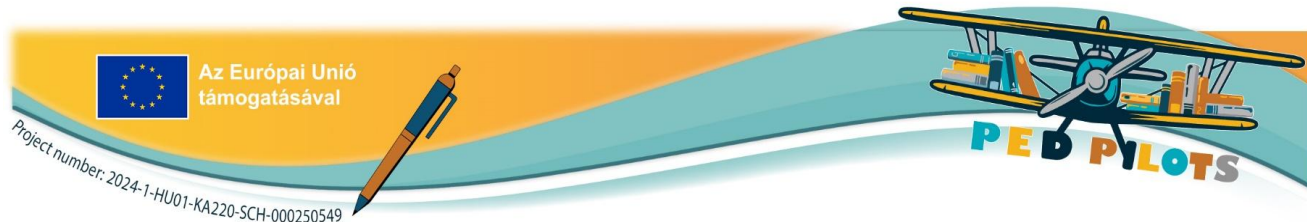




**PED PILOTS**



## Contents of the workbook and circumstances of its creation

This workbook contains 12 teaching units, which were prepared by 11 Hungarian teachers from Hungary, Romania and Serbia (TEACHER-PILOT) with the aim of assisting their colleagues who organize trips and excursions.

The teaching materials primarily expand on organizational and mental health knowledge through practice-oriented tasks, sample examples and case studies, the themes of which revolve around trips and excursions.

The task ideas do not come from a specific book but are training materials and experiential learning exercises developed based on the experiences of the teachers participating in the project and workshops.

The entire curriculum takes 20-30 hours to complete, but the lessons are not built on each other; readers can choose between the teaching units and, within them, between theory and interactive tasks, according to their problems and interests, using the "learning by doing" method.

Due to the nature of the teaching material, in some cases the solutions to the tasks depend so much on the situation and the participant that there is no single correct solution. Therefore, the solution we provide is not set in stone.

We would like to express our gratitude to the nearly 50 colleagues who contributed to this work as external consultants with their suggestions and testing, as well as to those who made their knowledge freely available on the internet, thereby enabling the development of a professionally sound yet diverse curriculum.

The teaching material was prepared between February and October 2025, with the last download of the listed websites taking place on 10 October 2025. At the end of each teaching unit, we also recommend additional content for further study.

The workbook containing the teaching material is available in PDF format in Hungarian, English, Serbian and Romanian, and is also available online in Hungarian via the Genially app.



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***Motto: Tips, tricks and lessons learned to ensure that not only the flight goes smoothly, but also the teamwork!***

[https://www.eacea.ec.europa.eu/about-eacea/visual-identity/visual-identity-programming-period-2021-2027/european-flag-emblem-and-multilingual-disclaimer\\_en](https://www.eacea.ec.europa.eu/about-eacea/visual-identity/visual-identity-programming-period-2021-2027/european-flag-emblem-and-multilingual-disclaimer_en)

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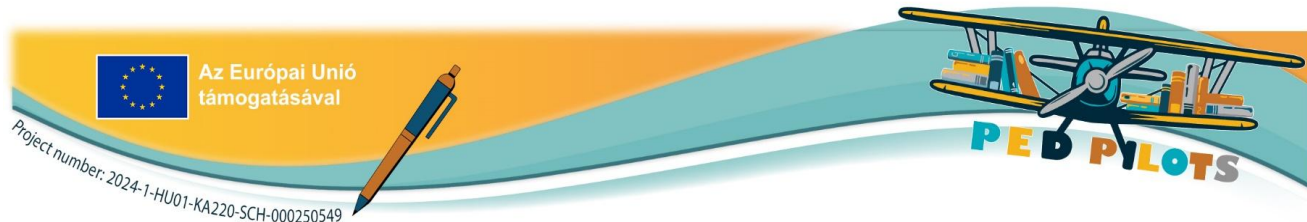


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# 1. Selection of participants

## Introduction

One of the keys **to** successful international mobility programmes is **the selection of suitable participants**, both students and accompanying teachers. This process involves much more than simply 'selecting' the best candidates. We need to consider **the motivation, personality and development potential** of the students, as well as the dynamics **of the group as a whole**.

During the selection process, we often face challenges such as withdrawals, the involvement of substitute members, or maintaining balance within the team. These situations can be particularly difficult for a novice teacher, as they require **organisation, empathy and foresight**.

This teaching unit provides support in thinking through the selection process step by step, learning about practical considerations and issues, and reflecting on the role of character typology in group dynamics, so that you are prepared to respond to any difficulties that may arise. The aim is not only to put together a well-functioning team, but also to ensure that the international mobility programme becomes a **real opportunity for development** for all participants.

## Objectives

- team selection and coordination;
- levels of conflict and resolution strategies;
- emergency list and managing parental relations;
- identifying opportunities for future development.

## Time allocated to the unit

90 minutes



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## Learning outcomes

- developing groups and communities (openness, creating opportunities, developing a culture of reasoning, mutual respect, acceptance, cooperation);
- communication, conflict management (cooperation, problem solving, maintaining relationships, compliance with regulations, authentic communication, accepting feedback, ability to persuade and be persuaded);
- commitment and professional responsibility for professional development (self-reflection, cooperation with other parties, professional cooperation, future plans).

## The curriculum through exercises

### I. Introductory thoughts – starting questions

Before starting the actual selection process, read through the following three situations, choose one of them and answer the questions below.

- Why is it so important to select the right participants for an international mobility programme? How do the professional and personal competences of the participants influence group dynamics and the success of the programme?
- How can we ensure that all participating students and teachers are given appropriate tasks during the international mobility programme? How should we measure students' motivation and preparedness before the programme?
- What happens if a student or teacher withdraws from the international mobility programme before it starts? How can we handle this situation so that the team and the programme can continue to run smoothly? What principles should be followed when appointing replacements to ensure the effective functioning of the group?



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- How do different personalities influence team dynamics? How does the presence of different personality types affect group cooperation? How can we consciously work to strengthen group cohesion?

## **Situational exercise**

### Situation 1: Dilemmas before selection

Teachers are just beginning to select students for the next international mobility programme. Several students have applied, but the applicants do not fully meet the requirements based on various criteria. There is one student who performs excellently in terms of academic achievement but is uncertain about teamwork and would make group dynamics more chaotic. Another student is motivated, but their academic performance is not outstanding, and they have not yet demonstrated how they work in a team.

#### **Task 1**

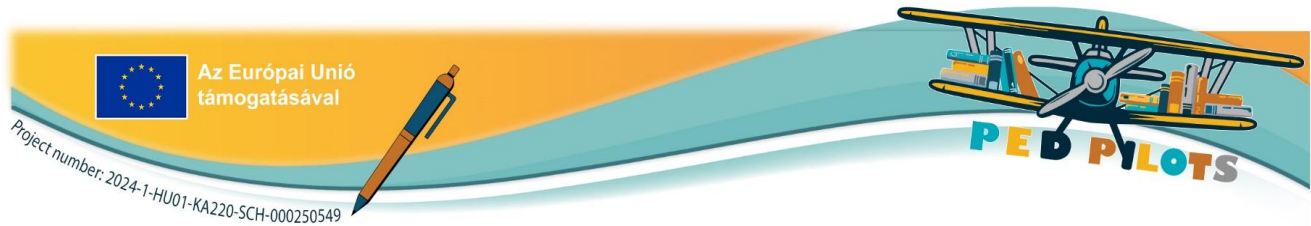
- How do you decide which student to select for the international mobility programme? Why?
- What is the most important factor to consider when making your decision? Why?
- How do you ensure that the team works harmoniously and effectively, taking into account the different competencies?

### Situation 2: Dealing with withdrawal

One week before the international mobility programme, a student withdraws from the programme because he cannot participate due to family problems. The team has already started preparing and now needs a new member to replace him. The decision is urgent and it is important that the replacement fits well into the team.

#### **Task 2**

- How do you communicate the change to the team so that everyone is aware of the situation and the decision has as little negative impact as possible?
- How do you choose a replacement who can quickly fit in and maintain the team's dynamics?
- What should you do if the team is not satisfied with the choice of replacement?



### Situation 3: Character typology and team dynamics

During an international mobility programme, a conflict begins to develop between three members of the team. One student is a leader type, another is a supporter type, and the third is more reserved and introverted. The strong leader personality dominates communication, while the other two speak less and passively accept decisions, which reduces group cohesion.

#### **Task 3**

- How can you help the team to work together harmoniously despite their different personalities?
- How can you apply character typology theory to highlight the strengths of the team and prevent or manage potential conflicts?
- What steps can you take to improve communication within the team?

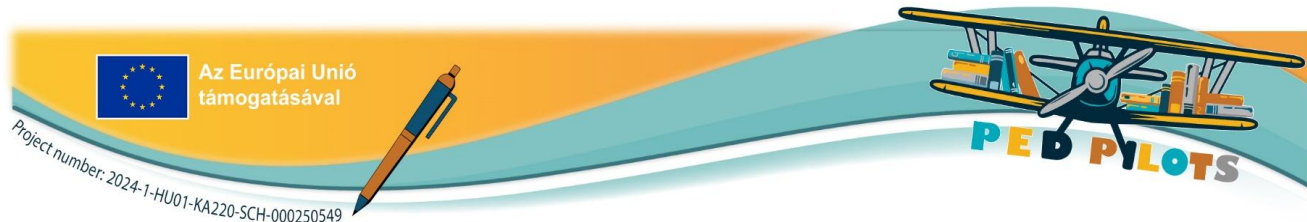
As you thought about these situations, you probably recalled some of your own experiences related to this topic, and you may have realised that selecting participants involves many pitfalls and therefore requires special attention.

## **II. Selecting participants**

When selecting participants, a number of important factors must be taken into account in order to ensure that the international mobility programme is truly successful. Below, we provide assistance in refining the selection criteria. Please read the following steps carefully!

### 2.1. Skills and competences

It is not only grades that count – although they do not hurt – but also how well participants can solve problems, how open they are to new things, and how interested they are in other cultures. Language skills? Of course they are important! It is also important for teachers to be professionally prepared not only on paper but also in practice: guiding, helping and supporting – these will be their main tasks.



## 2.2. Motivation and commitment

It is best if students do not come just because "it will look good on their CV", but because they are genuinely interested and willing to see the programme through to the end. Teachers should be superheroes who not only lead, but also support and are there for students when they need them.

## 2.3. Consider group dynamics

It is beneficial if the team not only comes together, but is also able to work together, communicate and support each other. Make sure there are leaders, supportive background players and quiet thinkers – because diversity is truly delightful and also makes the team more effective.

## 2.4. Participants from different backgrounds

Choose participants who come from different backgrounds – because the more diverse the team, the richer the experiences and learning opportunities. Good mobility is like a good salad: it's best with lots of different ingredients!

## 2.5. Flexibility and adaptability

Mobility = unexpected situations. This is not something from a sci-fi film, but reality. You need participants who are able to react quickly, overcome difficulties and not despair if, for example, something changes at the last minute. The role of educators is to "lead" and support this flexibility.

## 2.6. Measurable goals and expectations

Everyone should be clear about why they are there and what is expected of them. Expectations should be clear and goals measurable – this makes it easier to work together and achieve success.

## 2.7. Training and preparatory programmes

Selection is only the beginning. Participants need to be prepared so that they are not taken by surprise. With good preparatory programmes, everyone can embark on the adventure with greater confidence – making mobility not only successful but also enjoyable!



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If you take all this into account, you are guaranteed to put together a team that will not only make the programme work, but also enjoy participating in it. And you can feel free to share this secret with your colleagues!

**Task 1** Make a list of the criteria that are important for the selection process! Compare this with the opinions of other colleagues or the criteria we recommend (see Appendices 1-3) so that you can evaluate the preparedness and suitability of the participants from multiple perspectives!

**Task 2** Keeping in mind the criteria from the previous task, select a colleague or one of your students in your mind and score them. If they score more than 35 points, you can take them with you. :)

### III. Handling withdrawals and appointing substitutes

Sometimes, a member of a well-chosen team is unable to participate in international mobility for some reason (personal, health, family, etc.), and this becomes apparent at the last minute. In such cases, we are forced to select a substitute, whether it be a participating student or an accompanying teacher.

Below you will find a specific situation with detailed information about the participants, the context and the replacement candidates. Read the situation carefully and then complete the tasks.

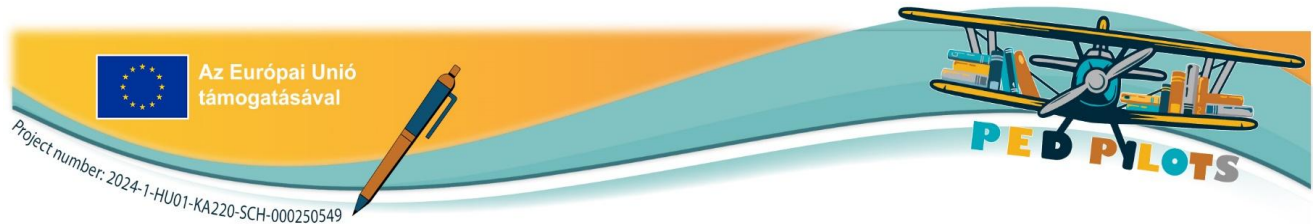
For reasons of space, **the task** related to this topic can be found **in Appendix 4**.

### IV. Group dynamics and character typology

What kind of team member would you be?

**Task** Use a character typology tool (e.g. Myers-Briggs or DISC test, see links below) to find out what type of person you are and how you would fit into a team!

- <https://ennea.hu/>
- <https://enneagram-personality.com/hu>
- <https://www.nn.hu/szemelyiseg-teszt>



## V. Summary

Selecting participants and managing team dynamics is not just an administrative chore. In fact, it is one of the keys to ensuring that mobility not only looks good on paper, but is also enjoyable, smooth and beneficial for everyone in reality.

If we select the team carefully, paying attention to who works well with whom (and who *does not*), we can save ourselves and the other participants a lot of headaches later on. Dealing with dropouts and replacements is not rocket science, it just requires a little flexibility (and sometimes a little creativity and a sense of humour).

Applying character typology is also a good tool. If we know who is the enthusiastic driving force of the team, who is the peacemaker, and who is the one who always brings coffee (or at least good cheer), then we are halfway there.

And let's not forget: we learn something new with every project. Next time, we'll be able to put together an even better, more well-oiled team, so every new project will be even more successful.

### Question for the road

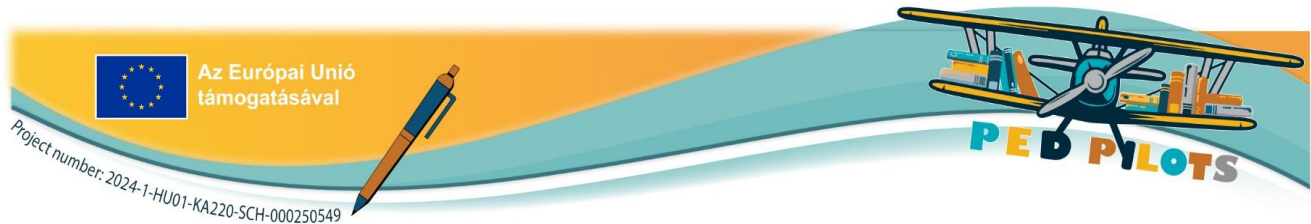
How can you ensure that future international mobility projects not only sound good, but are also truly successful? How would you harmonise different personalities, team dynamics and common goals so that everyone can enrich themselves with real learning and experiences?

### Quick checklist

(not just for ticking boxes, but for real reflection and a little peace of mind :)

#### 1. Planning – before we get started

- Have you defined the goal of the mobility programme and the skills required to participate?
- Have you developed the selection criteria? (It's not just academic performance that counts! Motivation, personality and team fit also carry a lot of weight.)



- Have you clearly communicated the application requirements to potential participants? (It's not a good idea for them to hear for the first time in the corridor that "the application period has already closed".)

## **2. The selection process**

- Did you gather the applicants and evaluate them based on the criteria you had previously defined?
- Did you also consider how well the participants would be able to work together? (Team dynamics are really key!)
- Did you carry out the necessary background checks? (E.g. do they have valid documents, can they really commit to participating, etc.)
- What methods did you use to assess the applicants' motivation? (If someone is as enthusiastic as a Monday morning, it's worth thinking twice.)
- Have you ensured that those selected understand the programme's objectives and expectations?

## **3. Handling withdrawals and replacements**

- Did you have a plan B in case someone withdrew?
- Do you have a strategy for quickly selecting a suitable replacement if necessary?
- Have you informed the team about the changes? (It is not a good idea to "silently replace" a participant.)
- Have you ensured that the replacement member can quickly fit in and not disrupt the established team dynamics?

## **4. Team dynamics and characters**

- Did you take into account that the team members have different personalities? (leader type, supportive background person, quiet observer, etc.)
- Did you recognise potential sources of conflict and have a plan for dealing with them?
- Did you clarify the roles within the team so that everyone knew what was expected of them?
- Did you have a plan to maintain and strengthen team cohesion?
- Did you ensure that all participants received the necessary support during the programme?



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## 5. Reflection and evaluation

- Did you periodically check how the team was functioning and what the dynamics were like?
- Did you encourage participants to give feedback and reflect on their own roles and performance?
- At the end of the programme, did you collect experiences and lessons learned and will you use them in future selections?
- Did you give feedback to the team and jointly evaluate the programme, the selection process and the cooperation?

If you can answer yes to most of these questions, you have a good chance of having put together a mobility programme that is not only smooth but also a real experience for participants. And best of all, next time it will be even smoother!

## Supporting materials

<https://ennea.hu/>

<https://enneagram-personality.com/hu>

<https://www.nn.hu/szemelyiseg-teszt>

## Checklist

1. What is the most important first step before selecting participants?
  - a) Ask the teaching staff who they recommend
  - b) Define the objectives of the international mobility programme and the skills required to achieve them
  - c) Building on the experience of previous international mobility programmes
2. Which criterion is NOT sufficient on its own for selecting participating students?
  - a) Good academic results
  - b) Good behaviour
  - c) Ignoring personal motivation



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3. What is the main purpose of appointing a substitute member?

- a) To motivate those selected
- b) To expand the travel group
- c) Preparing for withdrawals

4. Why is it important to consider team dynamics during the selection process?

- a) Because everyone likes to work in a team
- b) Because conflicts can be completely avoided
- c) Because effective cooperation is key to the success of international mobility programmes

5. What could be one of the most common sources of conflict within a team?

- a) Different language proficiency levels
- b) Cooperation between different personality types
- c) The choice of location

6. Which statement is TRUE regarding the selection of teachers?

- a) Only experienced teachers can travel
- b) Selected teachers must be able to cooperate with students and partners
- c) Only those who wish to travel may apply

7. What is the best way to deal with withdrawals?

- a) By immediately reopening applications
- b) Prepared substitutes
- c) Cancellation of the international mobility programme



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8. What does it mean to consider character typology?

- a) Analysing students' external characteristics
- b) Understanding students' personality types and behaviour
- c) Ranking academic performance

9. Which of the following is NOT a good method for measuring motivation during selection?

- a) Oral interview
- b) Pre-written essay
- c) Random selection

10. Why is it worth asking participants for feedback after an international mobility programme?

- a) Because it is a mandatory administrative requirement
- b) Because it can be used to reward them
- c) Because it can help improve future selection and preparation processes

Answer key (with justification)

- 1. b) Clarifying the objectives of the international mobility programme and the necessary competences provides the basis for selecting participants.
- 2. c) Taking personal motivation into account is essential; good grades alone are not enough.
- 3. c) The purpose of appointing substitute members is to ensure flexibility in case of withdrawals.
- 4. c) Team dynamics influence cooperation, atmosphere and conflict management.
- 5. b) Cooperation between different personality types often presents challenges.
- 6. b) Teachers are responsible not only for supervision, but also for active cooperation.
- 7. b) In order to handle withdrawals smoothly, substitute members need to be prepared in advance.
- 8. b) Character typology means that we also evaluate students' behaviour and functioning in groups.
- 9. c) Random selection does not reflect motivation and aptitude.
- 10. c) Feedback helps to improve processes and process experiences.



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## **Annex**

### **Criteria for selecting teachers for Erasmus+ mobility**

The selection of teachers is crucial to ensure that students are accompanied by responsible, experienced and supportive individuals who are able to manage logistics, guarantee safety and facilitate learning during the mobility. Selecting the right teachers also enhances the overall quality and impact of the Erasmus+ project through effective coordination and meaningful intercultural engagement. When selecting teachers to accompany groups of students on Erasmus mobility, it is important to consider both practical and pedagogical aspects to ensure the success and safety of the experience.

#### **Professional and pedagogical criteria**

*1. Experience with international projects or Erasmus+ programmes*

Knowledge of Erasmus objectives and procedures ensures smoother coordination.

*2. Language skills*

Good knowledge of English (or the language of the host country) for effective communication abroad.

*3. Teaching experience and subject relevance*

Ideally, the teacher's expertise should match the focus of the mobility (e.g. STEM, languages, arts).

*4. Classroom management and supervision skills*

Ability to manage diverse groups of students, control behaviour and resolve conflicts.

*5. Cultural sensitivity and openness*

Willingness to embrace other cultures and promote intercultural learning among students.

*6. Organisational and administrative skills*

Ability to handle logistics, paperwork and unexpected situations

#### **Personal and interpersonal criteria**

*7. Reliability and responsibility*

Teachers must be reliable and trusted by colleagues, students and parents.

*8. First aid knowledge and emergency preparedness*

Basic training or willingness to complete it before travelling is an advantage.

*9. Teamwork and cooperation*

Able to work well with other accompanying staff and the host organisation.

*10. Empathy and rapport with students*

Be someone whom students feel comfortable approaching even in unfamiliar surroundings.

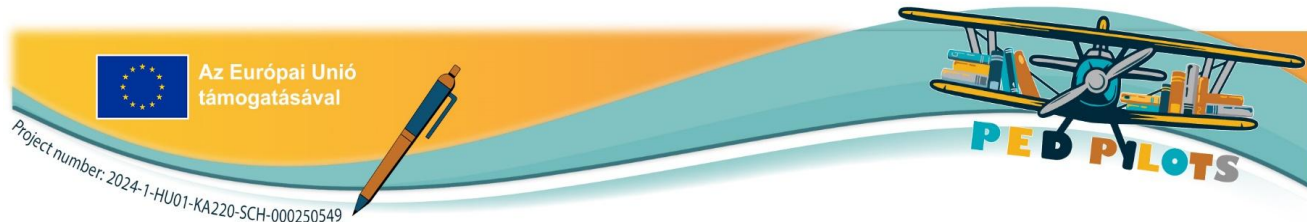
*11. Flexibility and adaptability*

Be able to remain calm and modify plans if things do not go as expected.

#### **Other considerations**

*12. Gender balance*

Consider the gender composition of students and accompanying teachers for placement and safety purposes.



### *13. Prior involvement in preparatory activities*

Teachers who have contributed to the planning prior to mobility, the selection of students or the design of the project.

### *14. Willingness to contribute to dissemination and follow-up*

Participation in post-mobility reports, presentations and sharing of results with the school.

### *15. Health and stamina*

Be physically and mentally prepared for travel, long days and active supervision.

## **Methods for selecting teachers accompanying Erasmus+ mobility**

### **Application and letter of motivation**

Teachers submit a written application explaining why they want to participate, what relevant experience and skills they have, and how they can contribute to the project before, during and after the mobility. This allows for an assessment of motivation and alignment with the project's objectives.

### **Evaluation based on a scoring matrix**

A structured scoring system (as discussed earlier) helps to objectively compare applicants based on predetermined criteria such as experience, language skills, or rapport with students.

### **Interview or discussion forum**

Short interviews or group discussions can clarify the candidate's motivation, assess communication and adaptability, and allow assessors to ask situational questions (e.g. "How would you handle an emergency involving a foreign student?").

### **Previous participation in Erasmus or school projects**

Give special weight to teachers who have contributed to the planning or coordination of an Erasmus project, who have participated in preparatory or training sessions, or who have mentored students participating in the project.

### **Team consideration and rotation**

To ensure fairness and capacity building, some schools rotate teacher participation across several mobility periods, possibly taking into account the balance of experience, gender and subjects in the accompanying team.



## Teacher selection: Erasmus mobility scoring matrix (max. 55 points)

No.	Criterion	Description	Scale
1.	Erasmus/international experience	Previous participation in Erasmus+ or similar projects.	0–5
2.	Language skills (e.g. English, host language)	Can communicate effectively in the working language of the mobility programme.	0–5
3.	Teaching experience and relevance of the topic	Relevant to the focus of the mobility and able to link it to the learning objectives of the students.	0–5
4.	Student supervision skills	Able to manage and support students' behaviour and wellbeing.	0–5
5.	Cultural openness and intercultural skills	Demonstrates openness to new cultures and promotes diversity and inclusion.	0–5
6.	Organisational skills	Is able to plan, coordinate and manage administrative tasks efficiently.	0–5
7.	Empathy and rapport with students	Students trust them and they act as a supportive adult.	0–5
8.	Teamwork and cooperation	Works well with colleagues and external partners.	0–5
9.	Flexibility and problem solving	Adapts to new environments and solves problems independently.	0–5
10.	First aid / emergency preparedness	Has first aid training or is willing to complete it	0
11.	Consideration of gender balance	Helps maintain a balanced gender ratio among accompanying staff.	0
12.	Contribution preparation/follow-up	Participates in planning or is committed to disseminating the results of the project.	0–5

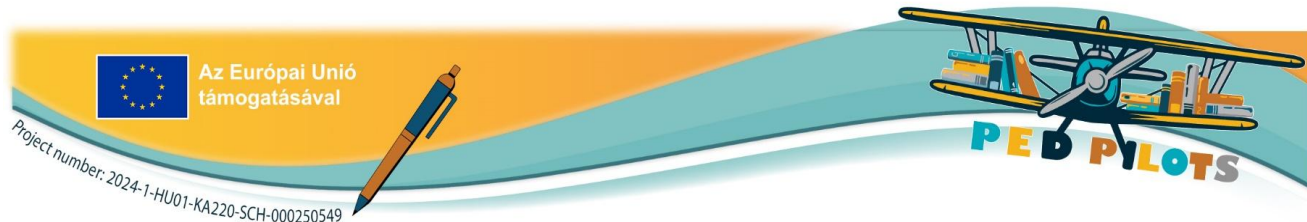
### Tips for using the matrix

- Minimum thresholds can also be specified (e.g. at least 35 points must be achieved to be considered).
- The weights or maximum scores can be adjusted if certain criteria are more important.
- The matrix can also be used in panel discussions with colleagues to ensure more objective scoring.

## Annex 2

### Criteria for selecting students participating in international mobility

The selection of students is important to ensure that participants are motivated, responsible and able to make the most of the Erasmus+ experience, while representing the school in a positive light. A fair and



well-considered selection process also promotes inclusion, ensuring equal opportunities for students from different backgrounds.

### **Academic and project-related criteria**

#### 1. Interest and motivation

Genuine interest in the topic of mobility and motivation to participate.

#### 2. Relevance to the project objectives

The student's background or learning objectives are relevant to the project topic.

#### 3. Language skills

Ability to understand and communicate in the working language of the mobility (usually English).

#### 4. Academic performance/work ethic

Demonstrates responsibility, completes tasks and maintains a positive attitude towards learning.

### **Personal and social criteria**

#### 5. Teamwork and cooperation skills

Works well with colleagues and contributes positively to group activities.

#### 6. Adaptability and independence

Is able to adapt to new environments and complete tasks with limited supervision.

#### 7. Behaviour and responsibility

Demonstrates maturity, follows the rules, and represents the school well.

#### 8. Empathy and intercultural awareness

Shows respect for others and openness to different cultures.

### **Admission and accessibility criteria**

#### 9. Disadvantaged background (where applicable)

Preference is given to students who are disadvantaged (economically, socially, geographically, etc.).

#### 10. Participation in preparatory activities

Participation in meetings, language courses, workshops, etc.

#### 11. Contribution to dissemination

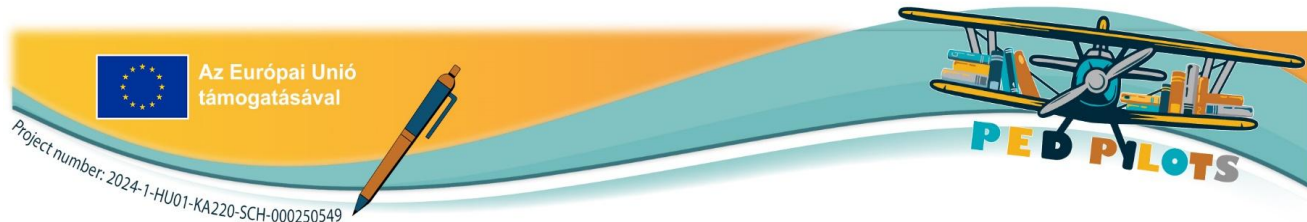
Willingness and ability to share their experiences with others after their return.

## **Methods for selecting students for international mobility to ensure fairness, inclusiveness and alignment with project objectives**

### **Application form and letter of motivation**

Students fill out a form and write a short motivation letter explaining why they want to participate, what they hope to learn, and how they plan to contribute to the project and the school after their trip. This reveals their interest, commitment and understanding of mobility.

### **Assessment based on a scoring matrix**



A transparent and structured scoring system helps to compare applicants based on their motivation, language skills, academic efforts, social skills and admission criteria (e.g. fewer opportunities).

### Interviews or group discussions

Short interviews or group sessions can be used to assess communication skills, ability to work in a team, attitude to cultural diversity, maturity and independence.

### Teacher recommendations

The opinions of class or subject teachers provide insight into the student's behaviour and reliability, ability to adapt and work in a group, and ability to represent the school positively.

### Participation in preparatory activities

Priority may be given to students who participate in language classes, workshops or project meetings, and who are actively involved in planning or various school-level events.

### Ensuring inclusion and equal opportunities

Ensure that places are reserved or extra points are awarded to students who are disadvantaged (economically, socially, etc.) during the selection process, and take gender balance and diversity into account.

## Student selection: Scoring matrix for international mobility (max. 55 points)

No.	Criterion	Description	Scale
1	Interest motivation	andGenuine interest and clear reasons for applying	0–5
2	Relevance of project	theConnection between the student's profile and the project topic	0–5
3	Language skills	Communication skills in the working language	0–5
4	Scientific attitude/sense of responsibility	Reliability in completing study tasks of	0–5
5	Teamwork and social skills	Works well within a group setting	0–5
6	Adaptability independence	andHandles challenges calmly and proactively	0
7	Behaviour conduct	andRespectful, disciplined, a good ambassador for the school	0–5



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8	Intercultural awareness	Shows empathy and openness towards diversity	0-5
9	Disadvantaged status (if applicable)	Belongs to a disadvantaged group (may enjoy advantages)	0-5
10	Participation preparation	Participated in preparatory activities	0-5
11	Commitment dissemination	Willing to share experiences after mobility	0-5



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### **Annex 3**

## **Additional criteria for international professional practice (vocational training or school-to-work mobility)**

### *Motivation and career relevance*

- Strong interest in the field of the internship
- The work placement is relevant to future career or educational goals

### *Professional attitude and work ethic*

- Sense of responsibility, punctuality and maturity
- Ability to follow instructions and meet deadlines

### *Practical/technical skills*

- Possesses the basic professional skills necessary for the professional practice
- Shows initiative and willingness to learn new tools, processes or technologies

### *Communication and language skills*

- Ability to understand and use the language in a work-related context (e.g. workplace instructions)
- Willingness to develop communication skills in a multicultural team

### *Adaptability to the workplace environment*

- Comfortable with new environments, tasks and routines
- Able to cope with homesickness, stress or unexpected challenges with support

### *Behaviour and independence*

- Able to behave professionally in the workplace (manners, hygiene, teamwork)
- Demonstrates independence, but knows when to ask for help

### *Is ready for cultural and professional integration*

- Open to learning from other work cultures
- Shows respect for workplace rules, etiquette and diversity



## Scoring matrix for international professional practice

(vocational training or school-to-work mobility – max. 50 points)

No.	Criterion	Description	Scale
1	Motivation and importance in terms of career	Clear interest in the internship field and its relevance to future goals	0
2	Professional attitude and work ethic	Maturity, reliability, punctuality and strong work ethic	0–5
3	Basic practical/technical skills	Possesses the basic knowledge/skills required for the internship area	0–5
4	Language and communication skills	Understands and uses the language of the workplace; willing to develop	0–5
5	Adaptability and stress management	Deals constructively with new environments, schedules and challenges	0–5
6	Independence and initiative	Works independently, solves problems, asks for appropriate help	0–5
7	Interpersonal skills	Works well with others, is polite and respectful in a professional environment.	0–5
8	Cultural awareness and workplace integration	Willing to adapt to different working methods, shows intercultural respect	0–5
9	Participation in preparatory activities	Participated in information meetings, language training or pre-departure workshops	0–5
10	Consideration of disadvantages	Belongs to a disadvantaged group (if applicable and relevant)	0

### Tips for use

- This scoring system can be customised to reflect the type of international work experience (e.g. hospitality, IT, healthcare, etc.).
- Consider incorporating an interview or teacher assessment to evaluate certain criteria more accurately.
- A minimum score (e.g. min. 35 points) can be set or it can be used as part of a broader selection process.



## Annex 4

### Task

The situation: two experienced and competent teachers have been selected to accompany eight secondary school students on an Erasmus mobility programme in Cyprus.

Information about the mobility

- **3 weeks in Cyprus:** a long period of time, so stamina, flexibility, conflict management and maintaining a good atmosphere are important;
- **8 adolescents (aged 16-18):** this age group is more independent but also more critical. Credibility and partnership are important, but a firm framework is also needed;
- **Cultural, educational and leisure programmes: language skills, good organisation, emotional presence and group dynamics management** are likely to be required.

The table below contains information about the 8 secondary school students participating in the mobility programme: a brief description, including their strengths and possible difficulties, and what they need from the accompanying teacher.

Student	Brief description	Strengths	Difficulties/risks	What does he need from the accompanying teacher?
<b>Bence</b>	Quiet, observant, good learner	Responsible, reliable	prone to anxiety, finds it difficult to open up sometimes too	needs a patient, encouraging presence
<b>Lili</b>	sociable, brings everyone together	communicative, flexible	dominant, prone to conflicts with other leadership types	balanced, conflict management support
<b>Márk</b>	tech genius, always helps with digital matters	problem solver, creative	slightly reserved, not very sociable	Careful not to isolate him
<b>Eszti</b>	enthusiastic, dreamer, really looking forward to the trip	open, linguistically skilled	sometimes scattered, less focused	needs help with organisation, reminders
<b>Petra</b>	has travelled extensively with her family, confident	independent, good problem solver	sometimes looks down on less experienced colleagues	teaching empathy, sensitivity
<b>Kristóf</b>	reserved but	loyal friend, good	may be uncertain in	needs individual



Student	Brief description	Strengths	Difficulties/risks	What does he need from the accompanying teacher?
	good-humoured boy	observer	unfamiliar surroundings	attention and reassurance
<b>Noémi</b>	excellent student, likes to organise	Disciplined, precise	tends to overwork herself, perfectionist	needs stress relief and positive feedback
<b>Adam</b>	athletic, easy-going, has a joke for everything	easily creates a good atmosphere	sometimes undisciplined, his attention wanders	decisive, but humorous leadership

### Problem

One of the selected accompanying teachers has to cancel their participation one week before the mobility due to health reasons. Their partner does not want to go without them. Therefore, a new accompanying teacher(s) must be selected urgently. Below is a brief description of the three applicants.

### Applicants:

#### 1. Aunt Zsuzsa (a teacher approaching retirement)

Aunt Zsuzsa has been teaching at the school for 35 years, and the students can smell her cakes from afar. Her enthusiasm and care make everyone feel safe. She has already participated in an international project, but she does not speak English well and still refers to digital devices as "smart gadgets". Her great strengths are conflict management and team building. The three-week absence is a bit of a logistical challenge for her family, but she is trying to work it out.

#### 2. Mr Balázs (new teacher, IT specialist)

Mr Balázs has been working at the school for three years and impresses all his students with his tech knowledge and direct style. He speaks English fluently and has been on an Erasmus course abroad, but has not yet accompanied students on a longer trip. He lacks experience in the category of "crisis management in heated situations", but he is enthusiastic, flexible, and would be able to complete all the paperwork within a week.

#### 3. Ms Edit (middle-aged class teacher, Hungarian-English major)

Ms Edit is excellent at logistics, she is punctual and always has everything ready on time (even for others). She has a B2 level in English, she is not fluent, but she is not confused in airport situations. She teaches students, but prefers to work in the background. Sometimes she is overly strict about rules, but when it comes to organisation, she is second to none.



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**Task 1** Create a table with the most important positive and negative characteristics, skills, experiences and any other information that may influence the success of the mobility programme.

Comparison of candidates

Candidate name	Advantages (Pros)	Disadvantages (Cons)
<b>Aunt Zsuzsa</b>		
<b>Mr Balázs</b>		
<b>Teacher Edit</b>		

**Task 2**

- Who would be the best obvious choice as the sole chaperone? Why?
- If two escorts could go, who would they be? Why?
- Who should not go alone under any circumstances? Why?

