

# COURSE CATALOGUE

2025 - 2027



## Join Us and Begin Your Learning Journey

Whether you are seeking to acquire new skills, advance in your career, or simply enrich your personal life, our adult education Centre offers a welcoming and supportive environment for all learners.

With the backing of Erasmus+ and our dedication to innovative, inclusive, and impactful education, we are proud to be a part of your lifelong learning journey. We look forward to welcoming you to our courses and helping you achieve your educational goals!

The courses can be implemented according to the requirements of the sending organizations in the cities of Volos, Larissa and Athens.

Sincerely,

***The Europerativa Team***

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# Digital Media Literacy for Educators

## Course description

Today, even “traditional” print sources, such as textbooks and newspapers, routinely mesh text, images, and sometimes sound. In this environment, literacy skills that are limited to decoding, analysing, and writing in print are not enough to earn a student the full benefits of being literate.

The realities of participatory digital culture mean that every student needs to develop higher-order thinking skills. It isn’t just a workforce preparation issue. Without the ability to think critically, evaluate and synthesize the information they access, solve problems both independently and collaboratively, and communicate their understanding effectively to others, students will quickly be overwhelmed. And without reflection, students have the power of new media technologies in their hands without the ethical grounding to use them well and wisely.

For us, this new reality is why the questions “What does it mean to be literate?” and “How can those literacy skills be developed?” form the core of our Digital Media Literacy course. The resulting approach is deeply grounded in critical thinking and established literacy practice; it expands conventional routines to accommodate a wider range of content and formats, but does not seek to replace traditional literacy or pit print against screens in a misguided and futile competition.

A literacy framework allows us to step outside a media as the problem paradigm without sacrificing the sceptical eye that we want students to bring to the media they encounter. It enables us to value the students existing knowledge, skills, and talents while challenging them to take responsibility for their own learning and develop ever more sophisticated filters.

## Methodology

Ours is a broad vision, and we are fully aware of the practical concerns about how to implement media literacy education in classrooms already pressed for time and resources. That is why we take a curriculum-driven approach in which media literacy is integrated into existing core content.

This approach asks teachers to identify places in their own curriculum where media literacy methods could improve instruction, student engagement, and/or student performance and then develop customized lessons that address those needs. Because these activities combine media literacy skills with core content, effective use of instructional time is maximized, and in many cases, lessons take up no more class time than before media literacy was introduced.

## Learning Outcomes

The educational needs that media literacy can address are substantial. An inquiry-based approach to media literacy education is an excellent way for educators to:

- Integrate 21st-century skills, including the abilities to think independently, work collaboratively, problem-solve, and reflect on one's own work.
- Teach the higher-order critical thinking skills needed in today's work-places and communities and do so even in the context of mandatory memorization testing.
- Address the explosion of media technologies in an educational context that respects media use as part of students' culture outside school and bridges schoolwork with students' real-world experiences.
- address the convergence of media technologies by focusing on long-term skills and knowledge that apply across technologies and types of media messages.
- Expand literacy instruction by transforming rather than adding to class time, an essential strategy for a curriculum already overburdened with objectives and material to cover.
- Improve educational outcomes by engaging students on their cultural territory and addressing their interests, as well as accommodating a broad range of learning strengths, skill levels, and degrees of language fluency.
- Integrate the teaching of skills and the teaching content.



## Daily Program



### **Day 1:**

- What Do We Mean by Media Literacy.
- Books and Other Common Classroom Media.
- The Nature of Media Messages: Key Concepts.
- Defining Media Literacy: A Set of Capabilities.
- Critical Autonomy: Ideal Versus Reality.
- Critical Thinking.
- Intersecting Literacies.
- Subliminal Messages and Media Literacy.



### **Day 2:**

- What Is Media Literacy Education?
- The Purpose of Media Literacy Education.
- Developing Habits of Inquiry.
- Using the NAMLE Key Questions.
- Critical Literacy.
- Developing Skills of Expression.
- The Way We Teach.
- Featured Example: Inquiry-Based Online Safety Education.
- What Makes a Curriculum-Driven Approach Different?



### **Day 3:**

- When Are Questions the Answer? Teaching Students How to Analyze Media Messages.
- The Fusion of Decoding, Comprehension, and Analysis.
- Collective Reading of Media Messages.
- Using the NAMLE Key Questions.
- Skill Building.
- Encouraging Multiple Readings.
- The Way We Teach.
- Finding Media Documents.
- Featured Example: Annotated Examples of Document Decoding.



