



Mobility Ability

Journal

Curriculum for a training course for
young learners with learning disabilities



Co-funded by
the European Union



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Introduction

This course aims to teach persons with learning disabilities the fundamentals of virtual journaling, to keep their personal Mobility and Ability Journal. Participants will learn how to capture their thoughts and experiences in a digital journal using a digital tool as the accessible Book Creator App.

This course promotes self-reflection and creative expression through digital journaling, which can be a valuable skill for people with learning disabilities. The workshops are meticulously designed to provide clear guidelines, a guiding structure, reflective prompts, and accessible tools, fostering an environment that promotes self-expression and empowerment.

In essence the training course is a collaborative and inclusive space where persons with learning disabilities can engage in journaling with confidence and ease. By addressing their unique needs through clear guidelines and a guiding structure with reflective questions as well as accessible materials supporting documents, we aim to empower participants to express themselves authentically and cultivate a rich and personalized journaling experience.

The workshop structure must be seen adaptable and flexible to ensure it meets the diverse needs and learning styles of participants with learning disabilities. Facilitators should prioritize creating a safe, supportive, and inclusive environment throughout the workshop.

At the end of the course, participants will be able to create and maintain the Mobility and Ability Journal using the Book Creator App (or another digital tool of your choice) to express their thoughts, feelings, and experiences in a way that is personally meaningful to them. Please note that the supporting learning materials are only provided as examples for the Book Creator app.

Key Factors for Successful Learning

Below you will find key factors for workshop structures to offer persons with learning disabilities good framework conditions for successful learning process.

Clear Guidelines

Participants with learning disabilities benefit from straightforward and concise guidelines. Clarity in instructions ensures that individuals can easily comprehend and engage with the journaling process. The guidelines will be presented in accessible formats, considering different learning styles and preferences.

Guiding Structure

A well-defined structure is paramount for persons with disabilities. The workshop incorporates a guiding framework that assists participants in organizing their thoughts and experiences systematically. This structure serves as a supportive scaffold, making the journaling process more accessible and manageable.

Reflective Questions

Tailored reflective questions are integrated to encourage thoughtful exploration. These questions are designed to prompt meaningful insights, allowing participants to delve into their experiences and emotions. The inclusivity of these questions considers various communication styles, ensuring that everyone can actively participate.

Accessible Digital Tools

Recognizing the importance of technology, the workshop incorporates accessible digital tools. These tools are selected based on their compatibility with assistive technologies, ensuring that participants with disabilities can leverage digital platforms for journaling without barriers.

Supporting Documents and Materials

To further support participants, the workshop includes supplementary documents and materials. These resources offer additional guidance, examples, and tips for effective journaling. The materials are crafted with accessibility in mind, embracing various formats and communication methods.

Module 1: Finding your tool – introduction to the Book Creator App

Duration in total: 240 min (app.)

Welcome to the world of virtual journaling! In this lesson, we'll dive into the incredible realm of digital self-expression using a digital tool (Book Creator app). Our goal is to understand the significance of virtual journaling for personal growth and to gain practical skills in using various multimedia elements to express your thoughts and emotions effectively. We want to empower the learners to filter and select relevant personal information for a personal journal introduction and learn how to effectively introduce themselves in a virtual journal setting.

By the end of this session, the learners will be equipped with essential knowledge:

- to present themselves in a virtual journal.
- to open and navigate the 'Book Creator' app confidently.
- to utilize texts to convey your thoughts and emotions within your digital journals.
- to incorporate photos, videos, and audio recordings as expressive tools in your digital journal entries.

Learning objectives

Young learners...

- have a basic idea about virtual journaling.
- gain insight in the significance of virtual journaling for their personal growth.
- can open the "BookCreator" app.
- have a basic knowledge on how to use texts in their digital journals to express their thoughts and feelings.
- have a basic knowledge on how to use photos as multimedia elements in their digital journals to express their thoughts and feelings.
- have a basic knowledge on how to use videos as multimedia elements in their digital journals to express their thoughts and feelings.
- have a basic knowledge on how to use audio recordings in their digital journals to express their thoughts and feelings.
- can create a simple journal entry.

Workshop Structure

1. Introduction - What is this course about?

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|------------------|---|
| Activity: | Introduction - What is this course about? |
| Time: | 30 min (app.) |
| Method: | plenary |

Welcome everyone to the workshop. Explain that we'll talk about making a special diary on the computer or tablet/iPad, where we can put our thoughts and things we do. Mention that this diary can have text, pictures, graphics, videos and audio recordings, as well as sources from the internet. Show examples of multimedia entries for virtual journaling.

2. Brainstorming on the concept of (Virtual) Journaling (30 min)

| | |
|------------------|--|
| Activity: | Brainstorming on the concept of (Virtual) Journaling |
| Time: | 30 min (app.) |
| Method: | plenary |

This exercise is created to explore the previous knowledge of the group on keeping a diary and general, on the concept of virtual journaling and ideas about what could be included in a virtual journal. Collect key words on cards on a pinboard for visualization of the learners' thoughts and ideas.

3. Facts on Virtual Journaling

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|------------------|-----------------------------|
| Activity: | Facts on Virtual Journaling |
| Time: | 30 min (app.) |
| Method: | Individual work |

In the next step introduce the document “Guidelines for Virtual Journaling” to your learners (easy language document). Encourage them to read p.11 to p.15 (Tips and tricks for Virtual Journaling) and sum up the relevant key points for the first journal entry.

