

**A step-by-step  
guide for teachers  
on how to  
implement the  
curriculum in  
classroom**



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# A step-by-step guide for teachers on how to implement the curriculum in classroom

This guide is intended to support you in delivering the Together4Change project in your classroom. This pedagogical proposal builds on the Change Project course and the findings of the U-Change project, with improvements based on feedback from teachers and partners that have been participating in the Change project.

Additionally, this curriculum includes perspectives from individuals with a migratory background to ensure that the materials and terminology used are appropriate and relevant.

This pedagogical proposal intends to be flexible and adaptable to different classroom contexts. For more specific materials or advice you can consult your Together4Change national partner.



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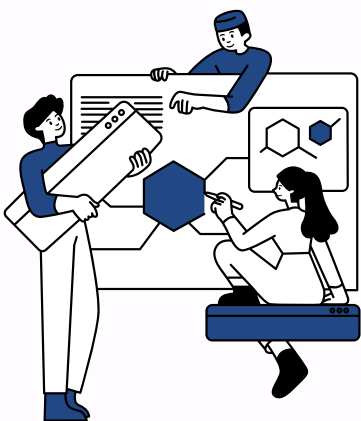
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# Together4Change background

The pedagogical curriculum outlined in this teacher's guide is part of the Together4Change project. Together4Change is an initiative aimed at raising awareness in schools and promoting critical thinking skills while fostering the integration of migrants and refugees. The project encourages students to collaborate with migrants and refugees on solidarity actions within their schools and local communities.

By creating ongoing opportunities for engagement, Together4Change helps break down barriers and fosters understanding and empathy. These interactions will lead to joint awareness-raising initiatives, allowing students and migrants to experience and promote shared EU values, such as human dignity, civic engagement, and participation.



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# Our approach to Education

## Understand the Context

*Importance of what we have in our lives, knowledge, feeling, before we start.*

Before starting, it's important to understand the context of your students, classroom, school, and community.



**What is the starting point for this project in your setting?**

## Experience and reflection in each stage

Education is more than the acquisition of pure factual knowledge.



## Students will:

- Learn to make judgements (and also value judgements) in a complex world.
- Be able to articulate their own feelings and values to develop critical thinking.
- Challenge stereotypes, prejudices, and previous assumptions through surprising or challenging information and experiences.
- Reflect on their own and others' reactions and emotions.
- Understand who they are and how they relate to others.
- Learn from their own experiences as well as from others, facilitated through interpersonal encounters.
- Be guided and supported in their learning journey by others



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# Our approach to Education



Once students internalize new meanings, attitudes, and values, they will feel driven to act. Working collaboratively, and leaving no one behind, makes learning more meaningful and fosters social justice.



Real learning requires reflection. It is important that both students and teachers recognise the impact of new knowledge. Conscious learning is key.



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# Curriculum structure

## The curriculum stages

The curriculum is divided in six stages. Some stages may require a session of 45-50 minutes, while others may require two sessions of 45-50 minutes each.

We recommend that you take time to go through all stages with your students, but in cases where this isn't possible, the curriculum may be adapted. You can ask your local partner for advice on the best way to implement the curriculum.

## Involvement of your Together4Change national partner

For this project it is essential that you establish a partnership with your Together4Change national partner. Their involvement is particularly important in stages 3 and 6, although collaboration can happen in other stages as well. Together4Change offers the opportunity to establish a more solid partnership in order to make learning and actions more meaningful.

## Worksheets

Each stage includes a worksheet for teachers to assist in implementing the workshop, providing essential information and tips. Additionally, each stage features a student worksheet containing questions for exercises, including roleplays, activities, and reflective practices. It is recommended that teachers print the student worksheets before each session and distribute them, ensuring students have the questions readily available.



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# Curriculum structure

## Exploring self-awareness

To recognize the significance of self-awareness before engaging with others, whether they are perceived or actual differences.

## Receiving and Processing Critical Information

To actively acquire knowledge and develop skills in using media effectively, while honing the ability to critically analyse information.

## Changing Perspectives

To foster perspective shifts through meaningful encounters, encouraging individuals to engage emotionally and reflect on their experiences.

\*Here, we recommend discussing this stage in advance with your Together4Change national partner to schedule the day and coordinate with the person who will participate in the encounter.

## Forming and Representing Judgments

To promote perspective change by reflecting on moral principles and facilitating discussions about personal beliefs.

## Addressing Prejudices

To build awareness that generalisations can obscure the unique realities of individuals, leading to discrimination.

## Taking Action

To inspire open-mindedness and empower change through collaborative actions with others.

