



# **Sports for Sharing**

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## **Instructions Manual Online Training for Teachers**

## COURSE GUIDE

INTRODUCTION	RESSOURCE
<p style="text-align: center;"><b>WELCOME TO THE INTRODUCTION COURSE OF</b> <b><i>Sports for Sharing</i></b></p> <p>The purpose of this course is to initiate a process of pedagogical guidance by providing pedagogical and operational tools corresponding to the E4S model while emphasizing on the specificities of the Sports for Sharing program. This guidance will allow you to broaden your knowledge as well as the educational offer of your institution in order to promote the development and practice of skills that seek the exercise of an active citizenship.</p> <p>Within the design of each of these programs, E4S started from the latent need to favour the development of active citizens who are positively involved with the current context and the global challenges of the 21<sup>st</sup> century. Civic education has become one of the fundamental axes of our educational endeavour so much that, for the past couple of decades, the interest in citizenship and the relevant spaces for its development has become an increasingly important as well as a recurrent issue in different countries of the world.</p> <p>For example, in 1971, the International Association for the Evaluation of Educational Achievement (IEA) carried out the first civic education study in nine countries. The CIVED was carried in 1999 and in 2002. This analysis was extended to the secondary school population, focusing its evaluation on three axes; democracy and citizenship, national identity and international relations, and finally, cohesion and social diversity.</p> <p>Seventeen years after this study, citizens have found other spaces and ways to live and exercise, acquiring new rights and new responsibilities for participation, in such ways that the intervention in the education system has become of great relevance and offers students better opportunities and diversified tools for social integration, which motivate them to assume themselves as agents of change and to build a sustainable world for all.</p> <p>We hope you will enjoy this educational experience and that this training process will meet your expectations by allowing you to strengthen your methods while finding other opportunities for teaching and cohabitation with your students. We invite you to introduce yourself in this section by mentioning your name and by explaining your main motivation to participate in this course.</p> <p style="text-align: center;"><b>LET'S GET STARTED!</b></p>	<p style="text-align: center;">ANNOUNCEMENT</p>

THEME	LEARNING ACTIVITY	TEXT	RESSOURCES
CONTENT MAP		<p>Below, you will find the content map with the topics that will accompany your educational experience:</p> <p><b>Module I. Education for Sharing</b> How do I identify with Education for Sharing?</p> <ul style="list-style-type: none"><li>▪ Mission</li><li>▪ Vision</li><li>▪ Reach</li><li>▪ Results</li></ul> <p><b>Module II. Theoretical framework</b> What can I learn from this educational experience?</p> <ul style="list-style-type: none"><li>▪ Cooperative playing</li><li>▪ Socio constructivist pedagogical approach</li><li>▪ Significant learning</li></ul> <p><b>Module III. Thematic Axes</b> What opportunities arise when addressing new issues?</p> <p>Main themes in <i>Sports for Sharing</i></p> <ul style="list-style-type: none"><li>▪ Civic Values – Sociomoral development</li><li>▪ Sustainable Development Goals – Learning Objectives</li></ul>	<p><b>FILE:</b> <b>PDF.</b></p> <p><b>Location:</b></p>

		<b>Module IV. Facilitation</b> How can I stimulate the learning environment of my students? <ul style="list-style-type: none"> <li>▪ Learning facilitator role</li> <li>▪ Group facilitation and control techniques</li> </ul>	
THEME	LEARNING ACTIVITY	TEXT	RESSOURCES
PARTICIPATION SUGGESTIONS		<p>The online training has a total duration of seven and a half hours, which you may customize according to your daily activities.</p> <p>In order to successfully accomplish these activities, we recommend the following:</p> <ul style="list-style-type: none"> <li>▪ Consult the syllabus and proposed methodology in order to familiarise yourself with the learning path.</li> <li>▪ Identify a comfortable and distraction-free environment/space.</li> <li>▪ Participate in all learning activities since each one of them has a specific objective within this training.</li> <li>▪ In order to measure your participation and optimize your reflection and analysis time for each theme, allocate at least one hour a day to carry out the activities.</li> <li>▪ Proactively and respectfully participate in the comments made by your peers.</li> <li>▪ For any questions, comments or technical support, please feel free to e-mail us:</li> </ul>	

		<p><a href="mailto:desarrollopedagogico@educacionparacompartir.org">desarrollopedagogico@educacionparacompartir.org</a></p> <p>You may also know more about us by visiting our web page: <b>educacionparacompartir.org</b> or by following us on social media:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/channel/UCT740kjGJ49EzaJliTe-Wtw">https://www.youtube.com/channel/UCT740kjGJ49EzaJliTe-Wtw</a></li> <li>• <a href="https://www.facebook.com/EducationforSharin">https://www.facebook.com/EducationforSharin</a></li> <li>• <a href="https://twitter.com/education4s?lang=es">https://twitter.com/education4s?lang=es</a></li> <li>• <a href="https://www.instagram.com/education4sharing/?hl=es-la">https://www.instagram.com/education4sharing/?hl=es-la</a></li> </ul> <p>We hope you enjoy this experience and we invite you to continue motivating yourself in order to conclude this course.</p>	
THEME	LEARNING ACTIVITY	TEXT	RESSOURCES
<b>COURSE METHODOLOGY</b>		<p><b>HOW WILL YOU LEARN?</b></p> <p>This training process begins with your daily experiences and your previous knowledge. For this reason, the methodology that will be used is the Kolb Learning Cycle, which corresponds to the Experiential Learning theory.</p> <p>The activities proposed in the next modules are divided in the following moments:</p> <ol style="list-style-type: none"> <li>1. <b>What do I know?</b> Through a simple activity, you are invited to explore your current and previous knowledge on the subject presented in the module.</li> <li>2. <b>What do I think?</b></li> </ol>	

