



**Description of GED trainings..**

<b>Title to the proposed training</b>	<b>Description</b>
<p style="text-align: center;"><b>The pedagogy of cooperative learning</b></p>	<p>This 8-hour course aims to introduce and apply a new method of learning that uses student support as a driver of learning, thus enabling many benefits (the school experience is lived more positively by the students, the development of friendships, the reduction of conflicts,...).</p>
<p style="text-align: center;"><b>Emotional learning</b></p>	<p>Understanding emotions and feelings is a key aspect of good individual and collective development. To have a good classroom environment, the teacher must be able to identify and recognize the emotions of these students. He must also learn from them to become aware of the emotions of others and their own.</p>
<p style="text-align: center;"><b>Teaching in a positive and encouraging way</b></p>	<p>It is no longer necessary to demonstrate that the congratulations and encouragement from both the teacher and the other students adorn good behavior and effective work at school. This training aims to give the teacher different tools to create a serene working environment. Participants learn to personally congratulate children and teach children to encourage each other.</p>
<p style="text-align: center;"><b>Development of global citizenship</b></p>	<p>It is important to make children aware of the global problems around them. During this training, teachers will be introduced to different global problems to discuss with children according to their age. They will also be able to discover different techniques and materials to present these materials to children.</p>
<p style="text-align: center;"><b>The teacher as mediator</b></p>	<p>This training allows teachers to develop mediator qualities. Mediation can be used in conflict management but also on a daily basis to improve the classroom climate.</p>
<p style="text-align: center;"><b>Learning to learn</b></p>	<p>Learning in school means discovering academic knowledge, content and know-how that aim to acquire a common foundation of knowledge and skills that will be constantly evaluated. But what about the pleasure of getting off? Curiosity? Appetite? Any more learning? Learning also means learning about life and taking into account different ways of learning.</p>

<b>Cooperative games</b>	Many of the games usually played have ac-pentitative character. Competition - even if it has certain benefits - pushes to put a boundary between individual and collective or life is not as such. The world is not always competitive. We often need to communicate, collaborate, cooperate and help each other. Cooperative games are a way to help children develop the reflex of cooperation.
<b>The management of the playground</b>	Some schools encounter difficulties during recess and meals that may be common and other specific goods. EGD ASBL offers a 5-hour training course for staff who are welcoming during therecess, as well as a reflection on the reception offered to children that ensures mutual benefits for teachers, teachers and children themselves. Participants will be valued as actors, regulators of the relationships that are foundin the playground.
<b>The follow-up of the Peace Classes</b>	Teachers enrolled in the "Peace Classes" project through their involvement make the project more efficient. To develop teacher involvement, training in conceptsand methods of peace education is needed. In addition, practical elements will be shared with teachers to encourage their involvement and follow-up of the Peace Classes.
<b>Benevolence at school</b>	Students are confronted with this kind ofverbal violence, are judged on their appearance, religious denomination, culture, etc. while point 5 of the Pact of Excellence refers to the well-being of every student in schools. This is why this training is partof our program to developawareness and self-esteem among students as well as to learn to live in harmony among the school's stakeholders to improve the school climate through positive teaching.
<b>Education for peace and values, creating a benevolent framework</b>	The proposed training concerns the various tools that teachers could use to foster a serene atmosphere within their classrooms and schools. These tools are theped agogie of cooperative learning, establishing school and classroom rules, concrete tools such as calm signal, emotion clock and work on emotions, cooperative games, types of conflict and conflict resolution techniques,student anger management, non-violent communication, playground management, positive attention and encouragement.
<b>Develop team synergy through cohesion and collaboration and strengthen a good school climate</b>	Registered teachers will learn to work as a team to detect the various conflicts that take place in the playground and in theschool. The training will help to find ways to improve the well-being of teachers, management and staff but also to name and familiarize themselves with the various tools offered to promote a serene climate.
<b>Introduction to eco-citizenship</b>	This introductory training in eco-citizenship will enable the development of a strategy to develop an "eco-school" in order to respond to the climate emergency by developing habits among students and teachers through themiddle of a system in accordance with the protection of the environment including elements such as waste management (prevention: gourdes, plastic boxes), sorting