### **Day 4:**

- General Approaches to Teaching Media Literacy Across the Whole Curriculum.
- General Ways to Integrate Media Literacy.
- Featured Example: Developing Student “Noticings”.
- Information Literacy.
- News Literacy, Journalism, and Current Events.
- Developing Skills of Expression.
- The Way We Teach.
- Featured Example: Inquiry-Based Online Safety Education.
- What Makes a Curriculum-Driven Approach Different?





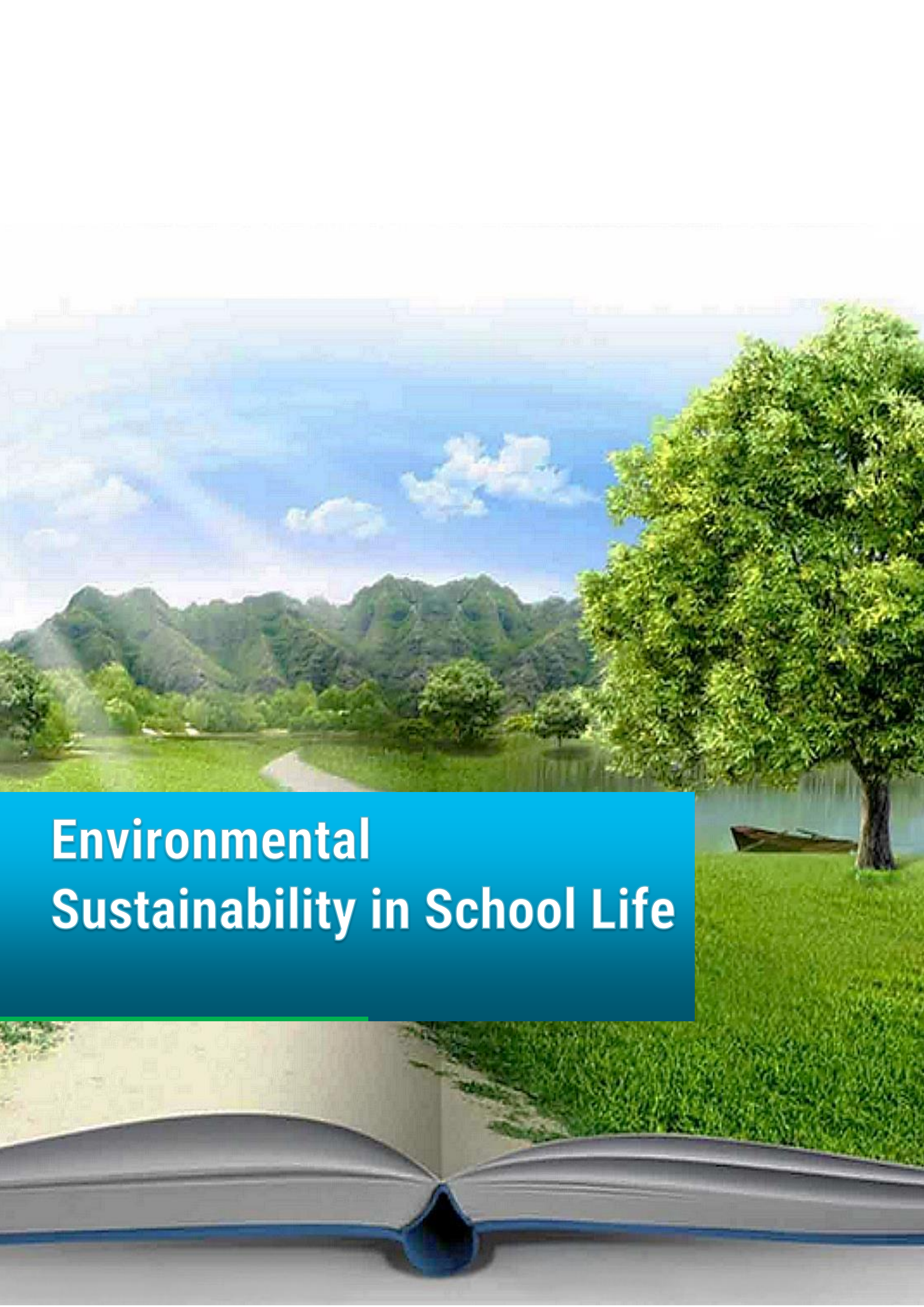
### **Day 5:**

- Media Literacy Lesson Plans.
- Lesson Plan #1: "Introducing Africa".
- Lesson Plan #2: "Media & Activity Diaries".
- Lesson Plan #3: "Fact or Fiction? Urban Legends and False Beliefs".
- Lesson Plan #4: "Twister".
- Lesson Plan #5: "White Towel".
- Lesson Plan #6: "News Spin".
- Lesson Plan #7: "Middle East Debates".



