



INSPIRE PATHWAY SESSION PLANS



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INTRODUCTION

The INSPIRE Session Plans have been developed to support adult educators, trainers, facilitators, and organisations working with adult learners, particularly migrants, refugees, and adults with fewer opportunities.

The session plans provide practical, step-by-step guidance for delivering engaging and inclusive non-formal learning activities that promote social inclusion, active participation, personal development, intercultural understanding, and community engagement.

Each session includes learning outcomes, suggested materials, activity descriptions, facilitation guidance, and reflection opportunities to support meaningful learning experiences. The activities are designed to be flexible and can be adapted to different group sizes, learning environments, participant needs, and local contexts.

Using a learner-centred and experiential approach, the session plans encourage active participation, collaboration, peer learning, creativity, and reflection.

Their aim is to support adult learners in developing new competences, increasing their confidence and independence, strengthening social connections, and facilitating their integration and active participation in society, while also enabling adult educators to diversify their teaching methods, strengthen their facilitation skills, and create more inclusive, engaging, and learner-centred educational experiences.



SESSIONplan

Decoding the Digital World: Mastering Media Literacy and Spotting Fake News

Duration: 1h and 30 minutes - 2 hours

Delivery Method

Blended Learning

Face to Face

Online

**The trainer will choose the course delivery method taking into account the interested students location, the available teaching space and resources, social situation, etc.*

Learning Outcomes

- Assess how language, visuals, and framing are used to influence perceptions
- Identify biases, both in media content and in their own interpretation of information
- Discuss the societal impact of fake news, including its influence on democracy, trust, and decision-making

Materials Needed

- Paper and pens (for notes)
- Smartphones (for expansion)
- Selected images (selected before the session by trainer, printed in colour on A4 sheets)

Session Details

Introduction (5-10 minutes)

The tutor will welcome the students and encourage them to take place around the set table. The tutor will then divide the participants in small groups (min. 2 people per group - optimal number 3 people).

Session 1 (30 - 45 minutes)

Once the groups are organised the tutor will place on the table the images prepared and will ask the group the following questions, giving in between each question 5-10 minutes for each group to discuss and confront:

- What image, according to you, better represents...? Each member of the group should select their image and describe to the members of the group the reason for their selection (Note: the question should be adapted to the topic discussed for example inclusion, migration, addiction, green, etc.).
- Now choose, as a group, the image the better represents the topic and why. In this session give the participants more time to discuss and move from group to group to analyse the discussion, give inputs and ensure a correct flow.
- Now exchange in between groups the images selected and discuss your thoughts on the image. once the groups have discussed they should present why they agree or disagree with the choice made.

The tutor should moderate the discussion and make sure no conflicts arise.

Session Details

Session 2 (30 - 40 minutes)

Once this first part is completed, the groups will be mixed. Once the new groups are set, the tutor will give each group an image (random selection). At this point the groups should:

- Create 3 captions, as if they had to post the image on social media. They can choose if they want to include hashtags. The groups have total freedom to choose the type of caption they want to add, it can be a positive or negative caption (negative captions should refrain from being offensive). The tutor will supervise each group and give inputs if needed.
- Once the captions are completed, the groups will exchange captions and image and each group will now evaluate with a vote from 1 to 10 each captions. The groups should discuss the materials provided. If they do not agree with any of the options presented they can give 2 alternatives. Once the discussion is done, each group should present their findings and explain the why of the score given to each caption and the alternatives.

At this point the tutor will summarize the findings and explain the group the concept of perception, bias and fake news and how fake news spread and are perceived in the everyday life. The tutor should assess if the group is familiar with the concept of fake news, if not, the tutor should give them some tips and concepts connected to how to spot fake news and how to deal with them.

Conclusion of the session

Conclusion (10-20 minutes)

To conclude the session the tutor will ask each participants their impressions on their work. Here some examples of questions to guide the conversation:

- Did you enjoy the activity? What did you enjoy the most?
- Have you ever spotted a fake news online? How did you do it?
- What do you think can be the impact of AI on fake news and media?

Additional notes and tips for trainers

- The trainer will select and print out 4/5 images (the number of the images depends on the n. of participants. The tutor needs to make sure that each group will have 1 image for the whole activity. Calculations should be made)
- The images chosen depend on the theme selected for the workshop, since this activity can be adapted to a variety of themes (ex. inclusion, migration, EU values, sustainability, recycling, and much more).
- The trainer will organise the room prior to the session. This is an interactive activity where students should stand up, interact with their peers and change groups along the activity. For this reason trainer should place a table in the middle of the room and students should go around it.
- The trainer should moderate the session and move from group to group when discussing. this will allow the trainer to supervise the discussion and intervene if needed.

Additional notes and tips for trainers

- To allow team work and group cohesion the trainer should create the groups and not allow participants to create their own groups. A tip to create the groups is to place all participants in line and give each participant a number. The numbers need to go based on the number of groups the trainer wants to create (ex. if you need to create 5 groups of 3 people you will assign to the participants in line a number until 5 and repeat, so you will have 3 participants with n.1, 3 with number 2, etc.)
- Make research on fake news, perception and media before the session to better guide the group.

Expansion of the session

Session 3 (40 minutes - 1h)

For digital skills development, the trainer can add a further session. In this session each group (they can be remixed if necessary) will have to create a photo or short video of 30 seconds for social media. They will have to create the content based on the theme of the workshop (i.e. inclusion, migration, etc.). They should create the content from scratch and they are free to create the type of content they prefer. They can move also outside of the room (if the conditions allow it and the trainer agrees) and create their content, including caption for social media.

Once the content is created:

- The groups will present their content
- (Optional) Once the content is presented, the trainer can upload the content on a social media page (i.e social media of the organisation) and activate a contest. The group that receives the most likes in 24h is the winner and will have a small prize (i.e. chocolate, ice-cream, etc.)



SESSIONplan

Music as a tool for social well-being and inclusion

Duration: 45 minutes

Delivery Method

Blended Learning

Face to Face

Online

**The trainer will choose the course delivery method taking into account the interested students location, the available teaching space and resources, social situation, etc.*

Learning Outcomes

- Understand how music can promote social inclusion and emotional well-being within diverse groups.
- Identify and use simple musical activities (rhythm, voice, movement) to encourage group participation and connection.

Materials Needed

(for trainer)

- Smartphone
- Speaker (a small one is more than enough)

Session Details

Introduction (5-10 minutes)

The tutor will welcome the students and encourage them to take place in the room. Participants should be standing up in a circle and not sit down (unless there are specific mobility issues). Participants in turn think of an instrument that represents them and they mimic the sound and the instrument. The tutor starts by making an example.

Session 1 (30 minutes)

After the ice-breaking activity the tutor sets the speaker and the phone with the downloaded song tracks (they can also be shared from Youtube). The aim of the first session is to recreate through body movements the "Rossini: William Tell Overture Finale". Participants only need to use their hands, feet and body to recreate the rhythm. Before recreating the song with the speaker on background, the trainer will show the participants the movements to do and how should they do it. To make them understand is important for the trainer to repeat the different movements at least 3 times each. After each movement has been internalised by the participants, the trainer will play the song on speaker and the participants will all together reproduce the rhythm with their body.

Conclusion of the session

Conclusion (5-10 minutes)

To conclude the session the tutor will ask each participants their impressions on their work. Here some examples of questions to guide the conversation:

- Did you enjoy the activity? What did you enjoy the most?
- Have you ever recreated music in this way?
- Is there any other song do you think we can reproduce? How?