	<p>waste at school, re-use of equipment, saving water, electricity, minimizing the use of plastic in school both in school equipment and in the use made by the school and students, organizing carpooling, a kiss and drive system, introducing students to love nature: possibility of making a co-run garden, outdoor outings in nature, in animal parks,...</p> <p>This will allow some reflection on the links of citizenship and eco-citizenship, learn to develop positive and respectful attitudes as a member of the school community as an integral part of eco-citizenship.</p>
<p><b>Effective communication within the education team</b></p>	<p>It is not always easy to be understood, which leads us to misunderstandings, whether at work or in private. This training is intended for the teaching staff to detect the difficulties and blockages associated with communication but also to identify the needs of a team in relation to communication within it. It will be important to choose and develop the most appropriate communication tools in school such as: emotional management, non-violent communication (with its simplified version "message I"), collective decision-making method, positive speaking and encouragement, vision of problems as learning opportunities and not as mistakes, avoiding communication strategies, disrupting communication: negative criticism, mockery,....</p>
<p><b>Introduce students to critical thinking</b></p>	<p>Students learn to have a critical and reflective mind in order to bring to inner and outer peace. They must learn to make connections between different skills to develop critical thinking, in particular by exploring the four fundamental skills: the ability to think, to question and express themselves in a positive way, to actively listen to the point of view of the other and to integrate it into one's own thinking.</p>
<p><b>Prevent violence and manage conflict</b></p>	<ul style="list-style-type: none"> <li>- To take stock of the situation of the school regarding violence and its prevention by focusing on recreational spaces that are often a space where violence crystallizes.</li> <li>- Think about the framework of rules and develop it so that it is linked to the reflection and methods of prevention and regulation of violence</li> <li>- Reflect and develop sanctions to maintain the chosen rules framework</li> <li>- Learn to communicate with students about the framework and sanctions and have it appropriated by students</li> <li>- Decipher conflict management and propose attitudes to teach children how to resolve conflicts.</li> <li>- Introduce the team to cooperative games and other constructive activities for students in the playground</li> </ul>

<p><b>The exercise of citizenship in the classroom, school</b></p>	<p>The training consists of questioning its conception of citizenship. Take a look at the role of schools in citizenship education and the democratic values to be promoted. Think about the conditions, activities and school activities that promote a democratic climate (class council, school council, etc.).</p> <p>Develop the critical thinking of the student, that is to say allow him to disengage and promote a distance between himself, others and the surrounding world.</p>
<p><b>A partnership between the education team and the family (pupils-parents): why and how to develop it?</b></p>	<p>Training consists of identifying the desired partnership as a team, according to a determined and caring framework. To take stock of the current link between the educational team and the "student-parent" family, to analyze its strengths and weaknesses.</p> <p>Thinking about the actions to be implemented, in collaboration, to develop or strengthen the partnership.</p>
<p><b>Introduction to positive discipline</b></p>	<p>To become familiar with the positive discipline and skills that this type of teaching develops in students: self-esteem, active listening, self-discipline, encouragement, emotional learning, more harmonious relationships between the school's actors (teachers, pupils, parents, principals and supervisory, administrative and environmental staff), reflect on the concept of prejudice through the pygmalion effect: how prejudices can influence our pedagogical practice. What can be done to remedy this?</p> <p>To put into practice through workshops the tools of positive teaching. Compare positive discipline with traditional discipline. Give methods to apply positive discipline. Case-based exercises.</p>
<p><b>Fighting harassment: prevention and intervention tools</b></p>	<p>Addressing the concept of school climate</p> <p>Reflect on school climate indicators</p> <p>Reflecting on harassment and its indicators, becoming familiar with prevention and intervention tools: establishes classroom rules, concrete tools such as calm signal, emotion clock and work on emotions, cooperative games, types of conflict and conflict resolution techniques, management of student anger, non-violent communication, positive attention and encouragement; positioning yourself in relation to situations of harassment.</p>

<p><b>Raising children's awareness of the issue of exile, asylum, migration</b></p>	<p>Familiar with the concept of a multicultural society, the concepts of interculturality and migration;</p> <p>Think about the history of migration.</p> <p>To help develop attitudes among children to participate in the development of a multicultural society.</p>
<p><b>Consider emotions or how to make knowledge integration more effective</b></p>	<p>Understanding emotions and feelings is a key aspect of good individual and collective development. To have a good classroom environment, the teacher must be able to identify and recognize the emotions of these students. He must also teach them to become aware of the emotions of others and their own.</p>