		<p>At this moment, you will freely express your opinion in regards to the addressed topics in each module. This will be relevant for questioning the importance and the opportunities of each theme.</p> <p>3. <b>Why is it important?</b> Teaching resources will be provided; articles, videos, infographics, links and other tools developed by E4S. They will add new elements to your learning.</p> <p>4. <b>My challenge will be...</b> We will propose a definition and a reflection of a problem to be addressed or situation to be strengthened by incorporating these teachings into your practice.</p> <p><b>I want to know more!</b> This section offers bibliographic and audio-visual information to continue exploring the presented topic.</p>	
THEME	LEARNING ACTIVITY	TEXT	RESSOURCES
ASSESSMENT		<p>One of the purposes of this course is to invite you to reflect on your practice, to analyse and explore other teaching methods, so that learning activities are one hundred percent formative. In order to pass this module, you are required to finalise all tasks with the highest quality possible, such as:</p>	

		<ul style="list-style-type: none"> <li>▪ Presentation</li> <li>▪ Clarity</li> <li>▪ Spelling and writing</li> <li>▪ Analysis and sustained participation</li> <li>▪ Use of reliable sources</li> <li>▪ Timely delivery</li> </ul> <p>We will also consider:</p> <ol style="list-style-type: none"> <li>1. Participation in all the course activities</li> <li>2. Self-assessment throughout the course.</li> <li>3. Delivery of the final project.</li> <li>4. Course assessment.</li> </ol> <p>All of the above is detailed in the course presentation document.</p>	
<b>PLATFORM EXPLORATION AND TUTORIALS</b>		<p>Throughout the online course, we will use a series of digital platforms in order to put into practice your skills in the management of ICTs. This should provide a range of options that will allow you to use various strategies in your teaching.</p> <p>Below, you will find tutorials on how to use the platforms so that you can familiarize yourself with them. We also invite you to explore them thoroughly. It is important to mention that the development of digital skills and ICT management will occur after exploring the platform in depth since the biggest change is in the interface and not in the functionality.</p> <p>In this publication, you must attach each of the following requested exercises:</p> <ol style="list-style-type: none"> <li>1. <b>GOOGLE CLASSROOM:</b> Attach a screenshot showing the modules in which you are enrolled</li> </ol>	<p><b>DOCS:</b> <a href="#">Tutoriales_plataforma</a></p> <p><b>LINKS:</b> <b>GOOGLE CLASSROOM:</b>  <a href="https://www.youtube.com/watch?v=M6L-nZGIUTE">https://www.youtube.com/watch?v=M6L-nZGIUTE</a>  <a href="https://www.youtube.com/watch?v=V0_p0fhdsTo">https://www.youtube.com/watch?v=V0_p0fhdsTo</a></p> <p><b>SKETCHPAD:</b>  <a href="https://sketch.io/sketchpad/guide/">https://sketch.io/sketchpad/guide/</a>  <a href="https://www.youtube.com/watch?v=GjWJQIMtCT8">https://www.youtube.com/watch?v=GjWJQIMtCT8</a>  <a href="https://www.youtube.com/watch?v=eThhbu1FAbo">https://www.youtube.com/watch?v=eThhbu1FAbo</a></p> <p><b>PADLET:</b>  <a href="https://www.youtube.com/watch?v=dRr8FOY5p0">https://www.youtube.com/watch?v=dRr8FOY5p0</a>  <a href="https://www.youtube.com/watch?v=f51WeQVLeVU">https://www.youtube.com/watch?v=f51WeQVLeVU</a>  <a href="https://www.youtube.com/watch?v=UkBnwPqaljA">https://www.youtube.com/watch?v=UkBnwPqaljA</a></p> <p><b>WORD:</b>  <a href="https://www.youtube.com/watch?v=Y07aFigl6qQ&amp;list=PLE824B72C4C1B9C40">https://www.youtube.com/watch?v=Y07aFigl6qQ&amp;list=PLE824B72C4C1B9C40</a>  <a href="https://www.youtube.com/watch?v=2bQSJPQhavg">https://www.youtube.com/watch?v=2bQSJPQhavg</a></p>

		<p>2. PADLET: Change the colour of any publication found in the padlet and attach a screenshot as proof.  <a href="https://padlet.com/pamela_aguilar/q4l1xgkiyuI9">https://padlet.com/pamela_aguilar/q4l1xgkiyuI9</a></p> <p>3. SKETCHPAD: Make a poster with the phrase "Welcome to the <i>Sports for Sharing</i> training", the phrase should be written in Maori and should be attached here.</p> <p>4. POWER POINT: Create an interactive presentation about a tourist attraction in your country and attach it here.</p> <p>5. WORD: Choose a Word template and edit it to introduce yourself by answering the following questions:</p> <ol style="list-style-type: none"> <li>How would I like to be called?</li> <li>When I hear the rain fall I feel...</li> <li>My definition of friendship is...</li> <li>If I was President, my first decision would be...</li> <li>I think I am in this world because...</li> </ol> <p>If you need to delve into a specific platform, feel free to explore the following video links.</p>	<p><b>POWER POINT:</b>  <a href="https://www.youtube.com/watch?v=XF34-Wu6qWU">https://www.youtube.com/watch?v=XF34-Wu6qWU</a>  <a href="https://www.youtube.com/watch?v=lbc1HX8Jccw">https://www.youtube.com/watch?v=lbc1HX8Jccw</a></p>
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## MODULE I. Education for Sharing. How do I identify with Education for Sharing?