4. Potentials of Virtual Journaling

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|------------------|----------------------------------|
| Activity: | Potentials of Virtual Journaling |
| Time: | 30 min (app.) |
| Method: | Group activity |

This activity engages participants in thinking about the possibilities of a digital diary while emphasizing its flexibility and the varied forms of content it can include, setting the stage for the upcoming workshop activities. Break the participants into smaller groups or pairs. Encourage them to discuss what they would want to include in their virtual journal based on the guide’s descriptions. Prompt them with questions like:

- What kind of information, experiences or thoughts would you record in your virtual diary?
- Why might a virtual diary be more appealing or accessible than a traditional handwritten one?
- Ask what kind of things they’d like to save: words, pictures, or maybe even things from the internet?
- How would you use different digital formats (photos, videos, voice recordings, internet files) to enrich your virtual diary?

Sharing ideas

Ask each group to nominate a spokesperson to share one of their group’s thoughts and ideas with the rest of the workshop. It could be about writing thoughts, taking photos, or recording something special. Encourage participants to share unique and creative ideas they discussed during the brainstorming session. Collect the thoughts on cards (pin board) for further use.

Reflection

Open the floor for reflections on the benefits and possibilities of virtual journaling. Ask everyone if they learned something new about the special diary. If they have any questions or things, they want to know more about. Summarize what was shared, telling everyone how cool and special their ideas were.

In the next step introduce the document “Guidelines for Virtual Journaling” to your learners (easy language document).

5. Introducing the Book Creator App

| | |
|------------------|--------------------------------------|
| Activity: | Introducing the Book Creator App |
| Time: | 120 min (app.) |
| Method: | Plenary, group work, individual work |

Information for Teachers:

Book Creator is an open-ended app designed as a versatile creation tool, allowing users to craft their own digital books effortlessly. It's intuitive and self-explanatory, catering to various age groups and skill levels, enabling easy navigation and exploration. The app prioritizes accessibility, offering a platform where users can freely express themselves through multimedia elements like text, images, audio, and video, fostering creativity without limitations. Ultimately, Book Creator empowers persons to bring their stories, ideas, and knowledge to life in a personalized and engaging digital format. [Book Creator - Love Learning - Book Creator app](#) Book Creator is available as an app (on I pads) and as a web browser application. The prepared learning materials assume that the students work with an iPad, in the app or in the web browser, as it is very easy to use and fill out during a stay abroad in this way. The app also has the advantage of being able to work offline, meaning that your students do not necessarily need an internet connection to fill in the journal. A lot of learning materials for Book Creator you can find online. Also for example explanations videos on YouTube for teachers.

Provide additional resources or handouts for continued learning.

When the Book Creator app is opened for the first time, there is already a first book in the library. This is called First steps - a short introduction. In this book you will find short instructions for the Book Creator app.

- How to add content to a page
- How to arrange content
- How to work with images
- How to customize elements (inspector)

On YouTube you can also find videos that explain how to work with Book Creator and help to get started. There are videos on how to work with the web version and how to work in the app.

Search for suitable videos for your students. Here as an example is a link to a explanation video:

App: [Book Creator for iPad Basics - YouTube](#)

Webversion: [How to Use Book Creator - YouTube](#)

The students will start now to explore the basic functions of the Book Creator App. Remember, flexibility is key in workshops for learners with learning disabilities. Be prepared to adapt the structure or pacing based on the participants'; needs and progress.

Start with an overview of the Book Creator App

It can be helpful to display the app's interface on a screen/projector. Explain the basic components to the learners like cover, pages, text, images, and audio. Use simple language and visual aids in your explanation to reinforce the understanding.

Hands-On Demonstration

In this step you can introduce the provided step-by-step instructions on how to create a new book within the app and the How to-videos for the Mobility Ability Journal (links provided below). Make sure that you emphasize simplicity in your explanation and repeat important instructions. Show the learners how to add pages, text, images, and audio.

Guided Practice

Now you can break participants into small groups or pairs. You can provide a simple template or prompt for them to create a short book to practice the basic functions of the Book Creator App. Learners should work independently with the supporting documents and videos provided, you assist as needed.

Reflection on personal learnings

Gather everyone together and review what they have learned. Address any challenges or questions participants encountered during the practice session. Clarify doubts and offer additional guidance. Give the participants the opportunity to share their creations with the group. Encourage them to give positive feedback and praise efforts. In the last step, recap the key points covered during the workshop.

Module 2: Discovering Your Story - Creating a Personal Journal Introduction

Duration in total: 240 min (app.)

The goal of this workshop is to understand the significance of virtual journaling for personal growth and to gain practical skills in using various multimedia elements to express your thoughts and emotions effectively. The learners should be empowered to filter and select relevant personal information for a personal journal introduction and learn how to effectively introduce themselves in a virtual journal setting.

By the end of this session, the learners will be equipped with essential knowledge to:

- Present yourself in a virtual journal.
- Utilize texts to convey your thoughts and emotions within your digital journals.
- Incorporate photos, videos, and audio recordings as expressive tools in your digital journal entries.
- Use the Book Creator App for creating the virtual journal. (If you prefer to use another tool, feel free to select independently.)

Learning objectives

Young learners...

- can perceive one's own personality (e.g., name, home country, mother tongue, language skills) in detail.
- can create simple journal entries on their personal data.
- can identify personal strength and weakness.
- can use texts in their digital journals to express their thoughts and feelings.
- can use photos as multimedia elements in their digital journals to express their thoughts and feelings.
- can use videos as multimedia elements in their digital journals to express their thoughts and feelings.
- can use audio recordings in their digital journals to express their thoughts and feelings.
- can design their journal entries to be personally meaningful.