### **Day 6:**

- Does It Work?
- Issues of Assessment.
- Empirical Research.
- Addressing the Counterarguments.
- Finding Time.
- Featured Example: A Second-Grade Video Project.
- Overcoming Technology Barriers.
- Afterword: Where do we go from here?



# **Environmental Sustainability in School Life**

## Course description

Environmental issues, climate change and the ways to combat them, are increasingly in the first chapters of the annual agenda by states in national, European, and international level. Therefore, one of the main questions is how we, as citizens that suffer from the consequences of these problems, can strengthen the effort for a “greener” future?

Schools and every educational institute must create the circumstances that through the procedure of knowledge and school life, teachers, and students as the main representatives of the future will build on thinking, discussing and acting about the environmental sustainability.

In this course teachers, students and everyone who is involved in the educational procedure can learn about the initial causes of climate crisis, with actions that engage the environmental conscience into classrooms and school life in general, along with practical proposals for a “green” school.

Within this context, learners will have the opportunity to co-create flexible short courses for educational use in schools, to discuss and suggest activities for their school and if possible, to visit sustainable schools and get informed on eco-technologies.

The course is looking forward to the better understatement of concepts like biodiversity, sustainability, pollution but mainly it aims to help learners to be the carriers of knowledge and action in their schools. Educational Institutes, students, and teachers, as the core cells of a broader community, should in practice highlight the fragility of nature and natural sources and the necessity of collective action to achieve the goal of environmental sustainability.

## Learning Outcomes

The course will help the participants to:

- Understand the connection between environmental degradation, its causes, and consequences.
- Present the basic meanings of environmental sustainability in the classroom
- Bridge knowledge gaps on environmental sustainability.
- Be able to integrate the need of environmental sustainability in the educational community.
- Get ideas for “green” practical interventions at schools.
- Integrate suggestions and solutions within the educational institute.
- Present the importance of the environmental educational procedure.

## Tentative Schedule



### **Day 1: An introduction to environmental sustainability**

- Introduction to the course, the school, and the activities.
- Icebreaking activities.
- Presentations of participants' schools.
- Basic meanings of the subject.



### **Day 2: Environment and School**

- School as the center of a broader area.
- Schools as reference centers of environmental sustainability.
- Green interventions at schools.



### **Day 3: Pollution, air, water, soil**

- Air, Water and Soil degradation.
- The impact on living standards, in health and food.
- Green interventions at schools.



### **Day 4: We as parts of the solution**

- Solutions in our everyday life, from home to school. How can we contribute to environmental protection and sustainability?
- External visit.



### **Day 5: Sustainability in the city**

- The city as part of the solution.
- Local actions contributing to environmental sustainability.
- External visit.



### **Day 6: Course closure and cultural activities**

- Course evaluation: round-up of acquired competencies, feedback, and discussion.
- Awarding of the course Certificate of Attendance.
- Excursion and other external cultural activities.

## Specifics

1. **Activities:** Our courses usually include two cultural activities. Further information is available on the page of each location.
2. **Certificate:** Certificate of Attendance guaranteed for participants who attend at least 80% of the course.
3. **Lessons:** Upon the decision of the course provider, classes take place in the morning (09:00am – 13:00pm)



# Understanding Group Dynamics Through Art



## Course overview

The term "group dynamics" describes the way in which people in a group interact with one another. Also, the social process by which people interact and behave in a group environment is called group dynamics. Group dynamics involves the influence of personality, power and behavior on the group process.

When dynamics are positive, the group works well together. When dynamics are poor, the group's effectiveness is reduced. The structure, the size and the goals of a group will determine how effective a group could be.

