools for Trainers - THE SELF-AWARENESS and EVALUATION TOOL - Executive Summary IO2:A1”, http://save.ciofs-fp.org/wp-content/uploads/SAVE_IO2-Executive-Summary_last.pdf)

These elements are all traceable in The Dialogue & Interview Guide and as a whole in this project – and were carefully considered in the making of the methods and tools in the Solution By Inclusion project.

Set-up of The Dialogue & Interview Guide

The overall co-working and co-creation between students, parents and educators on the fundamental issues in regard to the Solution By Inclusion project was skillfully and professionally carried out by each Peer Advisory Board in Denmark, Italy and Malta. This was also apparent in the process of working with The Dialogue & Interview Guide.

The process of developing The Dialogue & Interview Guide began with the constitution of the local Peer Advisory Boards at the participating VETs/SCL: GEM16+ (Malta), IAL FVG (Italy) and Tradium (Denmark). As a starting point we expected 8 students, 2 parents and 2 educators to take part at each VET/ SCL.

Before the first round of Peer Advisory Board meetings in December 2020 “The Dialogue & Interview Guide” were sent out in advance. This gave the VETs/SCL the possibility to involve the board members and discuss the guidelines for using the guide at the meetings. Moreover, discuss and prepare the students, parents and educators how to approach the guide at the forthcoming meeting. Local meetings were held beforehand with students at the VET/SCL, especially in regard to possible language barriers (written in English) and understanding the words/ questions and of course the concept of the Solution By Inclusion project. Also ad hoc meetings were held between NLP Aalborg/ CFUL and VETs/SCL in giving the educators/ other staff in the Peer Advisory Boards the ask follow-up questions in relation to “The Dialogue & Interview Guide” to clarify.

The Dialogue & Interview Guide were introduced virtually at the first round of Peer Advisory Board Meetings by NLP Aalborg/ Center for Unges Livsmestring in December 2021. After a 10 minutes introduction the boards went offline to sit down and discuss physically/ virtually (depending on Covid19 lockdown and restrictions at the time). The same opus operandi were used at the second round of the Peer Board Meetings in January/ February 2021 (yet again depending on Covid19 issues). At the third round of the Peer Advisory Board Meetings in March 2021 “The Dialogue & Interview Guide” as method and tool were discussed between NLP Aalborg/ CFUL and the specific local board members.

Co-creation with the Peer Advisory Boards

The aforementioned SAVE project did stress that it is crucial to integrate the learner (student in Solution By Inclusion). All the dimensions of the learner, focusing on self-directed learning and the learner as actor and co-producer of the learning process (see Bullets 1-3 above). We integrated them all. The idea of co-producer or co-creator is very important to us. To do our outmost to target the students, we believe that we should go directly to the source. The students themselves. On top of that we have also tried to integrate the educators and the parents.

Quite often the parents are “forgotten” in similar Erasmus+ projects (and other youth related project/educational development). This project set out to give them a voice as well. Though, in the constitutional process it became evident that recruiting parents were a challenge at the VETs/SCL. Only a few from primarily Tradium (Denmark) and GEM16+ (Malta) volunteered. At the institutions parents of students were approached to become members of the local Peer Advisory Boards, but it turned out to be difficult to involve parents at the VET/ SCL.

“We have to understand their situation (parents, ed.) and vice versa for not participating. Some parents have got two children, and they have to be efficient to waste no time. They are under pressure,” say Maltese educators from GEM16+ at the 3rd Peer Advisory Board meeting.

Various of reasons can be given from lack of time due to pressure in family life, work commitments or Covid19-lockdown and restrictions or other things. The experiences drawn from committing parents to interact in such a project like Solution By Inclusion show how difficult it is in reality - even though we as a project consortium believe we have all the right intentions and innovative ideas to better the social skills and competencies etc. among their children. Therefore, we cannot validate the “parents” group in the Peer Advisory Board as a whole.

For a detail description of the Peer Advisory Boards see also “Peer Learning Strategies Catalogue” (W.P.2.4.) by Solution By Inclusion partners, GEM16+, Malta.

The Interview & Dialogue Guide as Method and Tool

In the following we will go into the detailed aspects of formal structures, content, context and conceptualization of The Dialogue & Interview Guide as a method and tool by analyzing the summaries made at the first and second round of board meetings. We will use assessments gathered by NLP Aalborg, especially at the third round of board meetings, and also integrate feedback given by partners at Transnational Meetings.

Context - Secure and Safe Environment

The basic dynamics of The Dialogue & Interview Guide is to create a secure and safe environment for all members of the Peer Board Meetings. An environment where all trust and respect each other. This is absolutely fundamental how we approach the development of methods and tools in a life-coping perspective.

Mechanisms that we put into use to create a secure and safe environment are:

- **FRAMEWORK:** Making sure that all the Peer Boards members understand the overall framework of the project and the specific tasks to do at the board meetings.
- **LANGUAGE:** Focus on native tongue.
- **FAMILIARTITY:** Familiar persons and well-known environment (if achievable).
- **SAFETY MEASURES:** Meeting takes place online and/or physical in order follow Covid19 restrictions and at the same time most respect the safety and mental well-being of each participant.
- **GDPR:** GDPR issues already cleared in advance of the first meeting.
- **ESCAPE HATCH:** Most importantly there is always an escape hatch. There is no pressure on an individual participant to answer or talk if the participant does not feel like it. This must be respected, and it is essential for all participants to know from the very beginning.

Icebreaker, Connectivity & Immersion in Dialogue

NLP Aalborg/ CFUL took part in the first rounds of meetings to introduce the “The Dialogue & Interview Guide” in English (at Tradium in Danish). This was done to give the board members a sense of connectivity to the project and framework – instead of being just a work task without a context. The project and background were presented, along with the work tasks for board meetings.

It was also meant to serve as an ice-breaker to the unknown project managers from NLP Aalborg/ CFUL:

“The session opened up with an intervention from Carsten (NLP Aalborg/CFUL, ed.) where they learnt about the project and Denmark. This served as a great ice-breaker to the questions.”

(Summary from 1st Peer Advisory Board Meeting at GEM16+, Malta)

After the NLP Aalborg/ CFUL’s intervention at the Peer Board Meetings (1+2) the boards would continue locally with immersion in Dialogue.

NLP Aalborg/ CFUL left the Peer Advisory Boards so that a secure and safe environment could be established with dialogue in their native tongue, and without interruption when translations have to take place from English into e.g. Italian and the back into English. The starting point is to meet the students at their own home ground, where they belong. Giving them the chance to flourish as they are “the experts on their own lives”, as NLP Aalborg / CFUL has coined it in the Solution By Inclusion application. To further stress the importance of security and safety and the creation of an inclusive room for interview and dialogue we also explicitly focused on this aspect in the introduction to The Dialogue & Interview Guide.

Of special importance is the idea of an escape heath so that all participants know that they can always “pull out” of a discussion or remain “low key” if they do not want to discuss a certain question and/or topic. This most always be essential in working with The Dialogue & Interview Guide.

By this method and tool we managed to create an optimal room for interview/ dialogue between the Peer Advisory Board members - taking all precautions, also in regard to Covid19 restrictions like face masks and social distancing and also with GDPR issues already cleared as anonymity is secured for all members when they interact online with NLP Aalborg/ CFUL and RVTS Sør.

Dialogue and Interview – Conceptualization and Formal Structure

The SAVE project’s production of a digital questionnaire inspired us to conceptualize The Dialogue & Interview Guide. Unfortunately, we didn’t have access to the SAVE developed tool but as we underlined, we adapted the idea in the form of a Dialogue & Interview Guide to fit this very project. Below we will take a close look at the conceptualization and formal structures of The Dialogue & Interview Guide before we move on to the contextual sides of the Guide (bearing in mind that it is all entangled).

The overall concept of The Dialogue & Interview Guide is to have an open (dialogue), yet structured (interview) discussion between participants in the form of students, parents and educators at European VET/SCL institutions to strengthening social inclusion, mental health and well-being. The Dialogue & Interview Guide is created as a method and tool to take a look at the student as a youngster, not only at school, but also in general. The SAVE project concentrates on self-awareness and motivation in order to establish the best possible transition into a future work life. In Solution By Inclusion we also look at the students as a whole person. Not only do we look at the youngster life at school, we also take on a different approach by looking at online life, spare time, family time etc.). This is all important factors in a students' life. You can't necessarily separate "school life" from "the life outside school". The Dialogue & Interview Guide is conceptualized with this in mind. If we want the guide to be relevant, inclusive and embrace the student to take on topics regarding social inclusion, mental health and well-being.

A Humanistic Approach

The Dialogue & Interview Guide will be an integrated part of Solution By Inclusion's Combined & Expanded Toolbox, much like the SAVE project seems to have done with their digital Diagnostic tool.

Instead of relying on a questionnaire and its outcome (like the SAVE questionnaire), we went for a "humanistic", qualitative approach. A dialogue and an interview are also based on questions, but also has the ability to highlight the process, the interaction between people. We can talk about personalization, but we can only really talk about personality when we reflect and engage with other persons, like students do in a class room or in this dialogue and interview method/tool. And The Dialogue & Interview Guide mirrors that. We aim at reaching each and every person taking part – as a center piece – but by creating a reflective space with other participants (students, educators and parents).