Additional notes and tips for trainers

- The trainer should first practice how to use body movements (mostly hand claps, thigh slaps, foot stomps and finger snaps) and become familiar with the activity. It is important to practice beforehand and to prepare the tracks to be reproduced on speaker in advance.
- The tracks and music proposed can be changed and adapted by the trainer, another great option is the “Ode to Joy” by Beethoven, hymn of the European Union.



SESSIONplan

Interactive treasure hunt to discover cities or heritage places

Duration: 1h - 1h and a half

Delivery Method

Blended Learning

Face to Face

Online

**The trainer will choose the course delivery method taking into account the interested students location, the available teaching space and resources, social situation, etc.*

Learning Outcomes

- Enhance teamwork and communication skills by collaborating to interpret clues, make decisions, and complete challenges
- Strengthen sense of belonging and connection to the local community through direct engagement with public spaces and local stories.
- Manage time effectively by planning routes and prioritizing tasks

Materials Needed

- X printed copies of the treasure hunt
- Pens
- Smartphones (at least 1 person in the group)

Session Details

Introduction (30 minutes)

The tutor will welcome the participants and introduce the activity through a visit of the area in which the treasure hunt will be held. During this visit the trainer can explain a little bit of the history, legends and anecdotes connected to the town/heritage site/village where the treasure hunt will be held. Make the visit interesting and avoid superficial data (dates, names, ecc...) Make the participants take part in the visit, tell stories and legends, make examples.

Session 1 (1h)

After the guided visit, divide the participants in groups of 2 or 3 people each, and give each group 1 copy of the treasure hunt created. Give only 1 copy for the whole group to encourage team work and collaboration. You can provide a pen as well, to allow participants to complete tasks (if necessary). After providing them with the treasure hunt tasks make sure to explain the rules:

- time available (usually 1h is the optimal time but timeframe can be adjusted depending on the treasure hunt created)
- They can ask to the tutor 2 questions maximum
- They cannot use the internet to look for the answers to the questions. Give the group a meeting point where they will have to arrive at the end

Conclusion of the session

Conclusion (5-10 minutes)

To conclude the session the tutor will check the answer to the different tasks with all the group and name a winning team. The tutor can choose to have a little prize for the winning team or not. Before ending the activity ask each participants their impressions. Here some examples of questions to guide the conversation:

- Did you enjoy the activity? What did you enjoy the most?
- Have you ever participated in an activity like this?
- What is the most interesting thing you have discovered about the place?

Additional notes and tips for trainers

- The treasure hunt must be prepared in advance and tried out to see if it works or not. It should not include only the most important places but also other elements connected to history and legends of the place. Make sure to mix easy to find answers with more challenging ones to stimulate problem solving, collaboration and attention to detailed. You can include riddles, recreation of scenes and much more. Your imagination is your limit!



SESSIONplan

Create. Capture. Inspire: Photo & Video Essentials Workshop

Duration: 1h - 1h and a half

Delivery Method

Blended Learning

Face to Face

Online

**The trainer will choose the course delivery method taking into account the interested students location, the available teaching space and resources, social situation, etc.*

Learning Outcomes

- Recognise and apply basic principles of visual composition (e.g., rule of thirds, framing, lighting) to improve the quality of photos and videos.
- Use simple digital tools and editing techniques to enhance images and videos for communication or storytelling purposes.
- Create inclusive visual content that represents diverse audiences

Materials Needed

- Smartphones

Session Details

Introduction (30 minutes)

The tutor will welcome the participants and introduce the activity through a visit of the area in which the workshop will be held. Introduce the activity with an ice-breaker of your choice to make sure all the participants can get to know each other. Even if the participants know each other still introduce the activity with an ice-breaker to ensure a good start and take the energy to a high-level.

Session 1 (1h)

After the introduction, explain to the group the basic of photo and video creation. The tutor can choose what topics to introduce, usually during our workshop we introduce the "Rule of the Thirds", the photo and video formats according to platform (ex. Instagram, Facebook, Youtube, TikTok) and we provide them with Tips and tricks that can help them. It is very important to show them how it is done while explaining and to make them try out the different techniques, to ensure understanding. Once the techniques have been presented divide the group in smaller groups and assign them the task of creating their own video. Before the activity you can choose the topic of the video and details regarding the video they have to create (ex. 30 second video, shot horizontally, etc.). Give the groups enough time to shoot the video and to do a basic editing.

Conclusion of the session

Conclusion (5-10 minutes)

To conclude the session the tutor will check each one of the videos produced and give each group constructive feedback on how it could be improved. Before ending the activity ask each participants their impressions. Here some examples of questions to guide the conversation:

- Did you enjoy the activity? What did you enjoy the most?
- Have you ever participated in an activity like this?
- What video did you like the most?

Additional notes and tips for trainers

- For the workshop choose if possible an open place that can stimulate participant's creativity (ex. a park, an heritage site, ...).
- When dividing people in smaller groups make sure that at least 1 person in the group has a smartphone available.



SESSIONplan

Photovoice: Emotional Reflection through photography

Duration: 1h - 1h and a half

Delivery Method

Blended Learning

Face to Face

Online

**The trainer will choose the course delivery method taking into account the interested students location, the available teaching space and resources, social situation, etc.*

Learning Outcomes

- Increase awareness of how photography can be used as a tool for reflection, communication, and personal expression
- Develop the ability to explore and discuss different perspectives, experiences, and emotions through visual storytelling
- Increase self-awareness and confidence by reflecting on personal experiences and sharing them with others

Materials Needed

- Smartphones (basic smartphones are enough)

Session Details

Introduction (15 minutes)

The tutor will welcome the participants and introduce the activity through a visit to the area where the workshop will take place. It is preferable to hold this type of workshop in an open space (park, heritage site, public square, natural area, etc.) to inspire observation, creativity, and reflection. The facilitator will explain the concept of Photovoice, highlighting how photography can be used as a tool for self-expression, storytelling, and sharing personal perspectives.

Session 1 (45 min - 1h)

After the introduction, Participants will be invited to walk around the selected area individually or in small groups (the tutor can choose depending on the participants and their needs) and take photographs that capture something meaningful to them. They will be encouraged to focus on images that represent emotions, memories, challenges, opportunities, inclusion, community, belonging, or anything that attracts their attention. During the activity, participants should take between 5 and 10 photographs and reflect on why they chose each image. The facilitator will be available to provide guidance and encourage participants to look beyond the obvious, exploring the stories and emotions behind the places, objects, and people they encounter.

At the end of the photo walk, participants will select one photograph that best represent their thoughts or experiences and prepare to share them during the reflection session. They will prepare as well a title or short description of the photo that will also be shared with the group.

Conclusion of the session

Conclusion (10 - 15 minutes)

Participants will return to the group and select one photograph that best represents their thoughts, feelings, or observations during the activity. Each participant will briefly present their chosen image and explain why they took it.

The facilitator will encourage short reflections by asking simple questions such as:

- What does this photo represent to you?
- Why did you choose this image?
- What story or message does it tell?

The session will conclude with a brief group discussion highlighting common themes, different perspectives, and the value of using photography as a tool for reflection and communication. Participants should share with the tutor the photo selected with a short title/text.

Additional notes and tips for trainers

- For the workshop choose if possible an open place that can stimulate participant's creativity (ex. a park, an heritage site, ...). When dividing people in smaller groups make sure that at least 1 person in the group has a smartphone available. This allows also disadvantaged participants to take part in the activity.
- Participants will share their photographs with the facilitator using a digital method that best suits the group. Depending on the participants' digital skills and preferences, photos can be submitted through a QR code linked to the facilitator's WhatsApp, a dedicated WhatsApp or Telegram group, email, Google Drive, or any other suitable platform.
- To give the activity a lasting impact and encourage continued reflection, it is recommended to compile the photographs into a digital photobook. Participants can contribute a short title, caption, or reflection for each selected image. The photobook can then be shared with the group as a collective memory of the experience, celebrating diverse perspectives and stories while promoting a sense of belonging and inclusion. The digital photobook can be created with different digital tools (ex. Canva) and can be shared through link or as a PDF.