The use of creative arts in a group aids self-awareness, helps to create relationship building and develops communication in relation to shared experience. The aim of this course is to help groups understand and create a sense of unity and build a corporate strength. According to research studies there are plenty of ways to strengthen the group dynamics.

How well do I know my group, how can I break down barriers, how can I focus on communication and define roles and responsibilities; all the above will be explored within this training.

## Learning outcomes

The course will help the participants to:

- Understand the phases that a group goes through as it develops
- Identify group roles and understand how they could affect the group as a whole
- Present the importance of art in the group dynamic
- Create a team charter which defines the purpose of the group
- Understand the connection between group dynamics and art

- Implement approaches of group dynamics and art in the school
- Allow the process of reflection on and identification of shared experience
- Assist in identification of diversity and similarity in coping and strengths
- Use of creative materials (drawing, creative writing, music, storytelling)
- Bridge knowledge gap of decision making and conflict

All goals are expected to be reached in an active and experiential way that enables people to participate in a safe and friendly environment.

## Daily program

You can find below the standard daily program that will be personalized on participants' needs and professional profiles.



### **Day 1: Welcome part**

- Introduce to each other - Icebreaking activities.
- Short presentation of the city and the region of Thessaly.
- Excursion and other external cultural activities.
- The aim of the course.
- Participants expectations of the course.
- Closure of the day: Feelings and impressions.



### **Day 2: The importance of group dynamics**

- Basic meaning of the subject.
- Team building exercises.
- Groups we belong to...
- Closure of the day: *Feelings and impressions*.
- Cultural activities: Let's explore the city together.



### **Day 3: Group dynamics and art**

- Presentation of the terms of group dynamics.
- Presentation of art as a tool to improve group.
- Ways to improve dynamics (the different approaches of art: music, literature, poetry, drawing, fairy tale etc...)
- Closure of the day: Feelings and impression.



### **Day 4: Prevention and art**

- Practical work: Activities to foster motivation on group dynamics and art.
- Participants' experiences on similar programs.
- Net working activities.
- Closure of the day: Feelings and impression.



### **Day 5: Let's prevent through art**

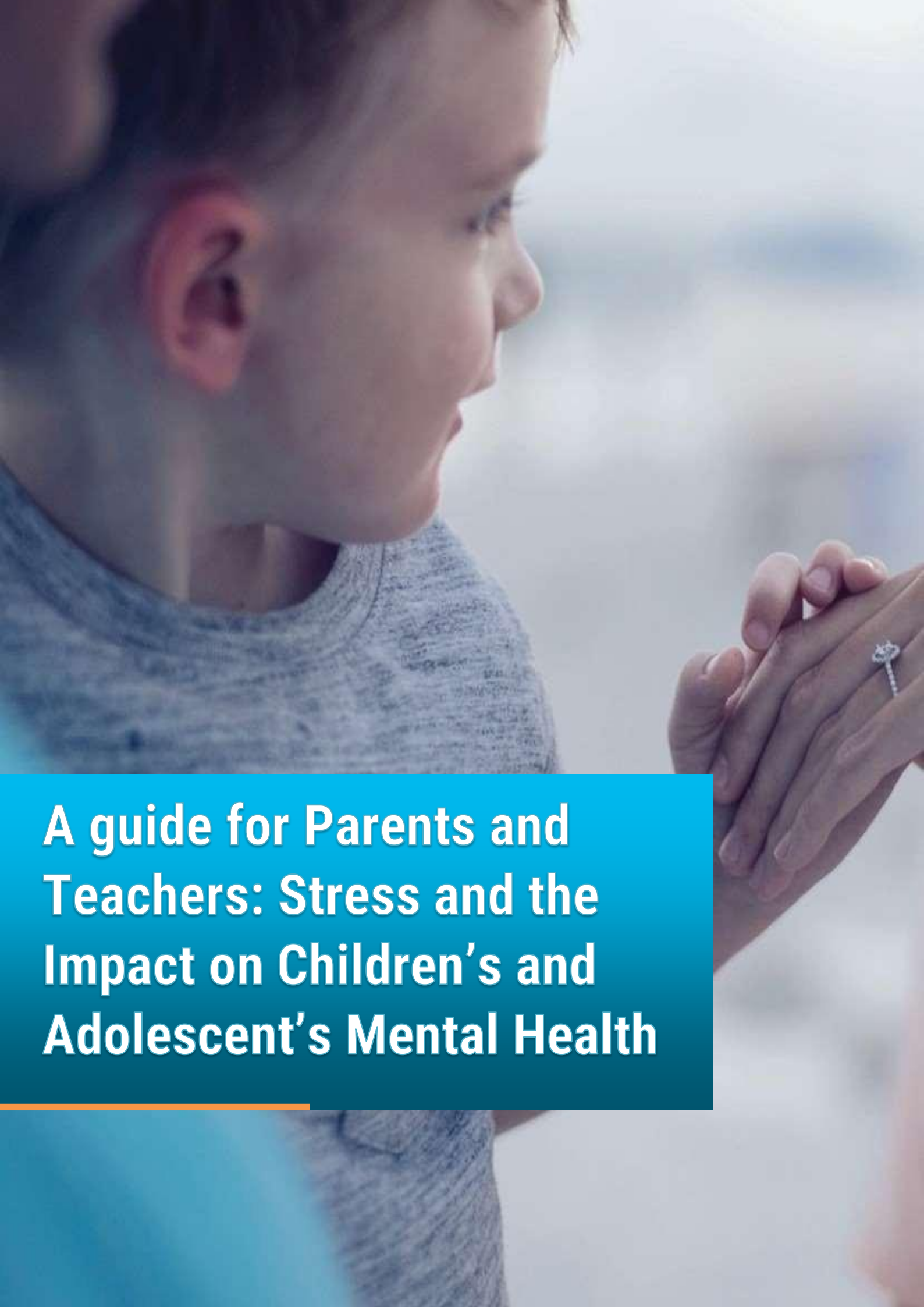
- Design of my understanding on group dynamics through art - implementation in my classroom.
- Presentation of participants' plans.
- Closure of the day: Feelings and impression.
- Cultural activities.