SUGGESTED SOLUTIONS

Task

Comparison of candidates

Candidate's name	Advantages (Pros)	Disadvantages (Cons)
Aunt Zsuzsa (teacher approaching retirement)	<ul style="list-style-type: none"> <li>- Calm, experienced</li> <li>- Excellent at handling difficult students</li> <li>- Maintains good relationships with parents</li> <li>- Has participated in several study trips in the past</li> </ul>	<ul style="list-style-type: none"> <li>- No experience with teenagers</li> <li>- Does not speak foreign languages</li> <li>- Does not routinely use digital devices</li> <li>- Health condition fluctuates from time to time</li> </ul>
Mr Balázs (new teacher, specialising in IT)	<ul style="list-style-type: none"> <li>- Energetic, technically up to date</li> <li>- Communicates well in English</li> <li>- Gets on well with young people</li> <li>- Has been on a study trip abroad</li> </ul>	<ul style="list-style-type: none"> <li>- Has little teaching experience</li> <li>- Has not yet accompanied a group on an international programme</li> <li>- Sometimes overly permissive</li> <li>- Tends to underestimate problematic situations</li> </ul>
Ms. Edit (middle-aged class teacher, Hungarian-English major)	<ul style="list-style-type: none"> <li>- Stable and experienced</li> <li>- Speaks English well</li> <li>- Excellent organiser, regularly accompanies students to</li> </ul>	<ul style="list-style-type: none"> <li>- Quite strict, sometimes difficult to get along with</li> <li>- Not used to being away from his family for long periods of time</li> </ul>



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Candidate's name

Advantages (Pros)

Disadvantages (Cons)

- competitions
- Easily adapts

- Has average digital skills
- Sometimes overworks

## Task 2

The best obvious choice as sole companion: Aunt Zsuzsa

Why?

- She is reliable, experienced and good at handling the tensions of long-term coexistence.
- The students will feel emotionally secure.
- Her ability to build relationships and her calm nature compensate for her language disadvantage.

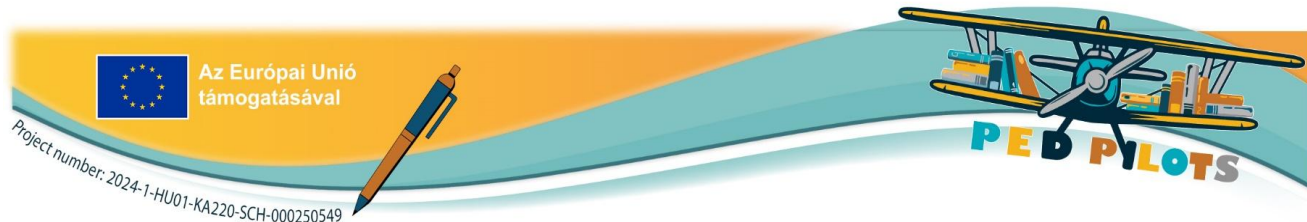
*Note:* It would be useful to have someone with her who is more proficient in English.

If two chaperones can go: Mr Balázs and Ms Zsuzsa

Ideal pairing: Balázs brings energy, language skills and digital expertise; Aunt Zsuzsa brings calmness, experience and stability.

Who should not go alone? Edit

Although she is excellent at organising, she would probably be less effective at managing a group of students, especially for three weeks in a situation requiring intensive community presence.



## 2. Practical organisational tasks

### Introduction

One of the key stages of Erasmus mobility projects is the organisation of the precise details of the trip before departure, which requires a number of practical tasks that are essential for a successful, safe and enjoyable programme. These complex organisational tasks include not only coordinating logistical details such as transport, accommodation and meals, but also aspects such as assertive communication, compliance with safety regulations, informing parents and students, and putting together the programme content.

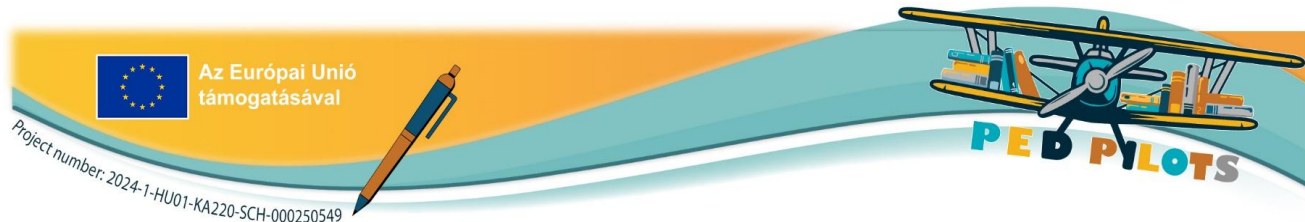
A well-organised trip not only provides an enjoyable experience for participants, but also develops students' social skills and adaptability, and promotes community experiences.

### Objectives

The aim of this chapter is to present the most important organisational tasks related to mobility projects and student trips and to provide practical guidance on planning and implementing the various steps. The teaching material contributes to the development of organisational skills and assertive communication, and helps to organise international mobility, school and study trips more effectively.

Teacher competences to be developed

- Understanding the stages of the organisational process (preparation, implementation, follow-up) – organisational and logistical competences.
- Clarification of responsibilities and roles.
- Financial and regulatory competences.
- Learning assertive communication.
- Developing awareness of safety and ethical considerations.



- Safety and emergency competencies.
- Reflective competencies.

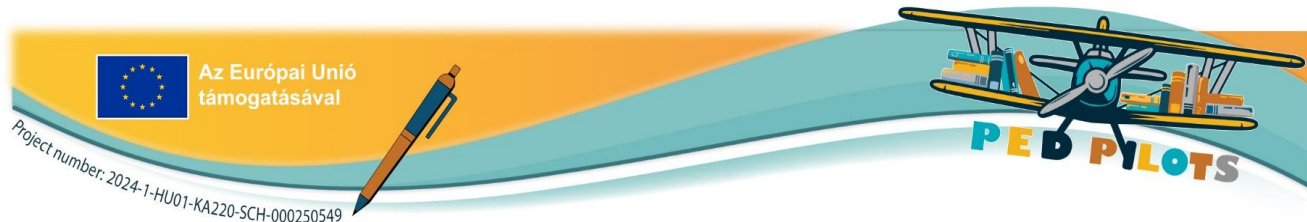
## **Time allocated to the teaching unit**

45-90 minutes

## **Learning outcomes**

The aim of the study is to explore the practical organisational tasks involved in student travel, particularly school and international programmes, and their impact on participants and those involved in the organisational process:

- The complexity of the organisation requires thorough preparation. Whether it is a domestic or international trip, the complexity of the organisational tasks requires careful planning of the steps. In the case of grant-funded mobility, administrative requirements, application conditions and cooperation with partner institutions must be taken into account.
- Precise timing and scheduling are essential. Meeting deadlines is crucial, especially for programmes where funding or documentation obligations also play a role.
- Informing and preparing participants is of paramount importance. Preparation may include an introduction to cultural, linguistic and practical aspects, as well as clear communication of the programme's objectives, expectations and rules.
- Compliance with safety, responsibility and legal frameworks is a fundamental requirement. Mobility requires schools and accompanying teachers to act responsibly. Preliminary risk assessment, insurance and emergency protocols all contribute to the safety of participants.
- Involving students increases their sense of responsibility and motivation. Learning outcomes are more targeted when teacher/student activities are associated with the given objective. (e.g. "You will be able to develop a travel emergency protocol").



**The curriculum is taught through practical exercises.**

## **I. Questions arising in connection with practical organisational tasks**

1. Travel and transport: What means of transport should we choose, and on what basis (cost, comfort, safety)?  
Who is responsible for the precise organisation of departure/arrival?
2. Accommodation and meals: What should we consider when allocating rooms (gender, age, special needs)? What meal options should we provide, and how should we deal with food allergies and special diets?
3. Administration and documentation: What permits and documents are required for a trip (e.g. parental consent, insurance)? How do we document what happens during the trip (e.g. photos, reports, attendance sheets)?
4. Safety and responsibility: What happens if a student falls ill or has an accident?
5. Communication and cooperation: How do we resolve conflicts during the trip? How do we communicate effectively with parents, students and colleagues?

## **II. Introduction to the curriculum**

When organising a trip, whether it is a school trip or an Erasmus mobility programme, there are many situations where participants or organisers need to communicate **firmly but empathetically**. Assertive communication is precisely this balanced, respectful and self-assertive attitude.

After completing the course, learners will be able to:

- recognise and carry out the most important organisational tasks during a mobility/student trip,
- **communicate assertively** in situations, i.e. in a self-assertive but respectful manner,



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- handle conflicts and misunderstandings appropriately,
- work in a team and make responsible decisions.

### III. Practical organisational tasks

Practical organisational tasks are specific, pre-planned activities that serve to ensure the smooth running of an event, programme or process. These tasks form the practical part of the organisation and aim to ensure the coordination of the event's timing, financial, logistical and human resources.

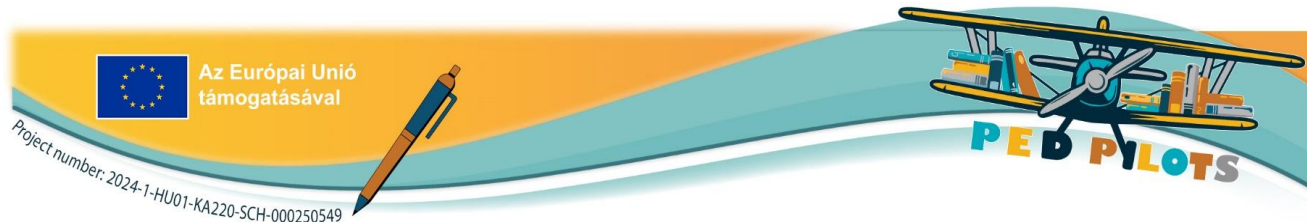
*Main areas:*

- Choosing a venue and agreeing on a date.
- Arranging transport, accommodation and catering.
- Preparing documents (permits, insurance, declarations).
- Programme planning and daily schedule.
- Establishing rules and standards of conduct.
- Communication with parents, students, and partners.
- Budget preparation.
- Developing safety and emergency protocols.
- Evaluation and feedback after the trip.

#### **3.1. Main areas of organisational tasks**

**1. Objective** - The first step in any organisational process is to define the objective - Why are we organising the event (e.g. study trip, community building, entertainment)? What is the desired outcome?

**2. Timeframe and programme plan** - When will the programme take place? How long will it last? What sub-activities will there be and in what order?



**3. Participants and their needs** - How many people will participate in the event? What are their ages, and do they have any special needs (e.g. food allergies, mobility restrictions)?

**4. Budget** - How much money is available? How much needs to be spent on what (travel, accommodation, tickets, meals, insurance)?

**5. Permits and documentation** - Parental consent forms, school permits, travel insurance, medical information.

**6. Communication** - Service providers (accommodation, restaurants, bus companies), parents (information letter, meeting), students (rules, behavioural expectations).

**7. Sharing responsibilities** - Who does what? Role of accompanying teachers, appointment of student assistants.

**8. Emergency plan** - What to do in case of an accident, delay or other problem? Important telephone numbers, collection of medical care contact details.

### ***3.2. Organisational principles***

- **The principle of punctuality**, whereby every detail must be completed on time during the organisation process.
- **Principle of organisation**, whereby tasks must be performed in a logical order.
- **The principle of responsibility**, which states that everyone must know what their tasks are.
- **Flexibility principle**, whereby we must be able to react quickly if something does not go as expected.
- **The principle of communication**, which requires maintaining constant contact with those involved.



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### **3.3. Typical mistakes to avoid:**

- Late start – no time left for preparations
- Incorrect information – e.g. wrong date or price
- Incomplete documentation – e.g. no permit, no insurance
- Insufficient information – parents and students do not understand what to expect
- Shifting of responsibility – no designated task manager

### **3.4. Summary**

Performing practical organisational tasks not only contributes to the success of the trip/mobility or event, but also teaches you to think ahead, cooperate with others, take responsibility and adapt to changing circumstances.

### **3.5. Worksheet – For practice**

#### **Task 1**

Select three things that you must not forget before organising a trip!

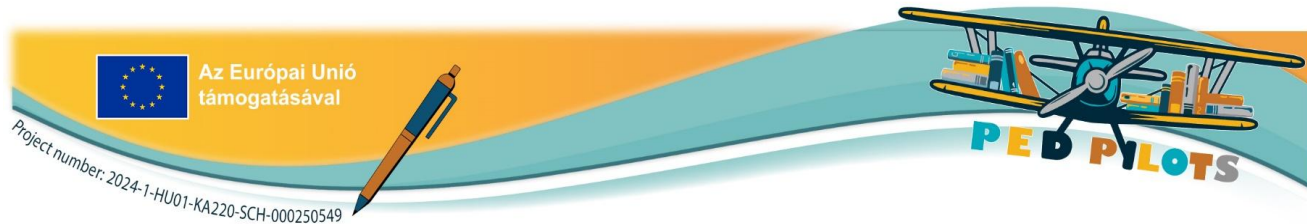
- a) Taking out travel insurance.
- b) Obtaining parental consent.
- c) Prepare a budget.
- d) Downloading your favourite music.
- e) Only start organising on the day before departure.
- f) Assigning all tasks verbally, without leaving any written record.

**Solution:** a, b, c

#### **Task 2**

What would you do if a student lost their passport abroad?

- a) Contact the local embassy or consulate, help them apply for a temporary document, and notify their parents.



- b) Try to replace the passport yourself using another student's documents.
- c) Ignore the problem and continue with the programme.

Solution: a

### **Task 3**

Select three safety measures that are necessary when travelling internationally.

- a) Only the organiser should know the emergency plan.
- b) Prepare a list of emergency telephone numbers.
- c) Have a first aid kit available.
- d) Give each participant a separate programme without an escort.
- e) Provide advance information about local rules and customs.
- f) Use only cash, avoid bank cards.

Solution: b, c, e

### **Task 4**

Select 3 rules that you would communicate to participants in advance!

- a) Strict adherence to the programme and meeting points.
- b) Continuous use of mobile phones during the programme.
- c) Leaving the group without permission.
- d) Follow the instructions of the accompanying teacher.
- e) Respect the culture and customs of others.
- f) Being late for departure if shopping is in progress.

Solution: a, d, e



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### **3.6. Questions for self-assessment**

#### **Task 1**

What does "emergency protocol" mean? *(Choose the correct answer)*

- a) A detailed plan describing what steps to take in different emergency situations.
- b) A list of accommodation reservations containing guest details.
- c) A programme of leisure activities.
- d) A guide to local restaurants and cafés.

**Solution: a**

#### **Task 2**

Select at least 3 points that are important for parents to highlight in an information leaflet!

- a) Address and contact details of the accommodation.
- b) Programme schedule and dates.
- c) Emergency contact details.
- d) Favourite restaurants in the area.
- e) Participants' favourite films.
- f) Teachers' holiday plans.

**Solution: a, b, c**

#### **Task 3**

What does cultural sensitivity mean and why is it important during Erasmus mobility? *(Select the correct answer)*

- a) Respecting and understanding the customs and values of other cultures.
- b) Only following the traditions of one's own country.
- c) Always enforcing your own rules abroad.
- d) Collecting only gastronomic experiences.

**Solution: a**



## IV. What is assertiveness?

Assertive communication means **expressing ourselves clearly, honestly and firmly**, while **respecting the feelings and rights of others**. This is especially important when we have to make quick decisions or deal with tension while travelling.

*Communication styles:*

Style	Characteristics	Consequence
Passive	Adaptation, suppression of feelings	Frustration, lack of self-confidence
Aggressive	Aggressive, dominant, hurtful	Instilling fear, destroying relationships
<b>Assertive</b>	<b>Honest, respectful, decisive</b>	<b>Balance, mutual respect</b>
Manipulative	Hidden agendas, influence	Distrust, confusion

Assertive communication means:

**We express** our thoughts and feelings **clearly and honestly**, **we do not hurt others** while standing up for ourselves, **we are able to say no**, but we also respect the opinions of others, we communicate **neither passively** (submissively) **nor aggressively** (attacking others).

### *4.1. The basics of assertive communication:*

1. **Statement of fact** – "I noticed that..."
2. **Expressing feelings** – "This is frustrating for me..."
3. **Identifying needs** – "It is important to me that..."



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#### 4. **Making a request** – "Please, next time..."

The key elements of assertive communication can help you deal with conflicts while travelling.

#### **4.2. The importance of assertive communication when travelling**

- Conflict prevention (e.g. disciplinary issues, misunderstandings).
- Effective communication of information (times, rules, expectations).
- Creating a calm, safe atmosphere.
- Maintaining professional relationships with parents and service providers.

#### **4.3. Assertive techniques in practice**

- **Use of "I" messages:** "I feel that..." instead of "You always..."
- **Setting boundaries:** "I understand that this is difficult, but this is how it has to be done now."
- **Positive feedback:** "I'm glad you arrived on time."
- **Conflict management:** calm tone of voice, active listening, empathy.

#### **4.4. What to use in practice**

**1. I-messages** - We do not blame the other person, but communicate our own feelings and needs.

**Template:** "When \_\_\_ happens, I feel \_\_\_ because \_\_\_ is important to me. I would like to ask you to \_\_\_."

E.g.: "When our requests were not answered at the accommodation, I felt that the group was not being taken seriously. I would like to ask you to let us know when a solution can be expected."

#### **2. Clear, specific language**

- State the facts ("there were no towels in the third room")
- Avoid generalisations ("never", "everyone", "again")



### 3. Firm but calm body language

- Open posture, eye contact, stable, calm tone of voice, not aggressive but not shy either.

#### 4.5. Worksheet – Situational exercises

**Instruction:** Choose your assertive response to each situation.

##### Task 1

A student wants to go to the shop alone.

- "All right, go ahead, we'll find you somehow if there's a problem."
- "I understand that you need something, but please let me know beforehand. Safety comes first."
- "It's always you! I won't let you go, and that's final!"

Solution: B

##### Task 2

A colleague cancels the evening check.

- "Okay, I'll do it, as always."
- "I need your help because this isn't just an individual task. Please take part too."
- "I don't care, sort it out yourself if you don't want to work."

Solution: b

##### Task 3

A parent keeps calling.

- "It's important for me to stay informed, but right now I need to focus on the safety of the group. I'll call you back later."
- "I'm busy right now, don't call me again!"
- "Fine, I'll answer the phone during every programme."

Solution: a



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#### 4.6. Summary

Assertiveness does not mean that I am always right, but that **I respect myself enough to stand up for my needs and respect others enough to do so in a humane way.**

#### 4.7. Support materials — Tasks for learning

**Instruction:** Read the given situation carefully! Imagine that you are responsible for or organising the situation and need to make quick, considered decisions to solve the problem. Work out **your own solution** based on the questions asked!

#### Task 1

#### **The bus company has cancelled the trip**

**Situation:** One day before the trip, the bus company cancels the trip due to technical reasons.

#### **Task**

Put together an emergency plan to quickly resolve the situation.

- What will you do?
- How do we notify participants?
- How quickly would you look for another provider?
- What factors would you consider when choosing a new solution?

**Skill development:** problem solving, flexibility, communication in crisis situations

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**Resolving the situation:** As soon as we learn that the bus company has cancelled the trip for technical reasons, the first step is to immediately consult with the organisers. We



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quickly assess the situation: how many participants are affected by the trip, exactly when and where we were supposed to depart from, and whether we have any flexibility at that particular time. At the same time, we start looking for an alternative bus service provider. We try to immediately contact companies we have worked with before, and we explore further options through online searches and local contacts. Important factors in the decision are the number of seats available, the reliability of the departure time, the price, and the reliability of the service provider. We notify participants shortly after the problem is detected, either by text message, email, or messaging platform. It is important that the message is calm, reassuring and clear: we inform them of the situation, assure them that we are working on a solution, and indicate when the next update can be expected. Once we have found a new service provider, we request written confirmation from them (e.g. in the form of a contract or confirmation email), then send another message to participants with the details: exact departure time, location and any other changes.

## **Task 2**

### **Missing student at departure**

**Situation:** On the day of departure, one of the students does not show up at the meeting point and cannot be reached by phone.

### **Task**

What should the organiser/accompanying teacher do?

- What are the protocol steps in such a case?
- When does the group depart?
- Who should be contacted?



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**Skill development:** responsibility, quick decision-making, safety awareness

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**Resolving the situation:** On the day of the trip, it becomes apparent at the meeting point that one of the students has not shown up and cannot be reached by telephone. In such a case, the accompanying teacher/organiser must act immediately, following the protocol below:

First, they should check whether the student is simply late or has gone to the wrong place. To do this, they should try to contact them again by phone or, if available, via other communication channels (e.g. Messenger, WhatsApp). If there is no response, they should also notify the student's parents/guardians – this is particularly important in the case of minors. At the same time, the organiser holds a meeting with the accompanying persons or the person responsible for the programme to consider how long the departure can be delayed. Generally, **a maximum of 15-30 minutes' waiting time** is possible, provided that the group's travel schedule allows it. If the student is still unavailable and does not show up, **an official report** is drawn up on the case, recording the attempts made, the times, and when and what decision was made. If necessary, this must also be forwarded to the maintainer, the school or the project coordinator. If the student's safety is not at risk and there are no serious irregularities (e.g. suspicion of an accident), the group **will depart after the report has been drawn up** so that the programme schedule is not disrupted. However, the student's fate must continue to be monitored and attempts must be made to contact them or their parents on an ongoing basis.



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### **Task 3**

#### **Programme change due to external circumstances**

**Situation:** On one of the planned days of the Erasmus programme, the museum originally planned to visit is closed due to a strike in the city.

#### **Task**

- Redesign the day's programme at short notice!
- Take into account the budget, transport, opening hours and the interests of the group.

**Skills development:** planning, flexibility, adaptation

**Solution:** On one day of the Erasmus programme, the group arrives to find that the museum they had planned to visit is closed due to a city-wide strike. In this situation, the organiser must quickly put together a new, meaningful programme that fits the day's objectives, budget and the group's needs. As a first step, the accompanying teacher quickly assesses the alternative options in the area: for example, another museum, cultural or educational institution, or perhaps an outdoor attraction that is free to visit. It is important that the programme is accessible by existing means of transport and does not require additional costs or only minimal extra expenditure. The teacher then holds a brief discussion with the other accompanying teacher (if there is one) and consults with the group in advance: they briefly explain the change and make a suggestion for the new programme. If time permits, the students can choose between two alternatives (e.g. a city walk + outdoor games or a visit to another smaller exhibition). For example, if a cultural programme is cancelled due to a strike instead of a museum visit, a solution could be to visit a local landmark (e.g. a church, park, historical monument) that is free of charge and does not require a separate ticket or organisation. A short note about the change should be made in the diary or digitally, recording why the change was made and what the



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alternative programme was. This may be useful later for the evaluation or the Erasmus report.

#### **Task 4**

##### **Parental concerns before a trip**

**Situation:** A parent is concerned about the safety of the trip, especially regarding accommodation and healthcare.

##### **Task**

- Write a reply or personal note to reassure the parent.
- What information did you highlight?
- How do you demonstrate that the trip has been properly prepared?

**Skills development:** empathy, communication, information management

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**Resolving the situation:** When a parent expresses concern about the safety of the trip, especially with regard to accommodation and healthcare, it is the organisers' responsibility to respond empathetically, but also factually and reassuringly. As a first step, it is important **to communicate in an open and understanding manner:** we must acknowledge the parent's concerns, as they are entrusting their child to us and this stems from natural apprehension. In our response, we should emphasise the following information:

- The accommodation is a **checked, pre-booked** establishment (e.g. youth hostel, dormitory, hotel) that meets the requirements of the Erasmus programme.
- The accommodation has **fire safety and security certificates**, and 24-hour surveillance and reception are provided.



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- The group has a **trained accompanying teacher** who is available 24 hours a day.
- All participants are insured, and we have also taken out separate **travel insurance** for the group.
- We know where the nearest doctor's office, hospital and pharmacy are located, and we have documented their contact details.
- Every part of the trip is planned in advance, and there is a **plan B or protocol** for every risk.

## **Task 5**

### **Student conflict during the trip**

**Situation:** Two students get into a conflict over room assignments, causing tension within the group.

#### **Task:**

- How can you resolve the situation so that no one feels unfairly treated?
- Do you ask for help?
- What rules do they refer to?

**Skill development:** conflict management, group dynamics, pedagogical skills

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**Solution:** During an Erasmus mobility program, sharing rooms can be a sensitive issue, especially for teenage participants. When two students get into a conflict over this, it is the responsibility of the organisers and accompanying teachers to handle the situation quickly but in a way that is acceptable to everyone, taking into account the unity of the group and individual sensitivities. The first step **is to conduct a bilateral hearing:** we talk to the two students involved separately to understand exactly what is causing the



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tension (e.g. personal conflict, habits, sleeping problems). It is important that all parties feel that they are being listened to and not judged. We then examine whether it is possible to resolve the situation **by reassigning** or exchanging students, but in such a way that no other students are placed in a difficult situation. If this is not possible, we try to establish **basic rules for coexistence** (e.g. quiet hours, respect, compromise), possibly in the form of a group discussion. If the conflict is deeper or recurring, it may be necessary to seek the help of **the partner institution** (e.g. providing a separate room, if there is free capacity) or to discuss the matter with the teaching team in order to find a sustainable solution together.

#### **4.8. Review tasks**

**Instruction:** In the following assessment task, match the situations with the appropriate solutions.

##### **Situations**

1. **The bus is delayed** – Half an hour before departure, the bus company announces that there will be a delay of at least two hours.
2. **Room allocation dispute** – The students are dissatisfied with the allocation, and someone would be left alone in the new arrangement.
3. **Missing parental consent form** – A student is due to leave with the group the next day but has not brought the consent form.
4. **Illness abroad** – One student has a fever and cannot participate in the programmes.
5. **Informing concerned parents** – Several parents are questioning the safety of the accommodation and transport.



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## Solutions

- a) The accompanying teacher takes the student to the doctor with the insurance papers, immediately informs the parents, and ensures that the student has a place to rest.
- b) The group leader looks for alternative transport, informs the parents and modifies the programme as necessary.
- c) Prepare detailed information for parents on accommodation, insurance, health regulations, the programme and emergency protocols.
- d) The teacher immediately contacts the parent, requests the document electronically, and, as a rule, only allows the student to travel with this document.
- e) The class teacher mediates, listens to all parties involved, authorises replacements, but ensures that no one is left alone.

Solution key:

1.		2.		3.		4.		5.	
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Solutions:

1.	b	2.	e	3.	d	4.	a	5.	c
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#### **4.9. Practising assertive communication**

**Instruction:** Select the correct answer for the following tasks.

##### **Task 1**

Which statement best describes assertive communication?

- a) Ignoring the feelings of others.
- b) Expressing our own needs while respecting others.
- c) Withdrawal and avoidance of conflict.
- d) Seeking compromise at all costs.

**Solution:** b

##### **Task 2**

Which of the following are among the four basic elements of assertive communication?

- a) Criticism, expectations, retaliation, distancing.
- b) Statement of facts, expression of feelings, needs, requests.
- c) Listening, adapting, paying attention, forgiving.
- d) Resistance, questioning, explanation, defence.

**Solution:** b

##### **Task 3**

What is the purpose of using "I-messages"?

- a) To blame the other person.
- b) To express one's own feelings without attacking the other person.
- c) To avoid confrontation.
- d) To quickly end arguments.

**Solution:** b



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## **Task 4**

What characterises an assertive teacher in travel situations?

- a) They communicate firmly but are open to dialogue.
- b) Avoids all conflict so as not to spoil the mood.
- c) They adhere strictly to the rules in everything, even at the expense of cooperation.
- d) They only respond to students' behaviour and do not communicate with colleagues.

Solution: a

## **Sources**

Books:

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2. *Attila Forgács (2017): Chapters from the Social Psychology of Communication. Akadémiai Publishing House*

Websites:

1. **Tempus Public Foundation – Erasmus+ programme in Hungarian:**  
<https://tka.hu/palyazatok/2/erasmus>  
*Organisational guides, sample regulations, Erasmus project procedures*
2. **Official EU website for Erasmus+ (in English):**  
<https://erasmus-plus.ec.europa.eu>  
*Application guidelines, organisational frameworks, safety regulations*
3. **EU health insurance (EHIC card):**  
[https://europa.eu/youreurope/citizens/health/unplanned-healthcare/ehic/index\\_hu.htm](https://europa.eu/youreurope/citizens/health/unplanned-healthcare/ehic/index_hu.htm)  
*Healthcare abroad*
4. **Travel advice for teachers – Education Authority – Rules for school trips:**



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<https://www.oktatas.hu>

*Parental consent, responsibility, insurance*

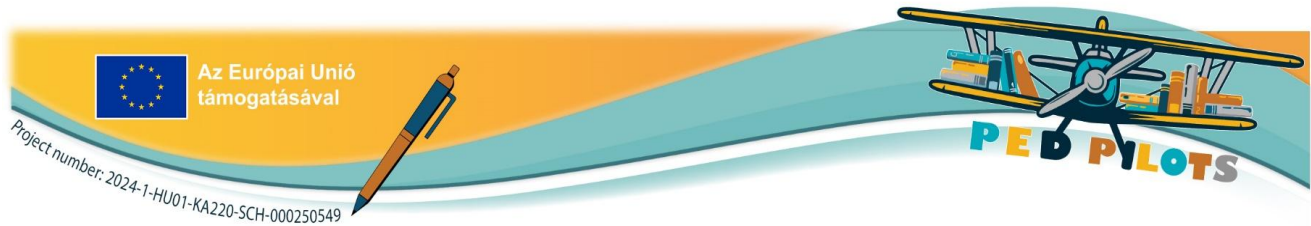
5. **Boarding school and accommodation safety for international travel – WHO advice:**

<https://www.who.int/publications>

*Safety and health requirements for international youth programmes*

6. <https://megnyitasa.com/tudas/hatekony-veszhelyzeti-intezkedesi-terv-keszítése/>

[https://europa.eu/youreurope/citizens/travel/security-and-emergencies/index\\_hu.htm](https://europa.eu/youreurope/citizens/travel/security-and-emergencies/index_hu.htm)



### 3. Our helpers, the checklists

#### Introduction

This teaching unit focuses on the complexity of organising trips. Participants will learn about a task management system that helps them to organise this complex work more easily, break it down into smaller parts, and assign the appropriate administration, helpers and timetable to these parts. We draw attention to a few professional task management systems. Participants also receive practical help in terms of how the organisational work ahead of them can be broken down into larger categories, and they can learn about specific aspects within each category.

#### Objectives

The goal is for teachers organising trips to gain a better overview of their own tasks and their work in organising trips (mobility), and to work more efficiently using the supporting materials. The expected result is that, by using the task management system they have learned about and the checklists available to them, the organisation will become more efficient and systematic, thereby improving the attitude of the organisers and increasing the satisfaction of the trip participants.

The time management, organisational skills and productivity of the training participants will improve, but they are also expected to make progress in the areas of strategic thinking, responsibility, cooperation and communication.

#### Development of organisational and logistical skills

- Team selection and coordination → decision-making skills, delegation, crisis management
- Handling travel, accommodation and meal issues → problem solving, planning, flexibility
- Compiling equipment lists and logistics → systematic approach, foresight

#### Development of safety and emergency skills

- Health assessment, health package → responsibility
- Managing emergency lists and parental relationships → communication skills, quick decision-making



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## Time allocated to the teaching unit

90 minutes

## Learning outcomes

The following areas of teacher competence are expected to develop:

- planning pedagogical processes, self-reflection related to their implementation
- personality development, implementation of individual treatment
- development of groups and communities
- communication, conflict management
- commitment and professional responsibility for professional development

## The curriculum through practical exercises

### Task 1

Let's start with a brief self-reflection! Write down the numbers of the problems that cause you the most trouble when organising an excursion/trip in the empty field! Is it possible that your biggest difficulty is missing from the list?

1. Choosing the right programme
2. informing participants
3. choosing the best/cheapest accommodation
4. keeping finances up to date
5. safety regulations
6. paperwork, administration
7. sharing work with colleagues
8. estimating time factors
9. creating rules and regulations related to discipline and rules
10. overcoming unexpected obstacles

, think about what would be on the other side of the imaginary scale, i.e. what factors make it worthwhile to organise trips and excursions despite the difficulties!

The table below contains a list compiled by teachers of the positive and negative aspects to consider when organising a trip.



NEGATIVE (DIFFICULTIES)	POSITIVE (HELPFUL)
<b>PERSONAL CONSIDERATIONS</b>	
<ul style="list-style-type: none"> <li>-Competence issues: am I able to delegate the task?</li> <li>-Sharing the work with colleagues</li> <li>-Estimating time factors: balancing with my personal life: who will replace me at work?</li> <li>-Is the institution supportive? Does it conflict with my own plans?</li> </ul>	<ul style="list-style-type: none"> <li>-I get to visit special places myself.</li> <li>-Of all the extra tasks to be done at the institution, this is the one I most enjoy doing.</li> <li>-I enjoy working with my colleagues and spending time with them on the trip.</li> </ul>
<b>STUDENTS</b>	
<ul style="list-style-type: none"> <li>-Informing the participants, and in cases where the whole group cannot go, what criteria do I use to select the travellers, and what problems might arise from this?</li> <li>-Who in the group has food sensitivities?</li> <li>-Who is prone to emotional instability (anxiety, homesickness, panic, etc.)?</li> </ul>	<ul style="list-style-type: none"> <li>-Who can I count on during the organisation? (broken down into tasks, e.g. who will help collect smaller expenses, who is responsible for keeping the mood light, who is the reliable one, the "island of calm", etc.)</li> </ul>
<b>PARENTS</b>	
<ul style="list-style-type: none"> <li>-Are there any communication difficulties?</li> <li>-Are there any sensitive or anxious parents, is there any tension between parents that could affect the dynamics of the project?</li> </ul>	<ul style="list-style-type: none"> <li>-Who can I count on among the parents (e.g. gifts for our host, brainstorming, finances, distribution of additional tasks)? Who is reliable in this regard?</li> </ul>
<b>PROGRAM</b>	
<ul style="list-style-type: none"> <li>-Choosing the most appropriate programme is key.</li> </ul>	<ul style="list-style-type: none"> <li>-We all love to collect experiences – the programme should be an experience for both students and teachers.</li> <li>-The teaching-learning process is more effective in extracurricular programmes.</li> </ul>

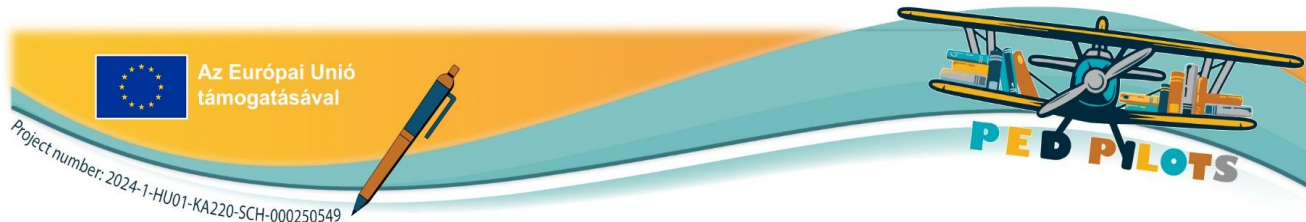


FINANCES	
-Is there anyone in the group who has difficulty with the financial implications of the programme? Do I need to adjust to this? Enforce payment deadlines.	-This is necessary; without it, no programme can be realised. -Can I possibly obtain funding? -Does a quality programme have to be cheap or good?
ACCOMMODATION	
-Choosing the right accommodation is difficult, but pre-determined criteria can help, so it is worth listing them!	-Students can get to know each other better by sharing accommodation, but it is worth asking the question: who will be sharing a room? Should it be those who are already good friends, or should I try to encourage them to make friends?
PAPERWORK, ADMINISTRATION	
-How much time will this take, and will it be detrimental to the project? How can I reduce this?	-It is good to have safety regulations and financial matters in writing so that they can be referred to and responsibility can be learned and taught.
PSYCHOLOGICAL FACTORS	
-Anxiety, homesickness, fear and panic may arise in certain situations – it is worth identifying in advance who is prone to these.	-Excursions are the best place to develop self-awareness and team building.
UNEXPECTED SITUATIONS	
-Unexpected obstacles may arise, which may even hinder the implementation of the programme. -Individual problems: feeling unwell, last-minute cancellations, inappropriate behaviour (alcohol among young people, responsible behaviour)	-Proper preparation is important! What can I do in unexpected situations? -Establish rules and regulations regarding discipline! -Have plans A, B, C, D... Z, but within certain limits!

## Task 2

You have already considered the many different problems that can arise when organising a trip, so it is important to start in good time, plan carefully and carry out our work consistently but flexibly.

Reviewing the tasks, organising them into a system, breaking them down into parts, prioritising them, and managing data and information in a practical way will help us with this.



To put it simply, let's make checklists and follow them! However, this task can also be performed at a higher level than everyday life.