SESSIONplan

Sustainability Challenge: Green Skills in Action

Duration: 45 minutes - 1 hour

Delivery Method

Blended Learning

Face to Face

Online

**The trainer will choose the course delivery method taking into account the interested students location, the available teaching space and resources, social situation, etc.*

Learning Outcomes

- Identify and explain examples of sustainable practices and environmental solutions within their local environment.
- Recognise how individual and community actions can contribute to environmental sustainability and resource conservation.
- Work collaboratively to solve challenges, gather information, and reflect on sustainable behaviours in everyday life.

Materials Needed

- Sustainability Hunt Challenge Sheet (below Annex I as example. NB. This example must be adapted to the local environment and available resources)
- Blindfold or eye mask
- QR code with challenge
- Sustainability riddles
- Elements for the sensory challenge (ex. aromatic herbs/spices/fruits/essential oils etc...)

Session Details

Introduction (15 minutes)

The trainer welcomes participants and introduces the concept of sustainability and green skills. A short discussion is held on how small everyday actions can contribute to environmental protection and sustainable development.

Participants are divided into teams and receive the Sustainability Hunt worksheet. The trainer explains the rules, safety considerations, and objectives of the activity. Teams are encouraged to work together, observe their surroundings carefully, and complete as many challenges as possible.

Session 1 (45 min - 1h)

Participants complete the Sustainability Hunt in small groups.

During the hunt, teams move around the designated area searching for sustainability-related elements and completing practical challenges. The trainer moves between groups, providing support, asking reflective questions, and encouraging discussion about the environmental significance of each challenge.

Conclusion of the session

Conclusion (10 - 15 minutes)

At the end of the activity, participants return to the meeting point and share their findings with the group.

Each team presents one or two interesting discoveries and explains why they are important for sustainability.

The trainer facilitates a short reflection using questions such as:

What new sustainable practices did you discover today?

Which challenge surprised you the most?

What actions could you apply in your daily life?

How can local communities contribute to a greener future?

The session concludes by highlighting how green skills can be applied at home, in the workplace, and within local communities.

Additional notes and tips for trainers

- Adapt the challenges to the local environment and available resources. If certain sustainability features are not available (e.g. solar panels, rainwater collection systems, compost bins), replace them with relevant local examples that promote environmental awareness and sustainable practices.
- Create a QR code linked to a short interactive sustainability quiz. One or two questions are usually sufficient to keep the activity engaging without interrupting the flow of the hunt. Free and accessible tools such as Google Forms, Microsoft Forms, or Genially can be used to create the quiz. Genially is particularly useful if you wish to add a more gamified element to the activity.
- Hide the QR code and the eco-bag containing the riddles within the activity area before participants arrive. Prepare sustainability-themed riddles for each group. The number of riddles should correspond to the number of participating groups. Clearly label each riddle with the group number to avoid confusion and ensure that each team completes the correct challenge.
- Divide participants into teams at the beginning of the activity and provide each group with a Sustainability Challenge Sheet. To increase interaction and prevent participants from simply following one another, vary the order of the tasks for each group. Assign a clear number or colour to each team.
- If aromatic herbs are not available, adapt the sensory challenge using locally available alternatives such as spices, essential oils, fruits, vegetables, or other natural products. The objective is to stimulate curiosity and environmental awareness through sensory exploration.
- Prepare blindfolds or eye masks for the sensory challenge. Ensure there are enough samples so that every participant has the opportunity to take part and make a guess.
- If possible choose a natural open space (park, reserve, etc.). Ensure it is possible to have the activity there and make sure to develop an alternative for a closed space in case of bad weather.

Annex I - Sustainability Challenge Example

N.B. This annex serves as an example - tasks must be adapted to the group size, workshop space, available materials

- ① Find a compost container or compost bin and take a photo — what is it used for?
- ② Find a bin for separate waste collection and take a photo — what type of waste does it collect?
- ③ Find 3 native plants — what kind of plants are they? Write down their names.
- ④ Look for flowers or plants where bees, butterflies, or other insects are visiting - what kind of insect did you find?
- ⑤ Guess the aromatic herb — find the station with the symbol  and complete the challenge.
- ⑥ Look for a solar panel and make a photo
- ⑦ Find a rainwater collection system and take a photo.
- ⑧ Find the eco-friendly bag and solve the riddle inside it.
- ⑨ Find an object in the garden that has been reused or repurposed - what was originally and how has it been reused?
- ①⑩ Find an energy-saving light bulb and take a photo.
- ①① Find the station with the colors and draw the shape of a leaf that you find in the garden — write on the sheet the names of the group members.
- ①② Find the QR code and answer the question.



SESSIONplan

Singing German Christmas Songs

Duration: 2h

Delivery Method

Blended Learning

Face to Face

Online

**The trainer will choose the course delivery method taking into account the interested students location, the available teaching space and resources, social situation, etc.*

Learning Outcomes

Students learned a traditional German Christmas carol and improved their German pronunciation, listening, and speaking skills. They developed confidence in performing in front of an audience, strengthened their teamwork skills, and experienced German culture and traditions through music.

Materials Needed

- Voices
- CD player / audio system
- Printed song lyrics
- Christmas music recordings

Session Details

Introduction (15 minutes)

The workshop was organized for students attending German classes as part of the school's Christmas activities. The aim was to introduce students to German culture and traditions through music while encouraging them to practice the German language in an enjoyable and interactive way. Students were motivated to work together and prepare a performance for the school Christmas celebration.

Session (90 minutes)

During the workshop, students learned the lyrics and melody of a traditional German Christmas carol. They practiced pronunciation, rhythm, and correct intonation while singing together as a group. The trainer supported the students with pronunciation exercises and repeated practice to build confidence.

Following the workshop, students continued rehearsing the song during their regular German lessons over several weeks. On December 19, they performed the Christmas carol at the school Christmas party in front of their families, teachers, and other guests. The performance contributed to a joyful and festive atmosphere and allowed students to demonstrate both their language skills and their understanding of German cultural traditions.

Conclusion of the session

Conclusion

The performance was a great success, and the students were proud of what they had achieved. They enjoyed presenting their work to an audience and gained confidence through the experience. The activity successfully promoted language learning, cultural awareness, cooperation, and active participation.

Additional notes and tips for trainers

- Use music and interactive activities to make language learning enjoyable and engaging.
- Encourage students to practice regularly in pairs or small groups to improve pronunciation and confidence.
- Select songs that are appropriate for the students' language level and interests.
- Create a positive and supportive learning environment where every student feels comfortable participating.
- Whenever possible, involve families or the wider school community, as public performances can greatly increase students' motivation.
- Allow sufficient rehearsal time before the final presentation.
- Combine language learning with cultural traditions to deepen students' understanding of the target language and its customs.

Expansion of the session

The activity can be expanded by introducing additional German Christmas songs, discussing the meaning and traditions behind the lyrics, comparing Christmas customs in different countries, or organizing a multilingual Christmas concert where students perform songs in different languages.





SESSIONplan

City Museum Visit

Duration: 2h

Delivery Method

Blended Learning

Face to Face

Online

**The trainer will choose the course delivery method taking into account the interested students location, the available teaching space and resources, social situation, etc.*

Learning Outcomes

Participants gained a better understanding of the history, culture, and traditions of Eupen and the surrounding region. They developed their intercultural awareness and expanded their vocabulary related to history, community life, and local heritage. The activity encouraged curiosity, active participation, and reflection on the importance of cultural identity and community belonging.