\*Here, you will find action challenges for each of the previous stages that can be implemented by students in collaboration with local migrant and refugee organizations or representatives, facilitated by your Together4Change national partner.



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# Stage structure



## Introduction:

This section outlines the aim, objectives, key terms, content, methods, and timing.



## Activity:

A description of the activity. Some activities are suitable for students aged 12 to 18, while others may be adapted for those under or over 15. (The age of 15 is a guideline; use your classroom context to determine the most appropriate activities.)



## Tips for Teachers:

Helpful suggestions to assist you in implementing the proposal effectively.



## Together4Change:

A reminder of the importance of collaboration with your Together4Change National partner in driving real change. (This section will be particularly relevant in stages 3 and 6.)



## Reflective Practice:

A brief exercise for students to reflect individually on what they have learned and felt during each stage. This can be done at the end of the lesson or assigned as homework, allowing students to create a personal file for their reflections across all stages.



## Summary and Transition:

A brief recommendation to conclude each stage and introduce the next one.



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# Assess the impact



Before implementing the curriculum with your students, it is essential to conduct an evaluation to assess their current understanding and perceptions of the concepts that will be addressed. This initial evaluation will serve as a baseline for measuring the impact of the curriculum. After completing the curriculum, a post-evaluation will be conducted to determine the new knowledge acquired and any changes in student perceptions. The evaluation process is structured to ensure effective data collection while maintaining student anonymity. Here's how it works:

**Registration:**  
Teachers should register via the link provided at [jrschange.org/projects/together-for-change/](https://jrschange.org/projects/together-for-change/) and select their preferred language for registration.

Name

First

Last

Email

Address *(Required)*

City

ZIP / Postal Code

Country

Untitled

Hungary  
Croatia  
Greece  
Italy  
Serbia  
Portugal  
Spain

SUBMIT



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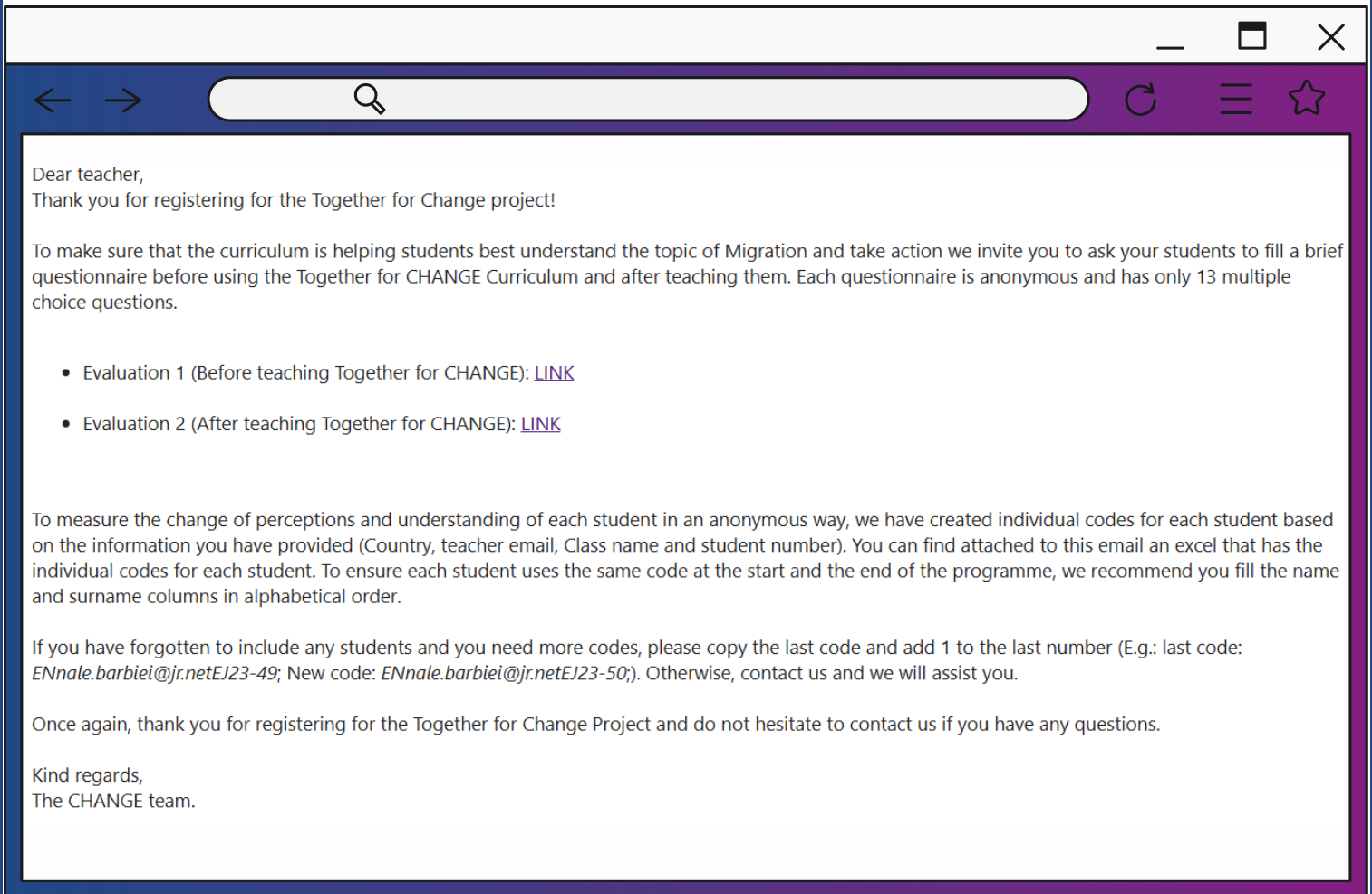
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# Assess the impact