- David Allen's book GTD – Getting Things Done presents an excellent system for managing our daily tasks. If you have the opportunity, read it and use the information it contains! (The book also comes with a workbook and a supplementary volume.)  
[https://www.libri.hu/konyv/david\\_allen.hatekonysagnoveles-stresszmentesen.html](https://www.libri.hu/konyv/david_allen.hatekonysagnoveles-stresszmentesen.html)
- The audiobook version of the book can be listened to at the following link: .  
<https://www.youtube.com/watch?v=n9aVvXc3DpQ>
- If you want quick and immediate knowledge, check out the following PPT with narration as a short summary of the book: <https://drive.google.com/file/d/1I4w1e9O6qVsuSqoY3g2S2Q6-NqcPlZnI/view>

### **Task 3**

If you are interested in task management in more detail, it is good to know that digital task managers are available on the internet, even free of charge. For your information, here are some systems that work on both phones and computers.

NAME	DESCRIPTION
ClickUp	Free for personal use, 100 MB storage space, real-time chat, task status visualisation
Airtable	free for individuals or small teams, attachments up to 1 GB, highly adaptable templates,
Todoist	unlimited storage, free, reminders, alerts, easy to use
Teamwork	Free for up to 100 MB and 5 users, simple interface with tables, Gantt charts for projects, real-time collaboration
Asana	Free for up to 15 people and an unlimited number of projects, priority management, filters, deadline setting

- Based on the overview, choose a system, download it and take a look!
- Consider whether it would be useful for your organisational tasks! Can the platform be adapted to the expected tasks, the division of labour, and the needs and capabilities of the participants?
- Keep in mind that it is important for the collected data to be in one place, for the system to be reliable, accessible at all times, and expandable! Does the selected system meet these criteria?
- Find out about the experiences of former colleagues, superiors, travellers, our guests, and online groups about these task managers and digital calendars!



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Make a note of and keep in mind the most important criteria for task lists!

1. Well-organised, categorised task lists result in faster and more confident work.
2. It is worth categorising by topic and then by task type.
3. Effective work organisation also involves delegating tasks.  
delegating tasks.
4. If a task can be completed in a few minutes, it is worth doing it immediately.

#### **Task 4**

Imagine a trip you are about to take, then select the relevant aspects! You can select several aspects per row, but focus on the relevant information!

List of aspects

GOAL	rest, experience 	 study	team building 
TRAVEL	bus 	train 	airplane 
AGE GROUP	10-13 	14-18 	Over 18 
DURATION	1-4 days	5-10 days	Longer than 11 days
NUMBER OF PEOPLE	Less than 8 persons	9-20 persons	20-50 persons
COUNTRY	Domestic 	EU country 	non-EU 
ENVIRONMENT	urban 	natural 	other
SUPPLY	self-organised 	external organiser 	other



The previous considerations have helped you define your imaginary journey. Below you will find lists that may be useful when planning and implementing your trip. Choose the ones you would use when preparing for the trip you are leading!

Our helpers: the checklists	
1.	PASSENGER LIST: travellers' personal details (place and date of birth, mother's name, address, telephone number, ID number, chronic illnesses, medication)
2.	Contact details of travellers' contacts (parents' contact details, involvement as helpers, useful knowledge)
3.	aggregate data, parameters, shared documents and costs of the group (number of people, which school, boys/girls, special dietary or other requirements)
4.	personal data and tasks of colleagues involved in the organisation and implementation
5.	FINANCES how much should students budget for (prices, mandatory expenses and spending money, cash or bank card, currency exchange, exchange rates)
6.	Group budget, costs of accompanying persons
7.	What and how to pack for the trip (suitcase/travel bag, documents, meals, etc.)
8.	What and how to pack for the stay (clothing, hygiene, meals, etc.)
9.	Preliminary agreement on rules (rules of conduct, rules for living together, accident prevention, telephone use, etc.), consent forms
10.	PROGRAMME schedule – day by day, hour by hour, equipment requirements, locations, mandatory and alternative programmes, possibly indicators of success
11.	Leisure programmes available on site for spontaneous implementation (distance from accommodation, duration, price, outdoor or external) and location-independent team-building games
12.	local attractions, information about the natural and social environment, typical foods, Hungarian references, souvenirs
13.	local customs, rules, etiquette, difficulties (use of telephone and internet, loss, accidents, weather, religion, safety, edible and drinkable items, use of toilets)
14.	useful tips (sources of information, useful websites, telephone tips, collecting souvenirs, photography, communication, opening hours)
15.	PAPERWORK insurance (health care, lost items, damaged luggage, flight delays or cancellations, etc.), visas, and other individual/group administration
16.	Preparation of ACCOMMODATION (safety, facilities, accessibility, distance from programme locations, central location, services provided) <a href="https://utazaskatalogus.hu/utazasi-tanacsok-hasznos-tippeket-for-travellers/">https://utazaskatalogus.hu/utazasi-tanacsok-hasznos-tippeket-for-travellers/</a>



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17.	MEALS equipment necessary for eating, equipment necessary for food preparation, conditions and possibilities for eating
18.	medicine kit (sun protection, injuries, insect bites, unfamiliar foods) <a href="https://kalmia.hu/egeszseg/eletmod/utipatika-lista-mit-vigyunk-magunkkal-a-nyaralásra">https://kalmia.hu/egeszseg/eletmod/utipatika-lista-mit-vigyunk-magunkkal-a-nyaralásra</a>
19.	against loss and theft <a href="https://utazas-nyaralas.info/blog/utazasi-tippek-tanacsok/soha-ne-hagyjunk-el-semmit- pickpockets">https://utazas-nyaralas.info/blog/utazasi-tippek-tanacsok/soha-ne-hagyjunk-el-semmit- pickpockets</a>

Among the *supporting materials*, we can find additional useful lists that can be compiled from other perspectives.

### **Task 5**

Choose from the following situations and match them with what you think is the right thing to do!

Situations:

- A) You are taking a group abroad, you have been to this city several times before, you know the sights, but one evening the sightseeing is ruined by rain.
- B) We should bring gifts for our hosts that are typical of our country and express our gratitude.
- C) I hear on the news that there are relatively frequent protests among public transport drivers in the destination country.
- D) One of the students suddenly feels ill in the restaurant.

Possible solutions:

- 1) I delegate the task to the parents
- 2) the children can solve the problem without me
- 3) This is a task that needs to be solved immediately – I have already prepared a list of possible helpers for this purpose
- 4) I don't need to deal with this
- 5) I have a task to complete, but my prepared list includes alternative options

*(Solution: A-5, B-1, C-5, D-3)*



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## Summary

- Make ourselves and our colleagues aware of the complexity of the task, and determine which major tasks need to be completed!
- Choose a system (either paper-based or digital) in which to record and track the work and keep in touch with our helpers!
- Break larger units (also known as projects) down into subtasks that can be scheduled and specified on a day-to-day basis.
- Create checklists based on multiple criteria, which should be clearly defined according to when we use them (before, during, or after the trip) or according to whether they contain useful information or tasks to be completed.

## Supporting materials

On these pages, you will find practical, useful lists for preparing for and carrying out your trip.

<https://www.hello-travel.hu/blog/14:utazasi-tippek-es-trukkok-hogyan-keszuljunk-fel-egy-hosszu-utra.html>

<https://googiehost.com/hu/blog/legjobb-feladatkezel%C5%91-szoftvereszk%C3%B6z%C3%B6k/>

<https://utazgatok.hu/utazasi-tippek-tanacsok/altalanos-utazasi-tippek-indulas-elott/>

<https://utazgatok.hu/utazasi-tippek-tanacsok/hasznos-mobil-okostelefon-alkalmazas-okostelefon-utazas/>

<https://www.mondial-assistance.hu/hasznos-utazasi-tanacsok/utazasi-ellenorzo-listak.html>

## Check task

Select the alternative that you think results in more efficient, less stressful task management and travel planning !

1. Writing lists is a waste of time/well-organised, categorised task lists result in faster and more confident work
2. There should be one list/it is worth categorising by topic and then by task type within that topic
3. Delegating is a sign of uncertainty/ Delegating tasks is part of effective work organisation



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4. if a task can be completed in 5 minutes, do it/ if a task can be completed in 2 hours, do not put it on the list

*(More efficient solution: 1. second, 2. second, 3. second, 4. first)*

## Sources

<https://www.youtube.com/watch?v=n9aVvXc3DpQ>

<https://www.hello-travel.hu/blog/14:utazasi-tippek-es-trukkok-hogyan-keszuljunk-fel-egy-hosszu-utra.html>

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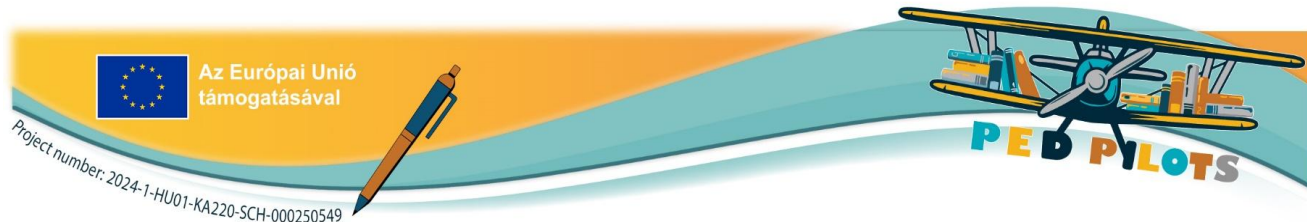
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<https://utazaskatalogus.hu/utazasi-tanacsok-hasznos-tippek-for-travel/>

<https://kalmia.hu/egeszseg/életmod/utipatika-lista-mit-vigyunk-magunkkal-a-nyaralásra>



## 4. Leisure time organisation - team building

### Introduction

During the training, teachers will gain practical knowledge about organising leisure activities for international mobility programmes, multi-day trips and professional internships. The training covers the possibilities for spending free time in a structured and meaningful way, as well as the role of team-building activities in strengthening group cohesion. During the training, teachers will learn about and try out various methodological ideas, games, questionnaire templates and practical suggestions, which they can use to involve students in the planning and implementation of programmes. The aim of the leisure activities is to promote stronger relationships between participants, improve communication and encourage acceptance of cultural differences.

### Objectives

The aim of the curriculum is to help educators organise leisure activities for mobility programmes in a conscious, enjoyable and community-building way. Shared experiences, challenges and tasks create opportunities for mutual understanding and the development of cultural sensitivity, which in the long term improves group dynamics and increases the effectiveness of the programme. The positive experiences gained during team building can help participants become more open to change and adapt more easily to new environments.

1. Developing organisational and logistical skills
2. Emotional and motivational support for students and teachers
3. Developing self-awareness and awareness of others
4. Developing communication skills
5. Developing a reflective approach

### Time allocated to the teaching unit

135-180 minutes



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## **Learning outcomes**

### ***Planning, organising and evaluating pedagogical processes***

- Flexible and creative time management
- Application of experiential learning tools
- Reflective thinking about the effects of leisure activities

### ***Developing student personality***

- Supporting emotional and social skills
- Developing students' self-awareness and self-confidence

### ***Assisting the formation of student groups and communities***

- Conscious shaping of group dynamics
- inclusive, cooperation-based approach
- applying team-building techniques

### ***Communication and cooperation with students and teaching partners***

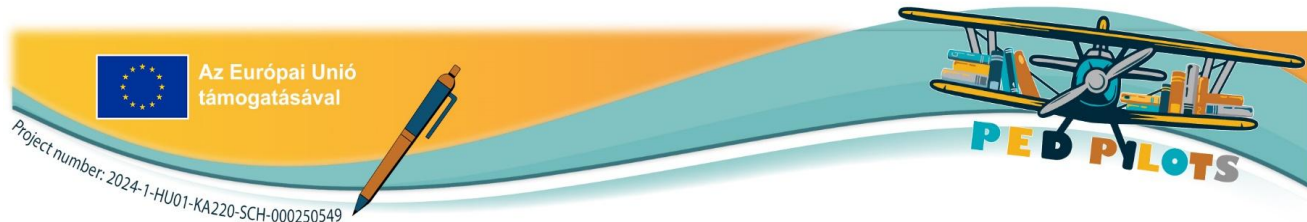
- Open, empathetic communication
- Cultural sensitivity and intercultural competence

### ***Professional cooperation and communication***

- Planning joint programmes with colleagues and partners
- sharing experiences and thinking together

### ***Commitment and professional responsibility***

- Conscious support for students' well-being and development
- positive, motivating teaching attitude



## The curriculum through practical exercises

### I. Needs assessment

#### *Leisure planning toolkit*

##### **Task 1**

##### **Word association game – “What comes to mind? – Shared leisure map”**

**Objective:** To stimulate students' thinking and map their experiences and preferences related to spending their free time. The game helps to develop social relationships, self-awareness and cooperation.

**Tools:** Large wrapping paper, post-it notes, felt-tip pens or online collaborative board, e.g.

Padlet – visual, simple, freely customisable interface

Mentimeter – voting, word clouds, real-time responses

Jamboard – simple digital board with Google account

**Description:** The teacher writes the word "free time" in the middle of the board (or digitally in the centre).

The students begin to collect keywords verbally, on post-it notes or digitally: "What comes to mind?"

There are no right or wrong answers – every idea is added to the shared space.

The teacher works with the students to organise the words that have been written down.

##### **Possible topics:**

Active (e.g. walking, hiking, travelling, adventure park, cycling)

Relaxing (e.g. reading, sleeping, relaxation)

Individual (e.g. listening to music, painting)

Social (e.g. board games, spending time with friends, baking, cooking)

**Reflection for the teacher:** Why are these activities important to them?



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## **Task 2**

### **Sticker voting – "Which programme interests you the most?"**

**Objective:** To involve students in joint programme planning, to learn their opinions, and to develop their decision-making skills and sense of responsibility. To lay the foundations for shared experiences by choosing from a range of options together.

**Tools:** A large poster or board with different programme ideas (e.g. pictures and labels: film club, sports, creative activities, music, excursions, culture, board games, community cooking)

Stickers: coloured dots or emoticons (e.g. 😊 – 'like', 😞 – 'not interested', ! – 'would really like')

Alternative online version: Slido, Mentimeter

**Description:** Teacher's tasks: Prepare a flipchart with clearly visible programme ideas (illustrations recommended).

Think ahead: what activities are realistic within the given school framework (location, time, cost)? Prepare 3–4 stickers for each student (with different emoticons if differentiated assessment is the goal). Tell the students that they can decide for themselves what joint programmes they would like to do. Briefly present the options and explain them if necessary. E.g. Creative activities can include drawing, model making and painting.

**Voting:** Each student receives 3–4 stickers. Ask them to stick the stickers on the activities that interest them the most. For uniform stickers: only positive choices count. For mood stickers: they can also indicate differentiated opinions.

(e.g. 😊 = like, 😞 = not interested, ! = favourite)

The teacher should conduct the vote:

Which programme received the most votes?

Were there any surprises?

What types of programmes were the most popular?

Encourage students to express their opinions!

Why did you choose this?



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Who would like to organise this programme?

Based on the 1–2 most popular programme ideas, joint planning can begin. Students can also be involved in the preparation (taking on tasks, gathering ideas, implementation).

The teacher can initiate project-based work around the selected activity (e.g. planning an excursion, making posters for a film club).

Competencies developed:

Decision-making, community thinking, responsibility, communication and debate culture.

### **Task 3**

#### **Mini questionnaire "What do you do to recharge your batteries?"**

**Objective:** The questionnaire helps students become aware of their leisure habits, areas of interest and openness to new experiences. It provides useful feedback for teachers on the types of activities that are worth building on in community programmes.

Development focus: Self-awareness, self-expression, reflective thinking, social openness and cooperation, digital competence (in the case of a digital questionnaire)

Suggested basic questions:

What activities do you enjoy in your free time? (e.g. listening to music, cycling, spending time with friends, reading, etc.)

Do you look for active or relaxing activities in your free time? (e.g. I like to play sports. / I prefer to watch films or relax.)

Which activities would be new experiences for you? (e.g. crafts, community cooking, board game club, excursions)

What would you like to do with others? (e.g. dancing, chatting, sports, playing music)

**Tools:** Digital device (tablet, phone, smart board), internet

Online questionnaire platforms:

Mentimeter: Open-ended, Multiple Choice or Word Cloud format

Kahoot!: can also be used in quiz or survey mode

Google Forms: simple questionnaire creation



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### Offline questionnaire version:

Printable questionnaire sheet (for personal completion)

Example:

Questionnaire: Leisure activity preferences

Name (optional): \_\_\_\_\_

1. What types of leisure activities do you enjoy most? (Select 3!)

- Active exercise (e.g. walking, running, sports)
- Creative activities (e.g. drawing, crafts)
- Board games
- Rest and relaxation (e.g. reading, listening to music)
- Excursions, nature walks

Others: \_\_\_\_\_

2. Do you prefer to spend your free time alone or with others?

- Alone
- In a group
- Both

3. What length of programme do you prefer?

- Short (30 minutes – 1 hour)
- Medium (1–3 hours)
- Longer (half a day, whole day)

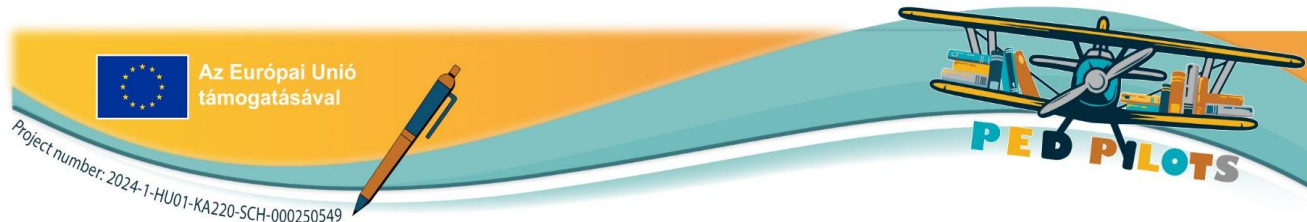
4. Are there any leisure activities you would like to try?

.....

Taking into account the results of the questionnaire, discuss with the participants sitting in a circle or in small groups:

Which activity was the most popular?

What differences were there in preferences?



How can these different needs be reconciled in joint programmes?

Work together to make a list of the most interesting and most supported activities that the group would like to do.

**Description:** Choose the format of the questionnaire (digital or paper-based). If digital, create the questions on the device, e.g. question 1 in Mentimeter in Word Cloud format, question 2 in Multiple Choice format, etc.

Think about how you will process the responses: joint projection, individual feedback, group summary?

As a warm-up, discuss the following questions with your students:

What does recharging mean to you?

What really helps you switch off or gives you energy?

Explain that the purpose of the questionnaire is to get to know each other and themselves better, and that they can use this as a basis for planning joint programmes later on.

For the online version: students fill out the questionnaire on their own devices. The teacher can display the results live on a projector (e.g. Mentimeter word cloud, Kahoot! results).

It is worth summarising the answers thematically:

Which activities occurred most often?

Are there any that many have not tried yet but would like to try?

Are there any common features in the answers (e.g. many people like to play sports or be together)?

It is recommended to involve the students in the interpretation:

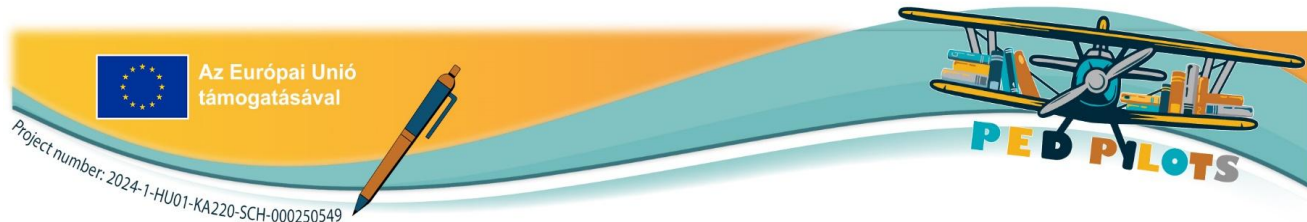
Did anything surprise anyone?

Did you find any answers that you could relate to?

Which of these things could we try together?

The participants' answers help in planning community programmes. For example, after previous activities, you can hold a vote or brainstorming session to find out what kind of programme people would like, and shape future events accordingly.

It is possible to build on the results of the questionnaire for further self-awareness or community-building discussions.



**Tip:**  
Use visualisation: word clouds, diagrams, icons, which aid interpretation and make processing more enjoyable.

Digital resources:

Mentimeter: [www.mentimeter.com](http://www.mentimeter.com)

Kahoot: [www.kahoot.com](http://www.kahoot.com)

Google Forms: [forms.google.com](https://forms.google.com)

## II. Thematic programme ideas

### *Getting to know each other, team building*

Team building is more than just a game; it is a conscious process during which participants get to know each other better and a confidential, open atmosphere is created for sharing opinions and experiences. This promotes the development of cooperation skills and supports the formation of a motivated, unified team. Choose from the games below to find the one that best suits your group's needs and create a productive and enjoyable experience together!

The following games are for groups where the members do not know each other.

#### **Task 1**

##### **Name & movement**

**Objective:** To learn names, strengthen attention and non-verbal communication, and break the ice.

**Materials:** Nothing is needed except space to stand in a circle.

**Description:** Stand in a circle. The first participant says their first name and then performs a related movement (e.g. jumps, waves, bows their head). The others repeat the name and movement together. Everyone takes turns, and the group repeats after each person.

Advanced version: at the end, someone volunteers to repeat the series (names + movements).

Teacher's tip: Encourage playfulness and accept simple movements!



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## **Task 2**

### **Speed meeting**

**Objective:** Quick connection, relaxed getting to know each other, developing communication skills.

**Equipment:** Stopwatch or phone to measure time.

**Description:** Participants stand or sit in pairs facing each other.

The teacher gives an instruction or asks a question (e.g. What is your first memory of school? What is your favourite food? Tell me about a strange habit you have, etc.). Participants have 2 minutes to talk (1 minute for one person, 1 minute for the other). When the time is up, they switch: everyone continues with a new partner and a new question.

Sample questions:

Which city would you like to visit right now?

What is the first thing you do after school?

What is your strangest habit?

Do you have a special item that you always carry with you?

Teacher's tip: You can facilitate the conversation with question cards or a projector. Emphasise that there are no right or wrong answers; the goal is to have fun and listen to each other.

## **Task 3**

### **Common ground game**

**Objective:** To strengthen the community experience, recognise similarities, and quickly form groups.

**Materials:** Space for free movement.

Description: Group members spread out in the given space. The teacher makes a statement:

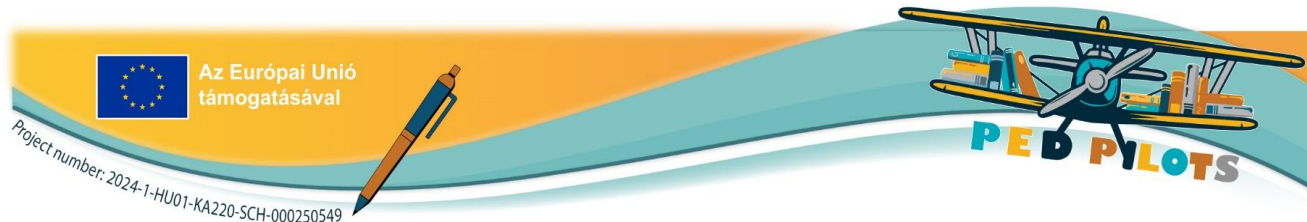
Form groups of three with those who have siblings.

Find two people who have the same favourite colour.

Find someone who was born in the same month as you.

The students walk around and quickly find partners for whom the statement is also true.

After a few minutes, a new round begins with new instructions.



Topics could include, for example

They like sports / sweets / reading.

They are left-handed.

They always eat breakfast.

Have lived abroad.

Teacher's tip: This can also be used later if you want to draw attention to new commonalities. You can also take photos of the emerging "mini-communities".

#### **Task 4**

##### **"I am the one who..." - identity game**

**Objective:** Self-expression, acceptance of others, awareness of community diversity.

**Materials:** Chairs arranged in a circle, or sitting on the floor, with enough space for everyone.

**Description:** Participants sit in a circle.

The first student says:

I am the one who likes to dance.

I am the one who is afraid of dogs.

I am the one who is always late.

Those for whom this is true stand up or raise their hands to indicate that they share the experience.

The circle continues: everyone says something about themselves.

Teacher's tip: It is worth encouraging light, neutral statements at the beginning. As the group becomes more comfortable, deeper or more personal "confessions" may emerge. To conclude, you can ask questions such as: What surprised you? Did you feel that you were not alone in something?

#### **Task 5**

##### **Come to me if you...**

**Objective:** Connection, paying attention to each other, learning names and recalling shared experiences.

**Materials:** Chairs arranged in a circle (number of chairs equal to the number of participants plus one)



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**Description:** The group forms a circle, everyone sits down, leaving one chair empty. The person sitting to the left of the empty chair says:

"Come sit next to me if you... like dogs / don't like coffee / were with me on the trip / had a good laugh yesterday" ...etc.

Those to whom the statement applies try to quickly move to the empty chair. The seating arrangements change, making the game lively. The person sitting to the left of the new empty chair starts again.

Teacher's tip: Start with light topics, then move on to more personal connections.

## **Task 6**

### **3 truths, 1 lie**

**Objective:** Self-awareness, communication skills, playful thinking.

**Materials:** Paper, pen or verbal circle.

**Description:** Everyone writes/says four statements about themselves – 3 true and 1 false. The rest of the group guesses which one is false. The participant reveals the answer and can talk about the other statements if they wish.

Teacher's tip: Encourage interesting but believable "lies" – this enhances the experience.

## **Task 7**

### **Trust building**

Also recommended for groups where the members already know each other to some extent.

#### **a) Cards with personal questions**

**Objective:** Emotional closeness, personal sharing, getting to know each other on a deeper level.

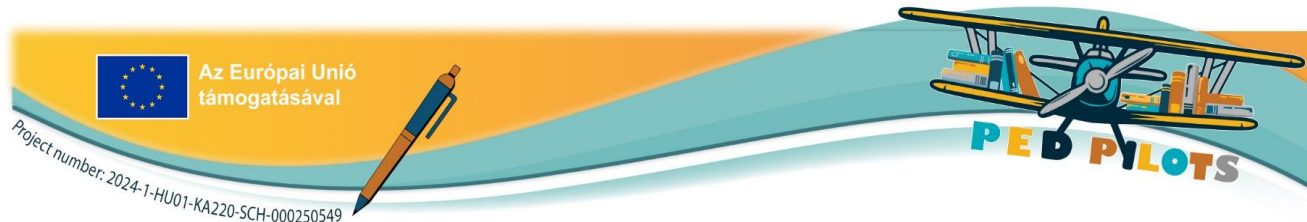
**Tools:** question cards

What are you proud of from the past year?

What do few people know about you?

Who has had the greatest influence on you?

When was the last time you felt truly happy?



Description: Participants draw a card in a circle, in pairs or in small groups. The person who drew the card shares their answer (on a voluntary basis).

The others listen without commenting – respect and safety are key.

### **b) Blind leading**

Equipment: blindfold (can also be played with eyes closed), designated safe route (room or yard).

**Description:** Form pairs, with one member closing their eyes. Their partner guides them slowly and safely, either verbally or by holding their hand. Then switch roles and reflect together:

How did it feel to trust someone? What did you have to pay attention to?

Teacher's tip: Discuss what they learned about trust and each other.

## **Task 8**

### **Cooperation**

**Objective:** Teamwork, creative problem solving, communication.

#### **a) Tower building**

**Materials:** Sticks, modelling clay, straws, newspaper, glue – anything.

**Description:** Work in small teams to build the tallest and most stable tower within a given time (10–15 minutes). At the end of the game, present and measure the height of the tower and reflect on the teamwork.

#### **b) Living statue**

Description: Working in small groups, participants must create a living picture of a given concept (e.g. 'team', 'friendship', 'conflict').

The group 'freezes' at a given moment, and the others interpret the statue.

Discussion: what did they see, what could it mean?

## **Task 9**

### **Shared values – developing a "team culture"**

**Objective:** To jointly establish rules and values, strengthen responsibility, and form a community identity.



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### a) Creating "team rules"

Description: Brainstorming in groups

What makes a community work well?

What do we need to feel good together?

The teacher should collect the rules on a flipchart or online board.

Topics may include: outings, order, shared spaces, areas of responsibility, principles of behaviour.

The final rules are voted on together.

### b) Creating a 'team constitution'

The rules are compiled into a short, concise document, which can be illustrated, collaged or digital.

Everyone signs it, thereby committing to cooperation. This helps to promote responsibility, conflict management and joint decision-making.

## III. Community-building and intercultural experience programmes

**Objective:** to present outdoor, cultural and interactive activities that help to: explore the city and local culture; promote intercultural learning; deepen team cohesion; actively involve participants

### Task 1

**City exploration game** (treasure hunt, geocaching)

**Objective:** To deepen local knowledge in a playful way, teamwork.

**Tools:** Map or app (e.g. Actionbound, Geocaching, or your own QR code trail) Mobile phone, writing materials, task sheet. Reward at the end (e.g. badge, chocolate, souvenir card)

**Description:** Organisers prepare a route with tasks in advance (e.g. find the blue statue).

Participants travel in small teams, collecting photos or answers. At the end, there is an evaluation and discussion of the experiences.

Teacher's tip: Ask for help from the local Tourinform office, museum, or even local young volunteers.



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## **Task 2**

### **Local Culture Day**

**Objective:** Cultural awareness, community spirit, mutual learning

**Description:** Students present their own culture (traditional clothing, music, dance, food)

Visit to a local museum or gallery

Themed walks (e.g. in the historic part of town)

Creation of interactive stations where each nation sets up a "corner".

Exhibition, tasting, music and dance performances.

## **Task 3**

### **Cooking together – Evening of flavours and cultures / preparation of local specialities**

**Objective:** Joint creation, experiencing cultural diversity

**Description:** Coordination with the local partner organisation, which will assist with the cooking.

Small teams cook based on jointly selected recipes, with each team preparing its own speciality.

Ingredients must be purchased in advance.

Kitchen, serving utensils, pay attention to allergens!

After dinner, there is an opportunity for conversation and listening to music.

Example: Let's learn how to roll out wide noodles! or Let's cook lecsó, but each nation can add their own favourite flavours.

Reflection: After each programme, help the students to interpret and process their experiences (e.g. discussion group, drawing, writing a post).

## **Task 4**

### **Learning local dances**

**Objective:** Movement experience, cultural immersion

**Description:** Find a local dance association, folk dance group or modern dance studio.

Have the participants learn a short choreography.

You could even organise a flash mob in the town square!



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## **Task 5**

### **Photo hunt / selfie tour**

**Objective:** To learn about the city's landmarks in a playful way

**Description:** Participants must take photos of specific locations according to a pre-determined list (e.g. "statue depicting an animal", "bridge", "old street sign").

The photos can be viewed together in a slideshow.

Recommended apps: Goosechase, Scavify (with interactive missions)

## **Task 6**

### **Culture Night**

**Objective:** to learn about each other's cultures, traditions and identities.

Content elements may include:

Mini-presentations (school, city, famous people)

Tastings, pictures, music

Fun quizzes, interactive games

Teacher's tip: This can also be the closing event of the project or exchange programme, where certificates and small gifts are handed out.

## **Task 7**

### **Visit to a local organisation**

**Objective:** Social awareness, active citizenship

Suggested partners:

Civil organisations (e.g. animal shelters, environmental associations)

Cultural centres, community centres

Youth offices, integration service providers

Teacher's tip: It is also worth organising discussions, e.g. with local volunteers.



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## **Task 8**

### **Craft activity**

Objective: Creativity, experiencing local culture in a tangible way

Ideas:

Pottery painting, beadwork, felting, folk art motifs

Involvement of local craftspeople

### **Supporting materials**

1. Playful team building, social competence development

Júlia Szekszárdi: Cooperative learning – theory and practice. Educational Research and Development Institute <https://ofi.hu>

Basics of the Gordon method: Teach me how to do it! (Relationship development, I-messages)

Handbook: Playing in a group – A guide to developing group dynamics through play (Gondolat Publishing House)

Online tools:

Community-building exercises for children

<https://www.youtube.com/watch?v=73qJtSdXR8Y>

<https://www.playmeo.com/>

<https://youtu.be/Myf2CUx9E60>

<https://youtu.be/pa1A61vdr8g>

2. Intercultural learning and awareness raising

Compass – Manual for Human Rights Education with Young People (Council of Europe)

<https://www.coe.int/en/web/compass>

3. City exploration, informal learning

Actionbound – creator of urban treasure hunt games

<https://en.actionbound.com/>



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Geocaching international portal:

<https://www.geocaching.com/>

Mobile-friendly interactive game creation (e.g. QR code walk):

<https://learningapps.org>

4. Participation and decision-making (voting, value selection)

Padlet – brainstorming, word association, images, links in one place

<https://padlet.com>

Mentimeter – live questionnaires, surveys, word clouds

<https://www.mentimeter.com>

Kahoot <https://kahoot.com>

5. Gastronomy and cooking together – from an educational perspective

Taste of Culture methodology handbook (IFSA) – cultural awareness through gastronomy

<https://www.ifsa-network.org>

EUNIC project: Food and Intercultural Dialogue

<https://eunicglobal.eu/>

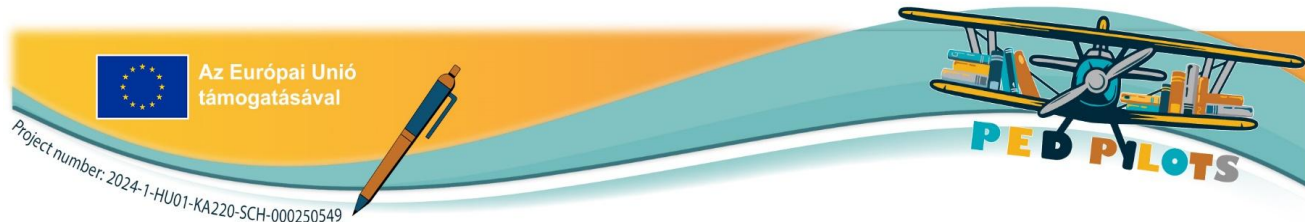
<https://foodcorps.org/10-tips-for-a-successful-cooking-class/>

[https://www.iborghidelleduevalli.it/en/dettaglio-offerta/-/dettaglio/cooking-class-with-nonna-marcella\\_5176\\_service](https://www.iborghidelleduevalli.it/en/dettaglio-offerta/-/dettaglio/cooking-class-with-nonna-marcella_5176_service)

6. Student activity, reflective processing

<https://mersz.hu/falus-szucs-a-didaktika-kezikonyve//>

REFLECT toolkit: Reflective Learning Toolkit for Youth Work



Youthpass and learning diary: for evaluating intercultural projects

<https://www.youthpass.eu>

Judit Szivák (2014). Reflective theories, reflective practices, ELTE ISBN 978-963-284-482

Chrome

extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.eltereader.hu/media/2016/05/Szivak-  
\_READER.pdf

Handbook on experiential education – (European Youth Centre, Mobility, SALTO)

<https://www.mobilitas.hu>

Hungarian Drama Education Association <http://drama.hu>

## Assessment tasks

### **Task 1:**

- What have you learnt that you would definitely like to try out at home with your own class after the trip?
- What types of learners/student groups do you find "more difficult to engage" and why?
- Which of the themed icebreaker/team-building games did you like the most? List four games from among those mentioned.
- What games would you use to build trust? Name two games.
- What game would you use to develop group cooperation?
- List the types of tasks that can be used to organise community-building and intercultural experience programmes.



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## **Task 2** Methodology reflection – evaluation of 3 techniques

Fill in the table below:

Method	What did you like about it?	Where would you use it?	What difficulties do you see in it?
Word association game			
Sticker voting			
Mini questionnaire			

### **Sources**

<https://www.halo.hu/index.php/kiskozossegek/segedanyagok/jatekok/csapatepito-jatekok>

[https://youtu.be/u2o\\_gr0CDv8](https://youtu.be/u2o_gr0CDv8)

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<https://digital.batortabor.org/csarnok/csapatepito-osztalykirandulas/>

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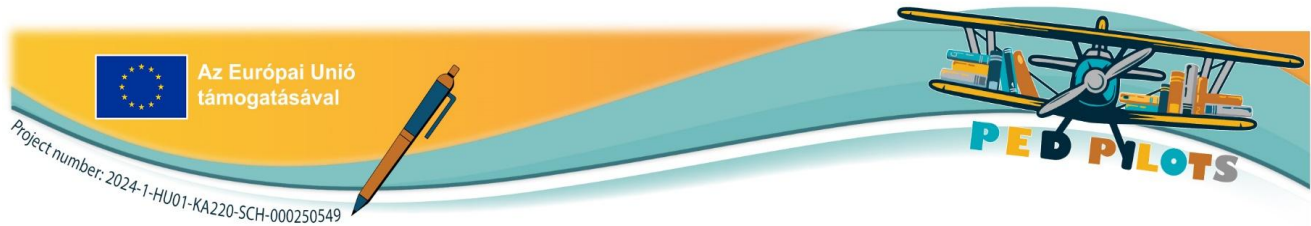
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<https://www.cookinumbria.it/>

<https://www.vinigoretti.com/en/cooking-class/>

<https://mersz.hu/falus-szucs-a-didaktika-kezikonyve//>



## 5. Good vibes all around – expressing and regulating emotions

### Introduction

In this module, participating teachers will learn about the basic principles of emotion regulation at different stages of life. Special attention will be paid to homesickness, the most common problems of adolescence, and the development of teachers' own emotion regulation strategies in difficult situations. The aim of the module is to provide teachers with effective tools for consciously managing emotions, both in relation to their students and themselves.