Materials Needed

- Museum admission (if required)
- Notebook and pen (optional)
- Information materials provided by the museum

Session Details

Introduction (15 minutes)

As part of the Integration Trail, the workshop was organized to help participants become more familiar with the local community and its cultural heritage. The aim of the museum visit was to provide an educational and interactive experience through which participants could learn about the history and development of Eupen while strengthening their connection to the region. Before entering the museum, participants received a short introduction to the purpose of the visit and key vocabulary related to local history and culture.

Session (90 minutes)

Participants visited the City Museum in Eupen together with the group leaders. During the guided visit, they explored exhibitions presenting the city's history, local traditions, and everyday life in past centuries. They learned how the region developed over time and discovered important aspects of the local culture and community.

Throughout the visit, participants were encouraged to ask questions, exchange ideas, and discuss similarities and differences between their own cultural backgrounds and the traditions of Eupen. The museum visit also provided an authentic opportunity to practice language skills while engaging with the history and cultural heritage of the place they now call home.



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Conclusion of the session

Conclusion

The museum visit was an enriching and educational experience for all participants. It strengthened their understanding of the local community and promoted cultural awareness, curiosity, and intercultural dialogue. Participants left with a deeper appreciation of the region's history and a stronger sense of belonging within their new community.

Additional notes and tips for trainers

- Prepare participants by introducing key historical vocabulary before the visit.
- Encourage participants to ask questions and actively engage with the exhibitions.
- Use museum visits to combine language learning with cultural education.
- Include a short group discussion after the visit to reflect on the experience and share impressions.
- Adapt explanations and activities to the participants' language level and educational background.
- Encourage intercultural exchange by comparing local traditions with customs from participants' own countries.
- Whenever possible, choose interactive exhibitions that promote active participation and discussion.

Expansion of the session

The activity can be expanded by organizing a city walk to visit historical landmarks mentioned in the museum, assigning small research projects on local history, creating presentations about important historical events in Eupen, or encouraging participants to compare the history of Eupen with the history of their home regions.



SESSIONplan

Guided Tour through Eupen

Duration: 2h

Delivery Method

Blended Learning

Face to Face

Online

**The trainer will choose the course delivery method taking into account the interested students location, the available teaching space and resources, social situation, etc.*

Learning Outcomes

Participants improved their communication and speaking skills by presenting places that were meaningful to them and interacting with the group throughout the tour. They developed greater confidence in speaking in German, strengthened their intercultural awareness, and became more familiar with the city of Eupen, its landmarks, and everyday life. The activity also promoted teamwork, active listening, and a stronger sense of belonging within the local community.

Materials Needed

- Warm clothing
- Comfortable walking shoes
- City map (optional)
- Notebook and pen (optional)

Session Details

Introduction (15 minutes)

The guided tour was organized as part of the Integration Trail to help participants become more familiar with the city of Eupen while practicing their language skills in an authentic environment. The aim of the activity was to encourage participants to explore the city, share places that were personally meaningful to them, and learn more about the local community through interaction and discussion. Before starting the tour, participants received a short introduction to the route and the objectives of the activity.

Session (90 minutes)

Participants walked together through different parts of Eupen, visiting important landmarks as well as places that individual participants had selected in advance. At each stop, participants introduced their chosen location, explained why it was important to them, and answered questions from the group. Throughout the tour, participants practiced speaking and listening skills while exchanging personal experiences and learning more about the history, culture, and daily life of the city.

The outdoor setting created an authentic learning environment that encouraged spontaneous conversations, intercultural exchange, and active participation. Trainers supported the discussions by introducing useful vocabulary and encouraging every participant to contribute.

Conclusion of the session

Conclusion

The guided tour was a great success and created a positive and interactive learning experience. Participants enjoyed sharing their favorite places while discovering new aspects of the city and learning more about one another. The activity strengthened communication skills, self-confidence, intercultural understanding, and group cohesion, making the guided tour a valuable and memorable experience.

Additional notes and tips for trainers

- Encourage participants to choose places that are personally meaningful to increase motivation and engagement.
- Prepare guiding questions to help participants structure their presentations.
- Use real-life learning environments to make language practice authentic and interactive.
- Ensure that every participant has an equal opportunity to speak and share experiences.
- Encourage active listening and questions from the group to promote communication.
- Adapt the activity to participants' language level by providing vocabulary support when needed.
- Include cultural and personal storytelling elements to strengthen intercultural understanding and community building.

Expansion of the session

The activity can be expanded by asking participants to prepare short presentations about additional landmarks, creating a photo project documenting important places in Eupen, organizing thematic city walks (e.g. history, architecture, or nature), or comparing the city with participants' hometowns through group discussions and presentations.





SESSIONplan

Trimm-Dich-Pfad – Active Learning in Nature

Duration: 2h 35min

Delivery Method

Blended Learning

Face to Face

Online

**The trainer will choose the course delivery method taking into account the interested students location, the available teaching space and resources, social situation, etc.*

Learning Outcomes

Participants discovered simple ways to stay physically active outdoors while becoming familiar with the local environment. They expanded their everyday German vocabulary related to movement, health, and nature, improved their listening and speaking skills through real-life communication, and strengthened their confidence in using the language in informal situations. The activity also promoted healthy lifestyles, social interaction, and intercultural exchange.

Materials Needed

- Comfortable walking shoes
- Weather-appropriate clothing
- Water bottles
- Access to the Trimm-Dich-Pfad
- Optional vocabulary cards

Session Details

Introduction (15 minutes)

The trainer welcomed the participants and introduced the purpose of the activity. A short explanation was given about the Trimm-Dich-Pfad, its role in promoting outdoor fitness, and the benefits of combining physical activity with language learning. Participants were encouraged to enjoy the walk at their own pace while actively communicating in German.

Session (90 minutes)

Together with the trainer, participants explored the Trimm-Dich-Pfad in Eupen, a fitness trail in the forest featuring different exercise stations. At each station, the trainer demonstrated the exercises and explained the movements using simple German vocabulary such as springen (jump), strecken (stretch), and balancieren (balance). Participants completed the exercises according to their individual abilities while practicing new words and following spoken instructions.

The emphasis was placed on communication rather than physical performance. Throughout the walk, participants listened to explanations, asked questions, repeated vocabulary, and supported one another in understanding the instructions. The natural surroundings created a relaxed atmosphere that encouraged spontaneous conversations and authentic language use.

After completing the walk, the group met for coffee together. This informal gathering provided an opportunity to reflect on the activity, discuss their experiences, and continue practicing everyday German in a comfortable social setting. The shared conversation strengthened relationships within the group and increased participants' confidence in using the language outside the classroom.

Conclusion of the session

Conclusion

The activity successfully combined language learning, physical exercise, and social interaction in an enjoyable outdoor environment. Participants appreciated the opportunity to practice German in authentic situations while discovering a local recreational area. The workshop strengthened communication skills, promoted healthy living, and fostered a stronger sense of community and belonging.

Additional notes and tips for trainers

- Choose a walking pace that is suitable for all participants.
- Demonstrate each exercise clearly before asking participants to perform it.
- Introduce simple movement-related vocabulary and repeat it throughout the activity.
- Encourage participants to communicate with one another using German during the walk.
- Focus on participation and enjoyment rather than athletic performance.
- Allow plenty of opportunities for informal conversations before, during, and after the activity.
- Always consider weather conditions and remind participants to wear suitable clothing and footwear.

Expansion of the session

The activity can be expanded by creating a nature vocabulary challenge, organizing team tasks at each exercise station, combining the walk with environmental awareness activities, or asking participants to prepare short presentations about healthy lifestyles and outdoor recreation in their own countries.