Workshop Structure

1. Welcome and introduction

| | |
|------------------|--------------------------|
| Activity: | Welcome and introduction |
| Time: | 15 min (app.) |
| Method: | plenary |

After greeting and welcoming the learners, briefly explain today's workshop goals and what participants will achieve by the end of the workshop. Briefly recap the learnings from the first workshop (What is virtual journaling? What do you know about the Book Creator App?).

2. "Fun Facts Bingo" - an Icebreaker Activity

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|------------------|--|
| Activity: | "Fun Facts Bingo" (Icebreaker Activity) - getting to know each other |
| Time: | 45 min (app.) |
| Method: | plenary |

This game a light and interactive way to encourage participants to get to know each other while incorporating elements of fun and discovery. Here's how it could work: For preparation you can create bingo cards with different squares containing prompts for fun facts about people, such as "Has a pet", "Loves pizza" "Can speak more than one language" etc. Ensure the prompts are diverse and inclusive, considering the group's learning disabilities. Attached you find a template how the bingo card could look like.

Distribute the bingo cards to each participant. Explain that the goal is to fill in their bingo card by finding people in the group who match the prompts in each square. Encourage the participants to mingle and talk to each other to discover who fits each prompt on their bingo card. They should introduce themselves and ask others questions related to the prompts on their cards. For example, if a prompt is "Enjoys painting" they can ask, "Do you like to paint or draw?"

As participants find someone who matches a prompt, they can write that person’s name in the corresponding square. The first person to fill their bingo card (or reach a certain number of matches) shouts “BINGO!”.

After the game, you should gather everyone together and invite the participants to share interesting things they learned about each other while trying to complete their bingo cards. Discuss any surprising or common interests that emerged during the activity.

This game offers a structured yet flexible way for participants to engage with each other, fostering communication, understanding, and a fun atmosphere. Additionally, it allows each person to contribute at their own pace and comfort level, making it suitable for learners with various disabilities.

3. Identifying relevant personal information

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|------------------|---|
| Activity: | Identifying relevant personal information - Introducing yourself and sharing yourself and your goals for internship or mobility |
| Time: | 60 min (app.) |
| Method: | plenary |

This interactive activity encourages verbal sharing rather than writing, ensuring everyone can participate and contribute to the discussion about personal narratives, mobility, and internship aspirations. Start a plenary discussion about mobility and internships. Ask participants what they think these mean and why they might be important. Encourage everyone to share their thoughts.

- Ask each person to share one interesting thing about themselves without revealing personal information like addresses or phone numbers.
- Discuss why exploring new places or experiences might be exciting. Ask participants to express what they hope to gain from mobility experiences without specifying locations.
- Explore what internships mean to the group. Discuss why gaining work experience could be valuable and ask everyone to share what they hope to achieve without naming specific companies or roles.

Try to collect key works from the discussion on cards. You can use the cards to filter out the key points and build a structure for providing personal information in a virtual journal together with your learners.

In the next step encourage the learners to try to share personal information verbally. Each person takes a turn to share something unique about themselves. Participants express why experiencing new things is important to them. Encourage each person to talk about what they hope to learn or achieve through internships.

Now start a reflective discussion:

- Ask how people felt sharing without giving too many personal details.
- Discuss if talking about mobility goals and internships helped clarify their desires for these experiences.

From these results, step back to the key words on the cards to choose relevant information together with the group. Use the key words to create a clear structure for the first entries in the Mobility Ability Journal.

The structure should cover the following key points:

- name of the person
- age of the person
- country of origin and place of residence
- information on native language and other language skills
- expectations in the mobility experience

4. Guidelines for Virtual Journaling

| | |
|------------------|--|
| Activity: | Guidelines for Virtual Journaling (Reading task) |
| Time: | 30 min (app.) |
| Method: | Individual work |

In the next step introduce the document “Guidelines for Virtual Journaling” to your learners (easy language document).

Here are the links to the guideline’s documents:

[Guidelines for journaling](#) (Basque version)

[Guidelines for journaling](#) (English version)

[Guidelines for journaling](#) (Finnish version)

[Guidelines for journaling](#) (German version)

[Guidelines for journaling](#) (Italian version)

[Guidelines for journaling](#) (Slovenian version)

[Guidelines for journaling](#) (Spanish version)

5. Create your first journal entry

| | |
|------------------|---|
| Activity: | Create your first Journal Entry |
| Time: | 60 min (app.) |
| Method: | Individual work with individual support (teacher's support or peer support) |

Encourage the learners to create their first entries in the personal Mobility Ability Journal. They can use the app Book Creator or another tool they prefer.

This is a good time to present the Mobility and Ability Journal created in this project. Two templates were developed for the creation of a Mobility and Ability Journal.

- There is a template with clear step-by-step explanations that helps especially students with learning difficulties to fill in their Mobility and Ability Journal independently. This template is available in 6 languages.
- There is also a template that allows for more creative expression. But here too there is a certain framework. is available in English.

It is your decision as a teacher and know about your students which form of the Mobility and Ability Journal you want to introduce or implement.

It can be a completely freely designed one, or you can work with one of the templates provided with your students.

The Mobility and Ability Journal produced in this project can be downloaded in English, Slovenian, Italian, German, Finnish, Spanish, Basque and Italian as an epub from the Book Creator page or opened online in Book Creator.

You can also find this link on the official TFIT page and Mobility and Ability Journal.

Link to the Journals:

Visit the project website to download the Mobility and Ability Journal in all partner languages.