## Receiving Evaluation Codes:

After completing the registration, teachers will receive an email containing an Excel file with unique codes corresponding to the number of students listed in the registration form. This email will also include two links to pre- and post-evaluation forms.



## Code Allocation:

Teachers must assign each unique code to a student. This process allows us to collect evaluation data while protecting student anonymity and sensitive information. It may be useful to print the list of codes, associating each code with a student, so you can refer to it if any students forget.



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# Assess the impact

## Pre-Evaluation:

Before starting the curriculum, teachers should share the link to the pre-evaluation form with their students. It's important to remind students to use their assigned codes when filling out the evaluation form.

## Post-Evaluation:

After completing the curriculum stages, teachers should share the link to the post-evaluation form with their students. Again, students should use the same code they used for the pre-evaluation form.

## Evaluations 1

### Basic Data

All fields are mandatory

ID \*  
Identifier

Country \* City \*  
Select a value

School \*  
Select a school

Gender \* Age \*  
 Male  Female  Non-Binary  
Please enter a number from 11 to 19.

School year \* Nationality \*  
Select a value

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## Evaluations 2

### Basic Data

All fields are mandatory

ID \*  
Identifier  
This field is required.

Country \* City \*  
Select a value  
This field is required. This field is required.

School \*  
Select a school  
This field is required.

Gender \* Age \*  
 Male  Female  Non-Binary  
This field is required. This field is required.

School year \* Nationality \*  
Select a value  
This field is required. This field is required.

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# Course Preparation

The course focuses on the constructive engagement with diversity in various aspects, and aims to foster openness toward perceived or actual differences. To effectively prepare, please take a moment to evaluate the dynamics within your classroom:



**What is the current composition of your class in terms of students' social, ethnic, and cultural backgrounds?**



**Have there been any conflicts arising from these differences, or are there ongoing issues?**



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# Course Preparation

**Please evaluate the nature and severity of any conflicts within your classroom:**

Are the conflicts significant enough to hinder open discussions about diversity and migration? Considering the goals and activities of this course, do you believe students may be reluctant to participate due to these existing tensions? Alternatively, could these conflicts escalate, leading to harmful interactions among students?

If this is the case, proceeding with the course may not be beneficial, as it might reinforce negative dynamics rather than foster understanding. In such situations, it's crucial to address these conflicts using established conflict management techniques and, if necessary, seek professional support to facilitate open discussions. Consulting with school authorities about the feasibility of conducting the course and identifying any required external support may also be helpful.



On the other hand, do the conflicts present an opportunity for meaningful discussions? If so, these tensions can serve as valuable moments for students to gain deeper insights into themselves and others, promoting greater openness. Discuss these challenges with your Together4Change national partner to determine the best strategies for your specific context.



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# Course Preparation

## Your own background and starting situation

One of the course's primary objectives is to help students gain factual knowledge about the experiences of refugees and migrants. As a teacher, you don't need to be an expert on this topic or have extensive prior knowledge.

However, it's essential to acknowledge any limitations in your understanding, and to recognize when further information is necessary.

The Together4Change project national partner will provide training opportunities for teachers, which can be beneficial for preparing for the course implementation.



## Prepare the way to your partnership

It is important that you establish a partnership with your Together4Change partner, and with migrant/refugee-led organizations or representatives that have experience in the topic.

Your Together4Change national partner will be available throughout the process, offering support and guidance as needed. You can coordinate with them to address any challenges or questions that may arise before and during the implementation phase, ensuring that any necessary adjustments can be made.

By establishing this partnership from the outset, you can collaboratively plan how to best engage in the project.



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