Constructing the Guide

As a method and tool "The Dialogue & Interview Guide" is made up of two related "genres":

- Dialogue
- Interview

The idea is to create a dialogue and a discussion between three specific user-groups (parents, educators and students). The dialogue has an open structure which is what we aim for. The dialogue will set things in motion, get the participants to engage and reflect. The interview on the other hand is more structured, and implemented to control the dialogue. The dialogue might be more democratic, whereas the interview is controlled by a interviewer, and in the case of The Dialogue & Interview Guide, an educator/ other staff member doing a summary of the things discussed. Both the interviewer and the minute taker are crucial for the process and the final output of The Dialogue & Interview Guide. In regard to the latter this is made explicit in the guidelines on how to approach The Dialogue & Interview Guide:

“It's very important that a summary is being made - and made into English. During the meeting the summary is written by one of the educators (this could also be a third employee from the organisation). Please, remember to sum up all questions. It can be keywords or important sentences that sums up the discussed question. The goal is “to paint” a detailed picture of the subjects discussed. Any names should be left out to keep the students anonymous before being forwarded to the local keyperson in charge of the Solution By Inclusion project.”

The learning is by far in the process. Though, the output of a summary/ minute notes (not just a short Minutes of Decision) that captures the different viewpoints and discussions had can also derive knowledge and diagnostic components to learn from. The process is of outmost importance. The process can't be summarized in quantitative statistics. There is not a “result” so to speak, but then the participants have to answer questions and deliver standpoints. Communicate and put forward their opinions and stories. This can as stated be used as a diagnostic tool afterwards by educators (students and parents) and give new knowledge to all participants. Moreover, educators can of course react and use concrete views to react and take action to strengthening mental health, inclusion and well-being. So, we tried to build in “diagnostic tools elements” from the SAVE project as well.

An equal learning process

Like SAVE we also do see the educator (trainer in the SAVE project) as a facilitator of the learning process where the educator is not transmitting content, but supporting the learner to be in the control of the learning (see SAVE, bullet 4 above). One could say that that the educator's role is seen as “more equal” than – speaking in general terms - the common “exalted” position where the focus is on the educator as the sole person who distributes knowledge and learning to the students. So basically speaking, all participants – students, parents and educators – are equal when working with “The Dialogue & Interview Guide”. Every participant can make their voice heard, making the learning process more democratic (also the facilitator and summary taker)

Listening to the reaction from the Peer Advisory Boards the “new” including learning situation where very well received:

“Students said the meeting was peaceful as they had the opportunity of listening, sharing and be listened to. Same was said by teachers.”

(Summary from 1st Peer Advisory Board Meeting at GEM16+, Malta)

This shows that the method and tool is functioning to great success. All had a good experience working with the method and tool. The mix of participants/ user-groups means that peer learning is part of the working method as well as learning to discuss in a group of grown-ups – educators and parents.

Of course, the learning method is to pave the way for the students (and parents) to have their say. By this the student can personally influence the learning situation – as SAVE put it:

1. *All the dimensions of the learner*
2. *Self-directed learning*
3. *Learner as actor and co-producer of the learning process*

(See SAVE above)

This gives the students (and parents) a sense of meaning, motivation and personal direction and a feel of being seen and heard in a meta-textual learning context. Giving the student influence and tools to co-create and influence the concrete learning situation, and equally important create a connectedness from student to the educational organization and society – and yet again connect to parents/ family.

A fine line, between what is private and what is not, was maintained at the boards meetings. The dialogue must reflect the present reality that the youngsters are part of, but as such the purpose of The Dialogue & Interview Guide is not to further personal life. Of course, there will be experience mentioned at meetings like a student at one of the Peer Advisory Boards:

“One student elaborated upon his experience this year where he missed a month through COVID plus issues with family being sick and death. He emphasized that he was very anxious about returning back to GEM he found a lot of support from many educators, however other educators put more pressure on him to work without trying to understand his frame of mind. It does not depend only on the programme in this case GEM programme but especially on the educator.”

(From summary of 1st Peer Advisory Board at GEM16+, Malta)

It's perfectly fine to discuss one's personal experiences but in these cases it's important that the meeting is controlled by the meeting facilitators so that the safety and security of the student – and the other participants – are looked after (cf. Escape hatch above). Beforehand the participating educators can discuss a “safety exit strategy” of what to do if the participants' dialogue is getting too personal and must be “switched” in another direction. This is also why The Dialogue & Interview Guide can not be led by students alone, but must have adult (educators/ other staff members) to oversee the process as they know their students.

Moreover, it is important that each participant is made clear at the beginning of The Dialogue & Interview Guide meeting that it's not about the participant on a personal level rather a discussion on more general topics and issues – but of course there will be personal experiences and opinions.

Journalistic questions to further dialogue and output

We used journalistic experience to set-up the guide and questions. The questions asked in The Dialogue & Interview Guide is made to help the interviewer in the learning process. A question is asked and often followed by a supplementary question. This will function as a “linguistic gambit” to maintain and/or accelerate the dialogue and build up the social relations between the participants and at the same time make sure that each question is discussed in-depth.

The questions were carefully to fit all participant, other questions were aimed specific at a user-group to have their say on matters that only they could answer in the first place. The questions are never personal – but relevant on a personal level. It not the personal story we are looking, rather views can add to a general output that can benefit the participants and if used for diagnostic purposes also to gather data that can be used to act upon.

The questions were carefully done by considering:

- the motivational and positive aspect, especially by being well-written, relevant and exiting
- overcome language barriers by making the questions short and accessible, though without talking down to the participants

Content development

In the following we'll look at the build-up of content in The Dialogue & Interview Guide. The overall purpose is as already stated to get a process going in which the participants start reflecting, gain insights and become more self-aware and motivational as the SAVE project, we take inspiration from. Therefore, it is important to address and discuss the main topics of the Solution By Inclusion project:

Social inclusion

Mental health

Well-being

Dropout

This is also done to let the participant elaborate on the rather “abstract” terms above to see if the participants will understand and agree on the terms as a group.

The Dialogue & Interview Guide are made of two main sections with the titles:

- “Being Young”
- “Your everyday life as youngster”

The titles were chosen to kickstarting thoughts in the heads of the participants, rather than using the “abstract” terms like e.g “mental health” in the beginning of the meeting. The guide should appeal to the participant and be relevant by talking on the youngsters’ life – at school and in general.

Each section of the guide is constructed to be discussed and executed at maximum two hours. To get things going in the new group of students, parents and educators they are presented with an opening, “icebreaking” question, to be discussed for 15 minutes, that also sums up the main goal of the Solution By Inclusion project:

“In Denmark researchers are talking about a “Performance Culture” where life is focused on performing and being the best, getting the best grades and qualifications for a future job and become a “success”. And the parents do their best to help, so much that their child or children becomes like a project. There are called “Curling parents” after the curious game on ice, where you throw stones with handles and sweep with brooms to get the stones placed as near the center as possible. At the same time many youngsters and parents are focused on doing everything right – a culture of perfectionism – like pictures on social media. This – and lots of other factors - puts an immense pressure on the youngsters and more and more are cracking under the pressure resulting in stress, anxiety and depression. The mental health, well-being and social inclusion suffers and a lot of youngsters drop out of their education.

What is it like to be young in your country?”

The Dialogue & Interview Guide was further construct in the following sections – with multiple questions in each section:

Discussed at 1st meeting:

- Mental health, well-being and social inclusion
- The Future and Dreaming

Discussed at 2nd meeting:

- Digital media & SoMe
- Covid-19
- Can we talk about it?
- Education & Dropout

Yet, again the sections with multiple questions were created to take on well-known and updated topics from the youngster’ life that the participants could related and identify with, and hereby engage in a constructive and motivational dialogue to:

- To get accustomed to the terms “mental health”, “well-being” and “social inclusion” by defining and discussing them
- To reflect on the future and the “dreams of tomorrow”
- To discuss present topics that entangles the life of youngster’s like Covid19 and digital/social media
- To take on topics that might be hard to ask in everyday school life or would not normally fit into school curriculum
- To dig deeper into the educational territory to discuss possibilities, obstacles and things in between that might not normally be discussed or directed at school

What did work in The Dialogue & Interview Guide?

Next, we will be looking at the statements given at the Peer Advisory Board meetings about how The Dialogue & Interview Guide worked for the participants using the method and tool. We asked them to come up with constructive criticism when assessing The Dialogue & Interview Guide to make adjustments and deliver the best possible method and tool.

As we have already underlined: It does work to great impact. The statements and assessments given by the Peer Advisory Boards show very optimistic reviews of the method and tool they were presented with. This is also apparent when we look at the very skillfully produced and detailed summaries. It's perfectly clear that the discussions using The Dialogue & Interview Guide turned out to be successful.

The Tradium Peer Advisory Board stated that there were: "fine questions and discussions" with "many exchanges of views emerged". (Notes from 3rd Peer Advisory Board meeting, Tradium, Denmark)

When we asked the following question to the Italian board at IAL:

What do you think of the questions in the dialogue and interview guide? Did they make you experience something new about yourself or other people, family, friends, countries etc.?