SESSIONplan

Europe - Culture, Languages and Diversity

Duration: 3h

Delivery Method

Blended Learning

Face to Face

Online

**The trainer will choose the course delivery method taking into account the interested students location, the available teaching space and resources, social situation, etc.*

Learning Outcomes

Participants improved their language skills according to their individual proficiency levels and enhanced their listening comprehension through presentations and music. They explored the culture, history, and famous landmarks of different European countries, developing a greater awareness of Europe's cultural diversity. Through collaborative poster creation, they strengthened their teamwork, creativity, and communication skills. The music activity further developed their intercultural awareness and auditory perception by encouraging them to identify different European languages.

Materials Needed

- Colored pencils
- Rulers
- Permanent markers
- Scissors
- Glue
- Printed images
- Large sheets of paper
- PowerPoint presentation
- Computer and projector
- Speakers
- Short language video clips

Session Details

Introduction (5 minutes)

The trainer welcomed the participants and introduced the objectives of the workshop. Participants were informed that they would explore different European countries through creative group work, short presentations, and music while practicing their language skills in an interactive and collaborative learning environment.

Session (90 minutes)

The workshop consisted of two complementary activities.

- Part 1 - Poster Creation

Participants worked in small groups to create a collaborative poster about selected European countries. Supported by a PowerPoint presentation and short lectures, they explored important landmarks, historical events, cultural traditions, national flags, and interesting facts. Using various craft materials, each group designed a creative poster that included images, timelines, and key information. Throughout the activity, participants discussed ideas, shared responsibilities, and practiced communication while working together.

Session details

- Part 2 - Music and Language Activity

Following the creative workshop, participants listened to three songs performed in different European languages:

- An original German composition by David Schlembach
Sunny Afternoon (English) by The Kinks
- On brûlera (French) by Pomme

Before listening, short clips introduced the sounds and characteristics of each language. Participants then listened carefully to each song and identified the language being sung. The activity encouraged active listening, improved auditory discrimination, and promoted curiosity about Europe's linguistic diversity while creating an enjoyable and relaxed learning atmosphere.

- After the workshop, participants met for coffee together, providing an informal opportunity to discuss what they had learned, exchange impressions, and continue practicing their language skills in everyday conversation.

Conclusion of the session

Conclusion

The workshop successfully combined language learning, cultural education, creative teamwork, and music. Participants broadened their knowledge of European countries, strengthened their communication and listening skills, and gained a deeper appreciation of Europe's cultural and linguistic diversity. The collaborative atmosphere encouraged active participation, intercultural exchange, and mutual learning.

Additional notes and tips for trainers

- Select countries and materials that reflect the diversity of Europe.
- Adapt the amount of information to the participants' language levels.
- Encourage equal participation by assigning different responsibilities within each group.
- Use visual materials and short presentations to support understanding.
- Introduce key vocabulary before beginning the creative activities.
- Encourage discussion and comparison between participants' own cultures and the countries presented.
- Use music from different languages to create an engaging atmosphere and promote intercultural awareness.

Expansion of the session

The workshop can be expanded by allowing participants to research and present additional European countries, organizing an international culture day with food and music, creating individual presentations on countries of personal interest, or introducing simple language greetings and expressions from several European languages to further promote intercultural learning.





SESSIONplan

International Pancake Day

Duration: 3h

Delivery Method

Blended Learning

Face to Face

Online

**The trainer will choose the course delivery method taking into account the interested students location, the available teaching space and resources, social situation, etc.*

Learning Outcomes

Participants improved their German speaking and listening skills by presenting, discussing, and describing different types of pancakes from around the world. They expanded their vocabulary related to food, cooking, and cultural traditions while developing greater intercultural awareness through sharing recipes and personal experiences. The activity also promoted teamwork, respectful communication, and a stronger sense of community within the group.

Materials Needed

- Homemade pancakes from different countries
- Plates, napkins, forks, and cups
- Ingredients list (optional)
- Whiteboard or flipchart
- Presentation materials

Session Details

Introduction (5 minutes)

The trainer welcomed the participants and introduced the objectives of the workshop. Participants learned that they would explore different cultures through traditional pancakes while practicing German in an interactive and enjoyable environment. The importance of respectful cultural exchange and active participation was highlighted before the activities began.

Session (165 minutes)

The workshop consisted of several interactive activities that combined language learning with cultural exchange.

Warm-up (10 minutes)

Participants worked in pairs and discussed their favorite foods. They shared whether they already knew any international pancake varieties and exchanged personal experiences related to traditional dishes from their home countries.

Introduction to International Pancakes (20 minutes)

The trainer introduced different types of pancakes from around the world, explaining their origins, cultural significance, and ingredients. Key German vocabulary related to food, cooking, flavors, and kitchen utensils was presented and practiced together.

Session details

Student Presentations (50 minutes)

Each participant presented the pancake they had prepared or chosen. They explained its name, ingredients, country of origin, and any traditions connected with the dish. Participants asked questions, compared similarities and differences between recipes, and practiced speaking German in an authentic communication setting.

Tasting and Conversation (45 minutes)

Participants tasted the different pancakes while talking in small groups using simple German conversation prompts. They described flavors, expressed preferences, and shared cultural traditions connected to the food. The tasting session encouraged spontaneous conversations and intercultural exchange in a relaxed atmosphere.

Reflection and Wrap-up (40 minutes)

Participants reflected on what they had learned about food, language, and cultural diversity. They discussed which dishes surprised them most and what new vocabulary they had learned. The trainer summarized the key learning outcomes and invited participants to complete an optional short writing task describing their favorite pancake and the cultural tradition behind it.

Conclusion of the session

Conclusion

The International Pancake Day workshop created a positive and engaging learning experience that combined language practice with cultural exploration. Participants improved their communication skills, expanded their vocabulary, and gained a deeper appreciation of culinary traditions from different countries. Sharing food and personal stories strengthened the sense of community and encouraged respectful intercultural dialogue.

Additional notes and tips for trainers

- Encourage participants to prepare short presentations in simple German.
- Introduce key vocabulary before the tasting activity to support communication.
- Create opportunities for every participant to present and ask questions.
- Be mindful of food allergies and dietary restrictions.
- Promote respectful curiosity about different cultural traditions and recipes.
- Use sentence starters to support participants with lower language proficiency.
- Encourage informal conversations during the tasting to create authentic speaking opportunities.

Expansion of the session

The activity can be expanded by creating an international recipe booklet, organizing a multicultural cooking workshop, comparing food traditions from different countries, or asking participants to prepare and present another traditional dish from their culture in German.





SESSIONplan

Pottery Museum Raeren – Culture, Creativity and Integration

Duration: 4h

Delivery Method

Blended Learning

Face to Face

Online

**The trainer will choose the course delivery method taking into account the interested students location, the available teaching space and resources, social situation, etc.*

Learning Outcomes

Participants gained a deeper understanding of the cultural heritage and history of the Raeren region, particularly its internationally renowned pottery tradition. They developed their intercultural awareness while exploring local customs and traditions in an authentic setting. Through the hands-on pottery workshop, participants enhanced their creativity, fine motor skills, concentration, and self-expression. The activity also provided meaningful opportunities to practice German in everyday situations, strengthen communication skills, and promote teamwork and social interaction, fostering a stronger sense of belonging within the local community.

Materials Needed

- Museum admission (if required)
- Pottery workshop materials (provided by the museum)
- Aprons (if required)
- Notebook and pen (optional)
- Camera for group photo (optional)

Session Details

Introduction (5 minutes)

The trainer welcomed the participants and introduced the objectives of the excursion. A brief overview of the Pottery Museum in Raeren and its importance to the region's cultural heritage was provided. Participants were encouraged to ask questions, actively participate throughout the visit, and use German whenever possible during the activities.