Alternatively, you may download the **Mobility and Ability Journal** in the following languages:

- [English version](#)
- [Basque version](#)
- [Spanish version](#)
- [Italian version](#)
- [Finnish version](#)
- [Slovenian version](#)
- [German version](#)

There is also a more open creative version in English. Here, students can design even more freely.

Mobility and Ability Journal (English creative version)

Provide additional resources or handouts for continued learning.

For this task feel free to use the Manual for Students (provided in English, German, Finnish, Spanish, Basque, Italian and Slovenian language), and the How to-Videos provided for the TFIT Mobility Ability Journal as supporting material for the lesson. These how-to instructions were created for working in the app, as this makes the most sense when traveling.

Here you can find the supporting documents:

- Manual for students ([Basque version](#))
- Manual for students ([English version](#))
- Manual for students ([Finnish version](#))
- Manual for students ([German version](#))
- Manual for students ([Italian version](#))
- Manual for students ([Slovenian version](#))
- Manual for students ([Spanish version](#))

Here you can find the How-to videos:

- How to open a book in Book Creator ([video link](#))
- How to play an audio file ([video link](#))
- How to write in boxes ([video link](#))
- How to move elements around ([video link](#))
- How to upload or make a foto ([video link](#))
- How to record an audiofile ([video link](#))
- How to record videos ([video link](#))
- How to use a digital pen ([video link](#))

6. Presentation and Reflection

| | |
|------------------|-----------------------------|
| Activity: | Presentation and Reflection |
| Time: | 30 min (app.) |
| Method: | plenary |

Encourage your learners to present their first journal entries in plenary. Point out individual and creative ways of presenting personal information.

Summarize the activity, emphasizing the value of expressing oneself while being mindful of privacy. Encourage participants to think about these aspects further and express themselves in safe and respectful ways.

Module 3: How to prepare my mobility

Duration in total: 240 min (app.)

The goal of this workshop is to filter and select relevant information for a mobility experience and learn how to present them in a virtual journal setting. This workshop deals with exploring and understanding the hosting country for the personal mobility experience. Throughout this workshop, the learners start discovering unique cultural elements, traditions, landmarks, and more. By the end, the learners have a deeper understanding of the host country as well as they can filter out relevant information for the mobility experience from the overall information on a country. All learners will create a personal journal entry on the host country. By the end of this session, the learners will be equipped with essential knowledge to:

- Present relevant information on the host country in a virtual journal.
- Utilize texts to convey your thoughts and emotions within your digital journals.
- Incorporate photos, videos, and audio recordings as expressive tools in your digital journal entries.
- Use the Book Creator App for creating the virtual journal. (If you prefer to use another tool, feel free to select independently.)

Learning objectives

Young learners...

- know how to search for information in the internet.
- can decide whether information sources are trustworthy.
- can get relevant information on the host country by internet research.
- can create simple journal entries on relevant information about the host country.
- can use texts in their digital journals to express their thoughts and feelings.
- can use photos as multimedia elements in their digital journals to express their thoughts and feelings.
- can use videos as multimedia elements in their digital journals to express their thoughts and feelings.
- can use audio recordings in their digital journals to express their thoughts and feelings.
- can design their journal entries to be personally meaningful.

Workshop Structure

1. Welcome and introduction

| | |
|------------------|--------------------------|
| Activity: | Welcome and introduction |
| Time: | 15 min (app.) |
| Method: | plenary |

After greeting and welcoming the learners, briefly explain today's workshop goals and what participants will achieve by the end of the workshop. Briefly recap the learnings from the last workshop (Filtering out relevant information and create the first journal entry in the Mobility Ability Journal).

2. Where is the journey taking us?

| | |
|------------------|---|
| Activity: | Where is the journey taking us? – activating previous knowledge |
| Time: | 60 min (app.) |
| Method: | plenary, individual work |

The objective of this activity is to collectively gather and display the learners' current knowledge and expectations about their upcoming mobility experience. Materials that are needed are

- Large poster paper or a whiteboard
- Markers, colored pens, or sticky notes
- Images or symbols representing travel, destinations, or cultural elements (optional)

Brainstorming session

Start with a brainstorming session where you encourage participants to share their thoughts, feelings, and any existing knowledge about the upcoming mobility experience.

Ask open-ended questions to prompt discussion:

- What do you think the host country might be like?
- What are your expectations or hopes for this journey?
- What have you heard or learned so far?

Provide each participant with markers, colored pens, or sticky notes. Ask them to write or draw one piece of information, expectation, or feeling they have about the journey on their individual notes or directly on the poster paper/whiteboard. Encourage them to be creative and use symbols or images if they prefer.

Collect the information

Collect all the notes or drawings from the participants. Organize the collected information on the poster paper or whiteboard, grouping similar ideas or themes together. Use colors or symbols to differentiate between different types of information (e.g., expectations, hopes, fears).

Facilitate a discussion based on the displayed information. Ask participants to reflect on the shared knowledge and expectations.

- Are there any common themes or expectations?
- Any surprises or interesting points?

Encourage participants to ask questions or express any additional thoughts that arise from the displayed information.

Summary

Summarize the shared information and thank participants for their contributions. Explain that this activity serves as a starting point for exploring and learning more about their upcoming journey.

3. Identifying relevant information on the host country

| | |
|------------------|---|
| Activity: | Identifying relevant information on the host country for internship or mobility |
| Time: | 30 min (app.) |
| Method: | plenary |

Start a plenary discussion about travelling to foreign countries. Ask participants what they think is important to know in advance. Encourage everyone to share their thoughts.

- Ask each person to share one interesting thing about their personal travel experience or thoughts about travelling (if there is no personal travel experience yet).
- Discuss why exploring new places or experiences might be exciting. Ask participants what they think is important to know or discover in advance to be well prepared for the mobility.