The answer was that it made the board and class have a forum to discuss. They had dialogue about students and family. The method managed to create a room where trust was established between the youngsters and a space to reflect upon themselves. They talked about the dynamics of relationship which meant that students could address problems in their class. (Notes from 3rd Peer Advisory board meeting, IAL, Italy). Reflection in a room where trust was established and problems was addressed is what The Dialogue & Interview Guide is all about. The participants reflect, mirror and learn from the questions and dialogue. It furthers knowledge and social inclusion.

Motivation, Positivity, Reflectional & Inclusive components

When creating The Dialogue & Interview Guide we aimed for integrating Important components in the construction, based on the SAVE project, as well as the "reflection" components to become more "self-aware", strengthening the "self-image", "self-confidence", motivation and inclusive components of knowledge and understand in relation to others. It should include the following aspects by being:

- Motivational & Positive
- Reflective components, like self-awareness
- Inclusive components, knowledge and understand of others

According to the Peer Advisory Boards we succeeded with The Dialogue & Interview Guide. As GEM16+ frames it:

“Time for reflection was given throughout the session. In fact the session could have gone on for hours as both students and teaching staff enjoyed the interaction.”

(Summary from 1st Peer Advisory Board Meeting, GEM16+, Malta)

Not only does The Dialogue & Interview Guide work, it works so well that the participants want to continue. This shows us that the Guide with its questions and topics have a tremendous effect on the participants. They are motivated by The Dialogue & Interview Guide. It makes them reflective and create a positive spirit in the participants. Just as it was intended.

Ask the question what did you gain from The Dialogue & Interview Guide, the answer was:

“You get to know other people, get to know their reality and their troubles.”

(Student quote from 3rd Peer Advisory Board Meeting, GEM16+, Malta)

This sentence sums up the essence of how The Dialogue & Interview Guide is meant function as a method and a tool to further life-coping (Mastery of life). Reflection, self-awareness by getting to know how other people perceive and think about their life in regard to. Mirror themselves in the others. This provides knowledge and contribute to an understand of others – and a feeling of belonging.

The board members found that they became more self-aware. We asked the following question:

Did you get more self-aware in relation to who you are, what you are good at, how you feel towards your school, education, relation, families etc.?”

At the Italian Peer Advisory Board, IAL, the students replied by saying that they feel that they have become more self-aware in the dialogue process. Self-awareness stretching from the individual perspective – how they look at themselves – to be aware of classmates that may not be or feel included. So, the students did get new reflective insights and knowledge on the core goal of the Solution By Inclusion project. (Notes from the 3rd Peer Advisory Board Meeting at IAL, Italy)

We asked the Boards about motivation in regard to how they see their future and what they dream of. IAL’s Peer Advisory Board commented that there were talks on the future in regards to trust and friendship and in relation to the whole Covid-19 situation. This dialogue was much appreciated by the board. It gave the opportunity to discuss the motivation in regards to ESL. More students were unsecure or had doubts about their future jobs situations. Like “Will there be a job for me?”

Trust, friendship and the Covid-19 situation discussions by way of the guide where well-received at IALs board, along with motivation in regard to ESL and the future job situation. Yet again, reflection and inclusion in the form of common challenges could be faced by board discussions.

The aforementioned encapsulates what we set out to create with the SAVE-inspired Dialogue & Interview Guide. We have managed to successfully integrate SAVE alongside Solution By Inclusion's four life-coping objectives and made them a reliable and concrete method/tool to use that actually works very well from the Peer Advisory Boards' viewpoint:

- to strengthen the individual's self-confidence, self-image, self-awareness and motivation
- to provide knowledge and to contribute to an understanding of others
- to provide an experience of belonging and social inclusion
- to provide training in constructive life coping strategies/ skills

Reactions to conceptualization, formal structures & content

The intension of bringing together the three user-groups of participants that constitutes the boards were very well-received by the board members, even if it's not usual to conduct meetings between parents, students and educators.

At the 3rd Maltese Peer Board Meeting a grown-up and a couple of the students had constructive criticism against the blend of parents, educators and students. As one put it.

"Technology and gadgets like mobile phones have changed everything. There is a generation gap between grown-ups and youngsters. The youngster might talk on another level, without the parents and educators?"

(Notes from 3. Peer Advisory Board meeting at GEM16+, Malta)

This is indeed true. The Dialogue & Interview Guide can't work without educators/ members. This is also to insure that the discussion is safe and secure that the process is overseen and guided. The blend of adults and youngster may dampen the discussion as the students says above. On the other hand, from the discussions (made visible by the summaries) there have been very good discussions going on at the Peer Advisory Board meetings.

Constructive criticism of The Dialogue & Interview Guide

It has become clear that The Dialogue & Interview Guide does function very well, but in the process the Peer Advisory Boards also came up with constructive criticism of The Dialogue & Interview Guide. Most of the criticism focusing on formal structure issues, as we will see below, but also a couple of issues in regard to the content of the guide.

Content in the Guide

Even though, the peer advisory boards were keen to answer the first “icebreaking”, narrative question regarding “a performance-orientated culture” which all boards could relate to, a couple of board members at Tradium felt that the question was deterministic and too biased. Biased as it stated that we (especially in Denmark) live in a “performance-orientated culture” (Notes from 3rd Peer Advisory Board Meeting at Tradium, Denmark). Though, this is the argument of many researchers and books (from e.g. the Danish research department – Center for Ungdomsforskning at Aalborg University), we will take a closer look at the narrative question to prevent it from being biased.

We were also keen to know if there were anything in relation to the topics in the guide that the board members missed that was obvious to integrate. IAL’s Peer Advisory Board commented that they would have liked more questions related to family life and coping with it (Notes from 3rd Peer Advisory Board meeting at Tradium), Denmark). As the construction of the Peer Advisory Boards include students and parents it is obvious to emphasize this topic and include it in the adjustment phase of The Dialogue & Interview Guide as method and tool before testing.

Some members of Peer Advisory Board at Tradium had reservations in regard to the question about what the students do in their spare time (Notes from 3rd Peer Advisory Board meeting at Tradium, Denmark). This causes the dialogue to stop for a moment, and they do not get a discussion going. This shows us that we should explain the purpose of The Dialogue & Interview Guide even further. That we see an interconnection between school life and life outside school. As a student you don’t cut off “school life” in your spare time. You use digital and social media, meet-up with friends from school etc.

The Danish Peer Advisory Board at Tradium also put forward that the section on Covid19 could include a question(s) related to the discouragement that the Covid19 pandemic can give (Notes from 3rd Peer Advisory Board meeting at Tradium, Denmark).

Formal Structures

The introduction text that is part of The Dialogue & Interview Dialogue explains the use of the guide. All in all, the three Peer Advisory Boards have ended up with well performed summaries from the fruitful dialogues. As they all say: The Dialogue & Interview Guide works very well. Though, in the formal structure of the guide there were some elements that cut our attention and some things that the boards told us to look at.

Quantitative, meaningful questions to further dialogue

One very important component needs to be stressed. During Peer Advisory Board meetings 1 and 2 the board from IAL has cross over into assembling some questions (overlaps) and even done statistics in regard to some of the questions. This shows us that the questions asked are not “open” enough to function as a dialogue question. As stated, we have tried to integrate the “diagnostic” elements from SAVE in this method/tool. We have not succeeded. Some questions have become “too quantitative” and “closed” because we wanted to have a diagnostic output as well. This needs to be balanced in The Dialogue & Interview Guide before testing starts. It will also be a good idea to underline the qualitative approach in the Introduction of the guide (an Educator’s manual) that is the backbone in getting a good dialogue going.

In the Introduction to the guide (Educator’s Manual) it should also be stressed that the questions should be meaningful. The Peer Advisory Board from Tradium for instance were dutiful and stayed focused on the questions. This is good, but it’s perfectly alright to move on if you’re stuck. If the participants do not understand or focus on a question for the wrong reasons it is just fine to move on to the next question. It’s crucial that the guide is perceived as meaningful to all. So “don’t be fool by a question”.

Amount of questions and new formal structure

Asked about the amount of questions in The Dialogue & Interview Guide the board had different opinions:

“There are too many questions, and we needed more time,” said the board at GEM16+ in Malta (Notes from 3red Peer Advisory Meeting, GEM16+, Malta), whereas an educator from the Italian board commented:

“It was really good questions. 95 % of the questions were used during the 4-6 hours spent on The Dialogue & Interview Guide. Some questions were split up. Really happy about it.” (Notes from 3red Peer Advisory Meeting, IAL, Italy)

As explained above the Italian board approach some of the question in a quantitative manner, which will of course speed up the answering of questions, but it is the dialogue and process that really counts. From the other two boards in Denmark and Malta they found that there were too many questions (of course without overlapping). Again, it is important to stress that better more questions and too few. This should be explained in the Introduction, that you can improvise and move on from questions – the goal is a meaningful process and dialogue.

To optimize the amount of questions and new overall structure could replace the current formal structure of The Dialogue & Interview Guide before the testing at the VETs/SCL. By placing the guide in the formal structure of the LINK Rituals (The LINK Rituals is further highlighted below). This means that each meeting/session will last approx. 120 minutes each with main topics e.g. “Digital media & SoMe”, “Education & Dropout). The new structure will give more time for in-depth dialogue that concentrates one or two topics. The concept, context and content with adjustments will maintain the same as The Dialogue & Interview Guide.