### INTRODUCTION



***“Be the change you want to see in the world”***  
***Mahatma Gandhi***

In this first module, we want to invite you to know what Education is for Sharing does, what our mission and vision are, what motivates us to collaborate with society and what we have in common with you, as teachers in training. The general objective is:

***Analyse what aspects teachers share with E4S when it comes to creating empathy and willingness to participate.***

It is important for us to get to know you by recognizing your interests and needs to raise awareness. This is done with the help of the proposed intervention themes and modalities. We always seek for these tools to be appropriate for teachers, with the intention of allowing them to make the adjustments that they consider pertinent while conserving the essence of the program and the quality of the results.

THEME	LEARNING ACTIVITY	TEXT	RESSOURCES
WHAT DO I KNOW?	THIS IS ME	<p>When forming an institution or company, part of its essence and its lines of action lie in the clarity of its purposes. Establishing a mission and vision requires a global and systemic vision that considers all the needs, the factors and actors involved as well as what you wish to achieve.</p> <p>The <b>mission</b> is conceptualised as the rationale of the organisation, what it exists for, what its social function is, what it does or should do, and is characterized by:</p> <ul style="list-style-type: none"> <li>▪ Having stability</li> <li>▪ Having definition</li> <li>▪ Being institutionalised</li> <li>▪ Being presented to all those who participate in the mission.</li> </ul> <p>On the other hand, the <b>vision</b> is the shared understanding of what the organisation should be and how it should evolve in a desirable future. It is characterized by:</p>	<p><b>DOCUMENT:</b>  <b>PPT “THIS IS ME”</b>  <b>LOCATION:</b></p>

		<ul style="list-style-type: none"> <li>▪ The level and sense of commitment that shape it</li> <li>▪ The promotion of personal and collective reflection</li> <li>▪ Addressing deep interests and needs</li> <li>▪ Representing and implementing priority values.</li> </ul> <p><b>INSTRUCTIONS:</b></p> <ol style="list-style-type: none"> <li>1. Download the presentation <b>THIS IS ME</b> and complete the required information.</li> <li>2. Once the activity is complete, save the PDF file and share it in this module.</li> </ol>	
THEME	LEARNING ACTIVITY	TEXT	RESSOURCES
<b>WHAT DO I THINK?</b>	WE LISTEN TO YOUR OPINION	<p><b>INSTRUCTIONS :</b></p> <ol style="list-style-type: none"> <li>1. This section is intended to obtain your opinion on the mission and vision previously constructed. What do you think is the importance of knowing the mission and vision of your school? What is your relationship with your mission and vision with that of your school?</li> <li>2. Record a short video (no more than 3 minutes) in which you reflect on the questions listed above and express your opinion on the importance of the topic.</li> <li>3. Attach your video in this post.</li> </ol>	

THEME	LEARNING ACTIVITY	TEXT	RESSOURCES
<b>WHY IS IT IMPORTANT?</b>	CONCEPTUAL MAP WHAT DO WE HAVE IN COMMON?	<p><b>WHAT DO WE HAVE IN COMMON?</b></p> <p>To initiate this collaboration, it is important that we share the mission, the vision and the comprehensive proposal we have for you. This step would help us identify why you would like to be part of our community and why you perceive yourself as an E4S ambassador.</p> <p>For this reason, we invite you to consult the following information about us.</p> <p><b>INSTRUCTIONS:</b></p> <ol style="list-style-type: none"> <li>1. Consult the following PDF : <b>What is E4S</b></li> <li>2. We invite you to explore the Organisation's web page : <a href="http://educacionparacompartir.org/">http://educacionparacompartir.org/</a></li> <li>3. And to delve a bit more, we would like to share with you the video that talks about what we do in Education for Sharing.</li> <li>4. Take note of the ideas that you consider important.</li> <li>5. With the information you obtained, develop a scheme showing the relationship that could identify between E4S and your school.</li> <li>6. Attach your design in this section.</li> </ol>	<p><b>DOCUMENT:</b> <b>PDF: WHAT IS E4S?</b> <b>LOCATION:</b> <b>VIDEO LINK:</b> <a href="https://www.youtube.com/watch?v=qho1QWRxyJM">https://www.youtube.com/watch?v=qho1QWRxyJM</a></p>