### Objectives

The aim of the teaching unit is for participants to acquire practical skills that contribute to the creation of a positive, safe and supportive school environment. The training focuses on the development of the following key competences:

- Conflict management and group dynamics skills: participants will learn to recognise dynamic processes within the group and will be given tools to help them prevent and constructively resolve conflicts. Their cooperation skills and empathy will improve, and they will become capable of managing tensions and strengthening group cohesion.
- Safety and emergency skills: participants become more informed about ways to maintain a safe school environment, including prevention, recognition and rapid response measures. They become capable of applying basic emergency protocols and become more aware of how to handle crisis situations.
- Emotional and motivational support for students and teachers: the training develops participants' emotional intelligence and their skills in using supportive communication and positive reinforcement. Participants will be able to respond sensitively to the emotional needs of students and colleagues.



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## Time allocated to the curriculum

135 minutes

## Learning outcomes

The following areas of teacher competence are expected to develop:

1. personal development, individual treatment
2. group and community development (openness, creating opportunities, developing a culture of reasoning, mutual respect, acceptance, cooperation)
3. Communication, conflict management (cooperation, problem solving, maintaining relationships, compliance with regulations, authentic communication, accepting feedback, ability to persuade and be persuaded)

## The curriculum through exercises

There are several chapters in this teaching unit. It is worth studying all of them to master the teaching material, but you can also choose according to your interests. Chapters of the teaching unit:

1. Dealing with homesickness
  - 1.1 Dealing with homesickness in 6–12-year-olds
  - 1.2 Dealing with homesickness in 12–18-year-olds



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## 2. The most common problems encountered during travel in adolescence

### 2.1 Risk-taking behaviour

### 2.2 Mood swings and emotional difficulties

## 3. Emotion regulation in teachers

### 1. Dealing with homesickness

*Before you start learning, please take a moment to reflect on yourself!*

*Think about it..*

- *When was the last time you felt homesick?*
- *How old were you?*
- *Where were you at the time?*
- *What helped you overcome this feeling?*
- *Please write down a few thoughts.*
- *Imagine the following situation:*

*On your first night at camp, a ten-year-old boy comes up to you. With tears in his eyes, he says:*

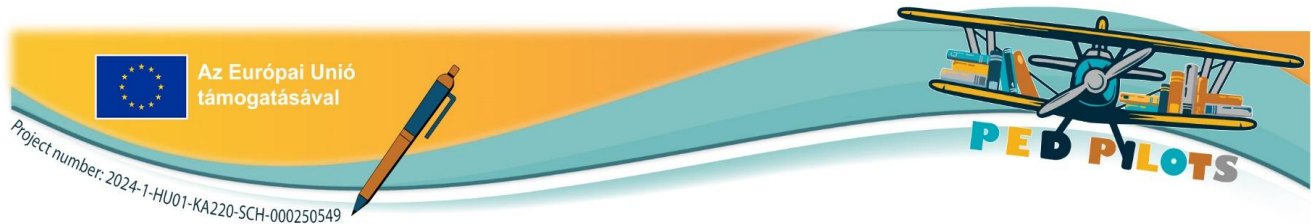
*"My tummy hurts... I want to go home to my mum."*

*You know that he is very close to his mother and that this is the first time he has been away from home. What would you say to him? What would you not say?*

*Please write down/formulate two sentences: one that you would say and one that you would definitely avoid!*

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## What do we know about this phenomenon – what is homesickness?

Homesickness is a completely natural feeling that occurs when someone misses important people, habits or objects – in other words, their familiar environment.

It is important to emphasize that homesickness is not an illness or a weakness, but a natural sign of emotional attachment. It can manifest itself differently at different ages. In the following, you can read about this broken down by age group:

### 1.1 Dealing with homesickness in children aged 6–12

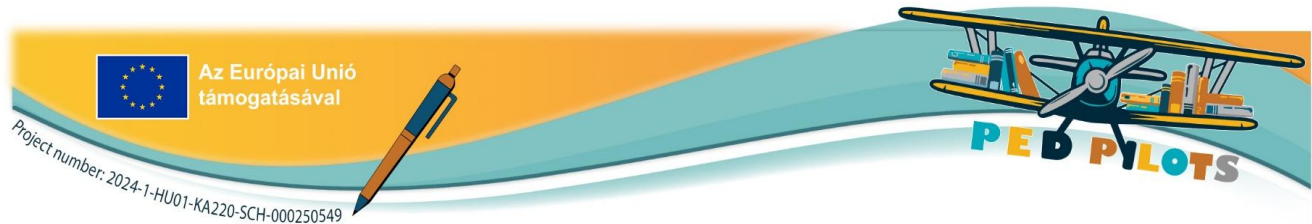
At this age, homesickness is common and natural, especially if the child is spending a longer period of time away from their parents for the first time.

Typical symptoms:

- Sadness, crying
- Withdrawal
- Stomachache, headache (psychosomatic symptoms)
- Loss of appetite
- Constant seeking of contact with parents

The biggest challenge at this age is for the child to learn to manage this feeling and not let it completely ruin the experience for them.

*Stop for a moment and think of a child you know who has experienced at least one of these symptoms!*

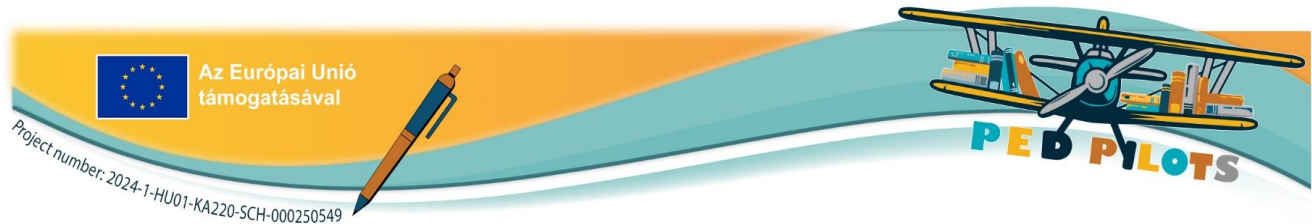


## Practical suggestions:

- Preparation: Talk to children about homesickness before travelling! It is important for them to know that this is a normal feeling that can be managed. Stories are also an excellent way to get children thinking and talk about it. (You will find a related story in the supporting materials: Makk Marci and Homesickness)
- Familiar objects or rituals: Allow them to bring something personal and comforting from home (e.g. a soft toy, a scarf, a family photo).
- Structured daily routine: Well-organized programs help distract children from feelings of loss.
- Encouragement box or letter: Ask parents to write a nice message to their children before they leave.
- Regulating contact: Constant phone calls can increase homesickness. It is recommended to call at 1-2 designated times per day.

## Specific tools that can help

- "Emotion map" (before departure)  
Goal: To raise awareness of emotions  
Method: Draw a travelling figure, then everyone writes or draws around it what feelings they expect from the trip.
- "Magic spell against homesickness" (during the trip)  
Goal: Distraction  
Method: Teach a positive, encouraging phrase every morning that the children can repeat. Example: "I am a brave traveler!", "Something good will happen today!"
- "Homesick buddy" (at the destination)  
Objective: Mutual support



Method: Divide the children into pairs so that each child has a partner with whom they can share their feelings and look for solutions.

## 1.2 Dealing with homesickness in 12–18-year-olds

Adolescents are more independent than younger children, but relationships are still important to them. Their homesickness often arises from the absence of their familiar surroundings, friends and routines.

Typical symptoms:

- Irritability, tension
- Withdrawal from social life
- Excessive use of mobile phones
- Changes in sleeping and eating habits
- Rule-breaking, rebellion – often an expression of inner tension

Important to know at this age, many young people do not admit that they are homesick – they often disguise the feeling as another problem.

- Help them develop independence!
- Give them small decisions to make! – this increases their self-confidence and reduces their feelings of separation.
- Consciously limit phone use! Allow contact but set specific times so that excessive use does not increase homesickness.
- Active distraction instead of emotional support: adolescents are more likely to gain coping skills through active, interesting activities than through long conversations.
- Give them responsibility! Ask young people to help younger children or take part in organisational tasks – this will make them feel useful and reduce homesickness.



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### Specific tools that can help

- Before departure: Survival kit

Goal: Conscious preparation

Method: Travelling students write down what they can do if they feel homesick.

E.g. listening to music, writing a diary, playing sports, a favourite object, someone to talk to.

- On site: Mentor pairs

Objective: Teachers should not be the only source of support

Method: Pair young people so that a more experienced one can help a less confident partner.

### **Task 1**

Now that you have studied the material, try to create your own toolkit!

### **Task 2**

Imagine that you are taking a small group on a 5-day trip abroad (you decide the age group). Based on the above, create your own plan using good practices that are close to your personality and that you think can help alleviate homesickness! Also, think about what you would say to the children, what you would say to the parents, and which small techniques you would use.

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2. The most common problems encountered during travel in adolescence



## 2.1. Risk-taking behavior

Before you start studying, please think about this situation:

*Two students disappear from their accommodation in the evening. It turns out that they secretly went into town to 'explore' the area. One of them thinks it's okay, while the other admits, somewhat fearfully, that 'there was a bit too much alcohol'.*

*Observe your feelings and thoughts! How would you react in this situation? Why do such things happen? Can they be prevented?*

In the following, we will look for answers to these questions by examining the theoretical background.

Why do adolescents seek danger? What forms can risk-seeking behavior take?

### Physical risk-taking

- Extreme sports, reckless stunts
- Fights at school or outside school
- Self-endangering behavior (e.g. deliberately breaking rules, seeking out accident-prone situations)
- Substance abuse and addictive behaviors
- Experimenting with and using alcohol, tobacco and drugs
- Excessive consumption of energy drinks and medicines
- Digital addictions: risky online challenges, gambling, excessive use of social media

### Risky social and emotional behavior

- Completing provocative, dangerous challenges on social media
- Forming dangerous relationships (e.g. meeting strangers on the internet)
- Aggressive or self-destructive conflict management (e.g. deliberately seeking danger during an argument)



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## Self-harming behavior

- Self-harm (e.g. cutting, burning, deliberately causing injury)
- Consciously unhealthy lifestyle (e.g. starvation, extreme diets, self-destructive habits)

## What could be behind risk-seeking behavior?

### Emotional and psychological factors

- Seeking challenges, boredom, need for stimulation
- Stress relief, suppression of inner pain
- Desire to attract attention, cry for help

### Environmental and social influences

- Peer pressure, compulsion to conform
- Dysfunctional family background, neglect, trauma
- School stress, pressure to perform, anxiety

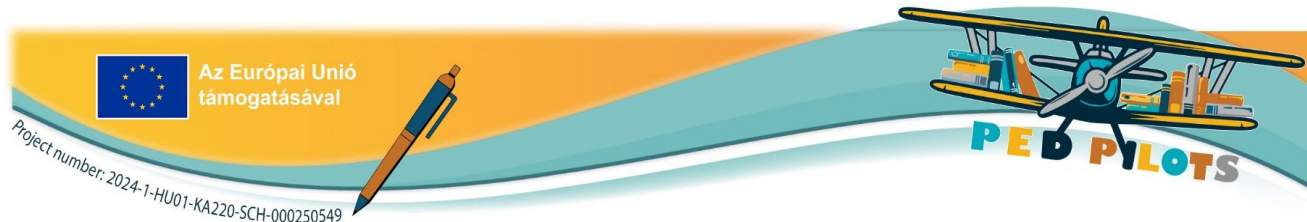
### Characteristics of adolescent brain development

- The limbic system (the area of the brain responsible for emotions) develops faster than the prefrontal cortex (the area responsible for self-control) in adolescents, making them more prone to impulsive decisions.
- Novelty seeking and risk taking are natural developmental characteristics at this age.

## How can teachers help?

### Early recognition and attention

- Timely detection of signs of risky behavior
- Understanding students' individual backgrounds and emotional states



## Creating a safe environment

- Creating an atmosphere where students can talk about their problems without fear of judgement
- Developing social relationships and building a support network

## Teaching alternative coping strategies

- Introducing healthy stress management techniques
- Developing self-assessment and self-reflection

## Managing peer pressure

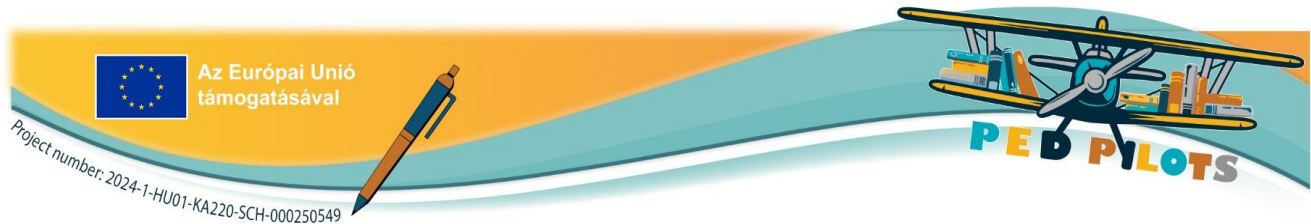
- Developing critical thinking in relation to challenges and risky behaviors seen on social media
- Initiating conversations with students about peer pressure and how to deal with it

## Practical techniques and strategies for dealing with risk-seeking behavior

Preventive strategies (prevention, preparation): risky behavior and its consequences - joint rule-making, discussion: what do they think is acceptable, what substances do they use, what stories have they heard. It is important that travelling students recognize the role and responsibility of the adults who are responsible for them. They should also recognize that they are responsible for each other and that a single risky situation can cast a shadow over the entire trip.

- Possible task for travelers: Work together to find tragic stories that happened because teenagers went too far!

*Before moving on in the curriculum: search the internet for a case of risk-taking behavior that is one of your greatest fears! List your feelings and thoughts! Think about how you could use the text you have read as a preventive measure.*



## Questions to help students reflect on themselves

It is a good idea to prepare some initial questions for the discussions. These introductory questions may work well:

- "Why do I feel like I have to do this?"
- "What are the short- and long-term consequences of this decision?"
- "If a friend of mine did this, what would I say to them?"

## Techniques that can be used in a given situation (if the risky behavior has already occurred)

- **If the student is attempting something reckless or dangerous**

Empathetic but firm feedback: "I can see that you find this very exciting, but do you know what the dangers are?"

Seeking a joint solution: "Is there another way to experience this excitement more safely?"

- **If a student shows signs of substance use**

Be understanding and non-judgmental: "I'm worried about you and want to help. Can we talk about this?"

Seeking professional help: school psychologist, social worker, referral to support organizations.

- **If the student exhibits self-harming behavior**

Provide immediate support and safety: reassure the students that they are not alone.

Contact a professional: initiate a supportive conversation, refer them to the appropriate professional.

## In summary - What can teachers do?

- Clear rules from the outset – Communicate: before the trip, clarify what is expected, what behaviour is acceptable, when and in what circumstances, and who they can turn to!



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- Balance between strictness and connection – Set boundaries, but do not become the enemy!
- Talk about the consequences – Don't just forbid but understand the motivation!
- Recognize peer pressure – Help them become aware of the influence of their peers!

(In Unit 8, you can also read about how to draw up a contract with your travelers. It is worth including the consequences of risky behavior in the contract.

**Task 1** Imagine that you are preparing for a mobility programme. Write down three rules that you would definitely communicate to the students in advance, and how you would justify them!

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**Task 2** Please pause for a moment! Take a few minutes to write down at least three thoughts that you will definitely take away from this chapter! What was new to you, or what did you learn? Perhaps it is something you already knew, but now want to be aware of so that you can easily recall it at any time?

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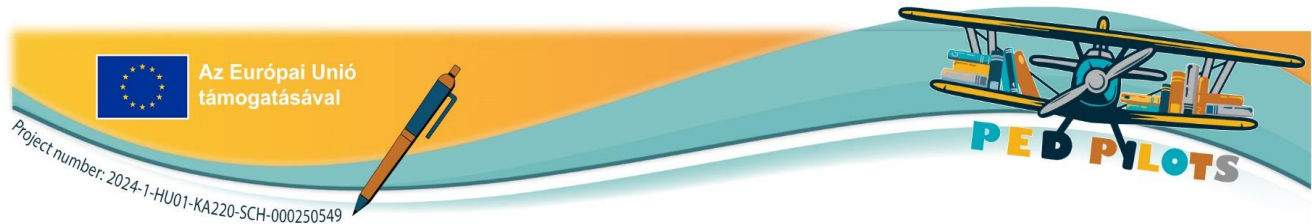
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## 2.2. Mood swings and emotional difficulties

*Before you start studying, please think about this situation:*

*A student has been quiet for days, barely speaking, seemingly tired, and saying "I don't care" to everything. The next day, he becomes angry with his classmates for no apparent reason. Does this situation sound familiar? Have you ever experienced this when taking teenagers on a trip?*

In the following, we will discuss these and similar cases.



## The psychological background of adolescence

- Neurological changes: Brain development (especially the prefrontal cortex and limbic system) affects impulse control and emotion regulation.
- Identity formation: Who am I? How do I fit in with others? This creates tension.
- Hormonal changes: Hormonal fluctuations can affect mood and emotions.
- Increased self-reflection and vulnerability to peer feedback.

## The psychological effects of camping, excursions, and multi-day programmes

- Lack of sleep, fatigue → emotional instability
- Social pressure, new situations → anxiety, withdrawal or outbursts of anger
- Lack of home background → increased sensitivity
- Constant community life → no opportunity to withdraw, increased stress

## Practical advice for teachers

### Preparation before camping

- Get to know the group!

Ask the class teacher and school psychologist for information about the students' mental state (e.g. who is prone to anxiety or outbursts of anger, what their family atmosphere is like, their relationship with their friends, etc.)! Find out if anyone is struggling with ADHD, depression, anxiety or any other problems!

- Information and trust building

Hold a preliminary discussion: what to expect at camp, how to ask for help! Ask for feedback on what people are afraid of!

- Establish safety rules

E.g. "No shaming", "You can talk to an adult at any time"



## Dealing with situations during camp

- Dealing with emotional turmoil
  - Remain calm and stable – students tend to follow the emotions of adults
  - Do not try to lecture in the middle of a crisis!
  - First: create a safe space, calm down, breathe. „I can see that this is very difficult for you right now. Come on, let's go for a walk, and then if you want, we can talk about it.”

(You can read more about breathing techniques in the chapter on emotion regulation for teachers.)

- Provide opportunities for individuals to withdraw
  - Provide a space (e.g. a quiet room) where those who find the group too much can retreat for a few minutes.
- Observation: when is there a serious problem?
  - Persistent low mood, crying, isolation
  - Aggressive behavior, endangering others
  - Signs of self-harm (e.g. scratches on the arms, dark, depressing speech): in such cases, it is necessary to intervene and get involved. Very often, it helps young people if they feel that the adult present accepts and understands them, does not judge them, listens to them, or is simply there for them. Do not be afraid to take action in such situations! Pretending not to notice the problem will only make things worse.
- Humour, connection, play: play helps relieve tension and restore emotional balance. Humour lightens the mood – but never be sarcastic, always be accepting!

## Follow-up

- Group discussion: What was difficult, what was good? How did everyone feel, what did we learn about each other?



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- Individual feedback: if you noticed someone struggling emotionally, come back to them later – a short conversation can help a lot.
- Informing parents (where appropriate): discreetly, empathetically, seeking cooperation

### Task:

Write down three sentences that you think would be nice to hear for a sensitive or withdrawn student when they are having a difficult day!

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Crisis protocol: among the supporting materials, you will find a printable document entitled [Crisis Protocol for Teachers: What Constitutes a Crisis Situation?](#) We recommend that you study it and strive to understand and remember it so that you can respond quickly and effectively in a crisis situation. The protocol can be printed out, so you can easily take it with you if necessary.

Final thought – What should a teacher be prepared for in a mobility programme?

- Many types of behaviour can be normal – Do not consider emotional maturity to be abnormal!
- As an accompanying person, you are not a psychologist – but your presence and emotional stability are very important. You can read about emotion regulation here. Please click on the link if possible.
- Preparations: it is important to prepare, clarify the rules and roles, and think through a contingency plan.
- Follow-up: don't forget to talk about it, process the experience, and give feedback to students and colleagues.



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### 3. Emotion regulation for teachers

*Think back to a school trip, journey or event when something unexpected happened that upset your emotional balance. If you can't think of anything, you've probably heard about difficult, very stressful situations from colleagues. For example:*

- *At the border, it turned out that one of the children's passports was missing.*
- *The bus broke down and they couldn't continue their journey.*
- *A student got lost in a strange city.*
- *The programme he had been planning for a long time was cancelled due to the weather.*
- *A 10-hour wait at a border*

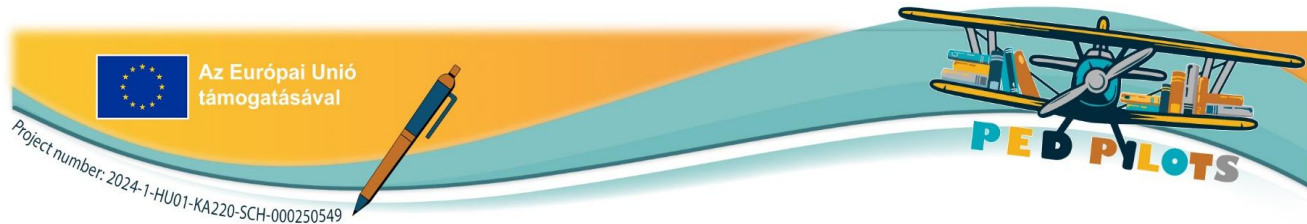
*Think about how you reacted, how you felt, and how you see yourself in this situation in hindsight (if you don't have any personal experience, try to imagine yourself in such a situation).*

*What was the most difficult thing about this situation? What did you do then, how did you deal with your emotions? If it happened again, what would you do differently? Write down a few thoughts! Just a few lines!*

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## Theoretical part – The basics of emotion regulation as a teacher

Emotion regulation refers to the ability to consciously manage our emotions so that they do not become an obstacle to effective teaching. Teacher emotion regulation not only helps you, but also has a fundamental impact on the learning experience of your students. What can upset a teacher's emotional balance?

- A student suddenly becomes ill or has a panic attack.
- A serious conflict, e.g. a fight or aggressive behaviour.
- Suddenly bad news (e.g. tragedy, accident).
- Someone loses their documents.
- Discipline problems, disrespect on the part of students.
- Tense situations with parents or colleagues, communication difficulties.

Effective emotion management is not just about responding to stressful situations, but also about conscious prevention and preparation. The following steps can help you maintain emotional stability:

### Self-awareness work:

- Recognize your own stress reactions and emotional patterns! Be aware of the situations that trigger strong emotional reactions in you!
- If you are not yet familiar with the main characteristics of your personality, take one of the online personality tests available on the internet, e.g. DISC, 16 Personalities, Big5. The results will help you see yourself more clearly. You can even take the test with your travel companions, because in a stressful situation, not understanding why others are not reacting the same way you can increase tension.
- Mental and emotional preparation: although it is impossible to prepare for every unexpected event, it is a good idea to consider possible difficult situations before travelling. Review this list, add to it if necessary, and think about what might help you in these situations. If you are mentally prepared, it will not be as frightening when you are there, because it will be familiar. This is the so-called familiarity effect, which relieves anxiety. Even if we have only encountered the situation in our



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minds, we can react more calmly if we have already encountered the situation or feeling in our minds.

- Review these possible situations and observe your feelings and thoughts:

### Medical emergencies

#### 1. Fainting, loss of consciousness

- Lay the person in the shade, check their breathing, call for help, administer first aid.

#### 2. Injuries (bruises, fractures, dislocations)

- Ensure immobility, immobilize the injured body part, call an ambulance, apply ice.

#### 3. Insect bites, allergic reactions

- Treat the bite site, administer antihistamine (if available), call an ambulance in severe cases.

#### 4. Feeling unwell (e.g. vomiting, diarrhea, headache, heatstroke)

- Shade, fluids, rest, medical assistance in severe cases.

#### 5. Epileptic seizure or flare-up of known illness

- Ensure a safe place, time the seizure, notify parents/doctor, call an ambulance if necessary.

### Getting lost, disappearing

#### 6. Student disappears from the group

- Immediately check headcount, recall where they were last seen, search the area, notify the police (if they are not found within 10-15 minutes), notify school management and parents.

#### 7. A student falls behind or gets lost on a hike

- Retrieve their last known position, call them on the phone, inform the tour guide and other accompanying persons, and stop the group.



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## Transportation problems

### 8. Bus breaks down, vehicle involved in an accident

– Move passengers to a safe place, administer first aid (if necessary), notify ambulance/police, inform school contact person and parents.

### 9. Student misses the bus/train

– Contact the student (by mobile phone), notify the accompanying teacher and parents, and arrange a new meeting point.

## Hazards related to the natural environment

### 10. Sudden storm, lightning

– Find shelter (not under trees!), leave open terrain, stay together as a group.

### 11. Fire (e.g. in accommodation)

– Immediate evacuation, call the fire brigade, check headcount, first aid.

### 12. Encounter with wild animals

– Keep your distance, retreat quietly, keep the group under control, inform the leaders.

Other crisis situations – this was not included in Genially, but it is important

### 13. Student panic reaction, hysterical behavior

– Reassure, isolate (if necessary), seek help from a trusted person/teacher, notify parents.

### 14. Conflict between students, physical violence

– Immediate separation, calming down, determining responsibility, documentation, subsequent discussion.



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## 15. Theft or loss of valuables

– Investigation, involvement of local authorities (if necessary), informing parents.

### 3. Practical techniques – How do you regulate your emotions in practice?

There are two types of techniques for maintaining emotional balance:

1. Pre-emptive strategies (prevention, preparation)
2. Techniques that can be applied in each situation (immediate emotion regulation)

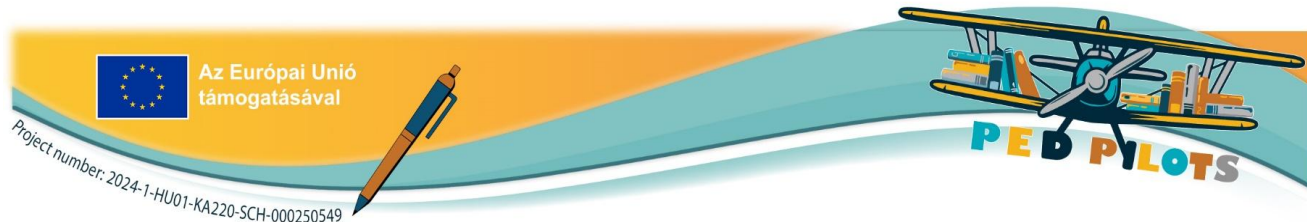
1. Strategies that can be applied in advance: here are some short techniques that can help you regulate your emotions by calming your body, which in turn calms your mind.

**Conscious breathing and relaxation exercises:** try out different breathing techniques and find the one that works best for you:

- 4-7-8 breathing technique: inhale for 4 seconds, hold for 7 seconds, exhale for 8 seconds.
- Triangular breathing: inhale for 3 seconds, hold for 3 seconds, exhale for 3 seconds.
- Square breathing: inhale for 3 seconds, hold for 3 seconds, exhale for 3 seconds, hold for 3 seconds.

Which breathing technique do you find most effective? \_\_\_\_\_

**Progressive muscle relaxation:** when the mind becomes tense, the body reacts: our muscles tense up. However, tension is never constant – every contraction is naturally followed by relaxation. We can consciously use this mechanism to reduce stress. *Try it:* clench your dominant hand into a fist, hold it for a few seconds, then slowly release it! Notice how the tension eases not only in your hand, but also in your



mind. Repeat the exercise! If you feel comfortable, apply the same technique to other muscle groups – your arms, legs, even your whole body! Practice your ability to relax before you start!

**Journaling, reflective thinking:** keeping an emotional journal – recording daily challenges and emotional reactions helps with self-reflection. At the end of a difficult, stressful day, use the "3 good things exercise": at the end of each day, write down three positive things from the day!

**Practicing mindfulness and presence:** when you are overwhelmed by worries, try to consciously focus only on the present moment, only on the problem at hand. Ask yourself what your task is at that moment. What do you need to do? Don't worry about the future, just focus on the present moment and take it step by step! If you are so overwhelmed by emotions that you are unable to think, stop for a moment and use this simple mindfulness exercise:

**4 senses exercise:** look at 4 things, touch 3 things, listen to 2 things, smell 1 thing!

**Maintain supportive relationships:** think in advance about which colleague's support and behaviour would be good for you in this stressful situation. If you go alone, whose voice and thoughts would you like to hear?

## 2. Techniques that can be used in a given situation

In case of sudden stress (e.g. conflict, emergency)

### STOP technique

- Stop: Stop for a moment!
- Take a breath: Take a deep breath!
- Observe: Observe your feelings and thoughts!
- Proceed: Respond with a conscious decision!

### Counting or delayed reaction

- Count to 5 before responding in a conflict situation!
- Use slow movements (e.g. consciously moving slowly to reduce impulsive reactions)!



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### Shift your focus

- Review the situation from an outside observer's perspective ("How would this look to a neutral observer?")!
- Ask yourself: "Will this situation still be important in a week's time?"

### Physical techniques for reducing tension

- Stretching or gentle exercise (e.g. shoulder circles, deep breathing and slow stretching).
- Washing your face with cold water or applying a cold compress to your pulse points (immediate physiological effect to reduce stress).
- Tensing and relaxing your muscles (make sure that the relaxation phase is longer than the tensing phase).

Final thought: Teachers not only teach, but also educate, set an example and are present. The first step to this is emotional security for themselves.

### Task

Describe at least one technique that you would like to try in the future based on the course material, and explain why you think it would be useful.

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## Supporting materials

1. If you would like to read more about dealing with homesickness, here are a few online resources where you can find useful information

Articles in Hungarian:

- Your child is homesick, what can we do? <https://www.egeszsegkalauz.hu/vizsgalat/honvagyavan-a-gyerekek-mit-tehetunk/1jbqsk4>
- Fighting homesickness with stories: <https://gyermektabor.info/2024/04/03/honvagy-nyunyokasztori/>
- Advice for parents: <https://www.kamaszpanasz.hu/hirek/szuloknek/5991/nyari-tabor-honvagy>
- Articles in English:
  - suggestions for parents: <https://www.campkodiak.com/helping-with-homesickness/>
  - suggestions for children to deal with homesickness: <https://www.knox.nsw.edu.au/news/latest-news/how-to-deal-with-homesickness-on-school-camp/>

2. The most common problems encountered during travel in adolescence

- T. Gordon (2010): T.E.T.: Developing Teacher Effectiveness. Gordon Publishing Hungary Ltd.
- Gordon, T. (2003). Teacher Effectiveness Training: The Programme Proven to Help Teachers Bring Out the Best in Students of All Ages. New York: Three Rivers Press.

3. Emotion regulation in teachers

- Personality tests in Hungarian:
  - DISC: <https://www.nn.hu/szemelyiseg-teszt>
  - 16Personalities: <https://www.16personalities.com/hu>



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- Personality test in English: Free personality test, type descriptions, relationship and career advice | 16Personalities
- Personality test in Romanian: Free personality test, type descriptions, relationship and career advice | 16Personalities
- Personality test in Serbian: <https://www.16personalities.com/sr>
- English language resources:
  - <https://www.mindful.org/>
  - Psychology Tools - <https://www.psychologytools.com> – CBT-based tools, breathing techniques, stress management.
  - Progressive relaxation in English:  
[https://www.youtube.com/watch?v=SNqYG95j\\_UQ&ab\\_channel=TherapyinaNutshell](https://www.youtube.com/watch?v=SNqYG95j_UQ&ab_channel=TherapyinaNutshell)
- Hungarian-language resources:
  - Tanárblog.hu – Teacher self-awareness, stress management, digital  
[educationhttps://www.tanarblog.hu](https://www.tanarblog.hu)
  - Emőke Bagdy presents Progressive relaxation, from 17:14  
[https://www.youtube.com/watch?v=fUCPCcCHVo0&ab\\_channel=BagdyEm%C5%91keel%C5%91ad%C3%A1sainaksaj%C3%A1tcsatarn%C3%A1ja](https://www.youtube.com/watch?v=fUCPCcCHVo0&ab_channel=BagdyEm%C5%91keel%C5%91ad%C3%A1sainaksaj%C3%A1tcsatarn%C3%A1ja)
  - <https://www.szamosijudit.hu/a-progressziv-izomrelaxacio-autogen-trening/>
- Serbian language resources:  
[https://www.youtube.com/watch?v=EVrp974vX8I&ab\\_channel=ZarkoPetrovic](https://www.youtube.com/watch?v=EVrp974vX8I&ab_channel=ZarkoPetrovic) –  
relaxation



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## Makk Marci and homesickness

Makk Marci, the little squirrel, was very excited. The autumn forest trip had arrived, and he was going with all his schoolmates. This was the first time he had left home for several days, and they travelled to a distant grove where they slept in tents, listened to the crickets singing, and bathed in the morning dew on the leaves.

The others laughed and played happily, while Marci tried to fit in. During the day, everything was wonderful: they chased each other along the stream, collected leaves, and ate roasted acorns for dinner.

But when evening came and the tents began to quiet down, he felt something strange in his chest. The sleeping bag was comfortable; the stars were beautiful – yet something was missing. Or rather, someone.

He remembered his mother's goodnight kiss, his father's cheerful whistling, his siblings' jumping around. The smell of the little hut. The warmth that one only feels at home.

It was homesickness. At first, he tried to chase it away. He buried his head under the blanket. But the homesickness remained.

The next morning, Marci didn't say much. His friend, Cincogi the mouse, went over to him.

"Is everything all right?" he asked quietly.

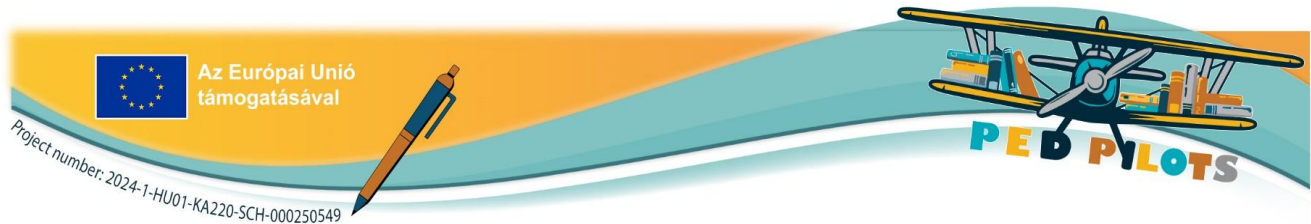
Marci nodded but then said that he felt like crying the night before because he missed home so much.

"You know," said Cincogi, "I felt the same way last year. Homesickness isn't a bad thing. It means you have a place you really love."

This made Marci feel a little better. In the afternoon, he wrote a letter to his family on a large yellow leaf. In the evening, before going to bed, he looked at the stars and imagined that his mother was looking at the same sky.

As the days passed, the homesickness did not completely go away, but it was no longer so difficult. Marci learned that it was possible to discover new places and think fondly of home at the same time.

At the end of the trip, when they got home, he was happy. But he was even happier that he hadn't run away home, but had learned that home is in his heart, wherever he goes.



Makk Marci moved on, curious about the world. He already knew that **homesickness is not a weakness – but a reminder of love.**

### What constitutes a crisis situation?

A crisis situation is any situation in which a student:

- **appears emotionally uncontrollable** (crying, panic, outbursts of anger)
- **poses a threat to others or themselves**
- **is persistently isolated and does not communicate**
- **makes statements** that may indicate self-harm or suicidal thoughts

### 5-step crisis protocol:

#### 1. Safety and observation

- Remove the student from the situation (e.g. separate them from the group, take them to a quiet place)
- Make sure they are **physically safe** (they do not have any dangerous objects, they do not want to run away, etc.)
- If necessary, ask another teacher **for help**; do not remain alone if the situation is serious

*What to observe:* What is their emotional state? (crying, shaking, anger, apathy), Can they communicate with you? Are they threatening others or themselves?

#### 2. Connection, emotional support

- Remain **calm, empathetic, but firm.**
- Use simple, reassuring phrases: 'I'm here to help', 'I can see that this is very difficult for you right now', 'You are not alone in this, we will solve it together'.

*Do not judge their behaviour!* ("Don't be silly!", "It's nothing...") → this blocks the path to help.



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### 3. Emotional stabilisation

- Give them time, let them cry, sit down, breathe
- Teach them simple breathing exercises: "Take a deep breath... let's count together: 1... 2... 3... and out. 1... 2... 3... 4... 5" – always exhale more slowly!

### 4. Conversation – once they are more stable

- Ask gently, using open questions: "Would you like to tell me what happened?", "What is bothering you the most right now?"
- Listen to them, do not interrupt!
- Do not try to solve the problem immediately – just **be there for them and listen!**

If someone talks about self-harm, abuse or problems at home: take note of their words, but **do not promise confidentiality** if they are in danger.

### 5. Moving on and following up

- Agree on a time for the next conversation: "We can talk about it again this evening, OK?"
- In more serious cases: **contact the parent or school psychologist**

## Follow-up tasks

### Dealing with homesickness

1. Which symptom is NOT characteristic of homesickness in 6–12-year-olds?

- A) Stomachache
- B) Withdrawal
- C) Irritability
- D) Crying



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2. Why might it be helpful for children to bring a soft toy or blanket from home?