Adjustments of The Dialogue & Interview Guide

Receiving professional and skillful advices from the three boards have given us the possibility to figure out what works and what doesn't in The Dialogue & Interview Guide as a method and tool. Thereby, we have taken actions and made adjustments of The Dialogue & Interview Guide to imply the constructive advices made by the members of the Peer Advisory Boards.

The Peer Advisory Boards' summaries and NLP Aalborg/ CFUL's discussion with the boards have given a much clearer vision of how they have actually used and perceived The Dialogue & Interview Guide. Based on this we have chosen to adjust some components in The Dialogue & Interview Guide and make a change in the overall formal construction of The Dialogue & Interview Guide:

- Try to “downplay” the icebreaking opening question in the guide
- Try to fit in more questions on especially topics like family life, Covid19
- Introduction text (Educators' manual) must explain the interconnectedness between school life and spare time
- Introduction text (Educators' manual) will focus on the formal structures of using the questions (quantitative, meaningful)
- Reduction in or spreading out the amount of questions
- Editing of some questions to sharpen/ avoid overlap
- Changing “too closed” questions for more open question
- Diagnostic view maintained, but always with the dialogue as catalyst

- Last, but not least, we aim to place the structure of The Dialogue & Interview Guide to fit into the shape and formal structure of the LINK ritual, developed by Solution By Inclusion partner, RVTs Sør in Norway (presented thoroughly in another Solution By Inclusion text). It's still the same concept, context and content, but placed in the LINK-ritual structure (See below).

Objectives of competencies - Students

Solution By Inclusion objectives in regard to students are:

- To provide new innovative tools strengthening competencies and one of the key skills - social skills (interpersonal and social competencies) to social inclusion of youngsters
- Increase the mental well-being that lead to social inclusion of students at VETs/SCLs and upper secondary schools in the EU
- To reduce the amount of drop outs by 20 % at each of the partner VETs/SCL at the end of the project

The Dialogue & Interview Guide will provide each student with the opportunity create and further expand the development of personal and educational/ professional competencies and skills. The student will gain the personal/ professional competencies and skills:

- To integrate the student as a co-creator
- To involve the student in his/her/one's educational life and to influence it
- To build up motivational and positive energy
- To strengthening self-awareness, self-image, self-confidence
- To reflect upon oneself and the other by dialogue
- To get accustomed to the terms "mental health", "well-being" and "social inclusion" by defining and discussing them
- To reflect on the future and the "dreams of tomorrow"
- To take on topics that might be hard to ask in everyday school life or would not normally fit into school curriculum
- To discuss present topics that entangles the life of youngster's like Covid19 and digital/social media

- To dig deeper into the educational territory to discuss possibilities, obstacles and things in between that might not normally be discussed or directed at school

Objectives of social learning/inclusion - Students

The Dialogue & Interview Guide can give the student the competencies and skills to:

- Be seen in a new light, in a new group, as an entity
- To gain knowledge and understand of others
- To learn and create in an informal, new learning arena to get training in constructive life coping strategies/ skills
- To gain knowledge and understand for others by working *equally together* in a new arena of learning, alongside parents and teachers
- To get a feeling of being included through dialogue and narratives, by working alongside the other participants.

Objectives of competencies - Parents

The Solution By Inclusion objective in regard to parents is:

To strengthen parents' competencies to deal with their children's challenges - Increase the mental well-being that leads to social inclusion of students at VETs/SCLs and upper secondary schools in the EU

The Dialogue & Interview Guide will provide each parent with the opportunity co-create and further expand the development of personal and professional insights and knowledge in regard to students' everyday life. Furthermore, the parent will also gain the personal/ professional competencies and skills:

- To be integrate as a co-creator
- To build up motivational and positive energy
- To strengthening self-awareness
- To reflect upon oneself and the other by dialogue
- To get accustomed to the terms "mental health", "well-being" and "social inclusion" by defining and discussing them with educators and students

- To reflect on students' future and "dreams of tomorrow"
- To take on topics that might not normally be discussed at home in the family
- To discuss present topics that entangles the life of youngster's like Covid19 and digital/social media
- To dig deeper into the educational territory to discuss possibilities, obstacles and things in between that might not normally be discussed or directed at home or at school

Objectives of social inclusion - Parents

- Be seen in a new light, in a new group, as an entity
- To gain knowledge and understand of others
- To learn and create in an informal, new learning arena to get training in constructive life coping strategies/ skills
- To gain knowledge and understand for others by working *equally together* in a new arena of learning, alongside students and teachers
- To get a feeling of being included through dialogue and narratives, by working alongside the other participants.

Objectives of competencies - Educators

The Solution By Inclusion objective in regard to educators is:

To strengthen educators' competencies and skills to deal with students' well-being and challenges to fit in the class/ group (social inclusion) and follow the subjects on the same level as the rest of the class

The Dialogue & Interview Guide will provide each educator (and other member of staff) with the opportunity co-create and further expand the development of personal and professional insights, competencies and skills. The educator will gain the personal/ professional competencies and skills:

- To be integrate as a co-creator
- To take on a facilitating role with new "equal education position"
- To build up motivational and positive energy

- To strengthening self-awareness
- To reflect upon oneself and the other by dialogue
- To get accustomed to the terms “mental health”, “well-being” and “social inclusion” by defining and discussing them with educators and students
- To reflect on students’ future and “dreams of tomorrow”
- To take on topics that might not normally be discussed at home in the family
- To discuss present topics that entangles the life of youngster’s like Covid19 and digital/social media
- To dig deeper into the educational territory to discuss possibilities, obstacles and things in between that might not normally be discussed or directed at home or at school

Objectives of social inclusion - Educators

The Dialogue & Interview Guide can give the educator the social inclusion skills:

- To be seen in a new light, in a new group, as an entity
- To gain knowledge and understand of others
- To learn and co-create in an unformal, new learning arena to get training in constructive life coping strategies/ skills
- To get a new learning perspective by being introduced an innovative learning method/ tool
- To gain knowledge and understand for others by working *equally together* in a new arena of learning, alongside parents and students
- To get a feeling of being included through dialogue and narratives, by working alongside the other participants.
- New knowledge on students and youth culture and how it effects school life
- Possible diagnostic tool and insight into student life – possibilities and challenges and what to address at school (e.g. by using the implemented methods from Solution By Inclusion)

Combining The Dialogue & Interview Guide and the Link Rituals

As mentioned from identifying the LINK rituals at the PAB meetings and observing how well and easy it can be adjusted to the students, teachers and parents at the partnering VETs/SCL the idea arose to combine the LINK Rituals and The Dialogue & Interview Guide on a formalistic level.

The idea arose to wrap the content in the core concept of the LINK Rituals. Each session in the Dialogue & Interview Guide is introduced and started through the LINK Rituals as well as ended and closed providing both the effect of the 4 life coping objectives as well as the effect of the method/ session itself.

The framework of Dialogue & Interview Guide, based on the SAVE Erasmus+ project and further refined by using the LINK Rituals to accommodate the methods derived from these projects as well as presented and identified at the PAB meetings. We will use the LINK Ritual in every method and tool – that is The Dialogue & Interview Guide sessions (see below) - and give specific content that educators and students can work with. The Dialogue & Interview Guide come from ideas, inputs and feedback from the PAB meetings which to some extent ensures that the methods can be implemented to the participating VETs/SCL.

Moreover, to implement the methods/tools to the partnering VETs/SCL's curriculum (and reaching the objectives of this project) we have included objectives of competencies and objectives of social learning and inclusion.

An Educator's Manual to The Dialogue & Interview Guide – First Session

Chapter 1 - A Short Introduction

The Dialogue & Interview Guide: Social inclusion and Lifecoping methods and tools developed for students, parents and educators at VETs/ SCLs.

Purpose

The Dialogue and Interview Guide is adapted loosely from the Erasmus+ project, SAVE) and re-modelled in co-creation with students and educators from the participating VETs/SCL in the Solution By Inclusion project. The Dialogue & Interview Guide is addressing students' mental well-being such as self-awareness, motivation and focus on furthering social inclusion. As well as focusing on educators' guidance and learning role empowerment and parents' participation. The Dialogue and Interview Guide has been used at Peer Advisory Board meetings with students, parents and educators in Italy, Malta and Denmark. Based on the feedback, inputs and evaluation The Dialogue and Interview Guide have be further adjusted and developed in co-creation. The Dialogue & Interview Guide has adapted essential components from the Erasmus+ project, Save, along with the framework of the LINK Rituals, developed by Norwegian partner, RVT Sør, and used in the Norwegian school system.

The dialogue is the essential part of the methods/tools contained in the Guide which have been adapted and co-created with the Peer Advisory Boards. Furthermore, the methods and tools from the Dialogue & Interview Guide are aimed at improving social inclusion, strengthening relationships between students,

parents and school and focusing intensively on life-coping tools to boost motivation and self-awareness. Another key element is to create a safe space from which to discuss relevant youth issues that are not formally a part of school curriculum – such as inclusion, mental health and well-being - but have a massive impact on the youngster's life. Also, the Dialogue & Interview Guide can pave the way for the VET/SCL (and parents) to use statements as indicator or a “diagnostic tool to become aware of and address challenges or matters that affect students' educational/ social life.

Content

The following Dialogue & Interview Guide is a dialogical method and tool to address students' social inclusion, mental well-being and how to cope with everyday life in a forum of students, parents and educators. The students are the focal point of the guide, but students interact with their educators and parents. And a student's time at the educational institution is often extended into the student's spare time be it professionally and personally. Think of time spent with friends and maybe socializing on digital and/or social media.