		<b>*You may use any program or application to create your conceptual map. We suggest you use Word from the Office package</b>	
THEME	LEARNING ACTIVITY	TEXT	RESSOURCES
<b>MY CHALLENGE WILL BE...</b>		<b>INSTRUCTIONS:</b> <ol style="list-style-type: none"> <li>Now that you know more about us, we invite you to share a final reflection in the Padlet that we have designed for you. Enter the platform and answer the question corresponding to the first module by following the instructions contained in the Tutorial Padlet that we shared with you at the beginning.</li> <li>Simply click on the link and it will direct you to the page where you will share your comments.</li> <li>Remember that the construction of the Padlet will allow you to develop your final work, which will be a proposal on the new profiles to be developed.</li> <li>In this publication, you must complete the following sentence: In the first module, I learned that...</li> </ol>	<b>LINK:</b> <a href="https://padlet.com/pamela_aguilar/q4l1xgkiyul9">https://padlet.com/pamela_aguilar/q4l1xgkiyul9</a>
THEME	LEARNING ACTIVITY	TEXT	RESSOURCES
<b>I WANT TO KNOW MORE!</b>		<ul style="list-style-type: none"> <li>Educación para Compartir. (2015). Equidad de género. Febrero, 2019, de YouTube Sitio web: <a href="https://www.youtube.com/watch?v=s33KGOsMEXw">https://www.youtube.com/watch?v=s33KGOsMEXw</a></li> <li>Educación para Compartir. (2015). Educación para Compartir Compilatorio. Febrero, 2019, de YouTube Sitio web:</li> </ul>	

		<a href="https://www.youtube.com/watch?v=ikXlyYZeQtU&amp;t=51s">https://www.youtube.com/watch?v=ikXlyYZeQtU&amp;t=51s</a> <ul style="list-style-type: none"> <li>▪ Educación para Compartir. (2016). Educación para Compartir. Febrero, 2019, de Educación para Compartir Sitio web: <a href="https://www.youtube.com/watch?v=qYyCvugdmpw">https://www.youtube.com/watch?v=qYyCvugdmpw</a></li> <li>▪ <a href="http://educacionparacompartir.org/">http://educacionparacompartir.org/</a></li> <li>▪ Concentus Citizenship Education Foundation. (2017). Citizenship Education. Mayo, 2019, de YouTube Sitio web: <a href="https://www.youtube.com/watch?v=voExDuEnzms">https://www.youtube.com/watch?v=voExDuEnzms</a></li> </ul>	
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## MODULE II. Theoretical framework. What can I learn from this educational experience?

### INTRODUCTION

***“What’s done to children, they will do to society”***

***Karl A. Menninger***

The education of the 21<sup>st</sup> century seeks to respond to the emerging demands of society's development. Although a couple of decades ago the focus of teaching was to store information in students, currently, an education centered on students prevails, which implies a more complex educational task as framed by Delors (1994) in the 4 pillars of education: learn to know, learn to do, learn to live together and learn to be. In short, learn to learn, throughout life. In this module, our general objective is:

***Analyse the lessons that can be extracted from the implementation of the E4S methodology.***

In this module, you are invited to learn about educational support based on school intervention as well as to reflect on the opportunities that students can gain from playing.

THEME	LEARNING ACTIVITY	TEXT	RESSOURCES
WHAT DO I KNOW?	WHAT KIND OF TEACHER AM I?	There are different types of teaching. The traditional way was focused on unidirectional learning that did not take into account the interests or needs of the students. It only meant that teachers met the established	

		<p>plans, that there was a limited use of resources such as books of text while leaving aside experimentation and play.</p> <p>Today's teachers no longer use a single methodology, they make the combinations and pedagogical adjustments they consider necessary based on the diagnosis and knowledge they have of their groups. However, have you wondered what kind of teacher you are?</p> <p><b>INSTRUCTIONS:</b></p> <p>1. Download the document: <b>WHAT KIND OF TEACHER AM I?</b></p> <p>As a diagnosis, complete the required information and attach it to this publication.</p>
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THEME	LEARNING ACTIVITY	TEXT	RESSOURCES
<b>WHAT DO I THINK?</b>	WE LISTEN TO YOUR OPINION	<p><b>INSTRUCTIONS :</b></p> <ol style="list-style-type: none"> <li>1. This section has the purpose of obtaining your opinion on cooperative games, the socio constructivist approach and meaningful learning. What do you think are the central axes of these issues? Why would E4S retake them? And why would you like to resume it in your teaching practice?</li> <li>2. Record a short video (no more than 3 minutes) in which you reflect on the questions listed above and express your opinion on the importance of the topic.</li> <li>3. Attach your video in this post.</li> </ol>	
THEME	LEARNING ACTIVITY	TEXT	RESSOURCES
		In Education for Sharing, we are convinced of the importance of experimenting with new methodologies and didactic activities that allow students to interact and express themselves in various ways. The themes that we promote in the	<b>DOCUMENT: PDF WHY DO WE PLAY IN E4S</b>