- A) Because they can show it to others
- B) Because it keeps them occupied
- C) Because it makes them feel secure
- D) Because it helps them sleep better

3. What is the purpose of the "Feeling Map" exercise before departure?

- A) To draw
- B) To make them aware of their feelings
- C) So that their parents can see
- D) To distract them

4. What is the essence of the "magic word"?

- A) A game taught by the teacher
- B) A positive phrase that the child repeats when they feel homesick
- C) A dance
- D) A favourite word that they shout

5. Which symptom is common in adolescents when they are homesick?

- A) Constant crying
- B) Drawing
- C) Irritability
- D) Asking to hold hands



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6. What is the essence of a "mental survival kit"?

- A) A physical package that is brought
- B) A humorous survival kit
- C) A pre-planned toolkit for difficult situations
- D) An evening game

7. What characterizes homesickness in adolescents?

- A) Childish behavior
- B) A hidden sense of loss, tied to their environment
- C) Constant crying
- D) Poor eating habits

8. Why is it beneficial to establish "mentor pairs" for adolescents?

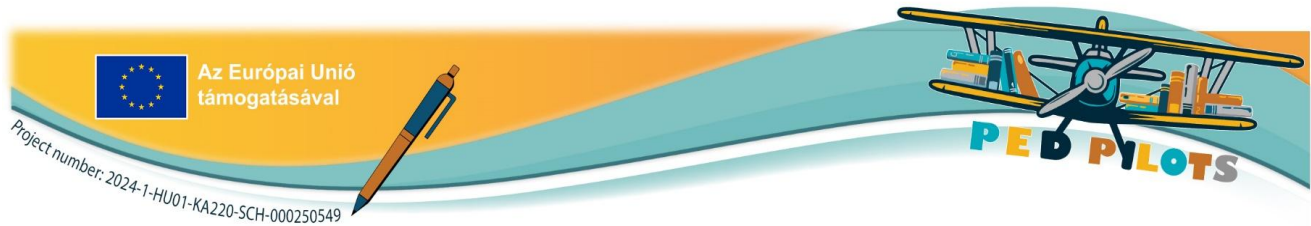
- A) So that there is someone to tell them what to do
- B) So that they do not rely solely on the teacher
- C) So that they talk more
- D) Because it makes time pass more quickly

Correct answers: C, C, B, B, C, C, B, B

The most common problems that occur during adolescence when travelling

1. Which statement is true about adolescents' risk-seeking behavior?

- a) It is usually based on conscious, premeditated decisions



- b) It rarely causes problems during school trips
- c) It is a natural part of development, but can pose a risk
- d) It only occurs in those who have a problematic family background

2. What can be part of effective prevention before a trip or camp?

- a) Detailed explanation of the rules, joint discussion of the risks
- b) Handing out written rules without discussion
- c) Complete disregard for risky behavior
- d) Gathering information only from the class teacher

Correct answers: c, a

### Risk-seeking behaviour

Match the categories of risk-seeking behaviour with the corresponding examples!

Behaviour type	Example
A. Physical risk-taking	1. Reckless stunts, fighting
B. Substance abuse	2. Experimenting with alcohol, excessive consumption of energy drinks
C. Social-emotional risk	3. Dangerous challenges on social media
D. Self-harming behaviour	4. Intentional starvation, self-harm

Solution: A – 1 B – 2 C – 3 D – 4



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## Teachers' emotional regulation

Technique	Characteristic
A. 4-7-8 breathing technique	1. Inhale for 4 seconds, hold for 7 seconds, exhale for 8 seconds
B. "3 good things" exercise	2. Awareness of positive events at the end of the day
C. STOP technique	3. Stop – breathe – observe – respond consciously
D. 4 senses exercise	4. Mindful presence with focus on attention

Solution: A – 1 B – 2 C – 3 D – 4

Put the steps of the STOP technique in chronological order!
A) Take a deep breath!
B) Respond with a conscious decision!
C) Pause for a moment!
D) Observe your feelings and thoughts!

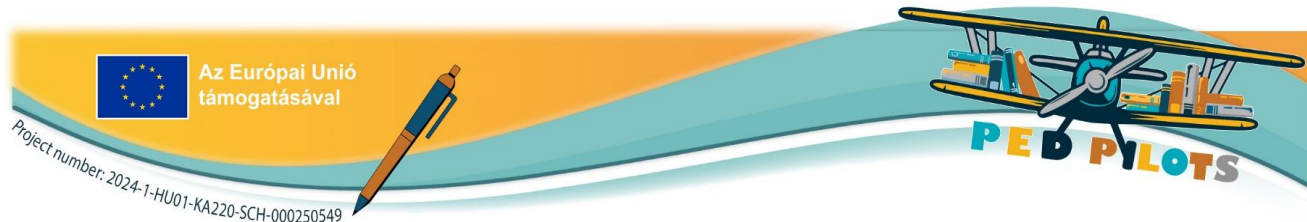
Correct order: C)A)D)B)

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## 6. How to avoid panic – stress management

### Introduction

This teaching unit focuses on stress management for trip organisers. Some trips and excursions are not immune to health problems, financial and organisational "emergencies", which is why most teachers shy away from the tasks of organising and running trips. Presumably, those who take on this multifaceted and difficult task are already more stress-resistant and resilient than their colleagues, but we believe that we can help them to map their own stress tolerance and develop their stress management skills.

### Objectives

With this course, we want to help those who organise trips and excursions to identify their own stressors, gain insight into their mental and physical processes, and consciously choose from among the coping strategies they have learned. Our goal is that by mastering the course material, the number of stressful situations will decrease and panic will never break out!

#### Organisational and logistical skills

- Team selection and coordination → decision-making skills, delegation, crisis management
- Handling travel, accommodation and meal issues → problem solving, planning, flexibility

#### Emotional and motivational support for students and teachers

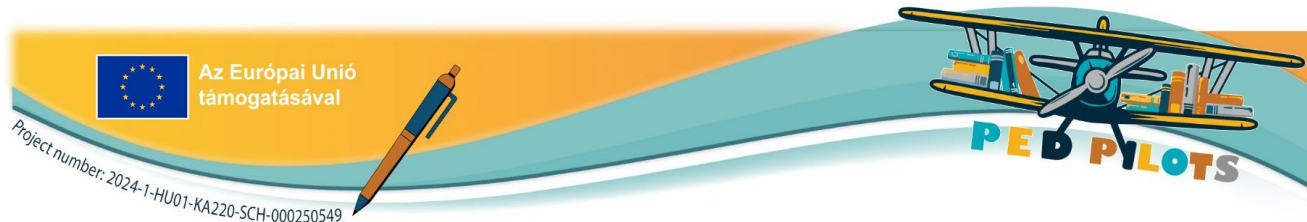
- Age-specific motivation and mood factors → empathy, psychological sensitivity
- Teacher emotional regulation and teaching it → self-awareness, emotional intelligence, stress management

#### Safety and emergency skills

- Managing emergency lists and parental relations → communication skills, quick decision-making
- Health, financial and organisational emergency management → crisis management, practical problem solving

#### Conflict management and group dynamics competencies

- Conflict levels and resolution strategies → mediation skills, communication techniques, decision-making



### Follow-up work and reflective skills

- Developing a reflective approach (processing the question "Why was it worth it?") → critical thinking, evaluation skills

### Time allocated to the teaching unit

90 minutes

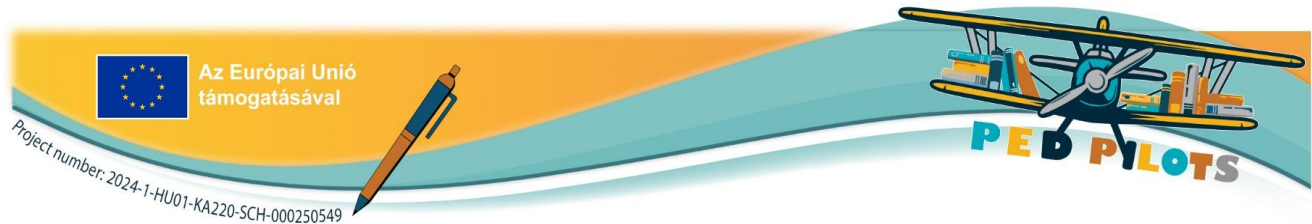
### Learning outcomes

#### Development of teaching competences

- Planning pedagogical processes, self-reflection related to their implementation (differentiation to promote optimal development, motivation, extracurricular activities)
- Personal development, individual treatment (BTMN, SNI, complex personal development, conscious application of pedagogical-psychological methods)
- Development of groups and communities (openness, creating opportunities, developing a culture of reasoning, mutual respect, acceptance, cooperation)
- Communication, conflict management (cooperation, problem solving, maintaining relationships, compliance with regulations, authentic communication, accepting feedback, ability to persuade and be persuaded)
- Commitment and professional responsibility for professional development (self-reflection, cooperation with other parties, professional cooperation, future plans)

### Through practical exercises

Unexpected things always happen during an excursion or trip, but how we react to them matters. Stress is a part of life, it cannot be avoided, and stress management cannot be done on command, but it can be learned and developed. In this course, we can learn about stress, its effects, and ways to manage it. In developing the course, we used the YouTube content of psychologist Orsolya Billay. Thank you to the author!



In the following, we will learn about some basic theoretical concepts.

There are two types of stress: eustress (good stress, stress z, which we experience when we win the lottery or when our grandchild is born) and distress (bad stress, caused by, for example, an accident, an argument, criticism or a tragedy). In the following, stress refers to distress, and in the context of excursions, typically acute distress.

Stressors are stimuli that cause stress. A stressor causes us stress depending on how dangerous we perceive it to be and how much we feel that we are unable or incapable of coping with it.

The evolutionary stress response in all humans is "fight or flight" (according to some studies, "fight or flight or freeze"), which was originally our ancestors' response to their environment, as they either killed or ran away from wild animals when they encountered them. Any unfamiliar situation triggers this ancient stress response in the brain because it can save energy by following a familiar pattern.

Therefore, if we want to change a stress response, we need to gradually familiarise ourselves with the situation. , stress relief is therefore a fundamental and learnable task.

The psychologist discusses the above in more detail in the following video...

[https://www.youtube.com/watch?v=i-3M7pRlc3g&list=PLT8rXeIt9RcPg1QGjIHSjhMYRKqaK2X0&index=15&ab\\_channel=MarikPraxisk%C3%B6z%C3%B6ss%C3%A9g](https://www.youtube.com/watch?v=i-3M7pRlc3g&list=PLT8rXeIt9RcPg1QGjIHSjhMYRKqaK2X0&index=15&ab_channel=MarikPraxisk%C3%B6z%C3%B6ss%C3%A9g)

... and the trainer

[https://www.youtube.com/watch?v=63cTohH77Bg&list=TLPQMjkwNTIwMjWCPOy3pjo9Cw&index=1&ab\\_channel=Kasz%C3%A1s%C3%81gnes](https://www.youtube.com/watch?v=63cTohH77Bg&list=TLPQMjkwNTIwMjWCPOy3pjo9Cw&index=1&ab_channel=Kasz%C3%A1s%C3%81gnes)



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## **Task 1**

After watching the lecture excerpt, think about what your individual stressors are! Think about what your family members, close friends, colleagues, or perhaps your students would say about this!

The categories listed below will help you identify your stressors:

- Locations, physical conditions
- Colours, smells, moods
- Sound effects
- Phrases
- Situations
- People, types of people
- Human expressions, behaviours, actions
- Animals
- Objects, tools

What is the point of knowing this?

- Prevention: we recognise and deal with sources of stress more consciously. We can prepare for them or avoid them.
- Conscious reaction: enables us to handle situations more calmly, thus avoiding automatic reactions.
- Self-awareness: we understand ourselves and our limits better, and problem solving can become more targeted.
- Development: we can learn new coping strategies and become more resilient to challenges.

## **Task 2**

During a trip or excursion, many situations arise that cause stress for most of us. Identifying these is the first step in effective stress management. Below are the most common stressors. Add your own stressors to the list!



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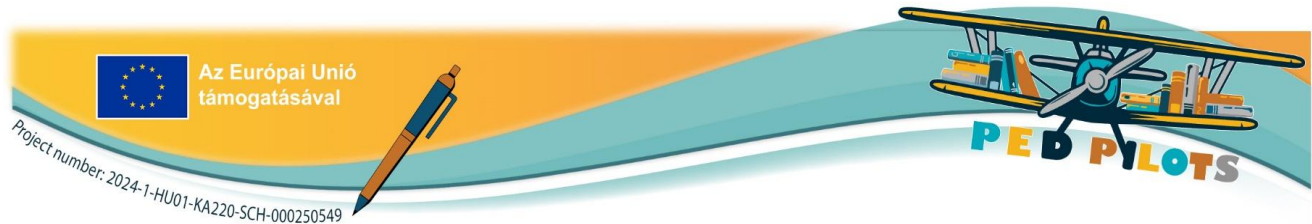
- health problem/accident
- losing someone or something
- unable to carry out a plan due to an unexpected situation
- Accommodation, travel, or meal issues
- behavioural problems
- other, for example \_\_\_\_\_

Our brain decides which of these causes the most stress to an individual by weighing up the following factors:

1. **Influenceability:** the less influence we have over something, the more stress it can cause.
2. **Predictability:** the less predictable something is, the more stressful it is.
3. When we feel that the situation is **beyond our control**.

Decide which of the three factors listed above is most dominant in the following situations. Write the numbers in the boxes.

- A) We are walking along the most beautiful canopy walkway in the country when a hailstorm suddenly begins.
- B) We are in England with the group, and our bus is stuck in traffic on the way to the airport.
- C) One of the children is unexpectedly taken to the emergency room with symptoms of poisoning. With your basic knowledge of English, you have to tell the local Italian doctor what they had for dinner at the "Seafood" pizzeria.



### **Task 3**

How stressful is your life?

If you found any of the previous tasks difficult, or if you have a lot of stress in your everyday life, it is worth keeping a stress diary .

In the diary, you can write down the events in your life that caused you stress. Here are a few points to consider:

- Both positive and negative events cause stress.
- Major events are easy to notice, but small things are also important and add up.
- there are situations when we do not recognise that we are under stress
- there are also times when we deny that something is causing us stress
- it is worth identifying the sources of stress, as well as the associated emotions and behaviour patterns, and recording them in a diary

Fill out the Holmes-Rahe Life Events Scale to determine how much stress is threatening your health !

<https://onlinepszichologus.net/test/aktualis-stressz-kerdoiv/>

Stress management techniques

Now that we have examined how we deal with stress, here are some techniques we can practise, and remember, improvement is possible!

- FILÉ
- COGNITIVE PROCESS
- FOUR "A" S



## STRESS MANAGEMENT TECHNIQUES: FOUR "A"S

Ways of coping with stress can be divided into four main groups (based on their English names), which have been given the name the FOUR "A" method:

### Avoidance

- actually avoiding people
- saying no
- priority list

### Alter

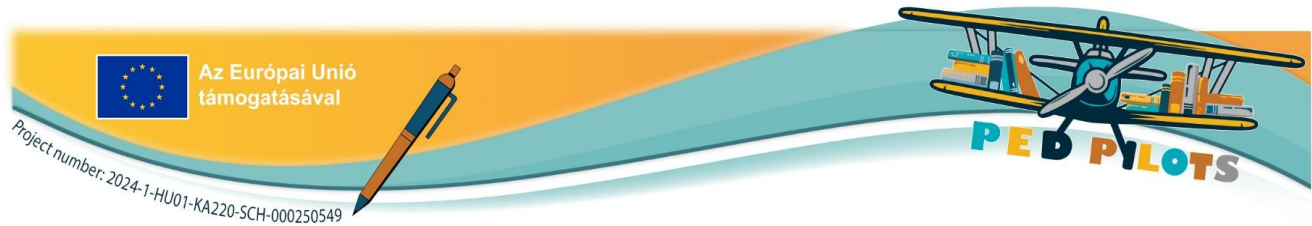
- change the environment (this can be physical or even related to communication)
- communicate with messages communicate *You can learn about assertive communication in Unit 2.*
- better time management

### Acceptance

- sharing with someone
- Forgiveness
- Positive self-talk
- making mistakes = learning

### Adapt

- observing from a broader perspective
- (recognising negative, stressful thoughts and stopping them with a word or sign of your own – this word could be "STOP", for example)
- (looking at the stressful situation from a different angle, seeking a more constructive approach)
- mantra (a short sentence or expression recited aloud or thought as an internal monologue in a stressful situation)
- collecting the positive things in our lives



The following videos provide a more detailed explanation of the elements of the "FOUR A's"

[https://www.youtube.com/watch?v=2PwnK8ucm14&list=PLT8rXeIt9RcPg1QGJJIHSjhMYRKqaK2X0&index=12&ab\\_channel=MarikPraxisk%C3%B6z%C3%B6ss%C3%A9g](https://www.youtube.com/watch?v=2PwnK8ucm14&list=PLT8rXeIt9RcPg1QGJJIHSjhMYRKqaK2X0&index=12&ab_channel=MarikPraxisk%C3%B6z%C3%B6ss%C3%A9g)

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#### **Task 4**

Below are descriptions of several stress reactions. Determine which category of the "FOUR A's" they fall into! Of course, there is not just one correct answer, but try to find the most common or most effective solution!

- I am not taking Pisti, who set fire to his classmate's hair this school year, on the trip.
- The children don't have money for the trip, so we choose the cheapest option, which is to travel by train with a national pass, without changing trains (so we don't have to worry about connections).
- My colleague said she would come with me on the trip if she could bring her new boyfriend. I said no!
- First, we pack our suitcases and load them onto the bus. If there is time, we can pop into the corner shop to buy some snacks for the journey home.
- Last year, the bus driver grumbled about us listening to music, so this year I asked the company for a different driver.
- I told the group members that I find it unpleasant when they behave inappropriately in restaurants. They are old enough to know the rules of coexistence.



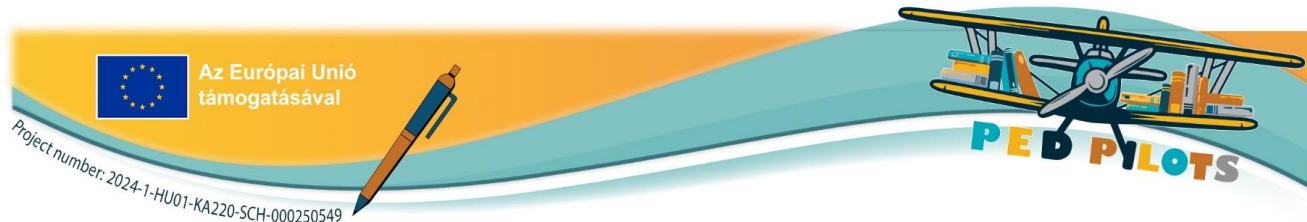
- This year, I planned fewer activities for the trip so that we wouldn't miss any of them and would have time to talk.
- At the parents' meeting before the trip, I told the parents about my concerns regarding smoking and phone use, the rules and the consequences.
- Last year, Zolika broke the door of a cupboard at the ski camp. I trust that he has learned from his mistake and I will take him again this year.
- I always think that everything went well on last year's trip, so it will be the same this year.
- I keep telling myself, "You can do it, Gabi!"
- When I retire, I will remember it as a funny story that Józsi and his friends learned on this trip that you shouldn't drink too many different types of alcohol.
- When I think about how it's definitely going to rain on tomorrow's big hike, I always say to myself, "Relax, just focus on everything going well."
- Until now, I thought of the trip as a supplement to my studies, but if I think of it as a team-building trip, then it wasn't so bad after all.

## **Task 5**

We cannot completely eliminate stressful situations when travelling, but we can take some preparatory steps to make solving certain unexpected situations less stressful.

Here are some ideas for lists we can make before travelling to reduce stress factors:

- information for students and parents about dangerous situations (in the forest, in the city, at the beach, etc.)
- Agree on signals, central meeting points, and a standard approach to problem solving (if you don't understand something, if you run out of money, if you get separated from the group, etc.)
- a collection of possible unexpected situations and their solutions for group leaders
- List of places, people and telephone numbers that can help us (accommodation provider, main organiser, parents, hospital, embassy, etc.)



- unexpected situations involving students with special needs

The list is not exhaustive and can be supplemented and continued, as the "stress factor" 😊 is very unique and is significantly influenced by the group, the location, the time, the programme and the stress tolerance of the accompanying persons. Add another item to the above list or refine it to suit your own planned trip!

## FILE METHOD - OR IS EVERYTHING DECIDED IN THE HEAD?

### **Task 6**

Recall a stressful situation from the recent past or your current situation, then answer the following questions!

- Is this problem, this issue, important to me? YES/NO
- Are my feelings and thoughts about the situation justified? YES/NO
- Can the situation be influenced positively? YES/NO
- Is it worth doing something about it? YES/NO

If the answer to all of these questions is YES, then you need to do something about the situation and look for a solution!

If the answer to even one question is NO, then look for the solution within yourself. You do not need to resolve the situation, but rather reduce your concerns and tensions related to it!

### **Task 7**

Stress can also be caused by trying to resolve a situation that depends partly or entirely on external factors. Sometimes the best way to deal with a difficult situation is to clarify for yourself how much of the solution is in your hands! This is the subject of the following task .

In this exercise, we ask you to recall a stressful situation. Let it be a difficult situation you experienced on your last trip. Think about the percentage of how much the solution to the situation depended on you (even



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if the solution was not satisfactory in the end) and how much it depended on external circumstances (the weather, your colleagues, logistical parameters, the students).

Find the row in the table that corresponds to the percentage, then think about whether you felt the same way about the stressful situation as described in column 2.

Dependency on Me	Action / Conclusion
Only and exclusively the solution of the given problem depends on me (100%).	I will do everything to solve the problem.
The solution of the situation partly depends on me (e.g., 20% – 80%, 50% – 50%).	I will put in 100% of the part that depends on me. If we have done everything on our part that is under our influence, then we can rest assured that we could not do more, and there is nothing to stress about anymore.
The solution of the situation does not depend on me at all (0%).	The only thing we can do is let go of this situation.

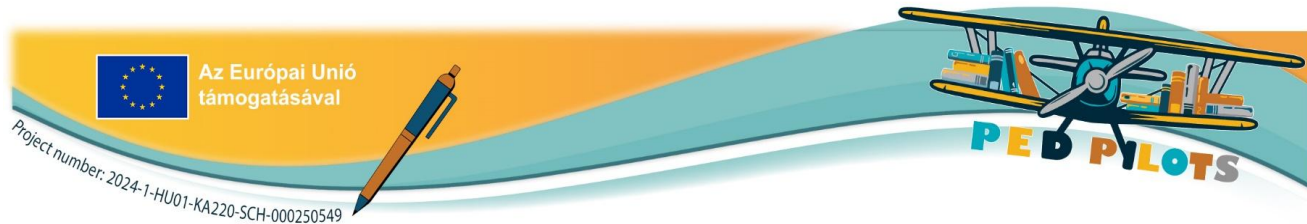
The link below provides more detailed information on the stress management methods described.

[https://www.youtube.com/watch?v=4nFbjOI2V2k&list=PLT8rXeIt9RcPg1QGJJHShMYRKqaK2X0&index=13&ab\\_channel=MarikPraxisk%C3%B6z%C3%B6ss%C3%A9g](https://www.youtube.com/watch?v=4nFbjOI2V2k&list=PLT8rXeIt9RcPg1QGJJHShMYRKqaK2X0&index=13&ab_channel=MarikPraxisk%C3%B6z%C3%B6ss%C3%A9g)

## Summary

How can we take preventive measures to reduce stress factors so that panic does not break out?

- We recognise and map our own stressors and the corresponding responses.
- Slowly but consistently, we try to change those reactions that are inappropriate, unacceptable to us or the outside world, or useless (e.g. we relieve tension by swearing and shouting).



- We develop our own stress relief technique(s) that we can use in any situation.
- We learn about and use stress management techniques. The link below provides more detailed information about the stress management methods described in the course material.  
[https://www.youtube.com/watch?v=4nFbjOI2V2k&list=PLT8rXeIt9RcPg1QGJlHSjhMYRKqaK2X0&index=13&ab\\_channel=MarikPraxisk%C3%B6z%C3%B6ss%C3%A9g](https://www.youtube.com/watch?v=4nFbjOI2V2k&list=PLT8rXeIt9RcPg1QGJlHSjhMYRKqaK2X0&index=13&ab_channel=MarikPraxisk%C3%B6z%C3%B6ss%C3%A9g)
- We think ahead about what situations may arise and prepare for them as best we can, whether physically, mentally or in terms of communication.
- We accept that stress is part of our work, but by understanding the processes going on inside us, we try to reduce its physical and mental harm.

## Supporting materials

The automatic responses triggered by stress reactions are based on the triangle of experience-identification:

[https://www.youtube.com/watch?v=irUwFE91EKU&ab\\_channel=OrganikusPedag%C3%B3gia-P%C3%A9csiRitahivatalos](https://www.youtube.com/watch?v=irUwFE91EKU&ab_channel=OrganikusPedag%C3%B3gia-P%C3%A9csiRitahivatalos)

Resilience – the science of survival

[https://www.youtube.com/watch?v=foGJvZiAfl0&t=186s&ab\\_channel=Csak15perc-motiv%C3%A1ci%C3%B32Csiker%2Cmenedzserk%C3%B6nyvek](https://www.youtube.com/watch?v=foGJvZiAfl0&t=186s&ab_channel=Csak15perc-motiv%C3%A1ci%C3%B32Csiker%2Cmenedzserk%C3%B6nyvek)

The biological effects of stress

[https://www.youtube.com/watch?v=j35k5GuBwYg&ab\\_channel=ScienceABC](https://www.youtube.com/watch?v=j35k5GuBwYg&ab_channel=ScienceABC)

Automatic stress reactions

[https://www.youtube.com/watch?v=s\\_B0s1JvwlM&list=TLPQMjkwNTIwMjWCPOy3pjo9Cw&index=2&ab\\_channel=Kasz%C3%A1s%C3%81gnes](https://www.youtube.com/watch?v=s_B0s1JvwlM&list=TLPQMjkwNTIwMjWCPOy3pjo9Cw&index=2&ab_channel=Kasz%C3%A1s%C3%81gnes)



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## Check task

Decide which of the following statements is false!

- Generally, the less we can predict or influence a given situation, the more stress it causes.
- There is also beneficial stress, which we can use to our advantage in competitive situations.
- Dealing with stressful situations can be learned and developed.
- The "fight or flight" response is an automatic coping mechanism that has now disappeared from human behaviour.

(Solution: the last one is false)

## Sources

Marik Praxisközösség YouTube

[https://www.youtube.com/watch?v=i-3M7pRlc3g&list=PLT8rXeIt9RcPg1QGJJlHSjhMYRKqaK2X0&index=15&ab\\_channel=MarikPraxisk%C3%B6z%C3%B6ss%C3%A9g](https://www.youtube.com/watch?v=i-3M7pRlc3g&list=PLT8rXeIt9RcPg1QGJJlHSjhMYRKqaK2X0&index=15&ab_channel=MarikPraxisk%C3%B6z%C3%B6ss%C3%A9g)

[https://www.youtube.com/watch?v=4nFbjOI2V2k&list=PLT8rXeIt9RcPg1QGJJlHSjhMYRKqaK2X0&index=13&ab\\_channel=MarikPraxisk%C3%B6z%C3%B6ss%C3%A9g](https://www.youtube.com/watch?v=4nFbjOI2V2k&list=PLT8rXeIt9RcPg1QGJJlHSjhMYRKqaK2X0&index=13&ab_channel=MarikPraxisk%C3%B6z%C3%B6ss%C3%A9g)

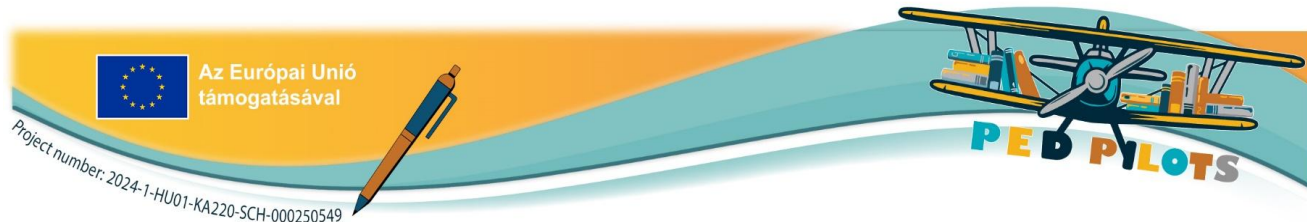
[https://www.youtube.com/watch?v=2PwnK8ucm14&list=PLT8rXeIt9RcPg1QGJJlHSjhMYRKqaK2X0&index=12&ab\\_channel=MarikPraxisk%C3%B6z%C3%B6ss%C3%A9g](https://www.youtube.com/watch?v=2PwnK8ucm14&list=PLT8rXeIt9RcPg1QGJJlHSjhMYRKqaK2X0&index=12&ab_channel=MarikPraxisk%C3%B6z%C3%B6ss%C3%A9g)

[https://www.youtube.com/watch?v=6ma9TdCTLoY&list=PLT8rXeIt9RcPg1QGJJlHSjhMYRKqaK2X0&index=14&ab\\_channel=MarikPraxisk%C3%B6z%C3%B6ss%C3%A9g](https://www.youtube.com/watch?v=6ma9TdCTLoY&list=PLT8rXeIt9RcPg1QGJJlHSjhMYRKqaK2X0&index=14&ab_channel=MarikPraxisk%C3%B6z%C3%B6ss%C3%A9g)

Stress scale

<https://pszichofilter.hu/a-holmes-rahe-eletesemeny-stressz-skala/>

<https://onlinepszichologus.net/test/aktualis-stressz-kerdoiv/>



## 7. Everything about money

### Introduction

This teaching unit focuses on knowledge related to international mobility programmes and finances arising during travel. It helps students acquire useful basic financial skills before travelling. It helps teachers and, consequently, students prepare for managing money in unfamiliar locations. By completing tasks, it offers opportunities for different savings methods, which can be interpreted in a broader context, but also provides advice on travelling so that the planned budget can be maintained in all circumstances. This teaches children to think independently about managing their finances and helps them move from complete ignorance to a multi-pronged liquidity situation. The curriculum also summarises the basic financial tasks to be completed before travelling, such as opening a bank account and managing a bank card, cash and currency exchange, sending and receiving money, insurance, ticket purchase, and accommodation booking (payment).

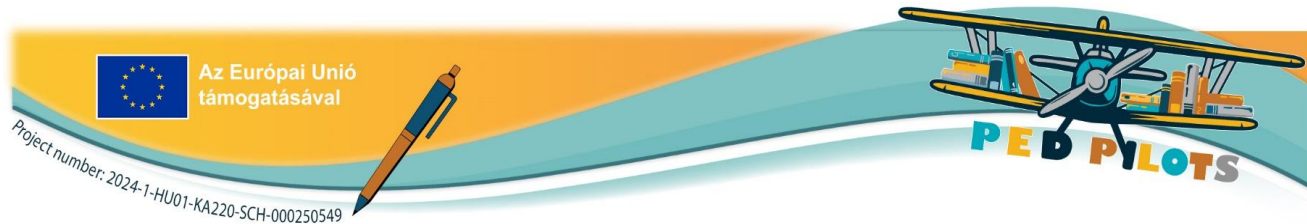
### Objectives

**1. Development of organisational and logistical skills:** Teachers will have the skills they need before and during the trip to carry out the tasks independently or with assistance. They will be able to make suggestions to students on how to organise their tasks.

Dealing with travel, accommodation and meal issues → problem solving, planning, flexibility

Compiling a list of equipment and logistics → systematic approach, foresight.

**2. Developing financial and regulatory competences:** Teachers acquire disciplined, conscious money management skills. They are able to perform money-related management and planning tasks. They are able to allocate their available resources and seek help without causing a crisis in the event of a problem. Furthermore, they will be able to support students in similar situations so that these problems can be easily resolved during the trip.



Money management for teachers and students → financial awareness, sense of responsibility

- Establishing and following rules → decisiveness, consistency, conflict management.

## **Time allocated to the teaching unit**

135-180 minutes

## **Learning outcomes**

- Planning pedagogical processes, self-reflection related to their implementation (differentiation to promote optimal development, motivation, extracurricular activities).
- Communication, conflict management (cooperation, problem solving, maintaining relationships, compliance with regulations, authentic communication, accepting feedback, ability to persuade and be persuaded)

## **The curriculum through exercises**

### **I. Pre-trip tasks**

#### ***1. Savings in general***

Throughout our lives, we encounter countless opportunities to save money. Most of us have some form of savings. Even if we are unable to set aside significant amounts of money every month to invest, we have all been in situations where we had to make decisions about saving money.

If you had €25,000 that you did not necessarily need to spend on living expenses and could do without for 1 or even 5 years, what would you do with it? What options have you heard about? *(It is worth discussing these individually, outlining the risks and potential returns.)*



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- a) **bank deposit** (*low interest rate, low risk*)
- b) Investment in government securities, government bonds (*variable yield, low risk*)
- c) **stock market investments**, e.g. long-term investment accounts, ETFs (*variable, potentially higher returns, higher risk*)
- d) **voluntary funds**: private pension fund, health fund, mutual aid fund (*long-term, variable returns*)
- e) **insurance policies** linked to investments (*long-term, variable returns*)
- f) **pension insurance**, pension savings accounts (*long-term, variable returns*)
- g) **gold** (*long-term, variable return*)
- h) **bitcoin** (*risky, not yet widely accepted*)

**Task 1** Find out which of the forms discussed above would currently produce what expected return over a period of 1 and 5 years!

**Task 2** Let's think about it. One of the students receives less money from their parents or has not been able to save enough for the trip. At least, we can see that their peers have brought much more cash with them and certainly have better options in their bank accounts. What could have been done, and how could they save in advance next time? What could be taught to the student so that they can plan economically?

## ***2. What must be done before departure?***

There are countless things to do before travelling abroad. In the case of family trips, these are organised by the parents, and often the younger members of the family are not even aware of how much has been arranged. If students are participating in a school trip abroad, these matters are handled by the accompanying teacher. Regardless, there are some personal tasks that students must take care of, and it is important to draw their attention to these.

- a) opening a bank account - bank card
- b) taking out insurance (*probably group insurance*)
- c) settling travel expenses (*probably group*)
- d) Paying for accommodation (*probably group*)



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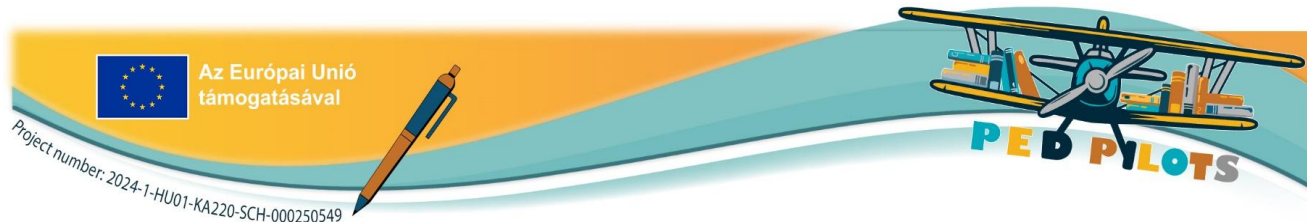
- e) saving money
- f) currency exchange
- g) budgeting: allocating pocket money, Kakeibo
- h) signing a scholarship agreement (*definitely group*)

**Task 1** Create a monthly plan based on the Kakeibo method. This means opening three tables: monthly income, monthly savings and monthly expenditure plans. Each table should cover a four-week period. Add up the planned expenditure (overheads, repayments, travel passes) and savings (what we would like to put aside) and subtract this from our income to determine how much we have left, i.e. how much money we can spend. It is also worth grouping our expenses: e.g. food, culture, entertainment, other. We can also use this method when preparing students.

**Task 2** Let's outline this situation! You are preparing for a school trip with your class, and you wonder how you would react if you noticed that one of your students had run out of money with two days left until the end of the trip. The question arises: what is the reason for this? Did the student receive significantly less money than their classmates? Or did they have enough money, but were unable to budget it properly? This situation can be very unpleasant, so it is worth preparing for it in advance. Bring up the topic in a form period and discuss responsible financial behaviour with the students. In addition, during a school trip, it is important to clarify the limits with the parents, even setting a minimum and maximum amount for pocket money, thus avoiding major inequalities.

### ***3. Paying abroad***

During our stay abroad, most of our expenses are certainly arranged in advance. If any of these (e.g. accommodation or travel, meals) still need to be arranged individually, it is worth choosing a bank transfer, as this has the lowest cost. When abroad, we should choose to pay by bank card whenever possible, as the bank will then calculate the exchange rate close to the mid-market rate. If we have a foreign currency account (card), we will not be affected by exchange rate fluctuations. The institution's operator (school district centre, church, foundation) may offer the teacher responsible for the trip the option of transferring



the costs – travel, accommodation, other expenses – to their own foreign currency account, based on the terms of a prior agreement (e.g. group scholarship agreement). This is definitely the most economical solution, so let's find out if it's possible!