Therefore, most questions are directed at the students, but parents and educators are equally part of the dialogue and discussion taking place.

The Dialogue & Interview Guide consists of 3 physical sessions, In this paper we focus on the 1st Session which are described in detail in Chapter 3.

Participants in the sessions:

8 “mixed gender” students 16-20 years at VET/ SCL

2 Parents

2-3 Educators/ Other relevant staff members

Place: Meeting room/ classroom at VET/ SCL institution

Time: All in all, we have created 3 Dialogue & Interview Guide sessions. Each session is approx. 120 minutes.

Preparations: Expect time to prepare, especially students, for the for framework and “gameplay” of Dialogue & Interview Guide (See Chapter 2 and 4)

Assistive Devices:

Paper and pen to jot down keywords (for two groups)

Laptop (preferable connection to screen or smartboard) for this Dialogue & Interview Guide

Laptop or pen/paper for summary writing

Chapter 2 - How To...

You find 3 Dialogue & Interview Guide sessions all in all. Make sure to get accustomed to each session and the gameplay described below before you venture into the dialogue with students and parents. The first session is especially focussed on functioning as an “icebreaker” and it’s recommended to start in chronological order, but you can also pick out a specific session if that suits your purposes.

Each session includes a time code to guide you through the session. Of course, you can adjust as you go along in the dialogue. By using the time code you should be able to manage all questions (in approx. 120 minutes), but it’s perfectly fine to jump to a new question if you all feel that you have already been discussing the topic. Just to stress it, it’s important that the Dialogue & Interview Guide is a meaningful tool to all of you. A tool to establish teamwork and dialogue and at the same time gather new knowledge and solutions to tackle the student’s challenges in a motivational spirit.

All agree on the Gameplay

The following Dialogue & Interview Guide is a dialogical method and tool to address students' social inclusion, mental well-being and everyday life in a forum of students, parents and educators. The students are the focal point of the guide, but students interact with their educators and parents. And a student's time at the educational institution is often extended into the student's spare time be it professionally and personally.

Think of time spent with friends and maybe socializing on digital and/or social media. Therefore, most questions are directed at the students, but parents and educators are equally part of the dialogue and discussion taking place. The dialogue is the important part of the method/tool, furthermore the educators may be able to use statements as an indicator or "diagnostic" tool to take on challenges or matters that need to be further addressed.

This is a short introduction on how to understand the "the gameplay" of the Dialogue & Interview Guide. It's important to make sure that each participant knows the "gameplay" below before you start a session.

Each local board consists of up to 12 members:

8 youngsters 16-20 of age, mixed gender

2 parents

2 educators

The session is headed by one of the educators who will use the Dialogue & Interview Guide. The guide is in English, but the dialogue will be in the national language (Translation of the guide may be recommended). This is to make sure that we create a safe and secure and well-known environment that will be the best starting point for the participants. To get participants to know each other and get the discussion going. The educator will be reading out each question during the session and each question will be discussed/ concluded among all participants.

Anonymous and free to answer

It's important to highlight the following: All members are free – at any time - not to answer questions during the session. The answers given and written down will be anonymous. The Dialogue & Interview Guide is not about a specific student, parent or educator as a person (all though it's perfectly fine to give one's personal opinion), but the content generated and summed up by the common dialogue.

About the questions

The questions will focus on being young (a couple of questions can be aimed at the teachers and parents), especially concentrating on both educational life as a student, but also youngster's life in general, because we believe that you can't necessarily separate education from spare time. We regard the student as "a whole". You don't have a button that switches off when you walk out of the educational building in the afternoon. The professional educational life and the social connections from the educations are extended into the spare time, e.g. social and digital media, parties, meeting up physical etc. And the other way around. You take your spare time into your educational life.

As an educator you'll find a complete guideline filled with journalistic questions aimed at all participants (only a few questions will be directed at specific user-group). Some questions – like the open question – is key elements in the guide and must be asked. But as you all go along, and the discussion unfolds there might be a question or two that for instance may have been answered already. Feel free to move along to the next question, as it makes sense to you and the participants.

Each question has a "time code" to let you administer the questions and structure of the session.

Remember to take a short break after approx. an hour. It's integrated in the Guide.

About the summary

It's very important that a summary is being made. During the session the summary is written by one of the educators. Please, remember to sum up all questions. It can be keywords or important sentences that sums up the discussed questions. The goal is "to paint" a detailed picture of the subjects discussed. Any name should be left out to keep the students anonymous before being put into use at your organisation.

Enjoy the following Dialogue & Interview Guide Session.

Chapter 3 - 1st Dialogue/Interview Guide Session

Title: Being Young - Performance Culture, Mental Health, Well-being and Social Inclusion:

This Dialogue & Interview Guide Session consists of 2 discussion areas:

Performance Culture

Mental Health, Well-being and Social Inclusion

Time: Approx. 120 minutes

Session Starts Here

Welcome Ritual

(Time: 5.00 minutes)

Start by playing a song (suggestion “Count on Me” by Bruno Mars - Bruno Mars - Count on Me (Official Lyric Video) - that fits the competencies like social inclusion, reflection and co-creating. The overall use of music at the beginning is to create a framework for the Dialogue & Interview Guide based on rituals. The music marks that this is something quite different to your formal, well-known educational learning context. Moreover, the music generates a feeling and ambience of inclusion and positive vibe in the classroom and in the body and mind of each student. And music is a great tool for immediately touching us deep inside without any filters or having to process it first.

Sharing good experiences

(Time: 10.00 minutes)

Every participant shares a short, recent good experience. It functions as an icebreaker and “cohesion booster” (and even works virtually). To make an analogy, it seems to work like gaining “likes” on social media. It makes you glad and positive. It is personal, touching, recognizable and low key. You can identify with the other students, parents and educators because of their stories and experiences. You may see them in a different light – as “a whole person” – doing “normal” things like walking the dog and meeting up with a friend.

It gets emotional in a good way, further the participants’ empathy and creates the perfect setting for the next part of the Dialogue & Interview Guide.

Introducing Today's Topic

Welcome to this session with the Dialogue and Interview Guide. Today’s meeting consists of the 2 discussion areas

Performance Culture

Mental Health, Well-being and Social Inclusion

Talk about Today's Topic

1. Opening question – Performance Culture and Perfectness

In Denmark there are an ongoing public discussion on a “Performance Culture” among children and youngsters at school and upper secondary education/ school.

While “performing good” as such may not be a problem at all, the discussion has been – from some critics’ viewpoint – that too much pressure is put on the youngsters by focusing on being getting the high grades and qualifications for a future education and eventually job; to become a “success”.

They may argue that it goes hand-in-hand with the children and youngsters being “project children”, children destined to be “a success” in their parents’ eyes - and therefore a success in society in general. The parents pave the way by offering their child/ youngster a “perfect” “friction-free” upbringing. It may sound harsh, but in Denmark they are referred to as “Curling Parents”, a popular term coined by Danish psychologist Bent Hougaard. (If you’re not family with curling, it’s a curious game on ice, where you throw stones with handles and sweep with brooms to get the stones placed as near a center as possible.).

From parents “pushing away the other stones” to pave the way for their child/youngster to hit the perfect center spot to say the glossy picture-perfect culture on social media. It may result in a build-up of individual pressure (could be good and bad) in children and youngsters to perform and deliver the best they can. The negative results of the pressure being that more and more children and youngsters are finding it hard to cope with life.

Even before Covid and lockdowns there were a raise in children and youngsters who suffered from mental health issues like breakdown due to stress, anxiety, school refusal behavior and depression (Lise Richter: “Når karakterer knækker unge” in Information, 2017).

We’ll like you all in the board to discuss the following question:

Question 1 for Danish board members:

In regard to the above what’s your impression of being young in Denmark?

Question 1 for European board members:

In regard to the above what’s it like being young in your country?

(Please discuss in the board approx. 10.00 min.)

Work on the Topic (Peer Learning)

Discussion Area - Mental health, Well-being and Social Inclusion

Question 2: As youngsters have you come across the following words “mental health”, “well-being” and “social inclusion”?

Sub question: If yes. In which way are you familiar with the words”?

Sub question: If not? Why not?

(Please, a short 20 min. discussion of the words to define. Make the board team up in two smaller groups and let them jot down keywords – the keywords will be presented by the groups – and integrated in the summary)

Question 3:

From your perspective how common are challenges with mental health, for instance stress, anxiety, loneliness, performance, dropout at your education?

Sub question: If so, why do you think there are these challenges?

Sub question: What can be done to better the mental health challenges for youngsters at your education and in general?

(10.00 minutes)

Short Break - You might take a short 5.00 min. break

Question 4:

In your eyes what does it mean to have a good well-being?

Sub Question: Why is it so?

(5.00 minutes)·

Question 5:

Can you come up with suggestions to “power up” good well-being in your class and education.

(5.00 minutes)

Question 6:

Let's talk about social inclusion, referring to your experience in your class, and overall. How included do you feel in your class and at school in general?

(5.00 minutes)

Question 7:

Can you think of ways to make your class, maybe even your educational institution, more diverse and inclusive?