<b>WHY IS IT IMPORTANT?</b>	DECALOGUE TO PROMOTE SIGNIFICANT LEARNING	<p>educational centres are oriented towards observation, analysis, reflection and participation within their context. This is why exploration and playing are an essential part of our programs.</p> <p><b>INSTRUCTIONS:</b></p> <ol style="list-style-type: none"> <li>1. Consult the following PDFs: Why do we play in E4S? The socio constructivist approach in E4S</li> <li>2. Take note of the ideas that you consider important.</li> <li>3. With the information obtained, develop an illustrated Decalogue in which you show the recommendations you deem necessary for school activities to be fun and allow students to achieve meaningful learning.</li> <li>4. Attach your design in this section.</li> </ol> <p><b>*You may use any program or application to create your Decalogue. We suggest you use Power Point o Sketch.</b></p>	<p><b>LOCATION:</b></p> <p><b>DOCUMENT:</b> <b>PDF : THE SOCIO CONSTRUCTIVIST APPROACH IN E4S</b></p> <p><b>LOCATION:</b></p>
THEME	LEARNING ACTIVITY	TEXT	RESSOURCES
<b>MY CHALLENGE WILL BE...</b>		<p><b>INSTRUCTIONS:</b></p> <ol style="list-style-type: none"> <li>1. Now that we have reviewed the theoretical framework from which the E4S programs are designed, we invite you to share a final thought in the Padlet. Enter the platform and answer the question corresponding to the second module by following the instructions contained in the Tutorial Padlet that we shared with you at the beginning.</li> <li>2. Simply click on the link and it will direct you to the page where you will share your comments.</li> </ol>	<p><b>LINK:</b> <a href="https://padlet.com/pamela_aguilar/q4l1xgkiyul9">https://padlet.com/pamela_aguilar/q4l1xgkiyul9</a></p>

		<p>3. Remember that the construction of the Padlet will allow you to develop your final work, which will be a proposal on the new profiles to be developed in Waihopai.</p> <p>4. In this publication, you must complete the following sentence: I was already familiarized with the following content of the second module...</p>	
THEME	LEARNING ACTIVITY	TEXT	RESSOURCES
I WANT TO KNOW MORE!		<ul style="list-style-type: none"> <li>Gill, Vickie. (1998). The Ten Commandments of Good Teacher. Mayo, 2019, de Research Gate Sitio web: <a href="https://www.researchgate.net/publication/234665282_The_Ten_Commandments_of_Good_Teaching">https://www.researchgate.net/publication/234665282_The_Ten_Commandments_of_Good_Teaching</a></li> <li>Soomo Publishing. (2011). Theory in Action: Constructivism. Mayo, 2019, de YouTube Sitio web: <a href="https://www.youtube.com/watch?v=kYU9UfkV_XI">https://www.youtube.com/watch?v=kYU9UfkV_XI</a></li> <li>Islas Sedano, Carolina. (2013). Collaborative and cooperative games: Facts and assumptions. Mayo, 2019, de Research Gate. Sitio web: <a href="https://www.researchgate.net/publication/257047656_Collaborative_and_cooperative_games_Facts_and_assumptions">https://www.researchgate.net/publication/257047656_Collaborative_and_cooperative_games_Facts_and_assumptions</a></li> <li>Rueda, Joaquin. (2009). Sir Ken Robinson_Las escuelas matan la creatividad TED 2006. Febrero, 2019, de YouTube Sitio web: <a href="https://www.youtube.com/watch?v=nPB-41q97zg">https://www.youtube.com/watch?v=nPB-41q97zg</a></li> <li>TEDx Talks. (2015). FORMAR a los CIUDADANOS DEL FUTURO   Raúl Arias Lovillo   TEDxBocadelRio. Febrero, 2019, de YouTube Sitio web: <a href="https://www.youtube.com/watch?v=iThj6aFkA0w">https://www.youtube.com/watch?v=iThj6aFkA0w</a></li> </ul>	

### MODULE III. Thematic Axes. What opportunities arise when addressing new issues?

#### INTRODUCTION

*"We are what we repeatedly do. Excellence, then, is not an act, but a habit"*  
Aristotle



As teachers and even more as people, we never stop learning. The world is constantly changing and modernizing. This change creates the need to move at the same pace. In Education for Sharing, we are committed to staying at the forefront in the educational field, and as our name implies, we seek to share what we consider the ideal way to form better citizens since childhood. To this end, we have developed educational programs that use a cluster of socially relevant themes and that seek to promote girls and boys as agents of change.

In this module, the objective will be:

***Identify the themes that support the program in order to understand the structure of the sessions that make up S4S***

You will be invited to know the thematic axes that frame Sports for Sharing as well as, to reflect on the value that these themes can have in your training as a teacher.

THEME	LEARNING ACTIVITY	TEXT	RESSOURCES
WHAT DO I KNOW ABOUT SOCIOMORAL DEVELOPMENT? WHAT DO I KNOW ABOUT THE SDGs?	LET'S VALUE THE VALUES	<p>Civic values are a fundamental component in the Education for Sharing programs. As an organisation, we argue that education should encourage the development of environments, dynamics and interpersonal relationships based on the practice of these values.</p> <p>We also recognise that, to make sense of an education based on values, it is not only girls and boys who must practice them, but all those individuals who are in direct contact with them, such as teachers, family, community, and so on.</p> <p>Thus, with our programs, we wish to contribute to the socio-moral development of girls and boys, that is, to achieve a link between value education, moral education and the social influence on these processes.</p> <p><b>INSTRUCTIONS:</b></p> <ol style="list-style-type: none"> <li>1. Download the document: <b>LET'S VALUE THE VALUES.</b></li> <li>2. Follow the instructions</li> <li>3. Attach your final production to this publication</li> <li>4. What about sociomoral development? Download the following PDF: Value training and its promotion in E4S</li> </ol>	<p><b>DOCUMENT:</b> <b>WORD FORMAT: "LET'S VALUE THE VALUES"</b> <b>LOCATION:</b></p> <p><b>DOCUMENT:</b> <b>VALUE TRAINING AND ITS PROMOTION IN E4S</b> <b>LOCATION:</b></p>