Other payment options:

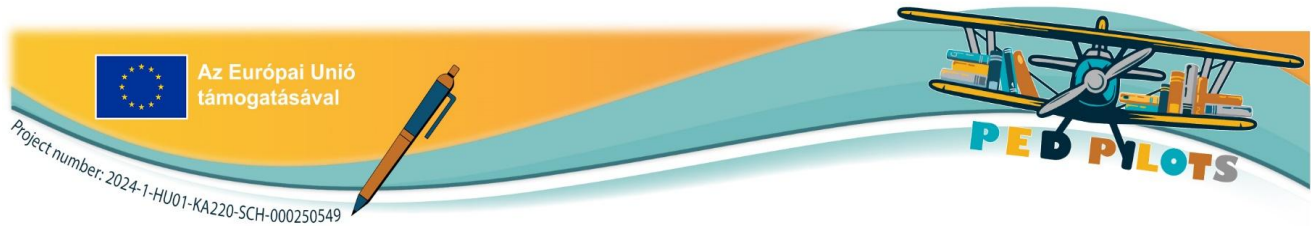
- a) Cash, which we have exchanged in advance for the official currency of the country concerned.
- b) Payment in advance or afterwards, e.g. for a joint expense of the group, which of course someone will cover (e.g. gifts for hosts, dinner afterwards, as an unexpected expense).
- c) It may also happen that we run out of (cash) money, in which case we can ask for money to be sent from home. The best known and fastest platforms are: Wise, Western Union, PayPal.

**Task 1** What happens if everything we have is stolen abroad? Or if we run out of money? Make a plan in advance for these situations: what specific measures are needed to solve the problem?

**Task 2** What would you do in this case? Booking.com cancelled the group's reservation and only notified them on the day before the trip (or even during the trip). Find out how to resolve the situation in a reassuring manner!

## II. Glossary

**Insurance:** It is generally recommended for all trips, but it is strongly advised to contact an insurance company before travelling abroad. Insurance helps us relax, as our valuables and our lives are protected by a contract. In the event of an accident or major tragedy, our family will not have to bear the extra burden of restoring our health or returning home.



**Group scholarship agreement:** When organising certain international mobility programmes, it is possible to conclude a so-called group scholarship agreement to finance the living expenses of outgoing pupils and students. This creates a favourable opportunity for the authorised, contracting adult to receive and manage the entire cost in the form of cash or bank account funds. The advantage is that this form of support is reimbursable, i.e. tax-free, and part of it can be distributed to students as pocket money.

**Cash:** A payment option that is always available. It is worth keeping a significant amount of money in the currency of the host country, or possibly in euros or dollars. In many cases, this is the only way we can pay.

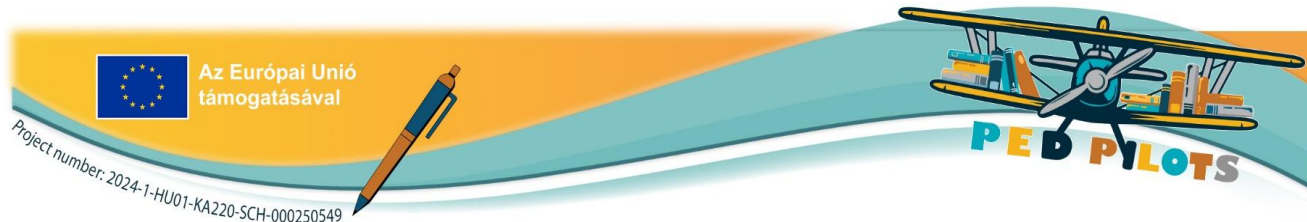
**Liquidity position:** This refers to solvency, i.e. how easily we are able to settle our debts accurately and on time. In a broader sense, it also refers to how quickly a person can mobilise money from their available resources.

**ETF (Exchange Traded Fund):** An investment fund that can be bought and sold on the stock exchange in the same way as shares. It comprises several assets at once, so it can be a basket of hundreds of shares. The advantages of ETFs include low costs and liquidity.

**Currency:** A country's legal tender, i.e. its official money. Usually banknotes or coins in circulation. During our travels in Europe, we will most often be dealing with the euro.

**Foreign currency:** A claim on foreign currency, which can be account money, cheques, bills of exchange or bonds. We most often encounter the term foreign currency account, which means that our money has been deposited there in euros or dollars.

**Credit card:** A special bank card issued by a financial institution, which differs from a debit card in that the financial transaction (e.g. payment) carried out with it is not backed by actual funds, but by a credit line provided by the bank. When using it, you need to pay close attention to regular monthly top-ups and repayments.



**Bank account credit line:** Credit lines also exist without credit cards. Banks may grant a shorter grace period in connection with a current account, during which we can spend from the security reserve linked to the account. Of course, this comes with costs, interest and withdrawal fees. In this case, the account balance becomes negative. The amount can be up to two or three times the salary.

**Bank card limits:** This is a daily limit chosen by us, i.e. a maximum amount that cannot be exceeded when paying with a bank card on a given day. There are separate settings for payments, transfers and cash withdrawals.

**Interest:** The cost of the loan, usually expressed as a percentage. Banks usually set this as an annual percentage. However, in special situations, it is important to check whether it is stated as monthly or periodic interest. In addition to interest, other costs may also be charged, which can be found in the APR (annual percentage rate) of a loan offer. We also talk about interest when our invested money grows and the surplus is realised as interest in our account.

**Handling fee:** A one-off fee charged by the bank for preparing the loan for the borrower. It ranges from 1-2% of the principal amount. Such costs may also arise when exchanging currency, so it is worth paying attention to this, as there may be significant differences between exchange rates. Exchange rates are usually written in English as "no commission" or as a percentage, e.g. 0.5%.

**Takeibo:** Japanese Takeibo is a money management technique that makes it easy and simple to learn how to budget your money well. It reflects a thoroughly Eastern way of thinking, so it treats the intention to save in exactly the opposite way. It does not focus on what we cannot buy, but instead focuses on the "here and now": what we buy because we can afford it.



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## Checklist

1. Using the words that give you ideas, write down what tasks need to be done before the trip!

- insurance
- bank card
- currency
- tickets
- accommodation

Suggested solutions:

**-insurance** Travel insurance must be taken out at least 48 hours before departure. This can be done online or in person at the insurance company. In this case, the contract must include personalised insurance coverage that meets the individual's needs. Recommended coverage may include: hospital care and reimbursement in the event of an accident, compensation in the event of theft (money and valuables), luggage insurance, trip cancellation insurance, insurance for your own vehicle, and special insurance coverage for extreme sports.

**-bank card** When travelling abroad, it is essential to sign a card agreement in addition to our existing bank agreement if we do not already have a bank card. We should check the following features and conditions of our bank card: Is it activated? Is the expiry date correct? Is it only valid with a signature? Have we set the appropriate limits for ourselves - purchases, cash withdrawals, transfers? Is there a credit limit associated with the account/card? Some students under the age of 14 do not necessarily have a bank card, so it is important to point out to them that a free junior account can be opened with the help of a parent.

**Currency** In addition to digital money, it is necessary to have some cash. It is often the case that some expenses will probably have to be paid in cash while abroad. These may include: small snacks during the trip, e.g. on the plane. The bank card terminal in a shop is not working. Money needs to be pooled for some shared expenses, e.g. gifts for hosts, shared lunch, tips in restaurants.



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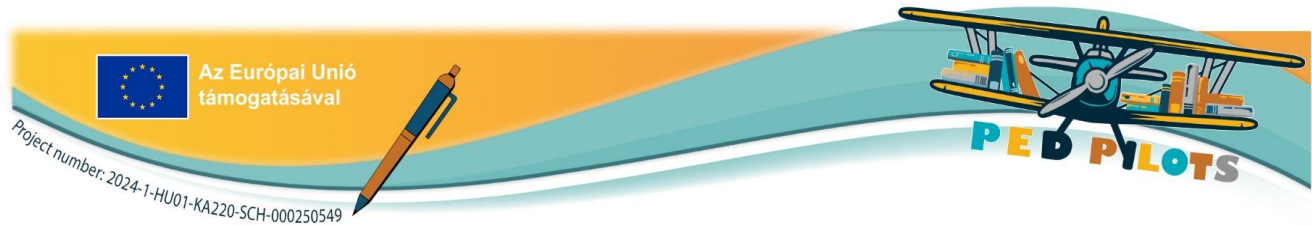
**-travel tickets** Travel-related costs will most likely be covered by the project, the travel agency or the organiser, and in rare cases by the accompanying teacher. Flight or train tickets are usually booked and paid for in advance as part of international mobility programmes. However, it is worth checking whether there are any other travel costs that the accompanying teacher will have to pay for, such as taxis, airport transfers, local public transport tickets or passes.

**-Accommodation** In relation to travel, this item is almost certainly part of the package that the organisers have already arranged, booked and paid for in advance. However, it is worth asking what services are included in the accommodation that we can use free of charge. Are there any joint programmes that we will have to pay for, e.g. use of the sauna?

## 2. Based on the given (imaginary) situation, choose the correct course of action!

**2.1. Stolen wallet:** In a big city airport, after getting off the plane, you notice in the terminal that your wallet is missing, along with all your cash and documents. What is the first thing you should do?

- A) I will cancel my bank card.
- B) I will go to the local police station and file an official report.
- C) I chase after the thief and try to get my belongings back.
- D) I report to the Hungarian embassy or consulate abroad that I am without documents.
- D) I call my insurance company to report that my belongings have been stolen.
- E) I start blaming myself for messing up again and ruining the whole trip.



*Solution:*

**A) is the correct answer. If you are sure that a thief is responsible, you should always block your bank card first to prevent further damage.**

*Keep your money in several places on your person! Keep digital copies of your documents on your phone! If your phone has also been stolen, block it with your service provider as soon as possible! It is also recommended to have the following basic addresses and numbers on paper, but not in your wallet: your insurance company and telephone service provider's contact details for blocking your account, your telebanking and internet banking login details, your ID numbers, our travel insurance policy number or a printout of the policy, the phone numbers of close relatives, the phone number of our accommodation provider and the booking code, the contact details of a group of Hungarians living abroad, and the address of the Hungarian embassy.*

**2.2. The coveted fan scarf:** Upon our arrival in Liverpool, one of our children spots a fan scarf for their favourite club in the very first shop we visit. What do we do?

- A) We let them buy it immediately.
- B) We suggest that they buy two, one for themselves and one for their dad.
- C) We encourage them to buy it in the city, where it will be cheaper.
- D) We point out that they need to consider whether they can afford it based on their budget, but we suggest that they make a decision as soon as possible.
- E) We note how much it was sold for, and we will keep an eye on how much it is available for during the rest of the programme. Finally, if we have thought everything through, the student can even buy it at the airport when leaving. Of course, only if their wallet allows it.



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*Solution:*

**E) is the correct answer. When abroad on a limited budget, you should not rush into spending large amounts of money. It is easy to find yourself in a situation where you need the goodwill or a loan from others.**

*It is possible that you can buy the same thing even cheaper in an online shop. The locals may also be able to help you by letting you buy it in the team's fan shop.*

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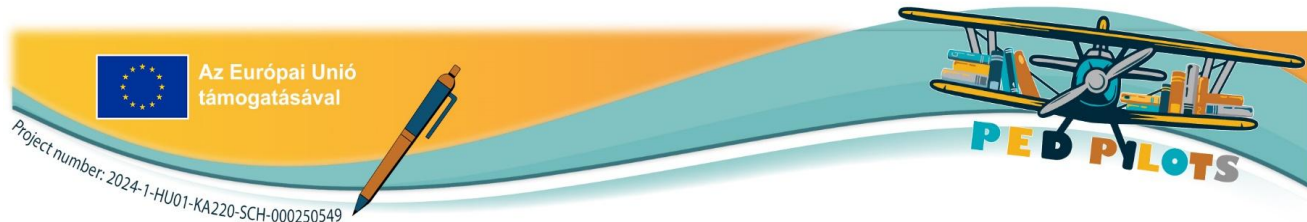
**2.3. Flight delay:** You missed your transfer at 8 p.m. in Eindhoven and are still 150 km away from The Hague, where your accommodation is located.

- A) I call the host organisation and ask what can be done in this situation.
- B) We take a taxi and go to The Hague.
- C) We walk to the bus station and look for a bus going there.
- D) We look for accommodation, because we will definitely not make it to The Hague that day.
- E) We fly home angrily on the first flight.

*Solution:*

**A) is probably the best answer, as it is possible that there is another flight, transfer or bus, but it is important to inform our hosts that we have encountered difficulties. This way, they can also prepare for the consequences of the change.**

*It is definitely worth asking the transfer company for the driver's phone number. Maybe he only left a few minutes ago and will turn back for us. In addition, the transport company may be able to send another vehicle*



*for a small surcharge. For example, if there is space on another flight. All in all, the locals and the host organisation will definitely be able to help you better in their native language than if you try to sort things out in a hurry.*

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**2.4. The cash machine has swallowed your card:** You need cash during a trip, but the system freezes before dispensing the money, and the ATM does not return either the money or the card.

- A) I run to the nearest bank to report the problem.
- B) I start to pry open the machine.
- C) I notify a nearby police officer.
- D) I stay where I am and report the fault to the bank using the telephone number on the machine.
- E) I ask someone from the group to try the machine to see if their card comes out.

*Solution:*

**D) is the correct answer. There may be several reasons for such an incident, but in 90% of cases, we ourselves may have caused the problem, and therefore the bank will not take responsibility.**

*In most cases, the card was retained by the ATM for a good reason, e.g. we were too slow to take the money, the card was damaged or expired, or we entered the PIN code incorrectly several times. Rarely, there was a technical problem with the machine, e.g. a power failure. If this happens at our own bank's ATM, there is a chance that we will get our card back. If not, the "foreign" bank will definitely send it back to our bank as invalid. However, we need to make sure that the transaction has been completed. We must find out whether the money has been debited from our account.*



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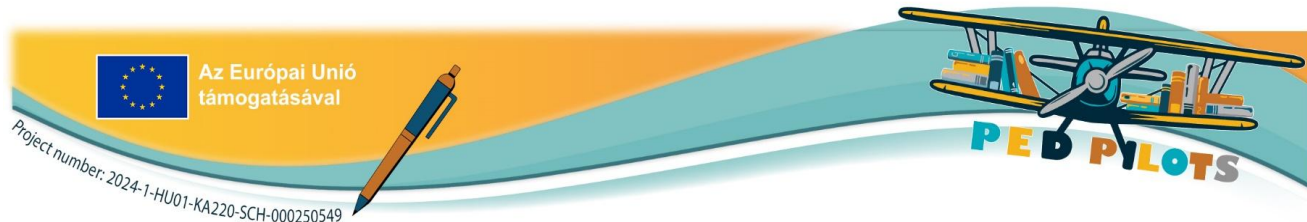
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<https://penzkuldeskulfoldre.hu/>



## 8. Signing a contract – what is important to note

### Introduction

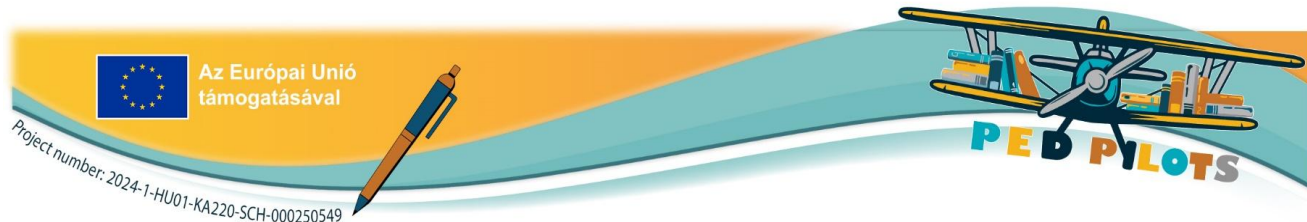
Concluding a contract between teachers and students is particularly important before any trip abroad or domestic trip or mobility programme, as it clearly sets out the rights and obligations of the parties, thus ensuring transparency and legal protection for the cooperation. The contract helps to avoid misunderstandings and sets out the expected standards of behaviour, the course of the programme, the areas of responsibility and the possible consequences of breaking the rules. It also increases the participants' sense of security and reinforces responsible participation in the programme.

### Objectives

- Establishing and adhering to rules → decisiveness, consistency, conflict management
- Developing conflict management and group dynamics skills: Levels of conflict and resolution strategies → mediation skills, communication techniques, decision-making
- Developing organisational and logistical skills: Organisation and coordination → decision-making skills, delegation, foresight
- Developing safety and emergency response skills: Communication skills, quick decision-making

### Time allocated to the teaching unit

45-90 minutes



## Learning outcomes

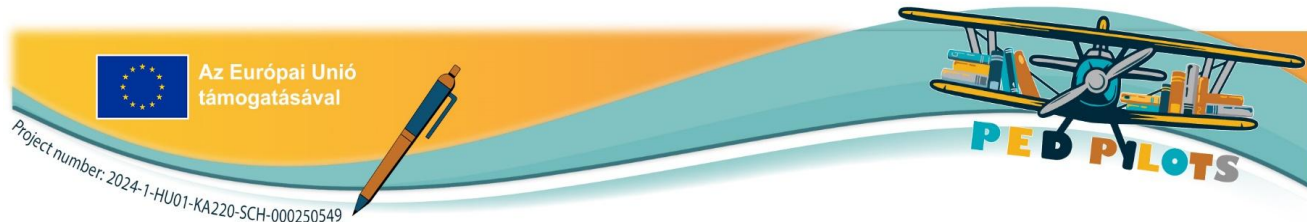
- Planning pedagogical processes, self-reflection related to their implementation (differentiation to promote optimal development, motivation, extracurricular activities)
- Communication, conflict management (cooperation, problem solving, maintaining relationships, compliance with regulations, authentic communication, accepting feedback, ability to persuade and be persuaded)
- Developing groups and communities (openness, creating opportunities, developing a culture of reasoning, mutual respect, acceptance, cooperation)

## The curriculum through practical exercises

### I. Basic principles of the contract

#### 1.1 The pedagogical significance of the contract

The contract is not only a legal document, but also a trust agreement between the parties. In school practice, the contract often takes the form of a parental consent form, a behaviour agreement or a service contract rather than an official contract. The purpose of these agreements is to ensure that all parties involved – teachers, students, parents, external partners – have a clear understanding of their obligations and rights. Trust, transparency and accountability are the basis of every pedagogical contract. Risk assessment and the preparation of a safety plan are the joint responsibility of the school principal and the teacher organising the programme. Before implementing mobility, it is important to check the legal framework in the country or countries concerned. You can view the Hungarian regulations as an example.



## 1.2. Legal framework in Hungary

The practice of concluding teaching contracts is regulated by the following legislation:

Act CXC of 2011 on national public education sets out the rights of students and the responsibilities of teachers. (<https://net.jogtar.hu/jogszabaly?docid=a1100190.tv>)

Decree 20/2012. (VIII. 31.) EMMI provides detailed rules on the organisation of school events, including study trips. (<https://net.jogtar.hu/jogszabaly?docid=a1200020.emm>)

The European Union's General Data Protection Regulation (GDPR – EU 2016/679) specifies what personal data may be processed, how and with what authorisation. (<https://eur-lex.europa.eu/eli/reg/2016/679/oj/eng>)

Based on the provisions of the Civil Code, contractual capacity, legal representation and the legal protection of minors are also important considerations.

## 2. Contractual situations in practice

### 2.1. Obtaining parental consent

**The written consent of parents or guardians** is required for all school trips or excursions. Here is an example of what this might contain:

#### Parental declaration and agreement on school trips

**School name:** [School name]

**School address:** [School address]

**Purpose of trip:** [e.g. educational trip, cultural visit]



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**Location of trip:** [Name of town/country]

**Date of trip:** [Departure date – Arrival date]

**Accompanying teacher(s):** [Teacher's name(s)]

**Accommodation:** [Name and address of accommodation]

**Transport:** [E.g. bus, train, plane – name of service provider, if known]

### ***1. Details of parent/legal guardian***

- **Name of parent/legal guardian:**
- **Address:**
- **Telephone number (available during the trip):**
- **Email address:**

### ***2. Student's details***

- **Student's name:**
- **Class:**
- **Social security number:**
- **Health problems/allergies:**
- **Regularly taken medications:**

### ***3. Parental declaration***

I, the undersigned, as the parent/legal guardian of the above-named student, hereby give my consent for my child to participate in the school trip. I acknowledge that the participation fee for the trip is [amount] HUF, which I will pay by [payment deadline]. I acknowledge that the student is required to comply with the school rules and the instructions of the accompanying teachers during the trip. I understand that in the event of intentional damage, the parent will be held responsible. In the event of a medical emergency, I agree that the teachers accompanying the trip may request the necessary medical intervention.



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#### 4. Other comments

[You can write here, for example, special dietary requirements, consent to photography, etc.]

#### 5. Date and signature

Date: \_\_\_\_\_, 20th \_\_\_\_\_. month \_\_\_\_.

Signature of parent/guardian: \_\_\_\_\_

This document contains the purpose, duration and itinerary of the programme, the limits of liability, as well as the student's health and other relevant information. This may include **the parent or guardian's consent** for photos or videos taken during the trip to be published in the media. Here is a useful example:

#### Parental consent for the publication of photographs or videos of the child

**I, the undersigned [Parent's name], as the parent/legal guardian of [Student's name], hereby declare the following:**

#### **Consent to take photographs and videos:**

I hereby consent to my child [student's name] participating in events, trips and programmes organised by [school name], where photographs and videos may be taken of them. The photographs and/or videos may be used by [school name] and/or its partners.

#### **Purpose of use:**

The photographs and videos may be used to promote school programmes, document events, and display them in various media, such as the school's website, social media platforms, school newsletters, and other educational and cultural promotions.



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### **Duration of use:**

The recordings may be used during the following period: [dates or duration, e.g. "until 31 December 2025"].

### **Legal statement:**

I understand that the use of the recordings does not entail any financial compensation. The photographs and videos will be used exclusively for educational and non-commercial purposes.

### **Withdrawal of consent:**

I have the right to withdraw my consent at any time by notifying the school management in writing. The withdrawal does not apply to material that has already been published.

### **Signature:**

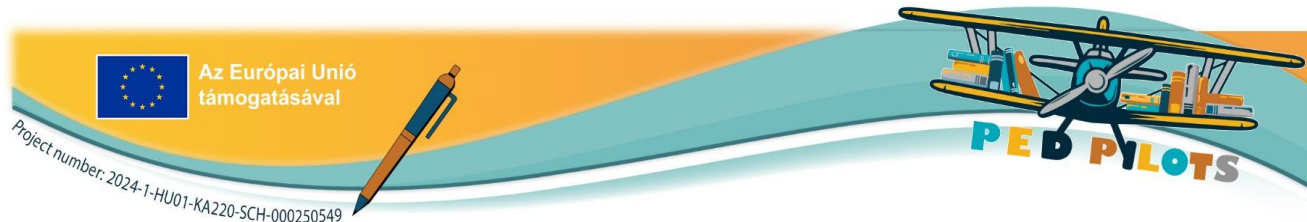
I hereby confirm that I understand the above and consent to the use of my child's photographs and/or videos for the above purposes.

**Parent's name:** \_\_\_\_\_

**Student's name:** \_\_\_\_\_

## **2.2. Concluding a contract with the service provider**

If an external service provider (e.g. bus company, accommodation provider) is used to run the school programme, the school or its operator is obliged to conclude a contract with the service provider. This contract shall specify the exact terms and conditions and the costs to be borne.



### 2.3. Establishing a student conduct agreement

During school trips, it is advisable to set out in advance the rules of conduct and expectations for pupils, as well as any consequences. This agreement should be confirmed by the signatures of the pupils and their parents.

#### Summary

The contract is a useful and indispensable part of the trip, outlining the obligations and rights of parents, students, external parties and teachers, and explaining the rules that have been set.

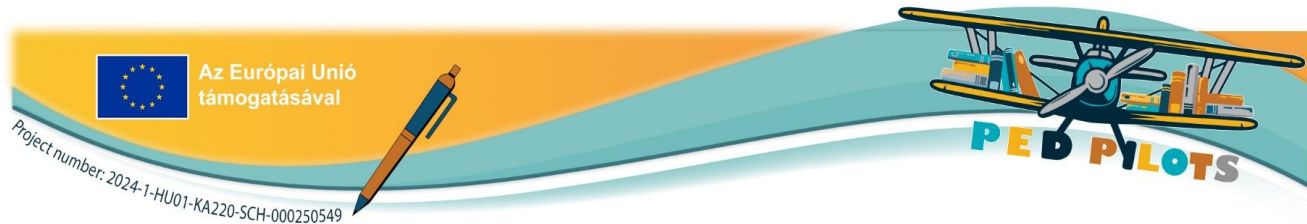
## II. The use of experiential education in creating a code of conduct for different age groups

Many educators find that students experience rules as obligations, as something they "have to" do. This can result in resistance, apparent acceptance of the rules, but also rule-breaking. The solution may be **to understand and accept the rules through shared experiences**, creating a kind of "living contract" when establishing the behavioural agreement, the content of which is not only to be followed but also felt by the students as *their own*.

When we create a set of rules, we can also put it into a contract.

#### 1. Purpose of the contract

- To guarantee safety
- Developing a sense of responsibility
- Preventing conflicts
- Protecting shared spaces



The principles of the experience-based approach ensure that we can successfully create a set of rules and a contract.

## **2. The principles**

- Students are active participants in rule-making
- They understand the rules through their own experiences
- The rules are reinforced in a visual, dramatic and interactive way
- The teacher is not only *a communicator* but also *a facilitator*

## **3. Advice on developing rules for different age groups**

### **Recommended tools and activities for lower grades (6–10 years old):**

- Rule stories (e.g. 'Curious Dani' gets lost but asks for help)
- Rule drawing exhibition: everyone illustrates a rule
- Role play: act out what happens if, for example, someone leaves the group
  - o Form of contract to be concluded: A joint poster listing the rules, which everyone "signs" with their handprint or fingerprint.

An example can be viewed here:

### **TRAVEL CONSENT FORM AND RULES POSTER**

I, the undersigned, \_\_\_\_\_ (name of parent/guardian), consent to my child, \_\_\_\_\_ (name of student), participating in the trip organised by \_\_\_\_\_ (name of school), which will take place on \_\_\_\_\_ (date).

Location of the programme: \_\_\_\_\_

I have read and understood the information regarding the duration and content of the programme.



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I understand that the following rules must be observed during the trip, and I have explained them to my child:

### Rules poster (example):

- I will always stay with the group.
- I will listen to the teachers and accompanying adults.
- I will not go anywhere alone.
- In case of an accident, I will immediately notify an adult.

**Signature (child):** fingerprint, handprint or signature

**Parent's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

### Recommended tools and activities for upper school (11–14 years):

- Group discussions about real-life situations: "What happens if someone does not arrive on time?"
- Role-playing games: "One of your friends gets lost – what do you do?"
- Question and answer competition: rules quiz in teams
- Form of contract to be concluded: Individual commitments, which everyone writes down on a piece of paper and then attaches to the joint team document.

Here is an example of a behaviour agreement (rules) for upper school students:



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## INDIVIDUAL COMMITMENT SHEET ON FIELD TRIP RULES

Student's name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

I will participate in the school trip organised by \_\_\_\_\_ (name of school) and I acknowledge and agree to abide by the following rules:

- I will arrive on time at the departure point.
- I will return to the meeting places at the specified times.
- I will respect the other participants, the teachers and the rules.
- If there is a problem, I will not remain silent, but will speak up.

### My commitment:

*"I undertake to keep the safety of others in mind during the trip and to behave responsibly."*

Parent/guardian's signature: \_\_\_\_\_

### Recommended tools and activities for secondary school (15–18 years):

- Discussion: what does it mean to take responsibility?
- Problem solving: "What would be the consequences if someone consumed alcohol?"
- Joint rule-making: let them come up with their own suggestions, which the teacher will finalise
- Form of contract to be concluded: "Travel code" – a document written jointly and signed by everyone. It may also include personal commitments.

Here is an example of a code of conduct for secondary school students:



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## TRAVEL CODE – MUTUAL AGREEMENT

The students and teachers of class \_\_\_\_\_ jointly accept the following travel code, which will be valid during the trip on \_\_\_\_\_ (date).

### Rules:

1. Each student is responsible for their own behaviour.
2. We respect each other's boundaries and safety.
3. The use of alcohol, tobacco products and other prohibited substances is prohibited.
4. In case of tardiness or disappearance, the teacher must be notified immediately.

**My personal commitment:** *"I understand that breaking the rules may have consequences, and I agree to behave in a manner that is in the best interests of the group."*

**Student's signature:** \_\_\_\_\_

**Teacher's name/signature:** \_\_\_\_\_

**Parent/guardian's signature:** \_\_\_\_\_

Date:

## Summary

In addition to the examples provided, there are many other types of contracts and activities that may be useful for drafting rules and contracts. The following links in English may also be helpful:

<https://www.troycsd.org/wp-content/uploads/2016/12/STUDENT-FIELD-TRIP-BEHAVIOR-AND-EXPECTATIONS-AGREEMENT-2017.pdf>



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<https://alandistravel.com/high-school-trips/study-abroad-rules/>

**Task 1** Which age group is it most suitable for? Match the contract with the age group!

Lower school

Upper primary

Secondary school

a) *I agree to always stay with my group, listen attentively to my teacher and follow their instructions. I will not leave the designated areas without permission. Any problems*

b) *I understand that during the programme I am required to follow the rules set by the organisers and teachers. I will not consume alcohol or any mind-altering substances, and I will only leave the accommodation with permission. I accept that breaking the rules may have consequences, including being sent home from the programme. I take responsibility for my own safety and that of my peers.*

c) *I agree to abide by the rules set forth during the programme. I will arrive on time for scheduled meetings and treat the decisions of teachers and my peers with respect. If I have any questions or problems, I will immediately report them to the accompanying teachers.*

**Solution:** a) Lower school

b) Secondary school

c) Upper school

**Task 2** Where does it fit best? Group the given activities to involve the following age groups in setting the rules. Justify your choice.

*Situational exercises, discussions about responsibility, dramatisation of rules, group discussions, joint rule-making, drawing, problem-solving exercises, storytelling, question-and-answer game*

Lower grades	Upper school	Secondary school



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**Solution:**

Lower grades	Upper school	Secondary school
<i>Dramatising rules, making drawings, telling tales and stories</i>	<i>group discussions, question-and-answer games, situational exercises</i>	<i>discussions about responsibility, problem-solving exercises, joint rule-making</i>

**Task 3** Choose one **age group** from the three and describe a real or imaginary **problematic travel situation!** What **experience-based method** would you use to explain the rule (e.g. role play, quiz, joint creation)? Formulate an **individual commitment** that a student could write into their contract!

**Example solution (upper school):**

**Situation:** A student goes to a shop without permission.

**Method:** Situational exercise where they act out what a classmate who notices this could do.

**Commitment:** "I promise to only go anywhere with permission, and if there is a problem, I will immediately tell the teacher."



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### III. The role of parents and guardians in concluding the contract

Involving parents is important not only to increase safety, but also because it can increase students' emotional security and willingness to cooperate. The role of parents is not limited to signing the aforementioned parental consent form. Shared responsibility reduces the likelihood of conflict and promotes transparent communication.

#### 1. Important principles

- Treating parents as partners
- Building mutual trust
- Clear and accurate information
- Clarifying areas of responsibility in accordance with the law (e.g. parental consent, handling of health data, accompanying role)

#### **Task 4** Situational exercise

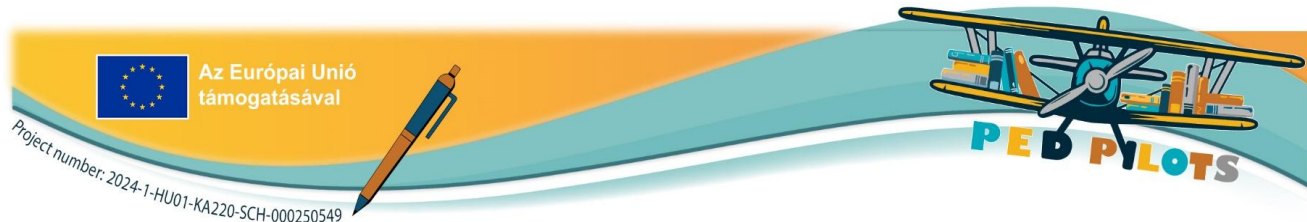
On the morning of the trip, a parent withdraws their consent because they did not agree with the route change announced the previous evening.

- *How could this situation have been prevented?*
- *What communication errors may have occurred?*
- *What can the teacher do now?*

#### **Solution:**

*How could this situation have been prevented?*

The situation could have been prevented if the teacher had informed the parents of the route and programme in detail and in good time. It would have been important to clarify in advance that changes may be necessary at any time for organisational or safety reasons, and that there is a jointly agreed protocol for



dealing with this. The problem could also have been mitigated if the teacher had informed the parents of the change as soon as they became aware of it, rather than at the last minute, and had given them the opportunity to ask questions and provide feedback.

*What communication errors may have occurred?*

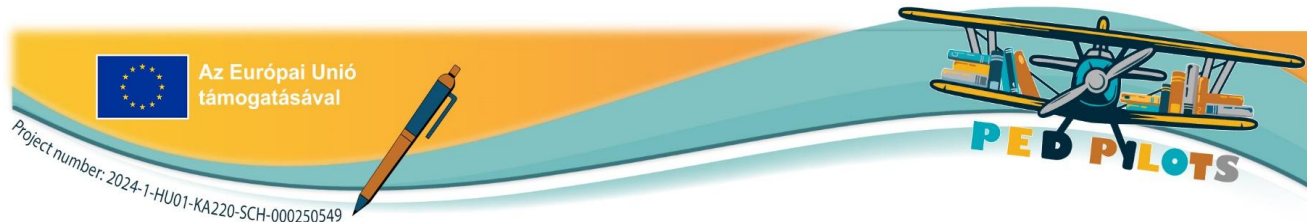
It can be considered a communication error that the parents were informed of the change too late. In addition, they did not receive a sufficiently detailed explanation of the reason for the change, which led to a lack of trust. The teacher did not give the parents the opportunity to ask questions and express their opinions, and the form of the message was also inappropriate: the information was probably communicated in a short written message, without a personal or telephone consultation.

*What can the teacher do now?*

The teacher must first listen empathetically to the parent's concerns and accept their point of view without arguing. Then, calmly and clearly explain why the route change was necessary and why the change is safe. If the parent still insists that their child should not take part in the trip, the teacher should provide an alternative, such as supervision of the child at school. After the trip, it is a good idea to hold a joint reflection session with the parents, where they can discuss how to make communication more transparent and faster in the future.

## ***2. Practical tips for involving parents***

- Organise **preliminary parent meetings** where all questions can be clarified
- Share a **detailed** written **programme plan** with all parties involved
- **Online questionnaires** to identify parents' needs and concerns
- Signing a **parental responsibility statement** that clarifies roles
- Share an **emergency plan** so that everyone knows what to do in case of a problem



## **Task 5**

Plan the process of informing and involving parents in a specific school trip! Instructions:

- Choose an excursion or trip!
- Write down at least three specific steps you would take to involve parents!
- Create a template for a parent information letter or questionnaire!

### ***Example solution:***

The planned trip is a **two-day class trip to Lake Balaton**, during which students will visit museums, go on boat trips and take part in joint sports programmes.

The first specific step to involve parents would be to organise a preliminary information meeting for parents. At this meeting, we would present the programme plan, explain the costs and give parents the opportunity to ask questions or make suggestions.

The second step would be to send out an online questionnaire in which parents could indicate any food allergies, health issues, and special needs their children may have. This step would contribute to organising a safe programme that is suitable for everyone.

The third step would be to maintain constant contact with parents via email and a shared messaging group. We could send short status updates during the trip, for example, to let them know that the group has arrived safely, the programme has started, or that they are on their way home.

### **Sample letter to parents:**

Dear Parents,

I would like to inform you that our class **is organising a two-day trip to Lake Balaton** [date]. The programme includes a visit to a museum, a boat trip and joint sports activities for the children. The aim of



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the trip is to enrich the pupils' experiences, strengthen their community spirit and allow them to discover one of Hungary's most beautiful regions in a safe environment.

The participation fee is [amount]. This includes the cost of travel, accommodation, meals and admission tickets. Please indicate your child's intention to participate by [deadline]. I have enclosed a questionnaire in which you can provide any health or other information that may be important for organising the trip.

If you have any questions or comments, please do not hesitate to contact me. I will provide a detailed report on the trip and its details at the parents' meeting to be held on [date].

Best regards,  
[Teacher's name]

### **Sample parent questionnaire:**

#### **Dear Parents,**

Please complete the questionnaire below so that we can ensure the safest and most pleasant conditions for your child during the trip.

1. Child's name: \_\_\_\_\_
2. Food allergies or special dietary requirements: \_\_\_\_\_
3. Health conditions (e.g. chronic illness, regular medication):  
\_\_\_\_\_
4. Name, dosage and administration time of medication: \_\_\_\_\_
5. Are there any activities in which the child cannot participate? (e.g. swimming, sports activities):  
\_\_\_\_\_
6. Who should we contact if necessary? (name, telephone number): \_\_\_\_\_



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7. Do you consent to photographs or video recordings being made of your child during the trip, which will be shared on the school's internal social media platforms?
- Yes  No
8. Any other comments that you consider important for the teachers:

Parent's name: \_\_\_\_\_

Date: \_\_\_\_\_

Aláírás: \_\_\_\_\_

## Summary

Involving parents and guardians and informing them in a timely manner is an essential step in any school trip or excursion. They are the teachers' partners, and their cooperation is indispensable.