### **Day 6: Course closure**

- The first thing I could implement in my classroom regarding group dynamics and art-space for discussion.
- Course evaluation in a creative and experiential way.
- Awarding of the course Certificate of Attendance in a creative way.
- Closure of the course





**A guide for Parents and  
Teachers: Stress and the  
Impact on Children's and  
Adolescent's Mental Health**



## Course overview

Mental health is as important to a child's safety and wellbeing as their physical health. It can impact on all aspects of their life, including their educational attainment, relationships and physical wellbeing. Mental health can also change over time, to varying degrees of seriousness, and for different reasons.

Evidence shows that unexpected change and loss can have an impact on children and young people's mental health and wellbeing.

All children and adolescents feel stressed at times. Stress is a normal response to changes and challenges. And life is full of those – even during childhood.

We tend to think of stress as a bad thing, caused by bad events. But upcoming good events (like graduations, holidays, or new activities) also can cause stress.

Children and adolescents feel stress when there's something they need to prepare for, adapt to, or guard against. They feel stress when something that matters to them is at stake. Change often prompts stress – even when it's a change for the better.

Stress has a purpose. It's a signal to get ready. How can we help children and adolescents to cope with their stress?

## Learning Outcomes

This structured course aims to facilitate parents and teachers to really understand what is stress and what's the impact on mental health in children's' everyday life. Also, the course will give clear and simple advice to those who are supporting children and adolescents. Our main goals are the following:

- What is mental health?
- Why is mental health so important?
- What is stress?
- Is there good and bad stress?
- Do children feel stress?

- Identify anxiety in children and young people
- Understand the impact of unexpected change and loss
- Recognize the impact of times of crisis and uncertainty on the wellbeing of pupils
- Understand the impact of emotional resilience
- Managing stressful situations
- Understand my feelings
- Understand the common signs of anxiety
- Implementation tools for supporting pupils to manage anxiety within an education setting
- Identify trusted resources for use with pupils in an education setting
- Gain access to trusted mental health and wellbeing resources and sources of support

All goals are expected to be reached in an active and experiential way that enables people to participate in a safe and amusing environment.

## Daily program



### **Day 1: Welcome part**

- Introduce to each other - Icebreaking activities.
- Short presentation of the city and the region of Thessaly.
- The aim of the course.
- Participants expectations of the course.
- Closure of the day: feelings and impressions.



### **Day 2: The importance of mental health**

- Introduce to each other - Icebreaking activities.
- Short presentation of the city and the region of Thessaly.
- The aim of the course.
- Participants expectations of the course.
- Closure of the day: feelings and impressions.