		5. In this activity, write on how Waihopia works on a “socio-moral” development.	
	<b>“SUSTAINABLE DEVELOPMENT GOALS”</b>	<p>Now, let's talk about the Sustainable Development Goals. On September 25<sup>th</sup> 2015, world leaders adopted a set of global objectives to eradicate poverty, protect the planet and ensure prosperity for all, as part of a new sustainable development agenda. Each objective has specific goals that must be achieved within the next 15 years.</p> <p>In order to achieve these goals, everyone has to do their part: governments, the private sector, civil society and people like us.</p> <p>It is important to mention that while they have goals, they also have Learning Objectives ... Let's see how you can combine your curriculum with the SDGs?</p> <p><b>INSTRUCTIONS:</b></p> <ol style="list-style-type: none"> <li>1. Download the document: <b>“SUSTAINABLE GOAL OBJECTIVES”</b></li> <li>2. Follow the instructions</li> <li>3. Attach your final production to this publication</li> </ol>	<p><b>DOCUMENT:</b> <b>PDF “SUSTAINABLE DEVELOPMENT GOALS”</b> <b>LOCATION:</b></p> <p>Subir únicamente documento en formato PDF</p>
<b>THEME</b>	<b>LEARNING ACTIVITY</b>	<b>TEXT</b>	<b>RESSOURCES</b>
<b>WHAT DO I THINK?</b>	WE LISTEN TO YOUR OPINION	<p><b>INSTRUCTIONS:</b></p> <ol style="list-style-type: none"> <li>1. This section has the purpose of obtaining your opinion on the socio-moral development of girls and boys and the importance of teaching them about the SDGs. Do they currently foster socio-moral development in your community? How? Do they contribute to the fulfilment of the SDGs? Why educate about the 2030 agenda?</li> </ol>	

		<p>2. Record a short video (no more than 3 minutes) in which you reflect on the questions listed above and express your opinion on the importance of the topic.</p> <p>3. Attach your video in this post.</p>	
THEME	LEARNING ACTIVITY	TEXT	RESSOURCES
WHY IS IT IMPORTANT?	NICE TO MEET YOU, I'M S4S.	<p>In Education for Sharing, we are very happy to contribute to the milestones pursued by the Sustainable Development Goals, and we are even happier to share with you and your colleagues our Sports for Sharing programs.</p> <p>Let's put ourselves to the test. So far, we have addressed the theoretical framework and the cross-cutting themes that would make up the spine of S4S. But now, let's take a closer look at the program.</p> <p>Take the time to explore a bit further S4S and tell us how and where you identify with it and what we have already reviewed.</p> <p><b>INSTRUCTIONS:</b></p> <ol style="list-style-type: none"> <li>1. Consult the following PDF: <b><i>"SPORTS FOR SHARING"</i></b>.</li> <li>2. Click on the video link we shared with you.</li> <li>3. Take note of the elements that make up the program. We suggest recapitulating module II and what has been seen so far in this module in order to point out all the pieces that make up S4S.</li> <li>4. With the obtained information, develop a metaphorical scheme, referring to S4S as a puzzle, in which each piece will represent an identified element.</li> </ol>	<p><b>DOCUMENT:</b> PDF <b>"SPORTS FOR SHARING"</b></p> <p><b>LOCATION:</b></p> <p><b>VIDEO LINK:</b> <a href="https://www.youtube.com/watch?v=6PqUO4EAFX4">https://www.youtube.com/watch?v=6PqUO4EAFX4</a></p>

		<p>5. It should include an explanation of how or where this piece was explained in S4S, for example: <i>the cooperative game is part of the framework in S4S and is reflected in the playful component of each of the sessions.</i></p> <p>6. Attach your final production to this publication</p> <p><b>*You may use any program or application to create your conceptual map. We suggest you use Word.</b></p>	
THEME	LEARNING ACTIVITY	TEXT	RESSOURCES
MY CHALLENGE WILL BE...		<p><b>INSTRUCTIONS:</b></p> <ol style="list-style-type: none"> <li>Now that we have reviewed the thematic axes in S4S, we invite you to share a final thought in the Padlet. Enter the platform and answer the question corresponding to the third module by following the instructions contained in the Tutorial Padlet that we shared with you at the beginning.</li> <li>Simply click on the link and it will direct you to the page where you will share your comments.</li> <li>Remember that the construction of the Padlet will allow you to develop your final work, which will be a proposal on the new profiles to be developed in Waihopai.</li> </ol> <p>In this publication, you must complete the following sentence: I would like to delve into the topic of ...</p>	<p><b>LINK:</b>  <a href="https://padlet.com/pamela_aguilar/q4l1xgkiyu19">https://padlet.com/pamela_aguilar/q4l1xgkiyu19</a></p>
THEME	LEARNING ACTIVITY	TEXT	RESSOURCES