(15.00 minutes) (Educator's note: split the board into 2 groups that discuss and write down ideas that might be implemented at your educational institution. 5 minutes for the groups to present ideas before moving to Question 8).

Just for fun

Put on Pharrell Williams' "Happy" Pharrell Williams - Happy (Video) to get into a positive spirit before taking on the questions below. Just let yourself loose, you can dance and sing along.

(4.00 minutes)

Question 8:

What have you done to strengthen relations in the classroom and/ or the school (especially as Covid restrictions and lockdowns in many ways have made this challenging)?

(5.00 minutes)

Question 9:

What sort of tools could be implemented in your class when dealing with issues like mental health, well-being and social inclusion?

(10.00 Minutes – split in two groups to discuss – remember to write down the key points of the discussion)

Question 10:

If you or one of your classmates had challenges with mental health, well-being and/or social inclusion what would you do to address the challenge who would you talk to – if any?

Sub questions to help facilitate the discussion: Your mates in the class or friends if you got problems? Educator/ other staff at your education like guidance counselor, mentor or psychologist? Parents? Any other, physical and/or online?

(5.00 minutes)

Curl and Throw - Ending of Session

Each board member write down their answer to the final question below. When it's done, the students (and grown-ups) curl and throw the paper at the grown-ups (to loosen up and make a joyful ending). The papers are collected and one or more students read the answers aloud to the board. The answers are collected afterwards by the educators to be used in the summary.

Question 11:

In your eyes, what characterizes a good classmate?

(12.30 minutes)

Chapter 4 – Practical Advices & Preparations

Preparation of students/ class, parents and colleagues (educators etc.)

The following preparations can be made to set-up the Dialogue & Interview Guide sessions at your place:

Prepare students: Before the first session, one or two introductory meetings are held. During the meeting(s), the educators explain the EU project's context (Solution by Inclusion, see beginning of this Manual) and share its objectives, also with the idea of finding an advantage for the class group

The parents are informed about the project with a personalized information note drafted by the educators.

Educators: Planning of the sessions and which roles to take during session (One to lead the dialogue and interview, one to pin down the summary). The educators are recommended to take part in the discussion.

You can have a discussion on Methodology how to:

facilitate discussion within such a large group

overcome the difficulty to speak and confide

to remain anonymous

comment only by choice

feel free to ask if one don't understand a question

understand the general purpose and gameplay of the Dialogue & Interview Guide

Positive dialogue in a safe and secure framework

Of course, the students must have the opportunity to talk freely, but it important to stress before each meeting – as a part of the gameplay – that it's not about personal issues, but to see things from a young perspective. The role of the educators is to intervene if the dialogue gets too personal, eg. put pressure on a student. It's a good idea to discuss afterward in case there are issues that needs to be address/ taken care of regarding an individual.

The Dialogue & Interview Guide is developed as a general method/ tool, aimed at all students in the classroom. However, please always take into consideration individuals with special needs.

An Educator's Manual to the Dialogue & Interview Guide – Second Session

Chapter 1 - A Short Introduction

The Dialogue & Interview Guide: Social inclusion and Lifecoping methods and tools developed for students, parents and educators at VETs/ SCLs.

Purpose

The Dialogue and Interview Guide is adapted loosely from the Erasmus+ project, SAVE) and re-modelled in co-creation with students and educators from the participating VETs/SCL in the Solution By Inclusion project. The Dialogue & Interview Guide is addressing students' mental well-being such as self-awareness, motivation and focus on furthering social inclusion. As well as focusing on educators' guidance and learning role empowerment and parents' participation. The Dialogue and Interview Guide has been used at Peer Advisory Board meetings with students, parents and educators in Italy, Malta and Denmark. Based on the feedback, inputs and evaluation The Dialogue and Interview Guide have be further adjusted and developed in co-creation. The Dialogue & Interview Guide has adapted essential components from the Erasmus+ project, Save, along with the framework of the LINK Rituals, developed by Norwegian partner, RVT Sør, and used in the Norwegian school system.

The dialogue is the essential part of the methods/tools contained in the Guide which have been adapted and co-created with the Peer Advisory Boards. Furthermore, the methods and tools from the Dialogue & Interview Guide are aimed at improving social inclusion, strengthening relationships between students, parents and school and focusing intensively on life-coping tools to boost motivation and self-awareness. Another key element is to create a safe space from which to discuss relevant youth issues that are not formally a part of school curriculum – such as inclusion, mental health and well-being - but have a massive impact on the youngster's life. Also, the Dialogue & Interview Guide can pave the way for the VET/SCL (and parents) to use statements as indicator or a “diagnostic tool to become aware of and address challenges or matters that affect students' educational/ social life.

Content

The following Dialogue & Interview Guide is a dialogical method and tool to address students' social inclusion, mental well-being and how to cope with everyday life in a forum of students, parents and educators. The students are the focal point of the guide, but students interact with their educators and parents. And a student's time at the educational institution is often extended into the student's spare time be it professionally and personally. Think of time spent with friends and maybe socializing on digital and/or social media. Therefore, most questions are directed at the students, but parents and educators are equally part of the dialogue and discussion taking place.

The Dialogue & Interview Guide consists of 3 physical sessions, In this paper we focus on the 3rd Session which are described in detail in Chapter 3.

Participants in the sessions:

8 “mixed gender” students 16-20 years at VET/ SCL

2 Parents

2-3 Educators/ Other relevant staff members

Place: Meeting room/ classroom at VET/ SCL institution

Time: All in all, we have created 3 Dialogue & Interview Guide sessions. Each session is approx. 120 minutes.

Preparations: Expect time to prepare, especially students, for the framework and “gameplay” of Dialogue & Interview Guide (See Chapter 2 and 4)

Assistive Devices:

Paper and pen to jot down keywords (for two groups)

Laptop (preferable connection to screen or smartboard) for this Dialogue & Interview Guide

Laptop or pen/paper for summary writing

Chapter 2 - How To...

You find 3 Dialogue & Interview Guide sessions all in all. Make sure to get accustomed to each session and the gameplay described below before you venture into the dialogue with students and parents. The first session is especially focussed on functioning as an “icebreaker” and it’s recommended to start in chronological order, but you can

also pick out a specific session if that suits your purposes.

Each session includes a time code to guide you through the session. Of course, you can adjust as you go along in the dialogue. By using the time code you should be able to manage all questions (in approx. 120 minutes), but it’s perfectly fine to jump to a new question if you all feel that you have already been discussing the topic. Just to stress it, it’s important that the Dialogue & Interview Guide is a meaningful tool to all of you. A tool to establish teamwork and dialogue and at the same time gather new knowledge and solutions to tackle the student’s challenges in a motivational spirit.

All agree on the Gameplay

The following Dialogue & Interview Guide is a dialogical method and tool to address students' social inclusion, mental well-being and everyday life in a forum of students, parents and educators. The students are the focal point of the guide, but students interact with their educators and parents. And a student's time at the educational institution is often extended into the student's spare time be it professionally and personally.

Think of time spent with friends and maybe socializing on digital and/or social media. Therefore, most questions are directed at the students, but parents and educators are equally part of the dialogue and discussion taking place. The dialogue is the important part of the method/tool, furthermore the educators may be able to use statements as an indicator or "diagnostic" tool to take on challenges or matters that need to be further addressed.

This is a short introduction on how to understand the "the gameplay" of the Dialogue & Interview Guide. It's important to make sure that each participant knows the "gameplay" below before you start a session.

Each local board consists of up to 12 members:

8 youngsters 16-20 of age, mixed gender

2 parents

2 educators

The session is headed by one of the educators who will use the Dialogue & Interview Guide. The guide is in English, but the dialogue will be in the national language (Translation of the guide may be recommended). This is to make sure that we create a safe and secure and well-known environment that will be the best starting point for the participants. To get participants to know each other and get the discussion going. The educator will be reading out each question during the session and each question will be discussed/ concluded among all participants.

Anonymous and free to answer

It's important to highlight the following: All members are free – at any time - not to answer questions during the session. The answers given and written down will be anonymous. The Dialogue & Interview Guide is not about a specific student, parent or educator as a person (all though it's perfectly fine to give one's personal opinion), but the content generated and summed up by the common dialogue.

About the questions

The questions will focus on being young (a couple of questions can be aimed at the teachers and parents), especially concentrating on both educational life as a student, but also youngster's life in general, because we believe that you can't necessarily separate education from spare time. We regard the student as "a whole". You don't have a button that switches off when you walk out of the educational building in the afternoon. The professional

educational life and the social connections from the educations are extended into the spare time, e.g. social and digital media, parties, meeting up physical etc. And the other way around. You take your spare time into your educational life.

As an educator you'll find a complete guideline filled with journalistic questions aimed at all participants (only a few questions will be directed at specific user-group). Some questions – like the open question – is key elements in the guide and must be asked. But as you all go along, and the discussion unfolds there might be a question or two that for instance may have been answered already. Feel free to move along to the next question, as it makes sense to you and the participants.

Each question has a “time code” to let you administer the questions and structure of the session.

Remember to take a short break after approx. an hour. It's integrated in the Guide.

About the summary

It's very important that a summary is being made. During the session the summary is written by one of the educators. Please, remember to sum up all questions. It can be keywords or important sentences that sums up the discussed questions. The goal is “to paint” a detailed picture of the subjects discussed. Any name should be left out to keep the students anonymous before being put into use at your organisation.