### **Day 3: The role of stress in our lives**

- Presentation of the terms of stress and anxiety.
- Good and bad stress.
- The aim of the course.
- Participants expectations of the course.
- Closure of the day: feelings and impressions.



#### **Day 4: Mental health and stress**

- Practical work: activities to foster motivation on understanding stress.
- Participants' experiences about stress.
- The aim of the course.
- Participants expectations of the course.
- Closure of the day: feelings and impressions.



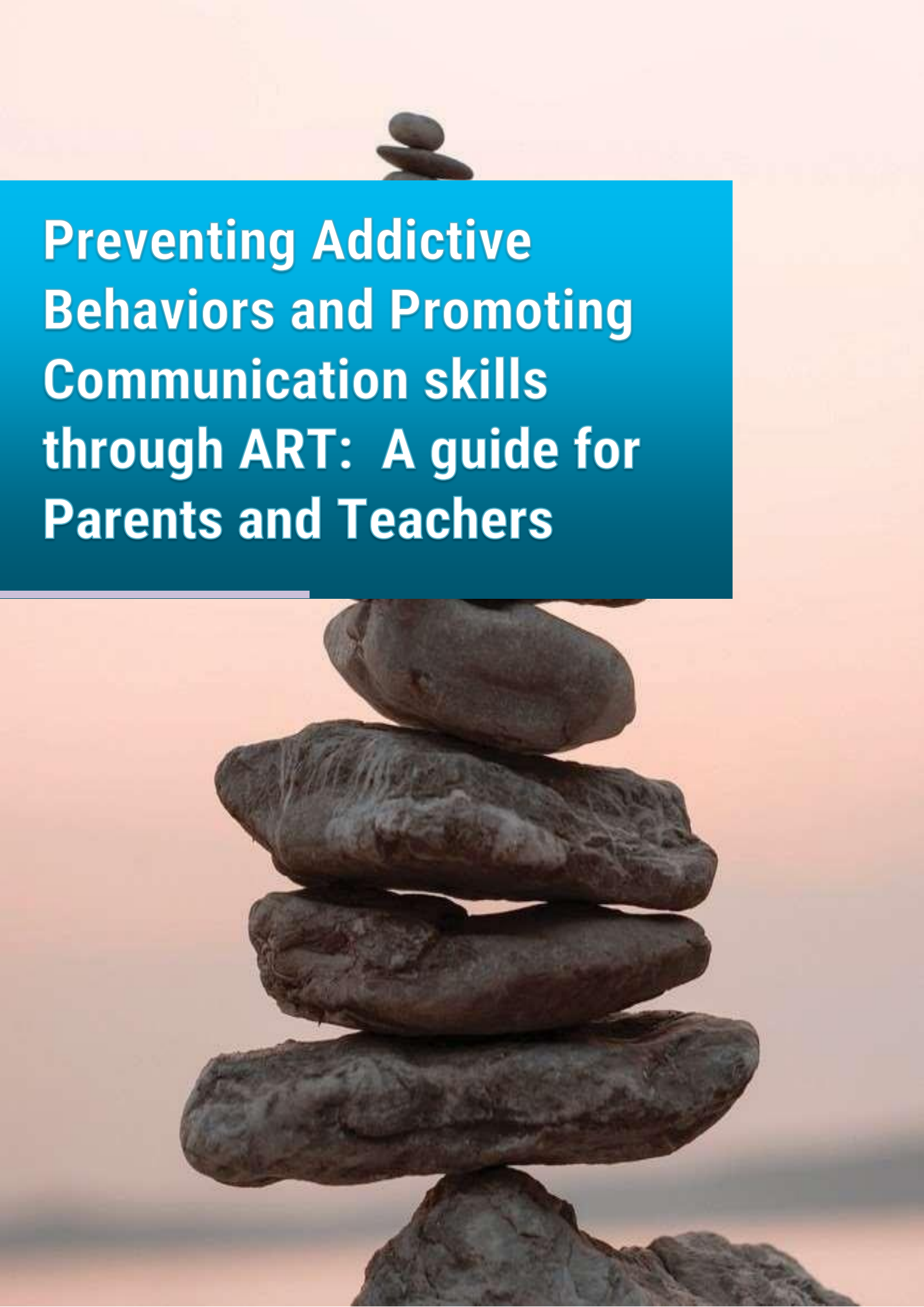
#### **Day 5: Let's cope with our stress**

- Stress management – the role of positive and negative thoughts – the role of feelings – stress's traps – the trap of black glasses – the hidden treasure game.
- My own relaxation plan!
- Closure of the day: Feelings and impressions.