Try to collect key works from the discussion on cards. You can use the cards to filter out the key points and build a structure for providing personal information in a virtual journal together with your learners.

Now start a reflective discussion:

- Ask about the importance of the key words collected. What must be considered in the preparation for a mobility or internship abroad?
- Discuss if talking about mobility goals and internships helped clarify their desires for these experiences.

From these results, step back to the key words on the cards to choose relevant information together with the group. Use the key words to create a clear structure for the first entries in the Mobility Ability Journal.

The structure should cover the following key points:

- name of the host country including situation on the map
- language spoken in the host country
- currency in the host country
- information about city or municipality the learners travel to (size, distances, public transport)

There should also be the possibility to reflect on feelings and fears concerning the upcoming mobility experience. How do the learners feel about speaking a foreign language? How do they feel about orientation in a foreign city or municipality?

4. Guidelines for Virtual Journaling

| | |
|------------------|--|
| Activity: | Guidelines for Virtual Journaling (Reading task) |
| Time: | 30 min (app.) |
| Method: | Individual work |

In the next step introduce the document “Guidelines for Virtual Journaling” to your learners (easy language document).

5. Web research on the host country

| | |
|------------------|---|
| Activity: | Web research on the host country |
| Time: | 45 min (app.) |
| Method: | Individual work with individual support (teacher's support or peer support) |

Encourage the learners to start research on open points about the host country. The students should find answers to all the guiding questions listed in the guidelines. If the students need individual support to do the web research, you can also create pairs for working to ensure peer support.

6. Create your first journal entry

| | |
|------------------|---|
| Activity: | Create your first Journal Entry |
| Time: | 45 min (app.) |
| Method: | Individual work with individual support (teacher's support or peer support) |

Encourage the learners to create their entries about the host country's information in the personal Mobility Ability Journal. Remind your learners to use the supporting documents and videos from the first lesson to help them.

If you have decided to work with the TFIT Templates Mobility and Ability Journal, your learners can fill in this section in the journal..Remind your learners to use the supporting documents and videos from the first lesson to help them.

7. Presentation and Reflection

| | |
|------------------|-----------------------------|
| Activity: | Presentation and Reflection |
| Time: | 15 min (app.) |
| Method: | plenary |



Encourage your learners to present their journal entries in plenary. Point out individual and creative ways of presenting personal information.

Summarize the activity, emphasizing the value of gaining information about a foreign country before you start a mobility experience. Encourage participants to think about these aspects further and try to stay curious about the hosting country to be well prepared for the trip abroad.

Module 4: What to know about my internship

Duration in total: 240 min (app.)

The goal of this workshop is to filter and select relevant information for the preparation of a mobility experience or internship and learn how to present them in a virtual journal setting. This workshop deals with exploring facts about the hosting organisation or host company for the internship. Throughout this workshop, the learners start discovering relevant facts about it and by the end, the learners have a deeper understanding of the host organisation and company as well as they can filter out relevant information for the mobility experience from the overall information. All learners will create a personal journal entry on the host organisation or company.

By the end of this session, the learners will be equipped with essential knowledge to:

- Present relevant information on the host organisation or company in a virtual journal.
- Utilize texts to convey your thoughts and emotions within your digital journals.
- Incorporate photos, videos, and audio recordings as expressive tools in your digital journal entries.
- Use the Book Creator App for creating the virtual journal. (If you prefer to use another tool, feel free to select independently.)

Learning objectives

Young learners...

- know how to search for information in the internet.
- can research relevant information about a host organisation or company.
- can decide whether information sources are trustworthy.
- can create simple journal entries on relevant information about the host organisation or company.
- can use texts in their digital journals to express their thoughts and feelings.
- can use photos as multimedia elements in their digital journals to express their thoughts and feelings.
- can use videos as multimedia elements in their digital journals to express their thoughts and feelings.
- can use audio recordings in their digital journals to express their thoughts and feelings.
- can design their journal entries to be personally meaningful.

Workshop Structure

1. Welcome and introduction

| | |
|------------------|--------------------------|
| Activity: | Welcome and introduction |
| Time: | 15 min (app.) |
| Method: | plenary |

After greeting and welcoming the learners, briefly explain today's workshop goals and what participants will achieve by the end of the workshop. Briefly recap the learnings from the last workshop (Filtering out relevant information about the host country and create a journal entry in the Mobility Ability Journal).

2. Unveiling Our Host

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|------------------|--|
| Activity: | Unveiling Our Host – activating previous knowledge |
| Time: | 60 min (app.) |
| Method: | plenary, individual work |

The objective of this activity is to collectively gather existing knowledge about the host organization/company for the mobility or internship and identify key aspects to research before the trip. Materials that are needed are

- Large poster paper or a whiteboard
- Markers, coloured pens, or sticky notes
- Index cards or paper strips

Introduction

Introduce the activity by explaining its purpose: to share what learners already know about the host organization/company and identify what they need to research before their trip.

Brainstorming session

Encourage the learners to share any information they already have about the host organization/company. This could include what they know from previous discussions, internet searches, or any materials provided.

Distribute markers, colored pens, or sticky notes to the learners. Ask them to write down one piece of information they know about the host organization/company on individual notes or directly on the poster paper/whiteboard.

Now distribute index cards or paper strips to the learners. Instruct them to write down aspects or topics they think are crucial to research further about the host organization/company before their trip. For example, culture, work environment, specific projects, company values, etc.

Collect all the notes and index cards from the learners.