Enjoy the following Dialogue & Interview Guide Session

Chapter 3 - 2nd Dialogue/Interview Guide Session

Title: Being Young in a Pandemic Era

This Dialogue & Interview Guide Session consists of 2 discussion areas:

Being young in a Pandemic Era

Motivation and Dreams

Time: Approx. 120 minutes

Session Starts Here

Welcome Ritual

(Time: 5.00 minutes)

Start by playing a song (suggestion “Count on Me” by Bruno Mars - Bruno Mars - Count on Me (Official Lyric Video) - that fits the competencies like social inclusion, reflection and co-creating.

The overall use of music at the beginning is to create a framework for the Dialogue & Interview Guide based on rituals. The music marks that this is something quite different to your formal, well-known educational learning context. Moreover, the music generates a feeling and ambience of inclusion and positive vibe in the classroom and in the body and mind of each student. And music is a great tool for immediately touching us deep inside without any filters or having to process it first.

Sharing good experiences

(Time: 10.00 minutes)

Every participant shares a short, recent good experience. It functions as an icebreaker and “cohesion booster” (and even works virtually). To make an analogy, it seems to work like gaining “likes” on social media. It makes you glad and positive. It is personal, touching, recognizable and low key. You can identify with the other students, parents and educators because of their stories and experiences. You may see them in a different light – as “a whole person” – doing “normal” things like walking the dog and meeting up with a friend.

It gets emotional in a good way, further the participants’ empathy and creates the perfect setting for the next part of the Dialogue & Interview Guide.

Introducing Today's Topic

Welcome to this session with the Dialogue and Interview Guide. Today’s meeting consists of the 2 discussion areas:

Being young in a Pandemic Era

Motivation and Dreams

Talk about Today’s Topic

1. Opening question – Being young in a Pandemic

As students, educators and parents, what impact has Covid-19 had on your personal life, family life and life in general?

(10.00 minutes for discussion)

Work on the Topic (Peer Learning)

Discussion Area: Being Young in a Pandemic

Question 2: Has it had an effect on your mental health and well-being? And/ or the way you are able to socialize?

If negative impact, what did you do/ can be done to transform it to a lesser negative experience?

(15.00 minutes – two groups are created to discuss)

Question 3: Have you had long distance learning by online solutions during lockdown?

If yes? What are your experiences of going “digital” by using online solution for long distance learning?

(10.00 minutes)

Question 4: Has sometime good come out of this horrible virus-situation when you look at it?

If yes? In what way?

(5.00 minutes)

Short Break

You might take a short 5.00 min. break

Discussion Area: Motivation and Dreams

Question 5: What do you dream of? And why?

(15.00 minutes – 5 minutes to write down dreams and 10 minutes to discuss)

Question 6: What motivates you?

(15.00 minutes – 5 minutes to write down dreams and 10 minutes to discuss)

Just for fun - Put on Pharrell Williams’ “Happy” Pharrell Williams - Happy (Video) to get into a positive spirit before taking on the questions below. Just let yourself loose, you can dance and sing along.

(4.00 minutes)

Question 7: Do you think that you are in a position where you can live out your dreams?

If not, how can you bring yourself in a position to do so?

(5.00 minutes)

Question 8: How do you see yourself as a student in regard to the expectations from school, educators, parents, businesses and society?

And how do you approach this topic as educators and parents?

(5.00 minutes)

Question 9: As students you're living in an era of a Covid-19 pandemic, war, economic crisis and a global climate crisis. How can we all find positive vibes, hope and motivation to meet the future?

(15.00 minutes – 10 minutes team work in 2 groups – 5 minutes to present points)

Curl and Throw - Ending of Session

Each board member write down their answer to the final question below. When it's done, the students (and grown-ups) curl and throw the paper at the grown-ups (to loosen up and make a joyful ending). The papers are collected and one or more students read the answers aloud to the board. The answers are collected afterwards by the educators to be used in the summary.

Question 10: Try to come with three good things you can do to help create good vibes and an inclusive environment in your class and/ or VET in general? (11.30 minutes – 5 minutes for filling out the paper – rest to discuss)

Chapter 4 – Practical Advices & Preparations

Preparation of students/ class, parents and colleagues (educators etc.)

The following preparations can be made to set-up the Dialogue & Interview Guide sessions at your place:

Prepare students: Before the first session, one or two introductory meetings are held. During the meeting(s), the educators explain the EU project's context (Solution by Inclusion, see beginning of this Manual) and share its objectives, also with the idea of finding an advantage for the class group

The parents are informed about the project with a personalized information note drafted by the educators.

Educators: Planning of the sessions and which roles to take during session (One to lead the dialogue and interview, one to pin down the summary). The educators are recommended to take part in the discussion.

You can have a Discussion on Methodology how to:

- facilitate discussion within such a large group
- overcome the difficulty to speak and confide
- to remain anonymous
- comment only by choice
- feel free to ask if one don't understand a question
- understand the general purpose and gameplay of the Dialogue & Interview Guide
- Positive dialogue in a safe and secure framework

Of course, the students must have the opportunity to talk freely, but it important to stress before each meeting – as a part of the gameplay – that it's not about personal issues, but to see things from a young perspective. The role of the educators is to intervene if the dialogue gets too personal, eg. put pressure on a student. It's a good idea to discuss afterward in case there are issues that needs to be address/ taken care of regarding an individual.

The Dialogue & Interview Guide is developed as a general method/ tool, aimed at all students in the classroom. However, please always take into consideration individuals with special needs.

An Educator's Manual to The Dialogue & Interview Guide - Third Session

Chapter 1 - A Short Introduction

The Dialogue & Interview Guide: Social inclusion and Lifecoping methods and tools developed for students, parents and educators at VETs/ SCLs.

Purpose

The Dialogue and Interview Guide is adapted loosely from the Erasmus+ project, SAVE) and re-modelled in co-creation with students and educators from the participating VETs/SCL in the Solution By Inclusion project. The Dialogue & Interview Guide is addressing students' mental well-being such as self-awareness, motivation and focus on furthering social inclusion. As well as focusing on educators' guidance and learning role empowerment and parents' participation. The Dialogue and Interview Guide has been used at Peer Advisory Board meetings with students, parents and educators in Italy, Malta and Denmark. Based on the feedback, inputs and evaluation The Dialogue and Interview Guide have be further adjusted and developed in co-creation. The Dialogue & Interview Guide has adapted essential components from the Erasmus+ project, Save, along with the framework of the

LINK Rituals, developed by Norwegian partner, RVTS Sør, and used in the Norwegian school system.

The dialogue is the essential part of the methods/tools contained in the Guide which have been adapted and co-created with the Peer Advisory Boards. Furthermore, the methods and tools from the Dialogue & Interview Guide are aimed at improving social inclusion, strengthening relationships between students, parents and school and focusing intensively on life-coping tools to boost motivation and self-awareness. Another key element is to create a safe space from which to discuss relevant youth issues that are not formally a part of school curriculum – such as inclusion, mental health and well-being - but have a massive impact on the youngster's life. Also, the Dialogue & Interview Guide can pave the way for the VET/SCL (and parents) to use statements as indicator or a “diagnostic tool to become aware of and address challenges or matters that affect students' educational/ social life.

Content

The following Dialogue & Interview Guide is a dialogical method and tool to address students' social inclusion, mental well-being and how to cope with everyday life in a forum of students, parents and educators. The students are the focal point of the guide, but students interact with their educators and parents. And a student's time at the educational institution is often extended into the student's spare time be it professionally and personally. Think of time spent with friends and maybe socializing on digital and/or social media. Therefore, most questions are directed at the students, but parents and educators are equally part of the dialogue and discussion taking place.

The Dialogue & Interview Guide consists of 3 physical sessions, In this paper we focus on the 3rd Session which are described in detail in Chapter 3.

Participants in the sessions:

8 “mixed gender” students 16-20 years at VET/ SCL

2 Parents

2-3 Educators/ Other relevant staff members

Place: Meeting room/ classroom at VET/ SCL institution

Time: All in all, we have created 3 Dialogue & Interview Guide sessions. Each session is approx. 120 minutes.

Preparations: Expect time to prepare, especially students, for the for framework and “gameplay” of Dialogue & Interview Guide (See Chapter 2 and 4)

Assistive Devices:

Paper and pen to jot down keywords (for two groups)

Laptop (preferable connection to screen or smartboard) for this Dialogue & Interview Guide

Laptop or pen/paper for summary writing

Chapter 2 - How To...

You find 3 Dialogue & Interview Guide sessions all in all. Make sure to get accustomed to each session and the gameplay described below before you venture into the dialogue with students and parents. The first session is especially focused on functioning as an “icebreaker” and it’s recommended to start in chronological order, but you can also pick out a specific session if that suits your purposes.

Each session includes a time code to guide you through the session. Of course, you can adjust as you go along in the dialogue. By using the time code you should be able to manage all questions (in approx. 120 minutes), but it’s perfectly fine to jump to a new question if you all feel that you have already been discussing the topic. Just to stress it, it’s important that the Dialogue & Interview Guide is a meaningful tool to all of you. A tool to establish teamwork and dialogue and at the same time gather new knowledge and solutions to tackle the student’s challenges in a motivational spirit.