**I WANT TO  
KNOW MORE!**

- Dam, Geert y Monique Volman. (2007). Educating for Adulthood or for Citizenship: Social competence as an educational goal. Mayo, 2019 de Research Gate. Sitio web: [https://www.researchgate.net/publication/227508006\\_Educating\\_for\\_Adulthood\\_or\\_for\\_Citizenship\\_Social\\_competence\\_as\\_an\\_educational\\_goal](https://www.researchgate.net/publication/227508006_Educating_for_Adulthood_or_for_Citizenship_Social_competence_as_an_educational_goal)
- Zajda, J. (2014). Values Education. In D. Phillips (Ed.), Encyclopedia of Educational Theory and Philosophy. Sitio web: [https://www.academia.edu/6415155/values\\_education](https://www.academia.edu/6415155/values_education)
- Katilmis, Ahmet (2017). Values Education as Perceived by Social Studies Teachers in Objective and Practice Dimensions. Mayo, 2019 de Research Gate. Sitio web: [https://www.researchgate.net/publication/316993708\\_Values\\_Education\\_as\\_Perceived\\_by\\_Social\\_Studies\\_Teachers\\_in\\_Objective\\_and\\_Practice\\_Dimensions](https://www.researchgate.net/publication/316993708_Values_Education_as_Perceived_by_Social_Studies_Teachers_in_Objective_and_Practice_Dimensions)
- Chanel Troop443. (2014). Rafa Esquith The 6 Levels of Moral Development YouTube. Mayo, 2019, de Youtube Sitio Web: <https://www.youtube.com/watch?v=i81-44ADf74>
- TEDx Talks Chanel. (2018). The Values of Value Education in a School Environment. Mayo, 2019, de Youtube. Sitio web: [https://www.youtube.com/watch?v=XqQCl\\_ZhtxA](https://www.youtube.com/watch?v=XqQCl_ZhtxA)

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## MODULE IV. Facilitation. How can I stimulate the learning environment of my students?

### INTRODUCTION

***“Try to learn something about everything and everything about something”***

***Thomas Huxley***

School can represent many things for girls and boys: a place of recreation, a place where they attend just to play, a place where they learn many new things and so on. Our intention is to make this educational space the most pleasant place for students.

The E4S educational programs were designed and planned for various educational spaces and different social contexts, but above all, they were designed to meet the recreational needs of any girl or boy.

We are excited to reach this fifth and final module where the objective will be:

***To assess the elements that you want to strengthen or incorporate into the teaching practice for the implementation of the S4S program.***

In this module you will be invited to recognize yourself as a learning facilitator. We will share with you some group facilitation and control techniques that the Education for Sharing operating team has identified as functional when implementing our educational programs. We will also reflect on the benefits that the experience of our programs can represent for students and their self-perception as agents of change.

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THEME	LEARNING ACTIVITY	TEXT	SUPPORTING ACTIVITIES
WHAT DO I KNOW?	“WHAT IS MY ROLE?”	<p>Throughout our education, we have been through various educational experiences and have made contact with teachers whose methodology differs from one to another. Some courses please us more than other and we remember some educational levels with greater affection than others. But, do we consider these memories and experiences during our daily teaching practice?</p> <p>If we were to choose the characteristics of the perfect teacher, how would we evaluate them?</p>	<p><b>DOCUMENT:</b> <b>PPT “WHAT IS MY ROLE?”</b> <b>LOCATION:</b></p>

		<b>INSTRUCTIONS:</b> <ol style="list-style-type: none"> <li>1. Download the document “<b>WHAT IS MY ROLE?</b>”</li> <li>2. Follow the instructions and attach your final production to this publication</li> </ol>	
THEME	LEARNING ACTIVITY	TEXT	RESSOURCES
WHAT DO I THINK?	WE LISTEN TO YOUR OPINION	<b>INSTRUCTIONS:</b> <ol style="list-style-type: none"> <li>1. This section is intended to obtain your opinion in regards to your role as a knowledge facilitator by identifying your strengths and areas of opportunity. What are the characteristics that you most admired in your teachers during your educational development? What is the difference between a teacher and a facilitator? Is there such a difference? What is the perception your students have about you?</li> <li>1. Record a short video (no more than 3 minutes) in which you reflect on the questions listed above and express your opinion on the importance of the topic.</li> <li>2. Attach your video in this post.</li> </ol>	
THEME	LEARNING ACTIVITY	TEXT	RESSOURCES
WHY IS THIS IMPORTANT?	LET'S SHARE TECHNIQUES	<p>Nobody teaches us to be the best teacher or the best facilitator. It is something that we learn with practice and that comes with experience. But what if we shared some tips with you?</p> <b>INSTRUCTIONS:</b>	<b>DOCUMENT:</b> <b>PDF FACILITATION TECHNIQUES</b>  <b>LOCATION:</b>

		<ol style="list-style-type: none"> <li>1. Consult the PDF: Facilitation techniques</li> <li>2. Take note of the elements that make up the program.</li> <li>3. With the information obtained, create an illustrated poster showing the main techniques that you and your colleagues should keep in mind when implementing E4S programs.</li> <li>4. Place it in this section and if possible, print it and pin it in a place visible to the teaching staff.</li> </ol> <p><b>* You may use any program or application to create your Decalogue. We suggest you use Power Point o Sketch.</b></p>	
THEME	LEARNING ACTIVITY	TEXT	RESSOURCES
MY CHALLENGE WILL BE...		<p><b>INSTRUCTIONS:</b></p> <ol style="list-style-type: none"> <li>1. Now that we have reviewed your role as a facilitator as well as some techniques that will be functional, we invite you to share a final thought in the Padlet we are working on. Enter the platform and answer the question corresponding to the fifth module by following the instructions contained in the Tutorial Padlet that we shared with you at the beginning.</li> <li>1. Simply click on the link and it will direct you to the page where you will share your comments.</li> <li>2. Remember that the construction of the Padlet will allow you to develop your final work, which will be a proposal on the new profiles to be developed in Waihopai.</li> </ol>	<p><b>LINK:</b>  <a href="https://padlet.com/pamela_aguilar/q4l1xgkiyul9">https://padlet.com/pamela_aguilar/q4l1xgkiyul9</a></p>