3. Identifying relevant information on the host organisation or company

| | |
|------------------|---|
| Activity: | Identifying relevant information on the host organisation or company for internship or mobility |
| Time: | 30 min (app.) |
| Method: | plenary |

Organize the notes and information on the poster paper or whiteboard, separating the existing knowledge from the aspects to research. Group similar aspects or topics together for clarity.

Facilitate now a discussion based on the displayed information. Ask participants to reflect on the shared knowledge and identified aspects to research to filter out the key aspects that are relevant for the Mobility Ability Journal.

- Ask about the importance of the key words collected. What should you know about your host organisation or company for a mobility or internship abroad in advance?

Discuss the importance of researching these aspects and how it might benefit them during their mobility or internship. Encourage the participants to plan how they will gather information on the identified aspects.

From these results, step back to the key words on the cards to choose relevant information together with the group. Use the key words to create a clear structure for the first entries in the Mobility Ability Journal.

The structure should cover the following key points:

- name of the host organisation or company including location on the map and perhaps logo
- size of the host organisation or company
- fields of activities of the host organisation or company
- name of contact person(s) in the host organisation or company
- Which areas of responsibility will I take on?

There should also be the possibility to reflect on feelings and fears concerning the upcoming mobility experience in the host organisation or company. How do the learners feel about the upcoming new tasks? How do they feel about meeting new persons? What will be challenging for them?

4. Guidelines for Virtual Journaling

| | |
|------------------|--|
| Activity: | Guidelines for Virtual Journaling (Reading task) |
| Time: | 30 min (app.) |
| Method: | Individual work |

In the next step introduce the document “Guidelines for Virtual Journaling” to your learners (easy language document).

5. Web research on the host organisation or company

| | |
|------------------|---|
| Activity: | Web research on the host organisation or company |
| Time: | 45 min (app.) |
| Method: | Individual work with individual support (teacher’s support or peer support) |

Encourage the learners to start research on open points about the host organisation or company. The students should go to the website of the host organisation or company and find answers to all the guiding questions listed in the guidelines. If the students need individual support to do the web research, you can also create pairs for working to ensure peer support.

6. Create your first journal entry

| | |
|------------------|---|
| Activity: | Create your first Journal Entry |
| Time: | 45 min (app.) |
| Method: | Individual work with individual support (teacher's support or peer support) |

Encourage the learners to create their entries about information on the host organisation or company in the personal Mobility Ability Journal.

If you have decided to work with the TFIT Templates Mobility and Ability Journal, your learners can fill in this section in the journal. Remind your learners to use the supporting documents and videos from the first lesson to help them.

7. Presentation and Reflection

| | |
|------------------|-----------------------------|
| Activity: | Presentation and Reflection |
| Time: | 15 min (app.) |
| Method: | plenary |

Encourage your learners to present their journal entries in plenary. Point out individual and creative ways of presenting personal information.

Summarize the activity, emphasizing the value of gaining information about a host organisation or company before you start a mobility experience or internship. Encourage participants to think about these aspects further and gain the value of preparation for a mobility or internship in advance.

Module 5: Structure for daily entries during the mobility

Duration in total: 240 min (app.)

The goal of this workshop is to filter and select relevant information for the daily documentation of a mobility experience or internship and learn how to present them in a virtual journal setting. This workshop deals with exploring relevant aspects about the daily experience during a mobility or an internship. Throughout this workshop, the learners start discovering relevant facts for daily documentation and by the end, the learners have a deeper understanding of how to select aspects of personal experience during the mobility experience or internship whether they should be documented or kept privately. All learners will create a template for the personal daily journal entry during the mobility or internship.

By the end of this session, the learners will be equipped with essential knowledge to:

- present relevant information of every day during the mobility or internship in a virtual journal.
- Utilize texts to convey your thoughts and emotions within your digital journals.
- Incorporate photos, videos, and audio recordings as expressive tools in your digital journal entries.
- Use the Book Creator App for creating the virtual journal. (If you prefer to use another tool, feel free to select independently.)

Learning objectives

Young learners...

- can carefully select information they want to provide in a virtual journal.
- can decide whether information can be displayed in a virtual journal or should be kept private.
- can arrange daily entries by date.
- can create simple journal entries on relevant information about the host organisation or company.
- can use texts in their digital journals to express their thoughts and feelings.
- can use photos as multimedia elements in their digital journals to express their thoughts and feelings.
- can use videos as multimedia elements in their digital journals to express their thoughts and feelings.
- can use audio recordings in their digital journals to express their thoughts and feelings.
- can design their journal entries to be personally meaningful.

Workshop Structure

1. Welcome and introduction

| | |
|------------------|--------------------------|
| Activity: | Welcome and introduction |
| Time: | 15 min (app.) |
| Method: | plenary |

After greeting and welcoming the learners, briefly explain today's workshop goals and what participants will achieve by the end of the workshop. Briefly recap the learnings from the last workshop (Filtering out relevant information about the host organisation or company and create a journal entry in the Mobility Ability Journal).

2. Documenting Daily Experiences

| | |
|------------------|-------------------------------|
| Activity: | Documenting Daily Experiences |
| Time: | 45 min (app.) |
| Method: | plenary, individual work |

The objective of this activity is to filter and identify relevant aspects for documenting daily experiences during a mobility or internship, considering different modes of documentation and the learners' preferences. Materials that are needed:

- Large poster paper or a whiteboard
- Markers, coloured pens, or sticky notes
- Images representing different modes of documentation (optional)

Introduction

Introduce the activity by explaining the importance of documenting daily experiences during a mobility or internship. Emphasize the various ways to document experiences, such as text, pictures, videos, etc.