## Sources

<https://net.jogtar.hu/jogszabaly?docid=a1100190.tv>

<https://net.jogtar.hu/jogszabaly?docid=a1200020.emm>

<https://eur-lex.europa.eu/eli/reg/2016/679/oj/eng>

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<https://www.responsiveclassroom.org/how-to-create-community-with-classroom-rules/>



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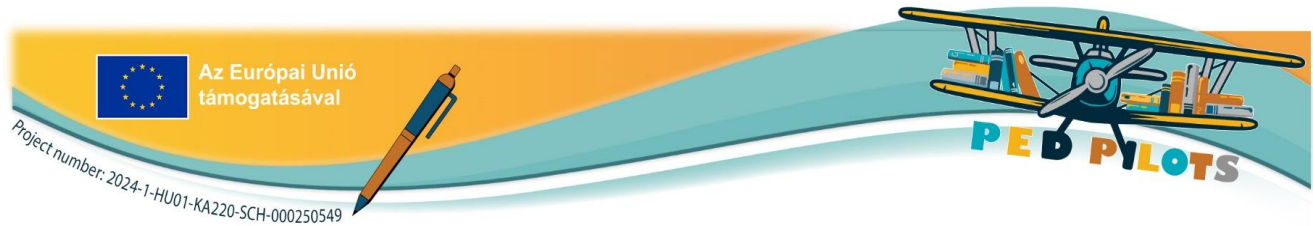
<https://classroomreview.games/game-based-classroom-rules/>

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<https://alandistravel.com/high-school-trips/study-abroad-rules/>

<https://www.easchooltours.com/blog/promoting-a-school-trip-to-parents-and-students>



## 9. Conflict management during field trips

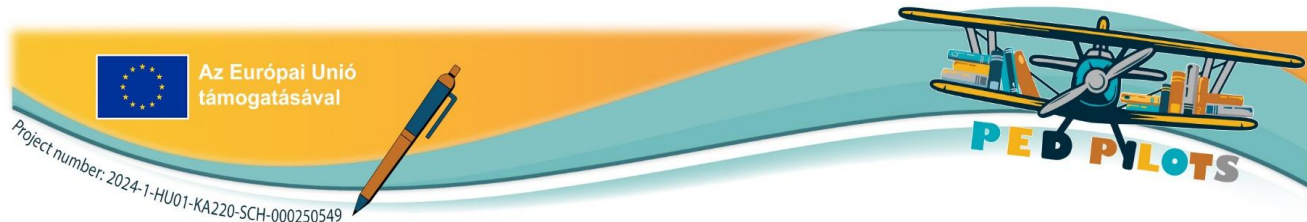
### Introduction

School trips, including international trips, offer students and teachers a unique opportunity to learn about other cultures, make new friends and develop their personalities and social skills. However, these trips can bring not only joyful experiences but also challenges, especially when diverse groups live together. The different customs, communication styles and expectations of participants from different backgrounds can easily lead to misunderstandings, tensions or even open conflicts.

It is therefore particularly important that participants – especially accompanying teachers – are prepared to prevent and manage conflicts effectively. Well-managed conflicts not only strengthen group cohesion, but also provide valuable learning opportunities for young people, developing their empathy, self-awareness and problem-solving skills. Creating a supportive, open and safe environment contributes to the success of the programme and the positive experiences of participants.

### Objectives

- Participants learn about the most common conflict situations at camp.
- learn to recognise the early signs of conflict
- learn effective communication and mediation techniques
- learn about conflict prevention tools
- practise dealing with different situations through role-playing

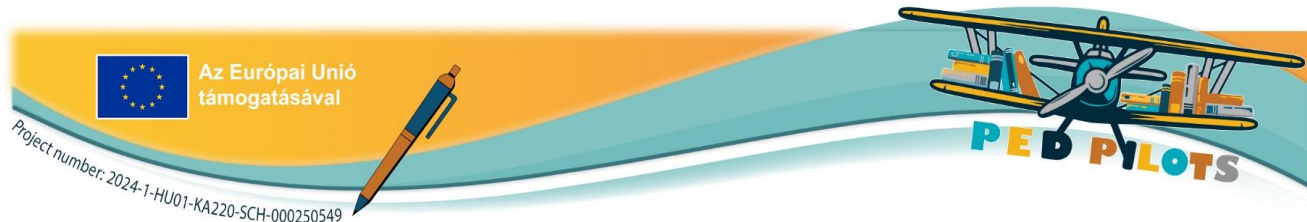


## Time allocated for the teaching unit

90-135 minutes

## Learning outcomes

- Participants will be able to recognise early signs of conflict in a camp environment and distinguish between different types of conflict (e.g. value-based, emotional, conflict of interest).
- They are able to use effective communication tools (active listening, I-messages, assertive communication) to prevent or resolve emerging tensions.
- Consciously apply different conflict management strategies (e.g. compromise, cooperation, mediation) according to the situation and the needs of the participants.
- Increases empathy and cultural sensitivity, thus better understanding the motivations behind the behaviour of campers from different backgrounds.
- Becomes more confident in handling tense situations, able to calmly intervene and moderate conflicts within the camp group.
- You will be able to recognise your own conflict management style and reflect on how it affects group dynamics.
- They are able to create a positive, supportive atmosphere in which campers feel safe and become more open to discussing problems.



## The curriculum through exercises

### Theoretical background – The nature of conflict

#### The concept of conflict

Conflict is a clash that stems from opposing demands, intentions, desires, aspirations, interests, needs, views, opinions and values (Szekszárdi 1995, 1996). Fighting and clashes occur when the behaviour of the parties involved prevents one or both of them from asserting their demands, or when their values differ (Gordon 1994).

The frequency of conflicts depends on the general level of tension in the institution, group or personal environment. Conflict research must therefore examine the atmosphere, value system, spirit, climate and cohesion of the organisation, as well as the empathy, communication and relationship-building skills and tolerance of the group members. The existence of conflicts is also a consequence of certain psychological and social psychological laws, insofar as the laws governing the development of group processes themselves carry the potential for conflict, while at the same time, as we age, the succession of life stages cannot take place without conflict. Taking these laws into account and studying them can facilitate and make conflict management more effective (Deutch 1998).

The stages of conflict and their possible solutions can often be managed through a structured series of steps. One of the most effective models is the **7-step approach**, which helps to identify, understand and constructively manage conflicts. Here are the 7 steps of conflict management:

#### 1. Recognising the conflict

- Goal: To become aware that a conflict exists.
- Characteristics: Tension, disagreement, unpleasant feelings.
- Important: Do not deny it or sweep it under the carpet.



## 2. Analysis of the conflict

- Objective: To understand the nature, causes and participants of the conflict.
- Questions:
  - What triggered it?
  - Who is involved?
  - What interests and needs have been harmed?
- Tool: Communication, active listening.

## 3. Involvement of the parties

- Objective: To motivate those involved in the conflict to seek a solution.
- Important: Voluntary participation, building trust.

## 4. Formulating a joint CL

- Objective: To define an objective that is acceptable to all parties.
- Example: "We would like to work together more effectively in the future."

## 5. Search for possible solutions

- Objective: Brainstorming, exploring all possibilities.
- Methods: Brainstorming, seeking compromise.
- Important: Every party should have their say.

## 6. Reaching an agreement

- Objective: To establish a specific, clear and realistic solution.
- Important: it should be in writing, with deadlines and areas of responsibility.



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## 7. Follow-up, evaluation

- Objective: To check whether the agreement is working.
- Questions:
  - Is the agreement being followed?
  - Has the relationship improved?
  - Are any changes needed?

## I. Introductory thoughts – starting questions

Before you start on the specific tasks, try to answer the following questions based on your experience and knowledge so far.

- What does conflict mean?
- In what situations have you encountered conflict?
- What methods have you used to deal with conflict effectively?

## II. Situational exercises

### **Situation 1:** "The rude roommate"

Topic: I-messages, mediation techniques, emotional feedback

Anna comes out of the room crying and says, "I can't take it anymore, Fanni is a jerk, she's always teasing me, and she hid my slippers!"

The teacher now has to decide how to respond – they don't want Fanni to be stigmatised, but Anna also needs help.



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## **Task 1**

- How could the teacher respond sensitively and without judgement?
- Formulate an "I" message that the teacher could say to Anna or Fanni.
- Later: work out the steps of mediation if both are present.

## **Situation 2: "Bus situation – feeling of injustice"**

Topic: Active listening, conflict-sensitive feedback

On the bus ride back from the camp trip, two students, Gergő and Máté, start arguing about where to sit. Gergő sat down first, but Máté says, "This was my seat on the way here!" The argument escalates, and Máté pushes Gergő angrily. The teacher steps in.

## **Task 2**

- What might the teacher ask first?
- What kind of reflective statements could help the parties to understand each other?
- What should you say if neither of them is willing to give in?

## **Situation 3: "Noise disturbance at night – an exaggerated reaction?"**

Topic: Recognising communication styles, giving feedback

After midnight, two people are still talking and laughing in a room. The third child, Tamás, exclaims irritably: "Shut up, you idiots! You can't behave yourselves!" In the morning, the others complain that Tamás was too aggressive.



### **Task 3**

Read the three different reactions and decide which communication style characterises each response.

Choose from the following options: Aggressive, Passive, Assertive

#### **Answer 1:**

"I've had enough of you! You're always the reason I can't sleep! Be quiet right now, or I'll tell the teacher!"

This is:

- Aggressive
- Passive
- Assertive

#### **Answer 2:**

(Tamás says nothing, suffering in silence. He is tired and irritable in the morning, but does not say what is bothering him.)

This is:

- Aggressive
- Passive
- Assertive

#### **Answer 3:**

"Guys, I'm sorry, but it's hard for me to fall asleep when there's noise. Could you talk more quietly or go to the lounge?"



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This is:

- Aggressive
- Passive
- Assertive

#### **Task 4**

Self-reflection: think about the following!

- Which reaction most closely resembles how you usually react in an uncomfortable situation?
- What are the advantages of this? And the disadvantages?

### **III. "Semi-automatic reactions" – Reflection exercise for teachers**

This independent reflection exercise helps you recognise situations that trigger emotional responses and become aware of your own "main reaction patterns". The goal is to respond with conscious decisions in communication instead of semi-automatic reactions.

#### **Task 1 – Immediate emotional reactions**

Read the following situations.

Do not think too much! Write down your first emotional or physical reaction (e.g. anger, grimace, tightness, laughter, embarrassment, sigh, turning away).

Examples:

- A student says sarcastically, "Are you really serious about that, teacher?"
- A colleague questions your decision in front of the children.



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- A student completely ignores what you say to them.
- A parent calls angrily: "Why is my child crying? What did you do to them?"

### **Task 2 - Verbal reflex**

Now return to those situations and write down a single word for each case that expresses:

The feeling it triggered (e.g. anger, fear, confusion, helplessness) or

Your reflexive reaction (e.g. shouting, withdrawing, explaining, defending yourself)

### **Task 3 - Identify your "trigger point"**

Which situation triggered the strongest reaction in you?

Why this one in particular? Do you have similar experiences from the past?

What "internal button" did this situation push?

### **Task 4 - Identifying behavioural patterns**

Choose which reaction pattern you would most likely use in these situations:

- I escape (e.g. I avoid it, I remain silent)
- I confront (e.g. I react immediately, defend myself, fight back)
- I try to understand (e.g. I ask questions, interpret, wait)



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## **Task 5 – Trying out an alternative response**

Choose a situation to which you have reacted automatically in the past.

Write down an assertive, conscious response that could replace your reflex reaction.

## **IV. Conflict management strategies**

### **4.1. The Thomas–Kilmann model**

- Competition
- Avoidance
- Compromise
- Accommodation
- Collaboration

**Exercise:** "Which strategy am I?" – movement game / online voting

- Participants choose a strategy based on situations
- They discuss the reasons for their decisions



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## 4.2. Situation cards

1. **Card:** Two children are fighting on the camp football pitch. One of them claims indignantly that he is always being teased.

Which strategy would be the best response?

2. **Card:** A colleague publicly criticises your decision in front of the children.

What would you do?

3. **Card:** Part of the group is left behind during the programme and now complains, "Why didn't you wait for us?"

How would you respond?

4. **Card:** Two teachers cannot agree on who should take the children on the trip.

Which strategy would you use?

5. **Card:** One child has been provoking his classmates all day. You have warned him several times.

What do you do?

6. **Card:** A child does not want to participate in the evening game because he thinks "it's stupid".

How do you respond?



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7. **Card:** A parent calls and asks why their child did not call them back.

What do you say?

8. **Card:** At the end of camp, the food delivery is late. The children are hungry and restless.

What conflict management strategy would help here?

9. **Card:** Two children are arguing about room assignments. One bursts into tears, the other storms out angrily.

How do you resolve the situation?

10. **Card:** It starts raining during an activity and the children complain: "This isn't a camp, it's a prison."

What strategy would you use to manage the mood?

### Suggested strategies

#### 1. CARD

Suggested strategy: Cooperation

Why? There may be deeper issues behind the violent situation. It is important to listen to both sides, understand the reasons together, and find a long-term solution.

Possible steps: Mediation, providing a safe space for expressing emotions, establishing rules together.



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## 2. CARD

Recommended strategy: Compromise or  Adaptation

Why? Public confrontation should be avoided; the teacher sets an example. In such cases, it is advisable to defuse the situation and initiate a private discussion later.

Note: If the issue is important to you, compromise is the better choice. However, if protecting the children is the priority, adaptation can help to ease tensions.

## 3. CARD

Recommended strategy: Compromise

Why? Both sides have valid points. It is important to maintain boundaries (the order of the programme), but if possible, offer a partial solution (e.g. an alternative game).

Example sentence: "I understand that you are disappointed – next time we will discuss how we can leave on time. But now let's see what you can get involved in."

## 4. CARD

Recommended strategy: Cooperation

Why? The goal is to ease tension and share responsibility. It is important that decisions are not made hierarchically, but based on mutual agreement.

Possible solution: Ask the group to agree on a common time or order, or suggest a rotation system.

## 5. CARD

Recommended strategy: Competition (decisive intervention), followed by cooperation



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Why? If boundaries are constantly being crossed, the first step is to send a clear and consistent message. After that, it is worth understanding the reasons behind the behaviour.

Recommended action: Set clear boundaries, then seek out the motives in a separate conversation and offer alternative behaviours.

## 6. CARD

Recommended strategy: Compromise or adaptation

Why? It is important to respect individual needs, but also to show alternatives.

Recommended action: Offer a choice ("Would you like to be a spectator? Or would you rather help with another task tomorrow?").

## 7. CARD

Recommended strategy: Adaptation, then compromise

Why? First, it is worth reassuring the parent and acknowledging their concern. Then, explain your own perspective (e.g. being busy).

Example sentence: "I understand that you are worried, and rightly so. Unfortunately, I was unable to call you back immediately, but it is important to me that you are kept informed."

## 8. CARD

Recommended strategy: Cooperation



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Why? You can prevent the mood from deteriorating by involving the group in finding a solution together (e.g. playing a game, filling in the waiting time).

Example: "Let's play a fun movement game while we wait for lunch, and then we'll prepare the venue together!"

## 9. CARD

Recommended strategy: Cooperation

Why? It is important that both parties can express their feelings. Create a safe environment for discussion and help them find a compromise.

Step: Give them time to calm down, then use helpful questions to explore their needs and find a solution together.

## 10. CARD

Recommended strategy: Adaptation and cooperation

Why? Managing the emotional atmosphere is paramount. Show empathy, then involve them in coming up with a new programme.

Example: "You're right, this wasn't planned this way. But now let's have a competition to see who can come up with the most creative indoor programme!"



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## IV. Closing, reflection and questions

### Task:

"My conflict management toolkit" – Formulate three key lessons you will take away from the training:

*Remember! "Conflict is not a mistake, but an opportunity: for self-awareness, for strengthening relationships, and for setting a good example.*

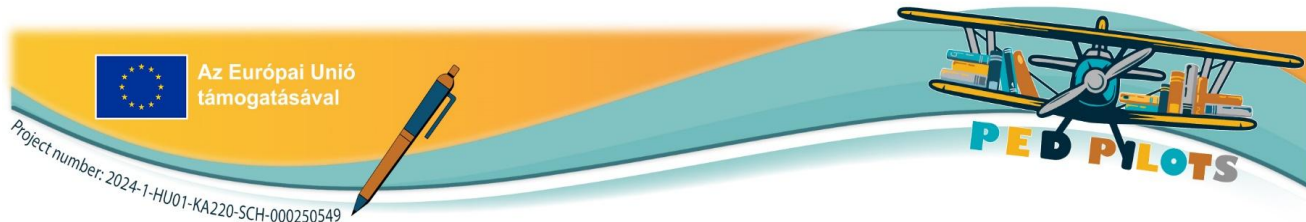
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## 10. Follow-up

### Introduction

One of the key stages of mobility projects is the follow-up work after returning, during which the teacher(s) involved are tasked with organising the knowledge they have acquired, documenting their experiences and sharing the results with the local community, school and colleagues. Follow-up work helps to sustain the impact of the project, support school innovation and provide a basis for future projects.

Through reports, reflections and dissemination activities, individual learning becomes institutional development, so documentation and sharing are not only administrative obligations but also pedagogical value-creating processes.

### Objectives

The aim of the teaching material is to successfully prepare the necessary reports, with particular regard to the requirements set out by Erasmus.

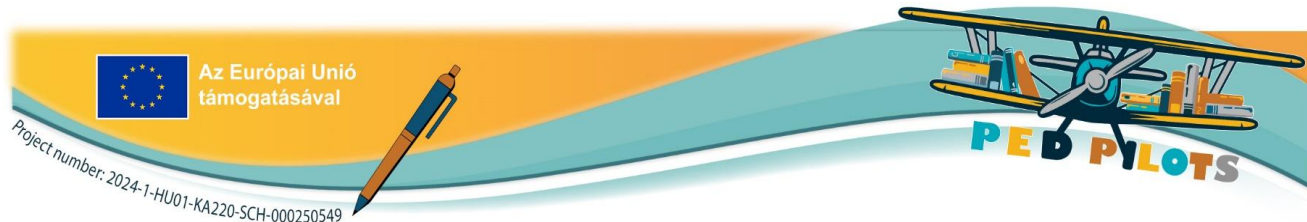
### Time allocated to the teaching unit

45 minutes

### Learning outcomes

In the follow-up phase of the project, the development of the following teaching competences is emphasised:

- Reflective thinking: independent review, analysis of learning experiences.
- Documentation skills: preparing reports, presentations and articles.
- Digital competence: preparing reports on online platforms, creating dissemination materials.
- Communication and presentation skills: sharing experiences and knowledge with different target groups (teaching staff, parents, students, professional communities).



- Basic project management skills: meeting deadlines and administrative obligations.
- Cooperation and dissemination: collaboration with other project participants, organisation of joint presentations.

## Through practical exercises

### Questions arising in connection with the report:

1. What format and content should the official report have?
2. How can I share my experiences with my colleagues in a structured and effective way?
3. What channels can be used for dissemination?
4. Which elements of what I have learned can be directly transferred to everyday teaching practice?
5. Who can help with the formal and technical preparation of the report?
6. What are the deadlines, and how can I ensure that the follow-up work runs smoothly?

### 1. What format and content should the official report have?

Let us look at report of the Erasmus project as an example: official Erasmus+ reports must typically be submitted online using the Tempus Public Foundation (or other national agency) system.

The report can take the form of:

- A questionnaire completed on an online platform (e.g. Beneficiary Module / Mobility Tool)
- Attached annexes: reports, photos, presentations



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- Text summaries in PDF or Word format

Content elements may include:

- Project implementation and results
- Learning outcomes
- Impact assessment
- Dissemination activities
- Future plans and sustainability

## **2. How can I share my experiences with my colleagues in a structured and effective way?**

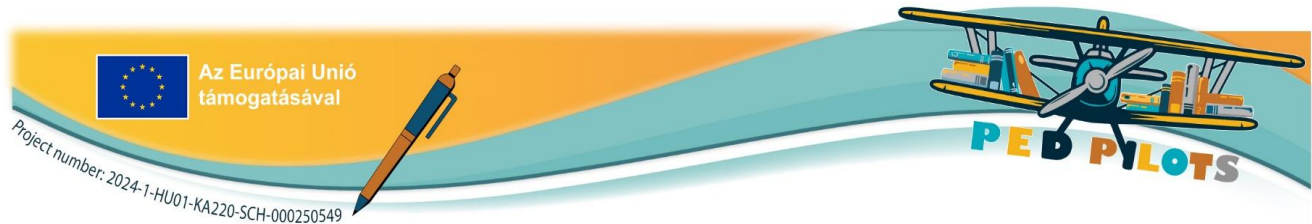
### **Task 1**

Create a short, visually appealing presentation or lecture, for example:

- PowerPoint/Prezi/Canva presentation/Reels video
- Poster or infographic
- Storyboard/experience report diary with pictures

Forms of sharing:

- Presentation at a faculty meeting
- Methodology workshop, mini-training
- Newsletter or internal intranet post



### 3. What channels can be used for dissemination?

Dissemination channels:

- Internal school forums: teaching staff meetings, pedagogical days, work group discussions
- Digital tools: school website, Facebook page, Google Drive, Padlet, blog, Instagram
- Local and professional forums: school district, local press, professional associations, conferences

Target groups may include:

- Fellow teachers, students, parents
- Management, professional partners
- Teachers from other schools

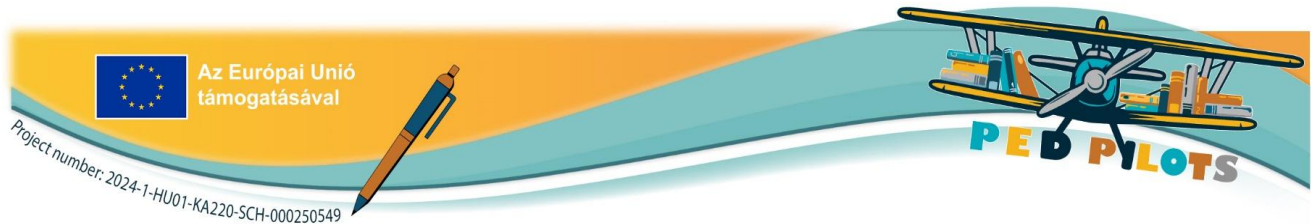
### 4. Which elements can be directly transferred into everyday teaching practice?

Examples of direct application:

- Regular use of new methodological techniques (e.g. project-based learning, cooperative learning)
- Use of digital tools and applications
- Development of foreign language skills
- Shaping attitudes, inclusive education

#### **Task 2**

Prepare a brief action plan for the pedagogical use of the elements you have learned: which elements, in what way, how often, in which group, and by what deadline will you incorporate them?



## 5. Who will help you with the formal and technical aspects of preparing the report?

Possible sources of help:

- Project coordinator or Erasmus coordinator at your own institution
- School secretary or administrator (document formatting)
- ICT coordinator or colleague with a good understanding of digital tools
- Tempus Public Foundation / National Office professional support materials and guidelines

## 6. What are the deadlines and how can you ensure that the follow-up work runs smoothly?

List of tasks for a smooth closure:

1. Note the official deadlines (e.g. report, dissemination, report upload)
2. Create a timeline for tasks (e.g. Trello, Google Sheets)
3. Communicate with the project coordinator if you get stuck
4. Use templates (e.g. previously created Word or Google Forms formats)

Delegate tasks: image editing, presentation, editing, etc.

## Supporting materials

### Tasks for learning:

The purpose of tasks 1-3 in the curriculum is for participating teachers to organise their experiences and actively participate in sharing them, both offline and digitally. We recommend that you think through the solutions, then choose one (or more) of the tasks as an exercise you find most difficult and work through them in detail. You can then use the instructions in the tasks when planning your own projects.



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### **Task 3**

Keep a reflection journal: write journal-style reflections based on the following questions:

- What did I learn during the mobility programme?
- What was the most rewarding professional experience for me?
- What difficulties did I encounter?
- How can I apply what I have learned in my teaching practice?

### **Control tasks**

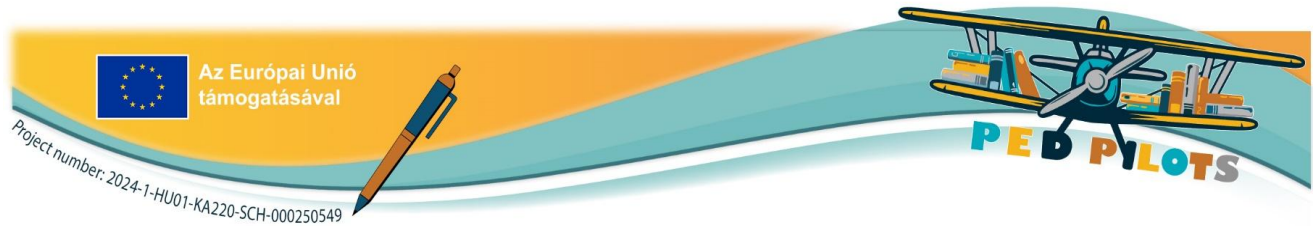
**Based on what you have read in the course material, identify the odd one out!**

#### **1) Content elements of the report:**

- Project implementation and results
- Learning outcomes
- The institution's educational programme
- Impact assessment
- Dissemination activities
- Future plans and sustainability

#### **2) Dissemination channels may include:**

- Internal school forums: teaching staff meetings, pedagogical days, work group discussions
- Public Facebook posts or TikTok videos to discuss mistakes
- Digital tools: school website, Facebook page, Google Drive, Padlet, blog, Instagram



- Local and professional forums: school district, local press, professional associations, conferences

### 3) Target groups may include:

- Fellow teachers, students, parents
- Doctors, carpenters
- Management, professional partners
- Teachers from other schools

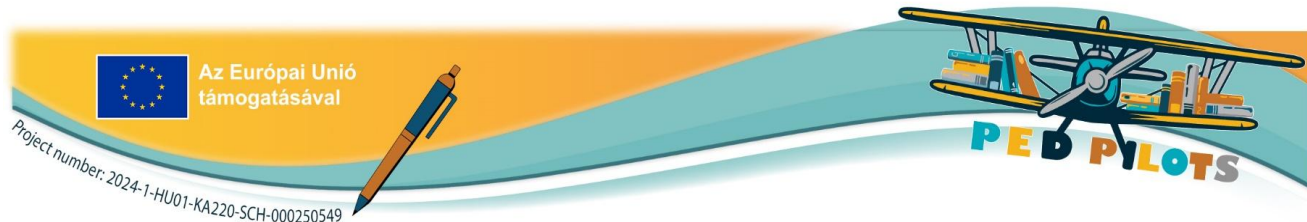
(Solutions: 1) third, 2) second, 3) second)

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## 11. Dissemination activities

### Introduction

In this chapter, we will explain the concept of dissemination, its significance and its role in various educational, community and grant projects. We will show how the knowledge, results and experiences gained during the project can be shared with others in a targeted manner.

The aim of this chapter is to help readers:

- understand the essence and purpose of dissemination
- recognise who the target groups of a dissemination activity might be,
- learn the principles and tools of effective dissemination,
- and be able to create a simple dissemination plan for a given project.

The chapter includes theoretical knowledge acquisition, analysis of practical examples and planning tasks, thus ensuring the immediate applicability of what has been learned.

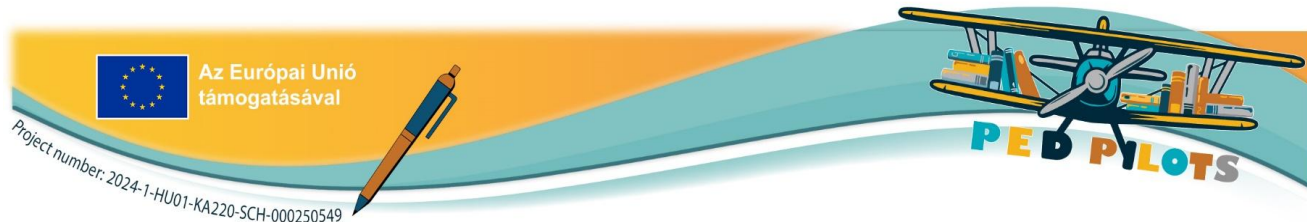
### Objectives

Development of follow-up work and reflective skills

- Processing experiences and preparing reports → structured thinking, communication skills
- Dissemination activities (sharing and spreading experiences) → presentation skills, digital literacy
- Development of reflective thinking (processing the question "Why was it worth it?") → critical thinking, evaluation skills

### Time allocated to the teaching unit:

45 minutes



## Learning outcomes

1. Professional tasks, specialist scientific knowledge
2. Planning pedagogical processes, self-reflection related to their implementation
3. Measurement, evaluation (evaluation and analysis of processes and students' personal development, personalised evaluation, analysis and use of assessment results, objective and clear)
4. Communication, conflict management (cooperation, problem solving, maintaining relationships, compliance with regulations, authentic communication, accepting feedback, able to persuade and be persuaded)

## The curriculum through exercises

### I. What is dissemination and why is it important?

#### 1.1 Brief description

Dissemination is a conscious, planned process in which the knowledge, results and experiences gained in the project are shared with the appropriate target groups in order to increase visibility and impact.

Effective dissemination is based on a communication plan and does not begin at the end of the project: from the outset, we consider who, what, when, how and through which channels it is worth communicating.

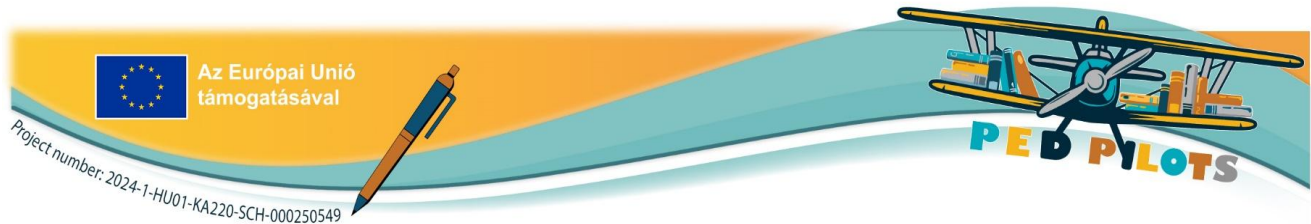
At the beginning of the project, when planning dissemination, we always need to determine:

- What are we sharing?

Teaching materials, methodology, tools, good practices, research results, measurement experience.

- With whom?

Colleagues, students, parents, school management, maintainers, professional communities, local communities, international partners.



- How?

Lectures, workshops, blogs, newsletters, posters/infographics, videos, social media, conference presentations, press appearances.

### **1.2 What does dissemination mean?**

Dissemination means that we do not leave knowledge, information, experience or results to gather dust in a drawer, but purposefully and systematically deliver them to those who can benefit from them. The key words to keep in mind during dissemination are practicality, comprehensibility, accessibility and reusability.

### **1.3 When do we use it most often?**

In educational projects: sharing lessons, modules, methods and assessment tools.

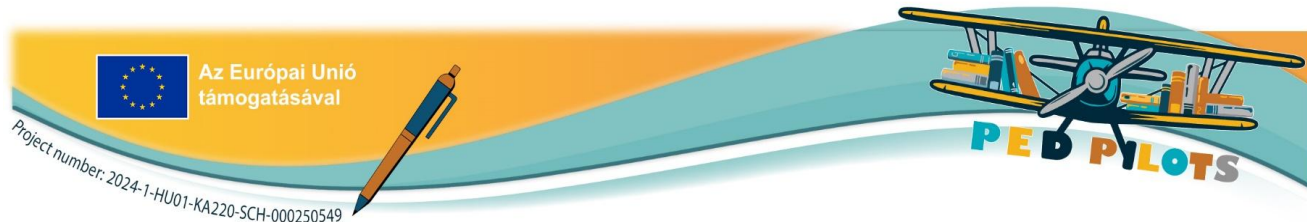
In research and development situations: publication of experimental results, measurement protocols, pilot experiences.

In international programmes (e.g. Erasmus+): work packages (WP), intellectual outputs (IO), making partner best practices visible in multiple languages.

### **1.4 Why is dissemination important?**

#### 1) Knowledge sharing

A very important element of dissemination is knowledge sharing: we don't just publish the materials, we also pass on our experience in a way that others can easily use. This means that we describe the circumstances, the steps, the necessary tools, and even the pitfalls, and we attach specific supporting materials (templates, guides, rubrics). In this way, the results live on and spread: they do not stop at the end of the project, but are taken up, tried out and developed by others. Feedback leads to shared learning: we see what works elsewhere and refine the method accordingly. Good knowledge sharing is clearly



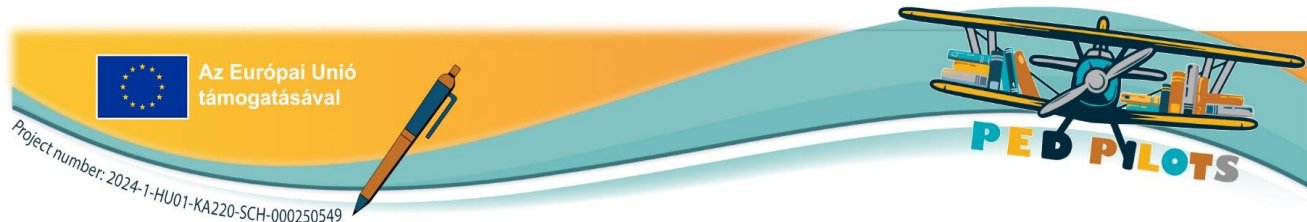
documented, clarifies the terms of use (e.g. CC BY), links it to measurable goals (downloads, adoption, student results), and always provides the next step ("download it here, try it out on a small scale"). In this way, local ideas become shared value, and mistakes serve as useful lessons.

## 2) Visibility and recognition

In dissemination, visibility and recognition mean that our work is findable, understandable and credible to our target groups — and that the community reflects this. Visibility does not just mean more posts: it means clear messages, good channel selection (website, newsletter, press, social media), and visual aids (infographics, short videos) that quickly reveal the benefits and how to adopt them. Recognition is not just praise: it is trust, invitations, and collaborations that confirm that it is worth continuing and expanding the impact. It is worth relying on facts (results, quotable examples), working with a consistent image, and measuring (reach, downloads, adaptation, feedback). At the same time, avoid self-promotion: remain fact-based and inclusive, and give space to the voices of students and partners. At the end of a good practice, always include the next steps: where the material can be accessed, who to contact, how to get involved.

## 3) Sustainability

Sustainability in dissemination means that the impact of the project does not disappear after its completion. What we have created – methods, tools, teaching materials – should not just be a one-off, but should remain accessible, understandable and transferable to others. It is therefore important that the materials do not die on a USB stick, but are organised and retrievable (e.g. with instructions, contact details and contact persons). Sustainability also means that there should be someone to carry on the work, so that everything does not depend on the enthusiasm of one person. If other teachers, other classes, or even other institutions can use and incorporate it, then the project is no longer a one-off action, but a real, lasting change. This also shows partners and supporters that the work was not only spectacular, but will remain meaningful.



#### 4) Community building

The community-building power of dissemination lies in the fact that it does not simply "send out" knowledge in one direction, but creates connections around it. When we share a method with a template, a short video and contact details, a dialogue begins: questions arise, ideas come in, and joint trials are organised. This is how a professional network (teachers, students, partners, local community) is formed, where feedback is not criticism but shared learning. The community is strong when a variety of voices are visible: student quotes, partner examples, adaptations. It is worth opening up "meeting places": an open folder, a short online conversation, a quarterly mini-workshop – and following up on each of these with the next step (contact person, date, link). Measurable signs: new members, editors of shared documents, number of joint events. The ultimate effect of community-building dissemination: the project does not end, but becomes a common cause – in multiple institutions, from multiple perspectives, reinforcing each other.

#### 5) Motivation

Motivation is important in dissemination because the whole process is based on human energy. When we share a result and receive meaningful feedback – interest, recognition, invitations, willingness to adopt – it reinforces the participants' belief that what they have done is meaningful. This is especially important for students and teachers: if it is clear that their work has not only existed internally but is also considered useful by others, it gives them self-confidence and professional self-esteem. Motivation maintains momentum: there is a greater chance that the team will further develop the material, take on a new project, or even initiate something in another area. It also matters externally: authentic, enthusiastic statements (e.g. student quotes, personal experiences) are much more convincing than a dry report. In short, motivation is not "nice to have", it is fuel. When people are proud of what they have created, they not only show it off, they take it further.



## 1.5 Mini checklist

Checklist for preparing a comprehensive dissemination plan:

### 1. Knowledge sharing

- It is written down what we did (not just that it was "successful").
- The steps are clear: how can it be repeated?
- I have added specific tools/templates/sample documents.
- I have mentioned the difficulties/pitfalls, not just the good stuff.

### 2. Visibility and recognition

- It is clear why this work is valuable (not necessarily "great", but useful).
- I published it on a channel where the target audience can actually reach it.
- It contains data, facts and concrete results – not just praise.
- It features the voices of multiple participants (e.g. students, teachers, partners), not just the "voice of management".