		In this publication, you must complete the following sentence: Knowing about the topics seen in the module will help me to...	
THEME	LEARNING ACTIVITY	TEXT	RESSOURCES
I WANT TO KNOW MORE!		<ul style="list-style-type: none"> <li>▪ Terpollari, M. Teacher's role as mediator and facilitator. European Scientific Journal. October, vol. 24. Sitio web: <a href="https://eujournal.org/index.php/esj/article/download/4649/4444">https://eujournal.org/index.php/esj/article/download/4649/4444</a></li> <li>▪ Hamamrad, A (2016). Teacher as mediator in the EFL Classroom: a role to promote student's level of interaction, activeness, and learning. European Centre for Research Training and Development UK. International Journal of English Language Teaching. January, vol. 4. No. 1 Sitio web: <a href="http://www.eajournals.org/wp-content/uploads/Teacher-as-Mediator-in-the-EFL-Classroom-A-Role-to-Promote-Students-Level-of-Interaction-Activeness-and-Learning.pdf">http://www.eajournals.org/wp-content/uploads/Teacher-as-Mediator-in-the-EFL-Classroom-A-Role-to-Promote-Students-Level-of-Interaction-Activeness-and-Learning.pdf</a></li> <li>▪ Life Cycle Engineering Chanel. (2009). Instructor vs Facilitator. Mayo, 2019, de YouTube Sitio web: <a href="https://www.youtube.com/watch?v=J3IUyZiXAQo">https://www.youtube.com/watch?v=J3IUyZiXAQo</a></li> <li>▪ Selepe, Cecilia. Are teacher facilitators or are they mediators? Piaget, Vygotsky and the wisdom of the teacher. Marzo, 2019. University of Witwatersrand, South Africa Ian Moll. Sitio web: <a href="https://pdfs.semanticscholar.org/c8ac/3079d13dde6a35fe24710eae3f876844d132.pdf">https://pdfs.semanticscholar.org/c8ac/3079d13dde6a35fe24710eae3f876844d132.pdf</a></li> <li>▪ Norton Norris Chanel (2010). Facilitator of learning. Mayo, 2019 de Youtube. Sitio web: <a href="https://www.youtube.com/watch?v=vxw0z8k9-FQ">https://www.youtube.com/watch?v=vxw0z8k9-FQ</a></li> </ul>	

		<ul style="list-style-type: none"> <li>Active Presence Chanel (2013). Facilitation Skills: Best &amp; Worst Facilitator Practices. Mayo, 2019 de Youtube. Sitio web: <a href="https://www.youtube.com/watch?v=C0s85huv1AE">https://www.youtube.com/watch?v=C0s85huv1AE</a></li> </ul>	
<b>ALMOST DONE...</b>	<b>NEW PROFILES</b>	<p>We are already one step away from concluding the virtual part of this training. In this publication, we ask you to please share the result of your final work.</p> <p><b>INSTRUCTIONS:</b></p> <ol style="list-style-type: none"> <li>1. Download the document: <b>"TFINAL PROFILES"</b></li> <li>2. Follow the instructions</li> <li>3. Attach your final project in this publication</li> </ol>	<p><b>DOCUMENT:</b> <b>PPT : "TFINAL PROFILES"</b></p> <p><b>LOCATION:</b></p>
<b>WHAT DO YOU THINK ABOUT YOUR FIRST ENCOUNTER WITH E4S?</b>	<b>ASSESSMENT</b>	<p><b>INSTRUCTIONS:</b></p> <ol style="list-style-type: none"> <li>1. Click on the link shared in this post.</li> <li>2. You are only required to answer the form. The Education for Sharing team is interested in providing the best training experiences, which is why your opinion is very important to us.</li> </ol>	<p><b>ASSESSMENT LINK:</b> <a href="https://docs.google.com/forms/d/e/1FAIpQLSel62fbzq8LjIQHJBS5-abQpxShTnRyNsIfu4JUB_db9joqsw/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLSel62fbzq8LjIQHJBS5-abQpxShTnRyNsIfu4JUB_db9joqsw/viewform?usp=sf_link</a></p> <p><b>LOCATION:</b></p>

## CONCLUSION

### You have reached the end of this training!

We wish to thank you for your efforts throughout this preparation. We sincerely hope you enjoyed each of the activities and we also hope that this training will be of great help when implementing the E4S methodology. Remember that we are a team and that you can contact us whenever you need to.

We would also love to hear your opinion about e-learning. If you have any comments or suggestions, please let us know.

You may write a comment about this announcement or send us an email to: [desarrollopдагогico@educacionparacompartir.org](mailto:desarrollopдагогico@educacionparacompartir.org) with the subject "suggestions for e-learning". We will be very pleased to read your message.

We wish you much success in this project that is only about to begin.

Pedagogical Development. Education for Sharing