Session (225 minutes)

The excursion combined cultural learning, creative expression, and language practice through a variety of interactive activities.

Arrival and Welcome (10:00-10:15)

Participants arrived at the museum, were welcomed by the trainer and museum staff, and received a short introduction to the programme and the history of the museum.

Guided Museum Tour (10:15-11:00)

During the guided tour, participants explored exhibitions highlighting the history of pottery production in Raeren and its importance for the local community. They learned about traditional craftsmanship, historical artifacts, and the cultural significance of pottery while practicing listening comprehension and asking questions in German.

Session Details

Short Break (11:00-11:15)

Participants enjoyed refreshments and informal conversations, creating further opportunities for social interaction and language practice.

Hands-on Pottery Workshop (11:15-12:45)

Under professional guidance, participants created their own pottery pieces using traditional techniques. The workshop encouraged creativity, patience, and concentration while providing an enjoyable environment for authentic communication and collaborative learning.

Group Reflection and Sharing (12:45-13:15)

Participants presented their finished creations, reflected on the creative process, and shared their impressions of the museum visit and workshop with the group.

Language and Culture Wrap-Up (13:15-13:45)

The trainer facilitated a guided discussion using questions such as "What did I learn today?" and "What surprised me most?" Participants reflected on the cultural and linguistic aspects of the excursion while practicing new vocabulary related to art, history, and craftsmanship.

Closing and Departure (13:45-14:00)

The session concluded with a feedback round, optional group photo, and information about upcoming activities within the integration programme.

Conclusion of the session

Conclusion

The visit to the Pottery Museum in Raeren was an enriching and enjoyable learning experience that successfully combined cultural education, creative expression, and language learning. Participants strengthened their connection to the local community, improved their communication skills, and gained valuable insights into an important aspect of the region's cultural heritage. The workshop promoted confidence, teamwork, and active participation in a supportive and inspiring environment.

Additional notes and tips for trainers

- Introduce key vocabulary related to pottery, art, and local history before the visit.
- Encourage participants to ask questions during the guided tour.
- Emphasize the creative process rather than artistic perfection.
- Support participants with language prompts during discussions and practical activities.
- Allow sufficient time for reflection after the workshop.
- Encourage participants to compare traditional crafts from Raeren with those from their own cultural backgrounds.
- Check museum regulations and workshop requirements before the visit.

Expansion of the session

The activity can be expanded by organizing a follow-up exhibition of participants' pottery creations, researching traditional crafts from different countries, inviting a local ceramic artist to give a demonstration, or combining the museum visit with additional cultural excursions in the region to deepen participants' understanding of local heritage.





SESSIONplan

Trip to Brussels

Duration: 6 hours

Delivery Method

Blended Learning

Face to Face

Online

**The trainer will choose the course delivery method taking into account the interested students location, the available teaching space and resources, social situation, etc.*

Learning Outcomes

- Identify the historical and cultural significance of Brussels' main landmarks.
- Describe the role of the European institutions located in the European Quarter.
- Reflect on multiculturalism and migration through the exploration of different neighbourhoods.
- Demonstrate intercultural awareness through observation and group discussion.
- Strengthen teamwork and communication skills during collaborative activities.

Materials Needed

- Public transport tickets (if required)
- Comfortable walking shoes
- Mobile phones/cameras

Session Details

Introduction (5-10 minutes)

The facilitator welcomes participants and explains the objectives of the visit.

A short icebreaker invites participants to share:

What they already know about Brussels.

Which places they are most interested in visiting.

What they expect to learn during the day.

Session (5 hours)

Participants walk through the historic centre while the facilitator introduces:

- Galeries Royales Saint-Hubert
- Grand Place
- Manneken Pis

Participants are encouraged to observe architectural details, discuss the historical significance of the monuments and take photographs.

Activity 2 - Royal District

The facilitator guides the group through the Royal District.

Discussion topics include:

- National institutions
- Historical development of Brussels

Session Details

Participants compare similarities and differences with institutions in their own countries.

Activity 3 - European Quarter

Participants explore:

- European Parliament
- European Commission
- surrounding EU institutions

The facilitator explains:

- the role of the European Union;
- how decisions affect citizens;
- examples of EU programmes such as Erasmus+.

If available, participants visit an exhibition or visitor centre and complete a short observation task.

Activity 4 - Matongé

Participants explore the multicultural district of Matongé.

The facilitator encourages discussion about:

- migration;
- cultural diversity;
- inclusion;
- urban identity.

Participants reflect on how multicultural communities contribute to European society.

Reflection Throughout the Visit

At each location the facilitator asks short reflective questions such as:

- What surprised you?
- What did you learn?
- How is this different from your country?
- What European values can you identify?

Participants share observations and discuss them in small groups.

Conclusion of the session

Conclusion (10-20 minutes)

The facilitator gathers the participants for a final reflection.

Participants discuss:

- what they learned;
- the place that impressed them most;
- how the visit changed their perception of Brussels and the European Union.

The facilitator highlights the connection between cultural heritage, civic participation, European identity and intercultural dialogue.

Additional notes and tips for trainers

- The session plan is based on a visit of the city of Bruxelles, however it can be easily adapted to other cities. Facilitator should make the proper research before the activity if it is located in another place.
- Adapt the walking pace to the needs of the group.
- Encourage questions throughout the visit.
- Allow participants time to observe and take photographs.
- Promote inclusive discussion by encouraging everyone to contribute



SESSIONplan

Storytelling through Drawing

Duration: 1h and 30 minutes

Delivery Method

Blended Learning

Face to Face

Online

**The trainer will choose the course delivery method taking into account the interested students location, the available teaching space and resources, social situation, etc.*

Learning Outcomes

- Strengthen self-expression and emotional literacy through visual storytelling.
- Develop communication skills and vocabulary related to emotions and personal experiences.
- Foster peer trust, empathy, and intercultural understanding through shared storytelling.

Materials Needed

- Drawing paper (A3 size preferred), pencils, colored markers, crayons, erasers, tape, and music for ambiance.

Session Details

Introduction (10 min)

Trainer welcomes participants, reviews the purpose of the session, and explains that art can be used as a language to tell our stories when words are difficult. Short warm-up: each participant draws one symbol that represents their current feeling or energy level and shares it briefly. This sets the tone for safe and open expression.

Session (1.20 min)

The trainer introduces basic storytelling principles (beginning-middle-end, emotion, change) and connects them to visual thinking. Participants begin drawing a personal journey or story – something that shaped their life, migration experience, or community belonging. The trainer circulates, offering encouragement, asking gentle questions, and providing language support (key vocabulary: home, travel, challenge, hope, dream). Music can be played quietly to maintain focus and calm.

Conclusion of the session

Conclusion

A collective reflection circle. Each participant names one insight or feeling gained from the exercise. Trainer highlights themes of resilience and the value of creative expression in confidence-building. Drawings are displayed on the wall to create a mini exhibition.

Additional notes and tips for trainers

- Keep the tone non-judgmental and sensitive. Some participants may touch on emotional subjects—pause if needed. Emphasize storytelling as empowerment, not therapy. Encourage multilingual expression

Expansion of the session

Participants are paired or grouped in threes to share their drawings and explain their stories in their preferred language. The trainer encourages peers to listen actively and ask questions. Those comfortable can add short text or keywords to their artwork to reinforce language learning.