#### **Day 6: Course closure**

- The first thing I could implement in my classroom regarding stress coping programs - space for discussion.
- Things I liked and things I didn't like in the course – what do I choose to take along with me?
- Course evaluation in a creative and experiential way.
- Awarding of the course Certificate of Attendance in a creative way.
- Closure of the course.



**Preventing Addictive  
Behaviors and Promoting  
Communication skills  
through ART: A guide for  
Parents and Teachers**

## Course overview

What is an Addiction or an Addictive behavior? Why some children spend so much time on their phones? Is there a difference between psychoactive drugs, alcohol, gambling and Internet? These are questions that we need to answer in a scientific and accurate way in order to truly understand and face a phenomenon that is becoming more severe, as time proceeds. We also need to understand why various family and school settings face really high percentages of addictive behaviors while others don't.

Is it a matter of the socio-economic level of the families or a matter of how family bonds are structured? If we understand the causes of the phenomenon, it is much easier to look for the protective and preventive factors, in order to build healthy and functional relationships into the families and schools. But even if an addiction occurs, there are several actions that could be taken under account in order to face the problem.

We strongly believe that the opposite of Addiction is the lack of communication and the absence of human bonds. Firstly, family and secondly, school, have a very important role to play in helping children built strong communication skills and healthy relationships. To do so, we cannot think of a most appropriate tool than various forms of Art.

Every human being has the potential to be creative and express him/herself through Art. So, by the end of the course, either you are a parent or a teacher, you will have a very clear and evidence-based view about what Addiction and Communication is.



## Learning Outcomes

This structured course aims to facilitate parents and teachers to really understand what Addiction is and what they can do in order to prevent it. It is also important to understand what Communication is and how we can promote it. Art is a very powerful and appropriate tool to deal with these subjects. So, our main goals are the following:

- What is an Addiction?
- Are there healthy and unhealthy addictions? Legal and illegal?
- What is Psychosocial Health?
- Why is it important?
- What could Parents do in order to prevent addictive behaviors for their children?
- What could Teachers do in order to prevent addictive behaviors for their students?
- How do we define communication and what exactly are the communication skills?
- How can we enhance communication?
- What is the connection between communication and Addiction?
- What is the role of the parents?
- How can I help my child if I found out that he/she has an addictive behavior?
- What can I do as a teacher or a school director?

- How various forms of Art could help?
- Are there solutions that can help a school or any setting that is facing addictive behaviors among their students?

All goals are expected to be reached in an active and experiential way that enables people to participate in a safe and amusing environment.

## Daily Program



### **Day 1:**

- Welcome part. We introduce ourselves and ask people to present themselves in the group.
- Ice breaking activities.
- Short presentation of the city and the region.
- A few words about the course program and all the things that are going to take place in the next days.
- We ask the group to present us their expectations about the course.
- Closure of the day – how do I feel?
- Cultural activities: Let's go and discover the city.



### **Day 2:**

- We are talking about Addiction.
- Healthy, unhealthy, necessary, unnecessary, legal, illegal addictions.
- Scientific presentation of Addictive behaviors – What is the difference between addictive substances and addictive behaviors?
- We use team building exercises in order to express ourselves in a vivid and amusing way.
- We use several forms of art to achieve it (music, painting, dance, poetry, and literally anything one could think).
- Closure of the day.



### **Day 3:**

- We share our common knowledge and experience about what Communication is. We talk about factors that enhance or prevent communication.
- We talk about the scientific definition, the human urge to be with other people but we also try to explain what a conflict is.
- We use various forms of Art to express it.
- Closure of the day.



#### **Day 4:**

- What is the Psychosocial Health and why is it so important?
- Is it something we learn at school or something we are born with?
- What can I do as a parent or as a teacher? What has to do with Addiction and Communication?
- Let's prevent Addiction – Role playing concerning the different roles of students, teachers and parents in preventing addictive behaviors. How do I feel? What did I feel?
- Closure of the day.



