



CODE	AREA	SUBJECT	ACTIVITY	TITLE of the sequence	Types of Need	ABSTRACT
B1	BELIEFS	Religions	Reflexion exercise Seminar	<i>Learning about other beliefs</i> <i>Every religion is welcomed</i>		The aim of this activity is to make offenders aware of the different types of religions and beliefs. It is not the intention to judge beliefs, rather these exercises aim to raise awareness on world religion and to see what unites us, rather than what separates us. There are three activities being proposed, one leading to the other. At the end of these sessions offenders will be more aware of other religions and be respectful of other beliefs.
E1	EDUCATION	How to start SERA	Conditional framework	My own spot / Rules and boundaries		This activity is situated at the start of the program. Teacher and learners meet and express their expectations. Teacher presents the firm rules, group can discuss other rules. Learners receive their personal notebook. Here they can note ideas, reflections, to remember or to do... Learners can choose a spot in the classroom, a sign to give... in case of crisis or when a "stop" is needed.
E2		Communication	Film with reflexion exercise	Enlightened communication "Billy Elliot"		This activity is based on the fact that communication and critical thinking are essential in the life to exchange, to develop thoughts and ideas, to become an enlightened citizen,... These two notions are part of the psychosocial skills defined by W.H.O. and UNESCO in 1993. Thus to understand the importance of communication and critical thinking should allow people to make their own opinion about the radicalization phenomena and work with those who could want to enter into a process of radicalization.
E6		Media literacy	Digital communication	Let's learn about social networks		The aim of this educational sequence is to enable young adults to work on several dimensions of digital communication to help them understand speeches, debate ideas, and defend opinions without accepting them for truth.
E8		Media literacy	Processing of information	We get informed		Through this sequence students will get familiar with the most common media (written press, radio, television) and will be able to distinguish different trends of opinion; they will also learn about the different sections that make up a newsletter, a newspaper etc., as well as the main part of a news item.
E9 / 2h00 Cycle 1		Skill and professional improvement	Preparing interview	Getting ready for the working world: CV and interview		Integration really happens from the perspective of adult labor integration. In this sequence we try to reflect together on Who am I? What kind of life do I want? What are my capabilities? and thus find the necessary tools to start the job search.
E11					<i>M'écrire une lettre</i>	
E12		Communication	Digital communication		<i>Première approche de l'informatique</i>	

CODE	AREA	SUBJECT	ACTIVITY	TITLE of the sequence	Types of Need	ABSTRACT
E13				Hygiène en prison : les choses à ne pas se prêter Hygiène de vie Hygiène vestimentaire pour aller en RV de travail		
I3	INTERCULTURAL	Cultural specificities	Cooking	Cooking for charity		The aim of this activity is to prepare and serve a dinner with traditional dishes from the countries of the participants. The people attending the dinner will be charged a nominal fee. The money raised will be given for charity.
I6				Goûter bilan		
P1		Personal wellbeing	Sports	Mind and body		The aim of this activity is to encourage prisoners/detainees to engage in physical activity, whilst building trust with others, developing team-building skills and improving their balance and coordination. This seemingly simple activity, which at a basic level, involves combining numbers with fitness moves, requires inmates to both actively listen to the leader/coordinator of the activity and engage in non-verbal communication with each other.
P6		Empathy	Work together and Creativity with empathy	Empathy map		By literally moving in the feeling and in the experience of the other person, you will understand him better.
P8		Empathy	Work together and Creativity with empathy	Ear talking		After the group listen together to a song they do an association on their own life and share this with the group. Songs are like mirrors of our life stories and can be very instructive and have a healing effect.
P9		Empathy	Work together and Creativity with empathy	Singer		Songs are like mirrors of our life stories and can be very instructive and have a healing effect. Participants make their own song and a groupsong/rap.
P10		Empathy	Work together and Creativity with empathy	My start position		See yourself on a picture and let others reflect on this photo.
P11		Empathy	Work together and Creativity with empathy	Mirror		That 'mirroring' and 'moving along' has a social function. In this way - often unconsciously - the social bond is strengthened. People can then better empathize with each other. In the head, the feelings and perception of the other are literally reflected. So mirror neurons make you empathic.
P12		Identity development	Circle of courage	Circle of courage		Teacher tells the story of his own life, or a fictional story. He applies it to the circle of courage and meanwhile he explains the significance of the 5 areas of the circle. (cf. www.edu.gov.mb.ca/k12/cur/cardev/gr9_found/courage_poster.pdf). Learners apply elements of their own life story into the circle of courage.
P14		Identity development	Psycho-physical exercises	Strict and flexible		This is an interesting sequence for teachers who are trained in or familiar with oriental defense sports, meditation, the Rock and Water methodology...(see introduction movie https://www.youtube.com/watch?v=9dWH_Pz-blo) Exercises can be used as energizers / alternation between other activities. (Teachers can only use it as a sequence if they are sufficient competent.)