SESSIONplan

Recycled Art & Upcycling Stories

Duration: 1h and 30 minutes

Delivery Method

Blended Learning

Face to Face

Online

**The trainer will choose the course delivery method taking into account the interested students location, the available teaching space and resources, social situation, etc.*

Learning Outcomes

- Understand the concept of sustainability and creative reuse.
- Apply fine motor and design skills to transform waste materials into functional art.
- Build teamwork, patience, and self-confidence through collaborative art-making.

Materials Needed

- Recycled plastic bottles, old jars, paper, cardboard, scissors, glue, hot glue gun (trainer use only), masking tape, paint, brushes, decorations (ribbons, beads, etc.).

Session Details

Introduction (10 min)

Trainer starts with a short discussion: "What can we do with what we already have?" Participants brainstorm ideas of reuse and share personal experiences from their home countries. Trainer connects this to sustainability, creativity, and identity – turning something old into something beautiful and new.

Session (1.20 min)

Step-by-step demonstration of creating an upcycled craft (e.g., vase, organizer, lamp). Participants work individually or in pairs to design their own. The trainer provides technical guidance, ensures safe tool use, and keeps conversation flowing around themes of transformation and storytelling. Encourage them to talk about the meaning or inspiration behind their piece.

Conclusion of the session

Conclusion

Each participant presents their final object. The group applauds and exchanges reflections on sustainability, creativity, and personal growth. Trainer links the activity to environmental awareness and empowerment through creation.

Additional notes and tips for trainers

- Use calm background music to promote focus. Be ready to assist with cutting or gluing for safety. Reinforce pride in accomplishment – participants take their creations home as reminders of capability and creativity.

Expansion of the session

Optional advanced activity: participants photograph their work and write a short reflection or caption (“My creation represents...”). These can later be shared in a digital gallery or social media post for Inspire Pathway visibility.





SESSIONplan

Tie-Dye & Cultural Expression

Duration: 2 hours

Delivery Method

Blended Learning

Face to Face

Online

**The trainer will choose the course delivery method taking into account the interested students location, the available teaching space and resources, social situation, etc.*

Learning Outcomes

- Learn the basic principles of textile dyeing and color design.
- Express cultural or emotional identity through pattern and color.
- Strengthen cooperation, patience, and respect for diversity through a shared creative process.

Materials Needed

- White cotton T-shirts, tie-dye kits (various colors), gloves, aprons, rubber bands, plastic sheets for tables, buckets, water, paper towels, stencils, clotheslines for drying.

Session Details

Introduction (15 min)

Trainer explains tie-dye as both an artistic and cultural practice found across continents. Discussion: "What do colors mean to you?" Participants choose colors that represent their identity, culture, or emotion. Safety rules are reviewed.

Session (1.45 min)

Trainer demonstrates three tying methods (spiral, stripe, bullseye). Participants prepare their shirts, tie them with bands, and apply dyes. Trainer assists and prompts dialogue about patience, creativity, and teamwork. Participants collaborate, help each other pour dyes, and share stories about colors or clothing in their cultures.

Conclusion of the session

Conclusion

Rinse and reveal stage (can be done partly by trainer). Each participant unfolds their shirt and displays it proudly. Closing discussion on individuality, shared creation, and belonging. Participants take photos and keep their shirts as personal symbols of inclusion.

Additional notes and tips for trainers

- Ensure workspace ventilation and cover surfaces well. Keep gloves accessible. Be prepared for emotional storytelling moments. Link the creative process to identity and positive group energy.

Expansion of the session

While shirts rest to absorb dye, trainer leads a reflection circle. Participants describe how their designs represent something about them or their background. Optional group photo session with the works in progress.





SESSIONplan

Outdoor Event Planning & Leadership

Duration: 2 hours

Delivery Method

Blended Learning

Face to Face

Online

**The trainer will choose the course delivery method taking into account the interested students location, the available teaching space and resources, social situation, etc.*

Learning Outcomes

- Understand the key components of community event planning.
- Practice communication, role distribution, and leadership in a real environment.
- Strengthen confidence in managing tasks and presenting ideas publicly.

Materials Needed

- Maps of the venue, clipboards, pens, event planning worksheets, cameras, water, safety checklist, and props for mock events.

Session Details

Introduction (15 min)

Trainer gathers the group outdoors, explains that the session will focus on hands-on event planning using teamwork. Icebreaker: participants recall a memorable event and identify what made it successful. Trainer lists key planning areas (space, audience, logistics, communication, safety).

Session (1.45 min)

Participants divide into teams and each designs one aspect of a hypothetical community event (e.g., a cultural day, outdoor exhibition, or picnic). Teams brainstorm objectives, audience, budget, and risks. They use the park map to choose spaces and assign roles (leader, logistics coordinator, communications, safety monitor). Trainer provides real-world tips on permissions, budgeting, and coordination.



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Conclusion of the session

Conclusion

Group debrief: each team presents their event plan. Trainer emphasizes transferable skills—teamwork, problem-solving, planning—and how these contribute to employability and civic engagement. Short evaluation form or verbal feedback closes the session.

Additional notes and tips for trainers

- Always check weather and safety first. Encourage equal participation and rotating leadership roles. Connect outcomes to real-life opportunities—organizing a community event later in the Inspire Pathway series can be a follow-up goal.

Expansion of the session

Participants observe an ongoing photo shoot or event setup nearby (if available) or simulate an event run-through. They evaluate what works well and what could improve. Trainer facilitates discussion on adaptability and creativity in leadership.





SESSIONplan

Pathways to Employment: Job Readiness and Interview Skills

Duration: 2 hours

Delivery Method

Blended Learning

Face to Face

Online

**The trainer will choose the course delivery method taking into account the interested students location, the available teaching space and resources, social situation, etc.*

Learning Outcomes

- Participants understand key steps in preparing for employment
- They develop awareness of job search strategies and opportunities
- They gain basic interview skills and confidence
- They practice communication and self-presentation
- They build confidence in discussing their skills and experiences

Materials Needed

Flipchart or whiteboard, markers, printed CV examples, sample interview questions, pens, paper

Session Details

Introduction (30 minutes)

The session begins with a short discussion about employment experiences and expectations. Participants are invited to share their goals, previous work experience, or challenges they face when looking for a job.

The facilitator introduces the concept of job readiness and explains the importance of preparation, confidence, and communication in the job search process.

Session (1 hour 30 minutes)

The facilitator presents key elements of employment readiness, including how to search for jobs, understand job descriptions, and identify personal skills and strengths.

Participants are introduced to basic CV structure and key points to include, such as skills, experience, and personal qualities. Examples are shown and discussed.

The session then focuses on interview techniques. The facilitator explains common interview questions and provides practical tips, such as how to introduce oneself, how to answer questions clearly, and how to demonstrate confidence.

Participants take part in short role-play activities where they practice answering interview questions in pairs or small groups. Peer feedback is encouraged to support learning and confidence-building.

The atmosphere is supportive and interactive, allowing participants to learn at their own pace and feel comfortable practising new skills.



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Conclusion of the session

Conclusion

The session helps participants better understand the job application process and develop practical skills for employment.

Participants gain confidence in presenting themselves and communicating their abilities. The role-play activities provide a safe space to practice and improve.

Overall, the session supports participants in feeling more prepared, confident, and motivated to pursue employment opportunities.

Additional notes and tips for trainers

Ensure the environment is supportive and encouraging, especially for participants who may lack confidence.

Use simple language and real-life examples to explain concepts. Encourage participation and allow time for questions and discussion.

Adapt activities depending on participants' experience levels and provide positive feedback during role-play exercises.

Expansion of the session

Participants can further develop their skills by creating their own CVs and practising interviews in more detail.

Follow-up sessions could include one-to-one coaching, mock interviews, or support with job applications.