### 3. Community building

- I provided a way for feedback/questions (contact, link, opportunity).
- I didn't just present it, I invited others to try it out/join in.
- There will be follow-up: a shared folder, a quick online check-in, another meeting.
- I am not tying the whole thing to one person, but to a network.

### 4. Sustainability

- The material will remain accessible later (not just on a USB stick or in a private chat).
- There is a designated person who knows: "if someone asks a question, who will answer?"
- The material is understandable even if I don't explain it live.
- I thought that other institutions could also adopt it (it is not too location-specific).

### 5. Motivation

- It includes what we can be proud of – and WHOSE work we are proud of.
- It has a personal tone/experience, not just official text.
- Participants receive feedback that their work matters.
- There is a clear "next step" that provides momentum (what are we going to do with this tomorrow?).



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## 6. Practicality/quality

- The language is clear, not full of jargon.
- It is clear who it is aimed at (teachers? students? administrators?).
- There is a date/contact details/link – in other words, it is usable.
- The format (e.g. poster, video, workshop, newsletter) matches the content.

## Checklist

1. What does dissemination mean?

- A) The administrative closure of a project
- B) The evaluation of learners at the end of the project
- C) Sharing the knowledge, results and experiences gained with others
- D) Selecting participants for a new project

✓ Correct answer: C

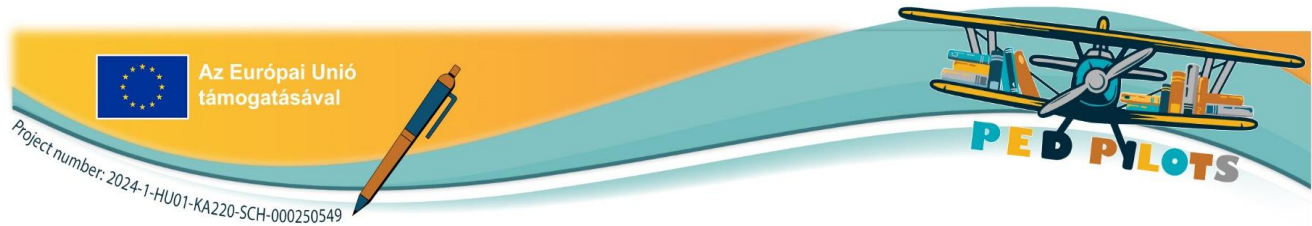
2. Why is dissemination important during a project?

- A) Because it is a mandatory element of every project
- B) Because it is the only way to obtain more funding
- C) Because it helps to hide the shortcomings of the project
- D) Because it allows others to learn from the project's results and ensures the sustainability of its impact

✓ Correct answer: D

3. Which of the following is NOT considered a dissemination activity?

- A) Presenting the project's results at a faculty meeting
- B) Writing a blog post about the experiences gained during the project
- C) Preparing the final financial report for the project
- D) Organising a workshop for colleagues on the methods used



✓ Correct answer: C

## II. Who, what and how? – Dissemination target groups and messages

One of the most important issues in dissemination is that it matters who we communicate with, what we communicate, and how we communicate it.

### 2.1. To whom? – Identifying target groups

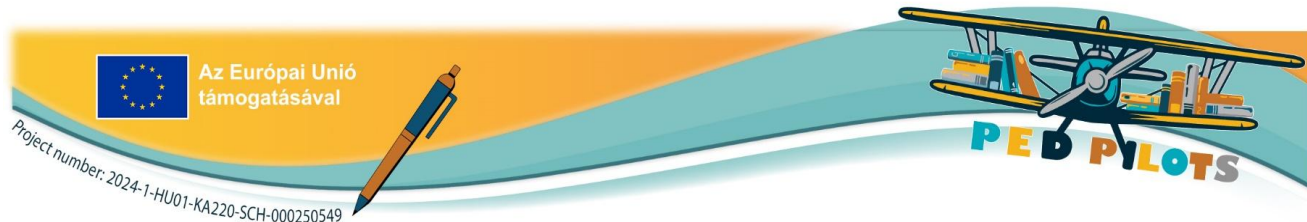
Dissemination is effective when the right information reaches the right people. It is worth selecting target groups carefully:

Examples of target groups:

- Teachers, teaching colleagues, e.g. school staff, teachers from other institutions
- Students, project participants and other interested students
- Parents who are curious about their children's activities and development
- School management, maintainers who make strategic decisions
- Local community, civil organisations who can make use of the results
- Professional public, e.g. conferences, educational portals, research institutes
- International partners, if the project has an international dimension, it is also important to share it externally in foreign languages

### 2.2. What? – Formulating messages

What you share depends on who the message is aimed at. Parents will be interested in different things than teachers or decision-makers.



### Examples of message content:

Target group	Important messages
Teachers	Methodological innovations, tools, experiences
Students	What have we learned? How have we improved?
Parents	What happened during the project, what can we be proud of?
School management	What results were achieved? How does this fit into the school's mission?
Professional forums	What innovative approaches did you use? What results were achieved?

Helpful tip: use simple, understandable language and make it clear why the information is relevant to the target group.

### 2.3. How? – Selecting the appropriate channels and formats

The form and channel of dissemination greatly influence how well it achieves its goal. It is important that the form is appropriate for the target group.

Examples of formats and channels:

Target group	Channel/form
Teachers	Teaching staff presentation, methodology day, newsletter
Students	Exhibition, poster, video, presentation in class
Parents	Parent-teacher conferences, social media posts, school blogs



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School management	Project report, strategic proposal, presentation
Professional community	Conference presentations, publications, webinars
Online community	Facebook, Instagram, TikTok, YouTube – visual, short and attention-grabbing formats

## Checklist

1. Why is it important to define the target audience for dissemination?

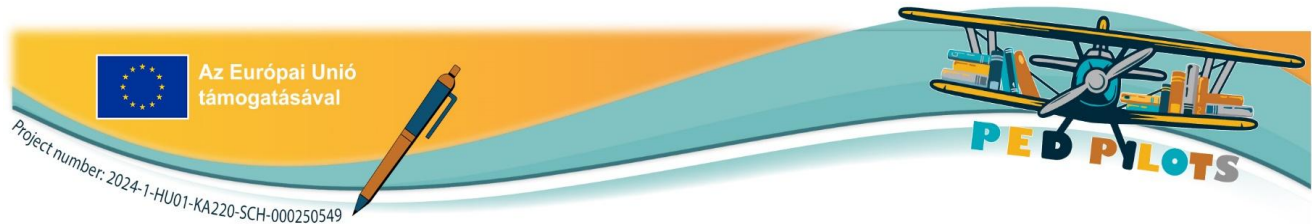
- A) So that you don't have to inform everyone
- B) So that the shared information reaches exactly those who are affected
- C) Because this is the only way to prepare the project's financial accounts
- D) So that different channels do not have to be used

Correct answer: B

2. Which form of communication is most appropriate for reaching a professional audience?

- A) Parent-teacher meeting
- B) Facebook post
- C) Scientific publication or conference presentation
- D) Class trip report

Correct answer: C



3. Which statement is true about dissemination messages?

- A) The same message should be communicated to all target groups without modification
- B) Only project participants should formulate messages
- C) It is important that the message is tailored to the target group's language and interests
- D) The content of the messages can only be written by the project coordinator

Correct answer: C

### III. In what forms can dissemination be implemented?

Dissemination is not just a "presentation at the end", but a conscious and creative communication process that can take many forms, depending on who we are addressing, what we want to share, and how we reach them.

Here is an overview of the most common and effective forms:

#### 1. **Verbal** forms: Presentation, lecture

- At faculty meetings, conferences or workshops
- Workshops, training sessions: Active participation, experience-based learning; Others can also try out and adapt the methods presented
- Round table discussion, forum. Interactive, based on sharing opinions. Excellent for reflection and joint thinking



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## 2. Written forms

- Article, blog post, professional publication
  - Can be informal (e.g. blog) or academic (e.g. study)
  - Permanently available, searchable format

- Report, newsletter

Short, concise summary for a specific target group (e.g. parents, maintainers)

- Teaching materials, methodological description

Enables the adaptation of results by other educators or institutions

## 3. Visual forms

- Poster

Can be displayed at an event, in a school corridor or at an exhibition

Eye-catching, concise and well-structured information carrier

- Infographics

Complex information presented in a spectacular and easily digestible visual form

- Exhibition, photo wall, installation

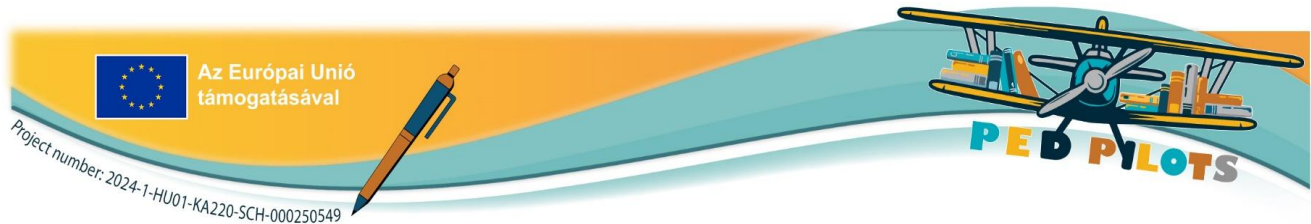
Can be a creative form of dissemination involving students

## 4. Digital formats

- Video, vlog

Short summary or mood video about the project, created together with students

Can also be easily shared on social media



- Presentation platforms (e.g. Genially, Canva, PowerPoint online)

Interactive, embeddable material that is visually appealing

- Website, project blog

Continuous updates, multiple types of content in one place

Permanent and public documentation

## 5. Social and public formats

- Social media (Facebook, Instagram, TikTok, YouTube, etc.)

Wide reach, quick sharing, particularly effective for reaching young people or parents

- Press coverage (local newspapers, radio, TV)

Serves to inform the wider community

- Public events, project closing events

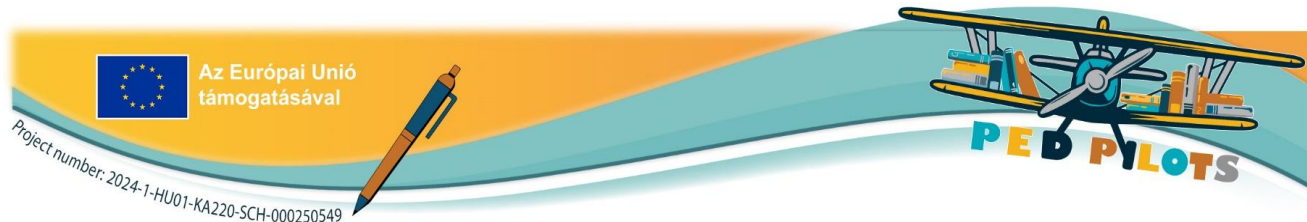
With invited guests, presentations, reports, and student participation

## Review questions

1. Which of the following is NOT considered a dissemination activity?

- A) Publication of a study in a professional journal
- B) Presenting the results of the project at a conference
- C) Submitting the project's financial closure to the maintainer
- D) Holding an interactive workshop for colleagues

Correct answer: C



2. What form of dissemination is suitable for reaching a wider audience, such as parents or local residents?

- A) Distributing subject grades
- B) Closed online questionnaire
- C) Facebook post, public event or press release
- D) Internal professional analysis

Correct answer: C

3. What do the poster, infographic and presentation material have in common?

- A) They only contain textual information
- B) They are all intended exclusively for parents
- C) They help to share information in a comprehensible and appealing visual format
- D) They cannot be shared online

Correct answer: C

#### IV. Presentation of good practices

Dissemination is most effective when information is conveyed to stakeholders in a targeted, creative and engaging way. The following examples come from different types of projects, but all illustrate how project results can be made visible, understandable and useful to others.

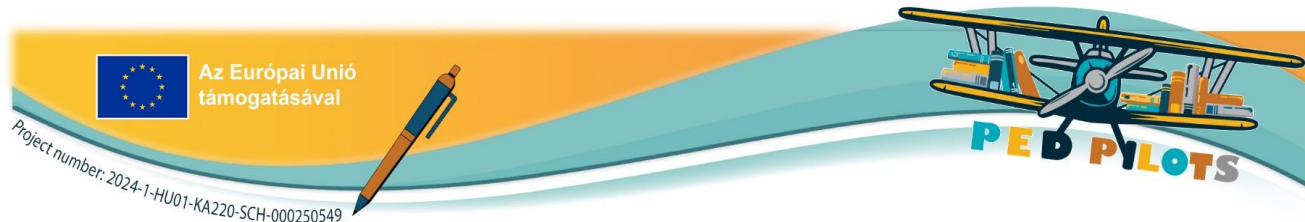
1. *'Learning in Europe'* – Dissemination of an EU school mobility project through a student photo exhibition  
Project: An international mobility programme for a secondary school, during which students visited several countries for study purposes.

Form of dissemination: A school photo exhibition was created from the students' photographs and experience reports, with a public opening and invitations to the local press.

Why is this a good practice?

A personal, experiential format that was appealing to fellow students, parents and teachers alike.

A digital exhibition was also created from the exhibition material, which became available online.



It contributed to raising awareness of the projects and promoting Erasmus+ opportunities at the school.

## 2. *'Innovative teaching methods'* – Methodology workshop for teachers

Project: A teacher training project aimed at testing and introducing new, creative teaching methods.

Form of dissemination: The project participants held a methodological workshop for other teachers, where they presented the methods they had tried out, with specific lesson plans and teaching aids.

Why is this a good practice?

The participants not only informed their colleagues, but also offered them active learning opportunities.

The teaching materials and presentations were made openly available on the school's website.

The activity also built a community, which supported the spread of the new methods in the longer term.

## 3. *"Digital storytelling – through the eyes of students"* – YouTube video series

Project: A school project where students learned the tools of digital storytelling and developed their own projects in film form.

Form of dissemination: The students made short films, which were turned into a YouTube video series and shared on social media.

Why is this a good practice?

The format is youthful and digital, communicating with the target group using their own tools.

The videos were personal and emotionally touching.

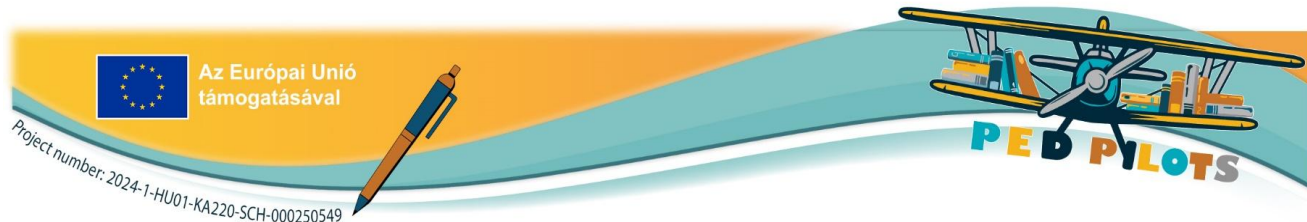
The channel's follower base grew rapidly, giving the project a longer-term impact.

### **Lessons learned from good practices:**

Good dissemination is attention-grabbing, easy to understand, target group-oriented and creative.

The more actively the target audience is involved, the more effective the message.

It is worth combining several formats to effectively reach different target groups.



## 12. Why was it worth it? - Evaluation and reflection after the international mobility programme

### Introduction

The end of an international mobility programme is not just the end of a trip, but can also be the beginning of a valuable learning process – if we consciously look back, evaluate and draw lessons. Reflection and evaluation give us the opportunity to recognise what worked well, what difficulties we faced and what we would do differently in the future.

This learning unit helps you, as a novice teacher, to process the experiences gained during the international mobility programme more consciously – not only in terms of your own teaching work, but also in terms of your students' development and the overall effectiveness of the programme. Reflection is not just looking back, but also a compass: it helps you navigate the planning and implementation of future international mobility programmes and your professional development. In this learning unit, we guide you through the evaluation process with questions, examples and practical tasks in a way that is simple, easy to follow and thought-provoking.

### Objectives

- processing experiences and preparing reports;
- dissemination activities (sharing and spreading experiences);
- developing a reflective approach (processing the question "Why was it worth it?");
- identifying opportunities for future development.

### Time allocated to the teaching unit

90 minutes



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## Learning outcomes

- planning pedagogical processes, self-reflection related to their implementation (differentiation, motivation, extracurricular activities that promote optimal development)
- Commitment and professional responsibility for professional development (self-reflection, cooperation with other parties, professional cooperation, future plans)

## The curriculum through exercises

### I. Introductory thoughts – starting questions

Before you start on the specific tasks, try to answer the following questions based on your experience and knowledge so far!

- What does a 'successful' international mobility programme mean to you?
- How can you assess what students have learned – not only in terms of knowledge, but also in terms of personal development?
- What can you learn from this process as an accompanying teacher?

### II. Situational exercises

Read through the following three situations and choose one of them, then complete the tasks related to the selected situation and answer the related questions.

Situation 1: The students hardly want to talk

During the first feedback session, only a few students share their experiences. The others are bored, not paying attention, and some are even talking on their phones.

**Task 1:** How could you create an environment where students are willing to open up honestly? Could you use tools other than conversation? What? Why?



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## Suggestions

Reflection based on personal experiences helps students connect, and honest answers promote interaction.

1. Prepare a simple but effective tool, such as a 'thought box'! Give students questions to get the conversation started! E.g. What was the most interesting moment? or What would you do differently?
2. Allow students to respond independently in writing first, ensuring that everyone has a chance to speak.
3. Bring up the answers in a group discussion and let everyone share their thoughts.

Situation 2: A student says, "This didn't teach me anything."

One student summarises their experience as follows: "It was good, but I don't feel like I learned anything. It was just programmes and strangers."

Task 2: How do you respond? How can you help the student realise for themselves what they have gained? Can you give them an example that they did not see?

## Suggestions

When students reflect on their personal experiences, a deeper understanding gradually becomes possible.

1. Start the conversation with questions that help the student dig deeper: Why do you feel like you didn't learn anything? What was most interesting to you?
2. Lead them to a personal experience: Was there a moment that changed your thinking or attitude?
3. Encourage them to connect the experience to learning with a specific example.
4. Have them write a summary describing what was new to them, even if it didn't seem useful.

Situation 3: Students argue during the project presentation

The students are preparing a joint report, but they get into an argument about who did how much work and who 'ruined' whose work. The atmosphere becomes tense.

Task 3: What would you do? How can the conflict be handled in such a way that it becomes a learning experience rather than a search for a scapegoat?



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## Suggestions

Developing communication skills and collaborative learning helps students accept each other's work and cooperate better.

1. Ask each student to say what they contributed to the project.
2. Evaluate individual contributions and encourage everyone to recognise each other's work.
3. Lead a small group discussion on how to ensure that everyone is equally involved in the work and what they have learned from working together.

## III. Planning feedback activities

Below is a series of activities that can be used to plan a feedback session.

e.g. *Draw what was the most memorable moment!* or *Summarise in one word: what did this trip give you?*

### Group processing:

- in group work: What was the most difficult? What did we learn from each other?
- visual aids: posters, experience maps, experience diaries

### Joint evaluation:

- with questions: What was the best thing you brought home – not in your suitcase?
- reflection cards, “before and after” comparison

### Closing, teacher reflection:

- **Tell us what you saw, what you appreciated in them! Ask:** *What would you do differently now?*

### Task 1

Plan how you would conduct a 45-minute feedback session with the students!

### Further suggestions for processing the students' experiences:

Below you can read about further activities aimed at exploring and processing experiences.



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**Experience diary:** Ask the students to keep a diary in which they write down every day what they liked, what they didn't like and how they feel. What questions would you ask when writing the diary?

**Reflection cards:** Prepare reflection cards with questions that each student will receive and can use to process their experiences from the international mobility programme. Examples: What was the most important thing you learned? Why is what you learned important?

**Group discussion:** Once everyone has written down their experiences, organise a group discussion. Every student should have the opportunity to share what they have brought home with them.

**Group SWOT analysis:** Hold a final reflective discussion with the students. During the discussion, fill in the SWOT analysis table below.

**Strengths   Weaknesses   Opportunities   Threats/Risks**

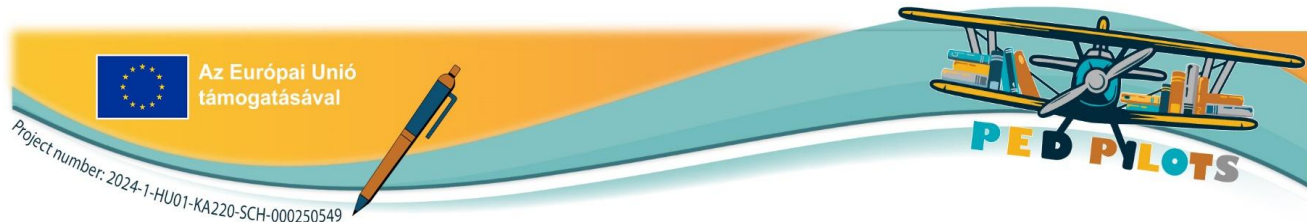
**Task 2:** Which of the above activities would you use? Why?

When selecting an activity, you can use the following reflective questions:

- What type of students benefit most from international mobility programmes?
- When do students really realise what they have learned – on the spot or only later?
- How could you help ensure that the experience is not just a "one-off memory" but leads to real development?
- As a teacher, how would you process what you have experienced?
- How can you help all students express what they have experienced?

#### **IV. Points of reference for professional practice**

If international mobility also involves professional practice, other goals are set. You can read about this below.



### 1. Monitoring professional development

The experience gained during international mobility programmes is crucial not only for personal development but also for professional development. Students should be given the opportunity to evaluate their experiences from a professional perspective, and teachers should help them to identify what they can take away from their professional practice.

#### **Questions:**

- What specific professional skills did the students acquire during the international mobility programme?  
Examples: foreign language skills, problem solving, teamwork, communication skills, technical skills, etc.
- How can you help students apply their new professional knowledge in the future?

**Professional diary (sample: Appendix 1):** Ask students to keep a diary of their experiences during the placement, focusing on the following aspects:

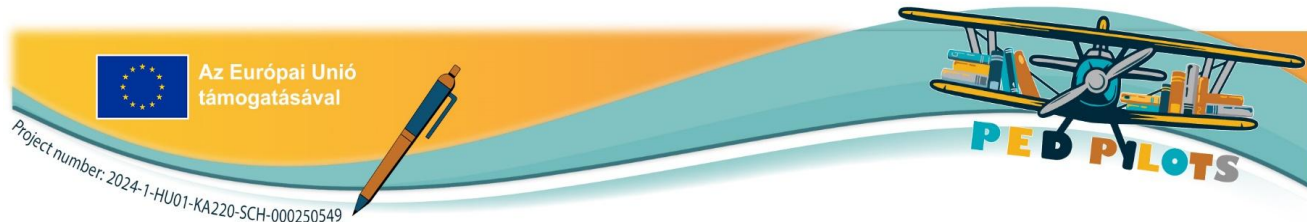
- What did they learn most?
- What was the biggest challenge during the internship?
- How did they overcome these challenges?
- How can they use this knowledge in their future careers?

### 2. Feedback and development

It is essential for students to receive regular feedback on their work during the internship. Teachers should help students use the feedback they receive constructively to further their professional development.

#### **Questions:**

- How can students gather feedback on their work experience?
- How can you help students evaluate the feedback they receive and use it for their own development?



**Feedback question cards (sample: Appendix 2):** Prepare feedback questions that students can use to evaluate their professional practice:

- What had a positive impact on your work?
- In what areas do you feel you have improved during the placement?
- What would you do differently next time?

### 3. Aligning students' personal and professional development

It is essential for students to link the experience they gain during their work placement to their personal development. You can help them to set new goals based on their experience and to work towards achieving them.

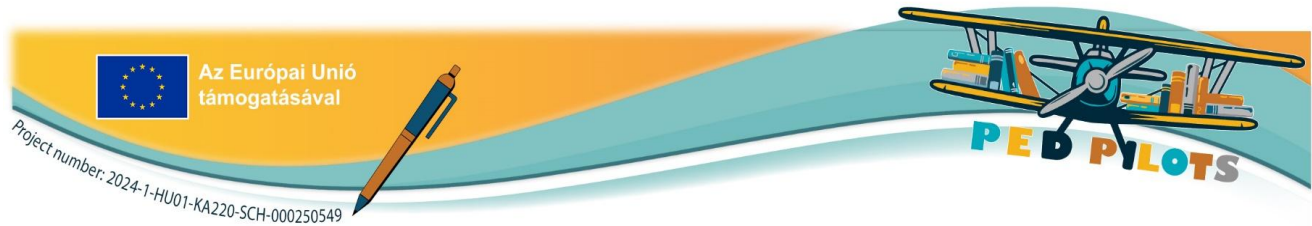
#### **Questions:**

- How can you help students evaluate the results of their work experience in terms of their personal development?
- How can students set new goals for the future based on their experiences?

**Development map (example: Appendix 3):** The development map helps students reflect on how their skills have developed and how their professional experiences have shaped their career plans.

**Setting professional goals:** Ask students to set specific professional goals for the future, taking into account their experiences during the international mobility programme. Help them plan how they can achieve these goals in the coming months.

**Professional self-assessment:** Ask students to complete a self-assessment at the end of the internship. This could be a questionnaire that helps them reflect on how they have developed professionally and what further skills they still need.



**Presentation of practical projects:** Prepare tasks that help students present the work they have done during their professional practice. They will have the opportunity to reflect on their professional experiences and share with the group how they contributed to the success of the project.

## V. Summary

Reflection after an international mobility programme is not only about processing personal experiences, but also about monitoring and evaluating professional development.

- It is important for students to recognise the significance of the skills they have acquired during their internship and how they can use them in the future.
- Reflection and feedback help students turn their internship into a truly useful professional experience that can support their future careers.

## Supporting materials

<https://tka.hu/palyazatok/10084/munkanaplo-a-szuksegszeru-jo>

## Check-up tasks

1. According to the text, what does a 'successful' international mobility programme mean?
  - a) Only an improvement in academic results.
  - b) Personal, social and academic development.
  - c) Only the enjoyment of travelling abroad.
2. How can you motivate students if they do not want to talk about the international mobility programme?
  - a) Ask simple, open-ended questions, such as: What was the most interesting moment?
  - b) Ignore them and hope they get tired of the silence.
  - c) Make the report compulsory, with penalties for non-compliance.

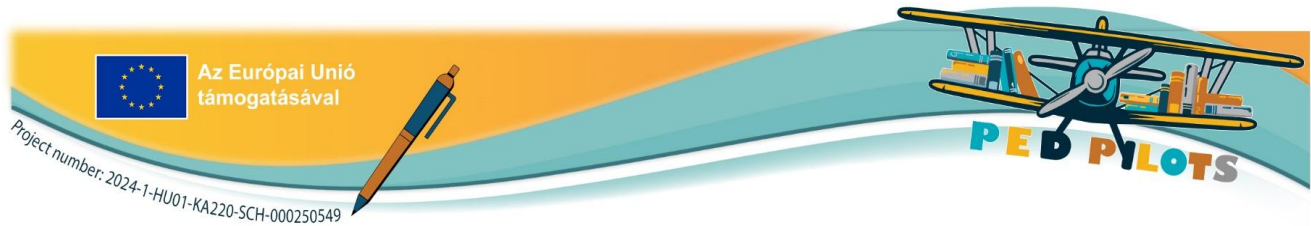


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3. What is the purpose of having students answer the questions in writing first?
  - a) So that only the good students speak up.
  - b) So that everyone can share their thoughts equally.
  - c) So that students can spend time alone.
  
4. What should the teacher do if a student says, "This didn't help me at all"?
  - a) Tell them they are wrong and try to convince them.
  - b) Help them explore their experiences and learning with deeper questions.
  - c) Ignore their opinion.
  
5. How can a conflict be handled when students argue about a group project?
  - a) Ask each of them to describe their contribution and evaluate the work.
  - b) Pick a scapegoat and scold them.
  - c) Split them up and have them work individually.
  
6. What feedback tools help to process experiences?
  - a) Reflection cards, experience diaries, group discussions.
  - b) Only the teacher talks about the experiences.
  - c) Punishment for those who do not share their experiences.
  
7. What type of students benefit most from international mobility programmes?
  - a) Only good students.
  - b) All types of students, especially those who are open to personal and professional development.
  - c) Only those who speak a foreign language.



8. Why is reflection important after an international mobility programme?
- So that students can process their experiences and learn from them.
  - Just because it is compulsory for teachers.
  - To punish inactive learners.
9. What professional skills can students acquire during an international mobility programme?
- Only foreign languages.
  - Foreign language skills, problem solving, teamwork, communication and technical skills.
  - Only technical knowledge.
10. How can teachers help to make reflection a continuous part of learning?
- Treat it as a one-off, compulsory activity.
  - Integrate reflection into the everyday learning process and encourage it continuously.
  - Hold a short discussion only at the end of the international mobility programme.

### Answer key

1. b) Personal, social and academic development.

Reason: A successful international mobility programme means not only improved academic results, but also personal and social development for learners.

2. a) Ask simple, introductory questions, such as What was the most interesting moment?

Reason: Simple questions help students open up, making it easier for them to share their experiences.

3. b) Ensure that everyone has an equal opportunity to share their thoughts.

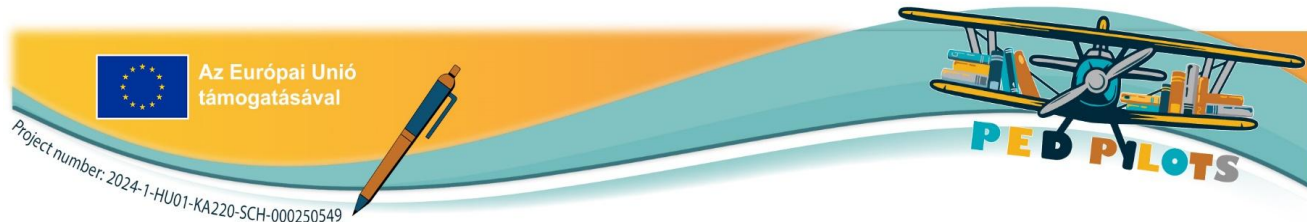
Reason: In writing, all students have an equal opportunity to express themselves, even those who find it difficult to open up verbally.

4. b) Help them explore their experiences and learning with deeper questions.

Reason: Deeper questions help students recognise the learning opportunities hidden in their experiences.

5. a) Ask each student to share what they contributed and evaluate the work.

Reason: This promotes accountability and teamwork while helping to clarify the situation.



6. a) Reflection cards, experience diary, group discussions.

Rationale: These tools support the processing of experiences and shared learning.

7. b) All types of learners, especially those who are open to personal and professional development.

Justification: The international mobility programme offers a wide range of development opportunities, not only for the best learners.

8. a) For learners to process their experiences and learn from them.

Justification: Reflection helps to raise awareness of experiences and promotes personal development.

9. b) Foreign language skills, problem solving, teamwork, communication and technical skills.

Reason: The international mobility programme offers complex skills development, not just focusing on one area.

10. b) Integrate reflection into the everyday learning process and encourage it continuously.

Justification: Regular reflection promotes deeper, more lasting learning.

## Sources

[https://erasmusplusz.hu/jol\\_megirt\\_munkanaplo\\_kriteriumai\\_vet.pdf](https://erasmusplusz.hu/jol_megirt_munkanaplo_kriteriumai_vet.pdf)

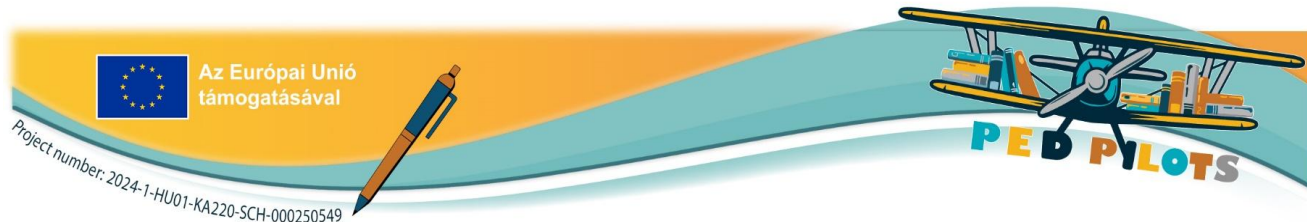
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[https://www.erasmusplus.nl/sites/default/files/2025-02/Erasmus%2B\\_toolkit\\_spreads.pdf](https://www.erasmusplus.nl/sites/default/files/2025-02/Erasmus%2B_toolkit_spreads.pdf)



## **Appendix 1**

**This sample logbook helps students to consciously develop and document their professional experiences during the international mobility programme. Of course, other samples can also be used, and the above material can be modified and adapted to specific situations.**

### **Sample: PROFESSIONAL DIARY**

A well-structured professional diary can help students organise and reflect on their experiences during the internship. Below is an example that can serve as a guideline for students on how to keep a diary.

*Date:*

*Diary entry:*

In this section, students are free to write about their experiences, lessons learned and insights gained during the day. This gives them the opportunity to reflect on the day's events in their own words.

- **What did I learn today?** (What new information or skills did you learn during the exercise? For example: new work processes, tools, techniques, or professional terminology.)
- **What was the biggest challenge?** (What was the most difficult thing you faced during the exercise? How did you solve it? If you were unable to solve it, what would you do differently?)
- **How can I apply this knowledge?** (Think about how you can apply what you learned during the day in the future. Make a plan for how you will incorporate this into your professional development.)

*Professional skills development:*

In this section, students can reflect on their own professional development and track which skills they have developed during the internship.

- **Skills I have developed:** (Examples: communication skills, problem solving, language skills, teamwork, technical skills, time management, etc.)
- **What professional goals do I set for the future?** (What would you like to achieve during the remainder of the internship? In which areas would you like to develop further?)



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### *Feedback and reflection:*

Students have the opportunity to collect and evaluate the feedback they receive.

- **What feedback did I receive?** (Write down the feedback you received during the exercise. This may be about the quality of your work, teamwork, meeting deadlines, etc.)
- **How can I use this feedback?** (What steps will you take to use the feedback you received to improve? For example: practice, self-study, additional training.)

### *End-of-week summary:*

This summary helps students review their experiences for the week and set goals for the following week.

- **What was the most important thing I learned this week?** (What experiences did you have this week that will help you in your professional development in the future?)
- **What would I like to improve next week?** (What are the areas where I can still improve in the future? What would I like to work on?)
- **What goals will I set for next week?** (Set specific goals for next week, whether they are professional, personal or other development goals.)

### Tips for keeping a journal:

- **Be honest and detailed:** A journal is a tool for self-reflection, so it is important to write honestly about your experiences and feelings. Detailed descriptions can help you better understand your progress.
- **Write regularly:** Try to write in your journal every day or at least several times a week. This will help you record your experiences in a timely manner and not forget important details.
- **Use examples:** In addition to theoretical questions, practical examples can also help you learn. Write down specific cases of how you solved problems, worked in a team, or applied new skills.



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## **Appendix 2**

The questions provided give students the opportunity to thoroughly reflect on their professional development and consciously observe their progress during the international mobility programme. They help students enrich their diaries with specific experiences and goals and become more skilled at self-reflection.

Sample: [FEEDBACK QUESTION CARDS](#) (for assessing professional development)

### *I. New skills and experiences*

#### **1. What new professional skills have I acquired during the international mobility programme?**

How can I apply these skills in my future work?

Which skill was the most challenging for me and how was I able to develop it?

#### **2. Which task brought me the most progress?**

Why did I feel that I learned the most from this task?

What new solutions did I find during the task?

#### **3. How did my professional attitude change before and after mobility?**

In what ways do I feel I have developed by working in different work environments?

What are the things that I now view differently in my profession?

### *II. Problem solving and challenges*

#### **4. What was my biggest problem during my professional internship?**

How did I solve the problem? (What helped me to solve it successfully?)

If I did not manage to solve it completely, what would I do differently if I encountered this problem again?

#### **5. Were there any situations where I felt uncomfortable? How did I deal with them?**

How was I able to adapt to changes or unexpected situations?

What did I learn from these uncomfortable situations?



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### *III. Teamwork and cooperation*

#### **6. How did I work with my colleagues or other students?**

What did we work particularly well together on?

What could I improve in terms of teamwork in the future?

#### **7. How did I contribute to the team's work?**

What did I bring to the team that helped us achieve our common goals?

How could I make even better use of teamwork in the future?

### *IV. Professional goals and future development*

#### **8. How can I continue my professional development after the international mobility programme?**

What skills or knowledge would I like to focus on more?

How can I integrate this into my future work?

#### **9. What new professional goals will I set for myself based on the international mobility programme?**

How will I measure my success in achieving my goals?

What steps will I take to achieve these goals?

#### **10. What professional experience would I like to gain, and how can I achieve this?**

What type of training do I need for my further development?

How can I incorporate these into my future career plans?

### *V. Self-assessment and development*

#### **11. What have I improved most during my internship?**

In what areas do I feel I have made significant progress?

How can I help myself to develop further in these areas?

#### **12. What would I still like to develop based on the experience gained during my internship?**

What still poses a challenge for me, and how can I work on it?

#### **13. What have I learned from my mistakes?**

What mistakes have helped me to improve, and how have I changed my work processes?



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## Appendix 3

Sample: DEVELOPMENT MAP