Brainstorming Session

Encourage participants to share any previous knowledge or experiences they have about documenting daily experiences, whether personal or from others. Ask them to mention what they know about different modes of documentation (text, pictures, videos) and when each might be preferable.

In the next step, distribute markers, coloured pens, or sticky notes to the learners. Ask them to write down or draw aspects or elements they consider important or interesting to document on individual notes or directly on the poster paper/whiteboard.

Collect all the notes or drawings from the participants. Organize the collected information on the poster paper or whiteboard, grouping similar ideas or themes together. Use colours or symbols to differentiate between different types of information (e.g., expectations, hopes, fears).

Facilitate a discussion based on the displayed information. Ask participants to reflect on the shared aspects. Discuss the learners' preferences regarding keeping some experiences private or sharing them.

3. Guidelines for Virtual Journaling

| | |
|------------------|--|
| Activity: | Guidelines for Virtual Journaling (Reading task) |
| Time: | 30 min (app.) |
| Method: | Individual work |

In the next step introduce the document "Guidelines for Virtual Journaling" to your learners (easy language document).

4. Filtering relevant aspects

| | |
|------------------|----------------------------|
| Activity: | Filtering relevant aspects |
| Time: | 60 min (app.) |
| Method: | Pair work, plenary |

Introduce the idea of filtering and categorizing aspects for documentation. Divide them into pairs. Provide index cards or paper strips to every pair. Instruct them to write down the aspects they feel are the most relevant or interesting for daily documentation and separate them into categories (e.g., personal experiences, work-related activities, cultural discoveries).

Collect them together in plenary again. Discuss in plenary what aspects should be obligatory for daily documentation and what aspects can be chosen individually. Create a clear structure on a flipchart or poster.

Present images or symbols representing different modes of documentation (text, pictures, videos). Facilitate a discussion on when each mode might be preferable.

- For instance, when are pictures better than text?
- When might videos capture an experience more effectively?

Write the key aspects on cards for further use. Encourage participants to decide which aspects they want to document and in what mode. Provide guidance on planning the documentation process and how to balance personal and shared experiences.

Summarize the discussion on relevant aspects and modes of documentation. Reiterate the importance of respecting personal preferences in documentation and encourage participants to start documenting their experiences.

5. Create your Personal Structure for Daily Entries

| | |
|------------------|---|
| Activity: | Create your Personal Structure for Daily Entries |
| Time: | 60 min (app.) |
| Method: | Individual work with individual support (teacher's support or peer support) |

Encourage the learners to create their personal template for daily entries for documentation in the Mobility Ability Journal.

If you have decided to work with the TFIT Templates Mobility and Ability Journal, your learners can fill in this section in the journal. Remind your learners to use the supporting documents and videos from the first lesson to help them.

6. Presentation and Reflection

| | |
|------------------|-----------------------------|
| Activity: | Presentation and Reflection |
| Time: | 30 min (app.) |
| Method: | plenary |

Encourage your learners to present their templates and structures for daily journal entries in plenary. Point out individual and creative ways of presenting personal information.

Summarize the activity, emphasizing the value of daily documentation of the personal mobility or internship experience. Encourage the learners to think about these aspects in advance and plan the daily documentation phase.

Module 6: Reflection and Self-expression

Duration in total: 240 min (app.)

The goal of this workshop is to reflect the personal experience after a mobility experience or internship and learn how to present them in a virtual journal setting. This workshop deals with exploring personal experience and find different ways to express themselves. The learners gain a deeper understanding of the importance of reflecting on experience for the personal learning process. All learners will create their personal diary entries to reflect the mobility or internship.

By the end of this session, the learners will be equipped with essential knowledge to:

- present relevant aspect of reflected experience during the mobility or internship in a virtual journal.
- Utilize texts to convey your thoughts and emotions within your digital journals.
- Incorporate photos, videos, and audio recordings as expressive tools in your digital journal entries.
- Use the Book Creator App for creating the virtual journal. (If you prefer to use another tool, feel free to select independently.)

Learning objectives

Young learners...

- can explain the purpose of self-reflection.
- understand how virtual journaling serves as a means of self-reflection.
- can express feelings and thoughts to better understand their individual experiences and emotions.
- can use texts in their digital journals to express their thoughts and feelings.
- can use photos as multimedia elements in their digital journals to express their thoughts and feelings.
- can use videos as multimedia elements in their digital journals to express their thoughts and feelings.
- can use audio recordings in their digital journals to express their thoughts and feelings.
- can design their journal entries to be personally meaningful.

Workshop Structure

1. Welcome and introduction

| | |
|------------------|--------------------------|
| Activity: | Welcome and introduction |
| Time: | 15 min (app.) |
| Method: | plenary |

After greeting and welcoming the learners, briefly explain today's workshop goals and what participants will achieve by the end of the workshop. Briefly recap the learnings from the last workshop (Creating a structure for daily journal entries for documentation of the mobility or internship experience in the Mobility Ability Journal).

Wrap-Up (5 mins)

Summarize the discussion on relevant aspects and modes of documentation for reflection.

Reiterate the importance of personal growth and learning from the experience and encourage participants to start their reflections.

Tips:

Offer support and assistance in guiding participants through the brainstorming and filtering process.

Create a supportive environment where participants feel comfortable sharing and expressing their personal learnings.

Encourage creativity in choosing different modes of documentation and emphasize the significance of reflecting on the experience for personal growth.