Participants may also explore local employment services, online job platforms, and training opportunities to continue their learning journey.



SESSION plan

My Journey, My Strengths

Duration: 2 hours

Delivery Method

Blended Learning

In Person

Online

**The trainer will choose the course delivery method taking into account the interested students location, the available teaching space and resources, social situation, etc.*

Learning Outcomes

By the end of the session, participants will have reflected on their personal journeys, identified individual strengths and skills, and shared positive experiences with others in the group. The session will support confidence-building, social connection, informal language practice, and self-expression. Participants will create a simple “strength map” showing important experiences, personal qualities, skills, challenges they have overcome, and hopes for the future. The activity will encourage participants to recognise their own resilience and the value of their experiences.

Materials

- Paper or card
- Pens, markers, coloured pencils
- Sticky notes
- Old magazines or printed images, optional
- Scissors and glue, optional
- Flipchart or whiteboard
- Example strength words, such as: brave, patient, creative, determined, kind, organised, flexible, responsible, supportive
- Refreshments, optional

Session Details

1. Welcome and introduction - 10 minutes

The trainer welcomes participants and introduces the theme: personal journeys, strengths, and resilience. Participants are reminded that they only need to share what feels comfortable. The focus is on positive reflection, confidence, and connection.

2. Warm-up: One word about me - 15 minutes

Participants choose one positive word to describe themselves or one strength they have. The trainer can give examples such as creative, brave, caring, hardworking, calm, or patient. Each participant shares their word and may explain their choice.

3. Main activity: My strength map - 35 minutes

Participants create a simple “strength map” using words, drawings, or images. The map can include an important place, a challenge they have overcome, a skill, something they are proud of, a source of support, and a hope for the future. The trainer supports with vocabulary and encourages participants to use any language or creative format they prefer.

Session Details

4. Pair sharing - 20 minutes

Participants share part of their strength map in pairs. They practise active listening and may ask simple questions such as: “Why is this important to you?” or “What are you proud of?” Participants choose what they want to share.

5. Group reflection - 25 minutes

Volunteers share one strength, skill, or hope with the group. The trainer writes key words on the board and highlights common themes such as courage, learning, family, adaptation, creativity, and hope. The group briefly discusses how these strengths can help people feel more connected in their local community.

6. Closing activity: Message to myself - 10 minutes

Each participant writes a short positive message to themselves, such as “My story matters” or “I can learn and grow.” They may keep the message or place it on a shared wall.

7. Feedback and closing - 5 minutes

The trainer thanks participants and asks for short feedback using prompts such as: “One thing I enjoyed today was...”, “One thing I learned today was...”, or “One word I feel now is...”

Conclusion

Conclusion

The session helped participants reflect on their personal experiences in a positive and empowering way. Through creative mapping, discussion, and storytelling, participants were able to identify their own strengths and recognise the value of their journeys. The activity supported confidence, peer connection, and informal language practice in a relaxed and inclusive environment.

Additional notes and tips for trainers

The trainer should create a calm and respectful atmosphere, as some participants may connect the theme of “journey” with difficult memories. It is important to remind participants that they only need to share what feels comfortable.

Use simple language and provide examples of strength words. Allow participants to draw or use symbols instead of writing full sentences. Encourage listening and respect during pair and group sharing. Focus on strengths, skills, hopes, and positive self-recognition rather than trauma or difficult experiences.

The trainer should move around the room during the creative activity and support participants with vocabulary, ideas, and encouragement.

Session Extension

This session can be extended into a digital storytelling activity where participants turn their strength maps into short written stories, voice recordings, posters, or videos. It can also be connected to future sessions on CV writing, community participation, volunteering, or personal goal setting.

Participants could create a shared “Wall of Strengths” for the Erasmus Club, displaying positive words, drawings, and messages from the group. This could be used as part of the final project dissemination or local community event.



SESSIONplan

Cooking Course for Inclusion

Duration: 3 hours

Delivery Method

Blended Learning

Face to face

Online

**The trainer will choose the course delivery method taking into account the interested students location, the available teaching space and resources, social situation, etc.*

Learning Outcomes

- Participants practise simple, healthy and affordable cooking skills.
- Participants apply food hygiene and kitchen safety guidance during practical work.
- Participants strengthen teamwork, communication and shared responsibility.
- Participants gain confidence through hands-on cooking and peer learning.
- Participants prepare and share a meal together and reflect on the experience.

Materials

- Ingredients for the selected dishes
- Recipes
- Aprons
- Hygiene supplies
- Chopping boards
- Knives
- Bowls
- Pots and pans
- Cooking utensils
- Serving dishes
- Cleaning materials
- Feedback materials

Session Details

1. Welcome and Safety - 15 minutes

Welcome participants, complete registration and introductions, check allergies or dietary requirements, and introduce basic food hygiene and kitchen safety. The trainer demonstrates safe tool use, ingredient preparation and cooking techniques before participants begin.

2. Recipes and Roles - 20 minutes

Introduce the dishes, ingredients and equipment. Divide participants into small teams and allocate responsibilities. Encourage participants to take roles that suit their interests and confidence levels.

Session Details

3. Food Preparation - 70 minutes

Participants begin guided hands-on preparation. They wash, cut, season and organise ingredients with support from the trainer. Encourage peer learning, communication and shared responsibility.

4. Cooking - approximately 30 minutes

Teams cook the prepared ingredients under supervision. The trainer supports safe equipment use, timing and practical problem-solving. Participants are encouraged to observe and help one another.

5. Serve and Share - 20 minutes

Participants plate and serve the food, then eat together. Use the shared meal as an opportunity to discuss healthy and affordable cooking and exchange ideas.

6. Clean and Reflect - 25 minutes

Participants work together to clean the kitchen and equipment. Finish with a short reflection and feedback discussion about what they learned, how they worked as a team and what they enjoyed.

Conclusion

This practical cooking workshop gives young people the opportunity to learn useful everyday skills through active participation. By preparing and sharing food together, participants practise cooking, hygiene and kitchen safety while also developing teamwork, communication, responsibility and confidence.

The workshop showed that cooking can be an effective form of non-formal learning because participants work towards a real and meaningful outcome together. Feedback from the session indicated that participants valued teamwork, having a choice in the food they prepared, being able to find a suitable role within the group, and learning that healthy food can also be affordable. Participants also reported leaving the workshop feeling more energetic and motivated.

Additional notes and tips for trainers

- Check allergies and dietary requirements before beginning.
- Start with a clear demonstration of hygiene, knife safety and equipment use.
- Choose simple recipes that can be completed within the available time.
- Select affordable ingredients that are easy to obtain locally.
- Divide participants into small teams so everyone has a clear role.
- Allow participants some choice in tasks and food preparation.
- Match tasks to different confidence and experience levels.
- Encourage participants to help and learn from one another.
- Keep the trainer actively available during cutting and cooking activities.
- Build enough time into the programme for eating, cleaning and reflection.
- Use questions during the activity rather than relying only on instructions.
- Where possible, use existing community kitchens or partner facilities to reduce costs.

Session Extension

The workshop can be extended in several ways:

- Ask participants to design their own healthy and affordable recipe.
- Add a budgeting activity in which teams calculate the cost per person of a meal.
- Introduce meal planning and reducing food waste.
- Include a nutrition discussion about balanced meals and ingredient choices.
- Ask teams to adapt a traditional dish from their culture into a healthier or lower-cost version.
- Add a sustainability challenge using seasonal, local or leftover ingredients.
- Ask participants to create a simple recipe card or short cooking video.
- Organise a follow-up session where participants teach one another a dish.
- Develop the activity into a short series covering breakfast, lunch, dinner and healthy snacks.