CODE	AREA	SUBJECT	ACTIVITY	TITLE of the sequence	Types of Need	ABSTRACT
P17	PSYCHOLOGY	Self-awareness	Puzzle	Life in pieces		A life in pieces begins by intensifying the genuine, innate goodness and exemplified spirit within each, bringing it forward helps to break the circle of negative thoughts and feelings. By showing in a self-made puzzle where each stands for the awareness of pain in the past and visualizing a better future starts. In this exercise by Lana Buoy , there will be conversation and work on well-chosen words and affirmations like : I am happy, I am good, I am eager, I am kind, I am respectful, I am cheerful, I am forgiving, I am a friend/a partner, I am fair, I am bright, I am happy, I am love, I am a communicator, I am helpful, I am beauty ...
P18		Self-awareness	Trust games	Collaboration		Because the participants work together they can succeed the exercise
P19		Self-awareness	Line up	Crossing the line		The activity will afford people the chance to think about their values and to express them to others. It is important to begin Cross The Line by establishing common ground for the activity. We live in a diverse world. In this exercise we will explore the diversity among us by thinking about our values, our backgrounds, our teachers, and our experiences. We might even discover that this fairly homogeneous looking group is much more diverse than any of you would assume. This activity will involve labelling and personalizing some of this diversity. This personalization might prove uncomfortable at times. Eventually, however, it might empower us to break down some of the stereotypes and assumptions that we, as a product of our cultures, experience, and life hold https://www.oakland.edu
P20		Self-awareness	Reflexion exercise and drawing	Building a street - Neighborhood		Creating the neighborhood with this group where everybody would love to live.
P21		Self-awareness	Trust games	Look beyond borders		It is an experiment described in psychology as one of the most difficult experiments: four minutes of uninterrupted eye contact brings people closer than any other contact. To really look each other in the eye is not easy. Looking each other in the eye for more than a minute is scary and confrontational. But if it succeeds, there is almost always an intense contact that no conversation has been washed against.
P22		Self-awareness	Trust games	Stogether		STrong & Together: physical exercise where you have to trust the other and your own boarders. (cf Gabriel Friderich & Marc von Wartburg)
P23		Self-awareness	Trust games	Trust games		Energizers to win and strengthen the trust/confidence between the participants.
P24		Socio-emotional development	Drawing exercise	All together now		Every participant gets one color and will draw with the whole group a painting.
P25		Socio-emotional development	Vocal expression	My voice		Learn to know your own voice and the strength you have in it.
P26		Socio-emotional development	Plastic activity	Copy your face		Identity in image, intention plaster masks, half of the face so the create a relation with his inner-self of future-self.

CODE	AREA	SUBJECT	ACTIVITY	TITLE of the sequence	Types of Need	ABSTRACT
P28		Socio-emotional development	Phototalk	My portrait		With an ever increasing foreign prison population, prisoners from diverse cultural backgrounds are forced to live together. The aim of this exercise is to introduce the concept of people being able to live together in peace through understanding common things in the different cultures and appreciating differences. These exercises are usually done through the use of photos, however as introducing cameras in the prison environment could be problematic, the exercise could be transformed by using magazine pictures and asking the prisoners to create charts to represent their culture
P29		Socio-emotional development	Story telling	Once upon the time		With an ever increasing foreign prison population, prisoners from diverse cultural backgrounds are forced to live together. The aim of this exercise is to introduce the concept of people being able to live together in peace through understanding common things in the different cultures and appreciating differences. These exercises are usually done through the use of photos, however as introducing cameras in the prison environment could be problematic, the exercise could be transformed by using magazine pictures and asking the prisoners to create charts to represent their culture.
P30		Resilience	Film with reflexion exercise	Growing stronger in adversity		Through this sequence learners will work on the concept of resilience starting from their own experience and socially recognized examples. Also, they will find it is a human ability and it must be developed. This sequence will also allow teachers reinforce basic school aspects such as reading and writing skills and information search.
P31		Anger management	Making music	Learn to cope with anger		The aim of this study is to show that anger can be a normal emotion, and healthy for people if it is expressed appropriately. The inmates should know that there are some appropriate ways and strategies to deal with their anger. Emphasize that anger can be expressed in a calm and respectful manner.
P36 / Personalized appointment		Family ties and parenthood	Clinical therapy	Deconstruction and identity reconstruction Cycle 1		Establish a bond of trust and alliance with the learner. Deconstructing one's story through an anamnesis interview, the chronological line to collect data and to emerge in the learner, the construction of its history and its mechanisms of operation. Work on elements of identity reconstruction to use them also on the sequence 2. Work on the notion of recognition of others through group workshops between learners and deconstruct representations, ideologies and prejudices.
S1		Sense of belonging	Reflexion exercise	Core quadrants (Daniel Ofman)		Working with core quadrants is a methodology of reflection and discussion about once competences and pitfalls.
S2		Rehabilitation	Group discussion	Orient Express		Discussion about stereotypes and prejudices of the group (www.maniok-en-patatten.be).
S3		Rehabilitation	Photo association	Do you see what I see ?		You are aware of your own frame of reference and keep in attention that others act from their frame of reference. (www.maniok-en-patatten.be).
S4		Sense of belonging	Trust games	To be there for each other		You are aware of your own frame of reference and keep in attention that others act from their frame of reference (www.noknok.be).
S5		Social skills	Empathy role play	Burn down		Participants give feedback to each other on a set situation. In the first place, they neglect this in a negative way. In a next phase, they replace this negative behavior by giving feedback to each other in a constructive way (de vrijbaan empowerment methode).

CODE	AREA	SUBJECT	ACTIVITY	TITLE of the sequence	Types of Need	ABSTRACT
S7	SOCIAL	Equity	Values corner	No to inequity		<p>According to the Declaration of Human Rights: « All human beings are born free and equal in dignity and rights and, endowed with reason and conscience, must behave fraternally towards each other. Every person has all the rights and freedoms proclaimed in this Declaration, without distinction of race, color, sex, language, religion, political opinion or any other, national or social origin, economic position, birth or any other condition ». Through this sequence students will find a way to become more responsible and tolerant people, which can help avoid the risk of radicalisation.</p>
S13				<i>Sport as "pétanque"</i>		
S14				<i>My music traditions</i>		
S15				<i>Dream your paradise</i>		
S16				<i>Preparation of a party</i>		