#### **Day 5:**

- We present the key role of Art in expressing ourselves, in enhancing Communication and in building strong and healthy relationships between the members of a group?
- We use music, theatre, writing, storytelling, photography, dancing etc, and we present many examples of how these forms of Art can enhance Communication and finally Prevent Addiction. What can I do as a parent or as a teacher? What has to do with Addiction and Communication?
- Closure of the day.



**Day 6:**

- Assessment of the course (in an experiential and amusing way).
- Highlights of the parts that were more interesting and others that were more difficult
- What would I change, if I was to begin again, and what am I taking with me back in my country, as a gift?
- Closure of the day.

**Bullying: Trying to understand it, prevent it and address it. A guide for Parents and Teachers**





## Course overview

How can we define a certain behavior as bullying? Are all aggressive behaviors, bullying? In what kind of settings do bullying behaviors occur? Are the schools the only settings that we can notice bullying? These are questions that we need to answer in a scientific and accurate way in order to truly understand and face a phenomenon that is becoming more severe, as time proceeds.

We also need to understand why some schools face really high percentages of bullying behaviors while others don't. Is it a matter of the socio-economic level of the students or a matter of private and public school? If we understand the causes of the phenomenon, it is much easier to look for the protective and preventive factors, in order to build healthy and functional schools. But even if an institution faces bullying issues, there are several actions that could be taken under account in order to improve the climate.

Family has a very important role to play in addressing the problem along with all the school staff. So, by the end of the course, either you are a parent or a teacher, you will have a very clear and evidence-based view about what bullying is and what you can do about it.

## Learning Outcomes

This structured course aims to facilitate parents and teachers to really understand what bullying is and what they can do in order to prevent and address it. Initially though, we should keep in mind, that bullying affects the group dynamics and human relationships. So, our main goals are the following:

- What is a group of people?
- Why is it important for the humans?
- How could the group affect us and in what ways do we affect the group?
- Define bullying in a scientific way

- Understanding the difference between children's play, teenagers' teasing, aggression and bullying behavior
- Why do some students become bullies?
- Why some others become victims?
- Why some children are the witnesses of these scenes without reacting? and some others come forward and defend their friends?
- What is the role of the parents?
- How can I help my child if I found out that he/she is a bully or a victim?
- Is bullying affecting the bystanders or only the students involved?
- What can I do as a teacher or a school director?
- Are there solutions that can help a school or any setting that is facing bullying?
- What about cyber bullying? Does it affect people in the same way?

All goals are expected to be reached in an active and experiential way that enables people to participate in a safe and amusing environment.

## Daily Program



### **Day 1:**

- Welcome part – We introduce ourselves and ask people to present themselves in the group - Ice breaking activities  
Highlights of the parts that were more interesting and others that were more difficult.
- Short presentation of the city and the region.
- A few words about the course program and all the things that are going to take place in the next days.
- We ask the group to present us their expectations about the course.
- Closure of the day – how do I feel?
- Cultural activities: Let's go and discover the city.



### **Day 2:**

- We are talking about the group and why we need it – Team building exercises.
- We share our common knowledge and experience about being a member of a group.
- We use several forms of art to express it (music, painting, dance, poetry, and literally anything one could think). We ask the group to present us their expectations about the course.
- Closure of the day.



### **Day 3:**

- Let's talk about bullying – an accurate and evidence-based presentation about what bullying is. Statistics, prevalence, legislation.
- Let's understand bullying – role playing and simulation about different incidents that involve this kind of behavior at home or at school. How does it feel to be a victim or a bully? What is the effect on the school? Is there a way to prevent it?
- Closure of the day.



### **Day 4:**

- Let's prevent bullying – Role playing concerning the different roles of students, teachers and parents in preventing bullying. How do I feel? What did I feel?
- Let's prevent bullying – Designing and implementing my own prevention approach. What can I, as a person, do about it?
- Closure of the day.
- Cultural activity.



### **Day 5:**

- Let's address bullying - Simulation and role playing about a school that is facing bullying - What can we do to address it? is there a way I can help as a student, a teacher or a parent? should I wait for the Ministry of Education to take action??
- Closure of the day.



### **Day 6:**

- Assessment of the course (in an experiential and amusing way).
- Highlights of the parts that were more interesting and others that were more difficult.
- What would I change, if I was to begin again, and what am I taking with me back in my country, as a gift?
- Closure of the course.