2. How to Reflect Our Experiences

| | |
|------------------|--------------------------------|
| Activity: | How to Reflect Our Experiences |
| Time: | 45 min (app.) |
| Method: | plenary, individual work |

The objective of this activity is to filter and identify relevant aspects for personal reflection after a mobility or internship, considering different modes of documentation and personal learnings.

Materials that are needed:

Large poster paper or a whiteboard

Markers, coloured pens, or sticky notes

Images representing different modes of documentation (optional)

Introduction

Introduce the activity by explaining the significance of reflecting on personal experiences after a mobility or internship. Discuss different ways of documenting reflections, such as text, pictures, videos, etc.

Brainstorming Session

Encourage participants to share any previous knowledge or experiences they have about reflecting on personal experiences. Ask them to mention what they know about different modes of documentation (text, pictures, videos) and when each might be preferable.

Ask them to write down aspects or elements they consider important or impactful for reflecting on their personal learnings after the experience on individual notes or directly on the poster paper/whiteboard.

Collect all the notes or drawings from the participants. Organize the collected information on the poster paper or whiteboard, grouping similar ideas or themes together. Use colours or symbols to differentiate between different types of information (e.g., expectations, hopes, fears).

Facilitate a discussion based on the displayed information. Ask participants to reflect on the shared aspects. Discuss the learners' preferences regarding keeping some experiences private or sharing them.

3. Guidelines for Virtual Journaling

| | |
|------------------|--|
| Activity: | Guidelines for Virtual Journaling (Reading task) |
| Time: | 30 min (app.) |
| Method: | Individual work |

In the next step introduce the document "Guidelines for Virtual Journaling" to your learners (easy language document).

4. Filtering relevant aspects

| | |
|------------------|----------------------------|
| Activity: | Filtering relevant aspects |
| Time: | 60 min (app.) |
| Method: | Pair work, plenary |

Introduce the idea of filtering and categorizing aspects for final reflection. Divide them into pairs. Provide index cards or paper strips to every pair. Instruct the learners to write down the aspects they feel are the most relevant or impactful for their personal reflection and separate them into categories (e.g., new skills learned, challenges faced, personal growth).

Collect them together in plenary again. Discuss in plenary if there are aspects that should be obligatory for every reflection and what aspects can be chosen individually. Create a clear structure on a flipchart or poster. Facilitate also a discussion on when each mode might be preferable.

- For instance, when are pictures better than text?
- When might videos capture an experience more effectively?

Encourage participants to decide which aspects they want to include in their final reflection and in what mode. Provide guidance on planning the reflection process and how to express personal learnings effectively.

Summarize the discussion on relevant aspects and modes of documentation. Reiterate the importance of respecting personal preferences in documentation and encourage participants to start documenting their experiences.

5. Create your Personal Reflection

| | |
|------------------|---|
| Activity: | Create your Personal Reflection in the Mobility Ability Journal |
| Time: | 60 min (app.) |
| Method: | Individual work with individual support (teacher's support or peer support) |

Encourage the learners to create their personal template for daily entries for documentation in the Mobility Ability Journal.

If you have decided to work with the TFIT Templates Mobility and Ability Journal, your learners can fill in this section in the journal. Remind your learners to use the supporting documents and videos from the first lesson to help them.

6. Presentation and Reflection

| | |
|------------------|-----------------------------|
| Activity: | Presentation and Reflection |
| Time: | 30 min (app.) |
| Method: | plenary |

Encourage your learners to present their templates and structures for daily journal entries in plenary. Point out individual and creative ways of presenting personal information.

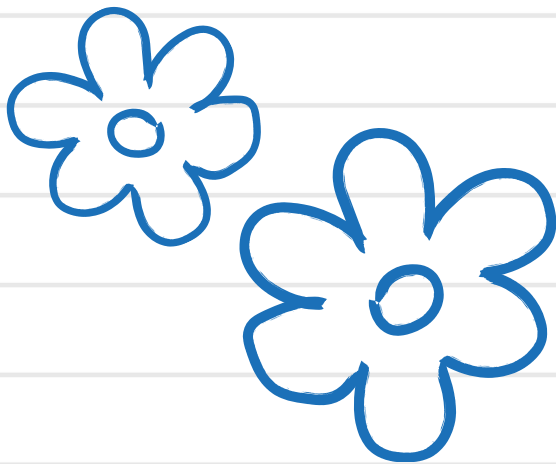
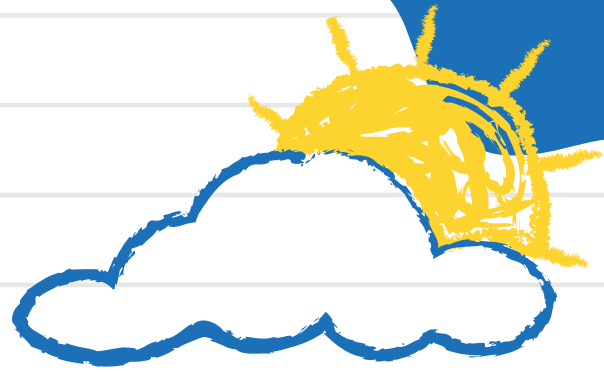
Summarize the activity, emphasizing the value of daily documentation of the personal mobility or internship experience. Encourage the learners to think about these aspects in advance and plan the daily documentation phase.

Final words

There are many ways to create virtual journals. It also depends on your own possibilities and preferences.

Not only those of the teacher, but above all those of the learners. Talk to your learners about how they like to express themselves and which form they prefer.

If you respond to the wishes and ideas of your learners, taking into account their possibilities, nothing stands in the way of an interesting Mobility and Ability Journal.



Co-funded by the
Erasmus+ Programme
of the European Union

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