All agree on the Gameplay

The following Dialogue & Interview Guide is a dialogical method and tool to address students’ social inclusion, mental well-being and everyday life in a forum of students, parents and educators. The students are the focal point of the guide, but students interact with their educators and parents. And a student’s time at the educational institution is often extended into the student’s spare time be it professionally and personally.

Think of time spent with friends and maybe socializing on digital and/or social media. Therefore, most questions are directed at the students, but parents and educators are equally part of the dialogue and discussion taking place. The dialogue is the important part of the method/tool, furthermore the educators may be able to use statements as an indicator or “diagnostic” tool to take on challenges or matters that need to be further addressed.

This is a short introduction on how to understand the “the gameplay” of the Dialogue & Interview Guide. It’s important to make sure that each participant knows the “gameplay” below before you start a session.

Each local board consists of up to 12 members:

8 youngsters 16-20 of age, mixed gender

2 parents

2 educators

The session is headed by one of the educators who will use the Dialogue & Interview Guide. The guide is in English, but the dialogue will be in the national language (Translation of the guide may be recommended). This is to make sure that we create a safe and secure and well-known environment that will be the best starting point for the participants. To get participants to know each other and get the discussion going. The educator will be reading out each question during the session and each question will be discussed/ concluded among all participants.

Anonymous and free to answer

It's important to highlight the following: All members are free – at any time - not to answer questions during the session. The answers given and written down will be anonymous. The Dialogue & Interview Guide is not about a specific student, parent or educator as a person (all though it's perfectly fine to give one's personal opinion), but the content generated and summed up by the common dialogue.

About the questions

The questions will focus on being young (a couple of questions can be aimed at the teachers and parents), especially concentrating on both educational life as a student, but also youngster's life in general, because we believe that you can't necessarily separate education from spare time. We regard the student as "a whole". You don't have a button that switches off when you walk out of the educational building in the afternoon. The professional educational life and the social connections from the educations are extended into the spare time, e.g. social and digital media, parties, meeting up physical etc. And the other way around. You take your spare time into your educational life.

As an educator you'll find a complete guideline filled with journalistic questions aimed at all participants (only a few questions will be directed at specific user-group). Some questions – like the open question – is key elements in the guide and must be asked. But as you all go along, and the discussion unfolds there might be a question or two that for instance may have been answered already. Feel free to move along to the next question, as it makes sense to you and the participants.

Each question has a "time code" to let you administer the questions and structure of the session.

Remember to take a short break after approx. an hour. It's integrated in the Guide.

About the summary

It's very important that a summary is being made. During the session the summary is written by one of the educators. Please, remember to sum up all questions. It can be keywords or important sentences that sums up the discussed questions. The goal is "to paint" a detailed picture of the subjects discussed. Any name should be left out to keep the students anonymous before being put into use at your organisation.

Enjoy the following Dialogue & Interview Guide Session.

Chapter 3 - 3rd Dialogue/Interview Guide Session

Title: Being Young – Inside and Outside Education

This Dialogue & Interview Guide Session consists of 3 discussion areas:

Outside Students' Educational Life

Dialogue – Can we talk about everything?

Inside Education (Educational growth and avoiding drop out)

(Total Time: 120 minutes)

Session Starts Here

Welcome Ritual

(Time: 5.00 minutes)

Start by playing a song (suggestion "Count on Me" by Bruno Mars -

Bruno Mars - Count on Me (Official Lyric Video)- that fits the competencies like social inclusion, reflection and co-creating. The overall use of music at the beginning is to create a framework for the Dialogue & Interview Guide based on rituals. The music marks that this is something quite different to your formal, well-known educational learning context. Moreover, the music generates a feeling and ambience of inclusion and positive vibe in the classroom and in the body and mind of each student. And music is a great tool for immediately touching us deep inside without any filters or having to process it first.

Sharing good experiences

(Time: 10.00 minutes)

Every participant shares a short, recent good experience. It functions as an icebreaker and “cohesion booster” (and even works virtually). To make an analogy, it seems to work like getting “likes” on social media. It makes you glad and positive. It is personal, touching, recognizable and low key. You can identify with the other students, parents and educators because of their stories and experiences. You may see them in a different light – as “a whole person” – doing “normal” things like walking the dog and meeting up with a friend.

It gets emotional in a good way, further the participants’ empathy and creates the perfect setting for the next part of the Dialogue & Interview Guide.

Introducing Today's Topic

Welcome to this session with the Dialogue and Interview Guide. Today’s meeting consists of 3 discussion areas:

Outside Students’ Educational Life

Dialogue – Can we talk about everything?

Inside Education (Educational growth and avoiding drop out)

Talk about Today's Topic

Opening question - Your everyday life as youngster – Inside and Outside of Education

As a student – and an educator - you spent many hours each week at your educational institution, your VET/SCL. A professional reality where students learn and qualify for a future job, skillfully taught by educators/teachers.

A lot of educators/ teachers/ staff and even more classmates and follow students make up a reality of “Education”/ “School”. And when class finishes in the afternoon and it’s time to go home, well, then spare time takes over. That might be true, but somehow educational life seems to flow into spare time and the other way around.

The social and professional network blend together. This Dialogue and Interview Guide session takes a look at both educational life and life outside education.

(Time: 10.00 minutes discussion based on the following Question 1)

Question 1: Discuss how educational life and spare time blend together after you go home from a day at your VET/SCL-institution (like digital and social media, job, homework, family, physical meetings, socializing online relationships, partying, hobbies etc.)

Work on the Topic (Peer Learning)

Discussion Area – Outside Students' Educational Life

(Time: 15.00 minutes to discuss in 2 groups and present in class, based on Question 2)

Question 2: Can you come up with tools to better balance or organize spare time and educational life?

(Time: 5.00 minutes, based on Question 3)

Question 3: A lot of youngsters spent time on digital media (internet, gaming) and social media platforms and streaming of music and tv, films and series. How many minutes or hours – if any are spent on digital, social media and streaming?

(Time: 5.00 minutes, based on Question 4)

Question 4: How many of you student uses social media to socialize and network? And do you use it in class or at your education to socialize (and not just for educational purposes)?

If so, do you have any “rules” how to include all classmates on social media?

Short Break - You might take a 5.00 min. break.

(Time: 10.00 minutes, based on Question 5)

Question 5: There is this expression called “Fear of missing out”. Have you come across the feeling that you are missing out on something, e.g. friends meeting up and you not being part of it?

If the feeling appear, what can be done to handle the feeling?

In addition, is it okay to miss out?

Discussion Area: Dialogue - Can we talk about everything?

(Time: 15.00 minutes in total – Question 6 + 7 below to be discussed in two groups and presented to all)

Question 6: As a parents are there things that you don't/ can't talk to your child about? And as students are there things that you can not/ will not talk to educators about – for instance regarding mental health issues, well-being or not feeling included in class? And that you as educators do not want to talk about as grown-up professionals?

Question 7: In your eyes how do we all get better at taking and discussing topic that can be hard to talk about – maybe even taboo. A topic like “loneliness” among youngsters might be hard to talk about – maybe some would argue taboo, to say that you're actually feeling

lonely. What are the things that's hard to talk about or even taboo? Please, do not answer on a personal level, but in general.

Just for fun

(Time: 4.00 minutes)

Watch and enjoy Pharrell Williams' song "Happy" Pharrell Williams - Happy (Video) to get into a positive spirit before taking on the questions below. Just let yourself loose, you can dance and sing along.

(Time: 5.00 minutes, based on Question 8)

Question 8: As a parent do you feel you have the tools to help your child?

If not, what would be nice to have/ to focus on?

Discussion Area: Inside Education (Educational growth and avoiding drop out)

(Time: 5.00 minutes, based on Question 9)

Question 9: To what extent does your education live up to your personal, social and professional expectations – giving you personal and social skills and competencies as well as professional skills?

(Time: 15.00 minutes in total, based on Question 10, 10.00 min. in groups, 5.00 min. to present)

Question 10: As students and educators how many do you think leave and dropout because of challenges and problems concerning mental health, well-being and social inclusion?

Can you come up with suggestions how to better your class and educational institution to make it even better to avoid drop out?

(Time: 5.00 minutes, based on Question 11)

Question 11: As a student have you any experience in regard to getting a company internship or an apprenticeship etc.?

If yes, how?

Does it seem like a challenge to you? If so, how can it be approached?

Curl and Throw - Ending of Session

Each board member write their answer to the final question below. When it's done, the students (and grown-ups) curl and throw the paper at the grown-ups (to loosen up and make a joyful ending). The papers are collected and one or more students read the answers aloud to the board. The answers are collected afterwards by the educators to be used in the summary.

(12.00 minutes in total, based on Question 12, incl. 7.00 min. to present)

Question 12: How do you think the labour market view the youngsters, and the qualifications that the companies demand?

Chapter 4 – Practical Advices & Preparations

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overcome the difficulty to speak and confide

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feel free to ask if one don't understand a question

understand the general purpose and gameplay of the Dialogue & Interview Guide

Positive dialogue in a safe and secure framework

Of course, the students must have the opportunity to talk freely, but it is important to stress before each meeting – as a part of the gameplay – that it's not about personal issues, but to see things from a young perspective. The role of the educators is to intervene if the dialogue gets too personal, e.g. put pressure on a student. It's a good idea to discuss afterward in case there are issues that need to be addressed/ taken care of regarding an individual.

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