

Overview learning path Active citizenship in reception education



PHILOSOPHIZING

Critical thinking

Developing moral judgment

Formation of choice



SUSTAINABLE COEXISTENCE

Diversity

Tensions and conflicts



WORK-ORIENTED COMPETENCIES

Professional identity

Exploring the labour market

COMMUNICATION

Conversational competences

Collaboration

Digital communication



COMMUNICATION



Conversational competences

Knowledge contents	The students can...	The students...
...with attention to the type of conversation...		
KC1. Verbal, para-verbal and non-verbal communication in various forms such as <ul style="list-style-type: none"> - Cyclical conversation - Debate - Discussion - Phone call - Informative conversation - ... 	VC1. (in group and under supervision) formulate agreements and rules on verbal, para-verbal and non-verbal communication that are necessary for conducting conversations. VC2. differentiate their verbal, para-verbal and non-verbal communication according to the <i>form of the call</i> . VC3. interacting with others through verbal, paraval and non-verbal behaviour that promotes dialogue.	AC1. are aware of the importance of the flexible use of verbal, para-verbal and nonverbal communication depending on the form of conversation in which they participate. AC2. are willing to adapt their verbal, para-verbal and non-verbal behaviour in order to promote trust between different parties.
...with attention to possible misunderstandings...		
KC2. Communication model	VC4. in dialogue with others, checking whether a message is understood by detecting possible noise in the communication.	AC3. are prepared to anticipate possible noise within communication.
...with attention to others.		
KC3. Conversation technique: active listening	VC5. apply active listening strategies in dialogue with others in order to promote one's own understanding of the conversation and the dialogue. VC6. dissecting the views or actions of others by actively listening.	AC4. show interest in the views of others by actively listening.
KC4. Conversation techniques: <ul style="list-style-type: none"> - give feedback - receive feedback 	VC7. giving feedback on the views and actions of others. VC8. seeking feedback from others about their own views and actions. VC9. questioning one's own points of view and actions on the basis of relevant feedback from others.	AC5. are willing to give feedback in a respectful manner. AC6. are willing to receive feedback in a respectful manner.
KC5. Conversation technique: non-violent communication	VC10. applying non-violent communication strategies in dialogue with others.	AC7. show that they can express themselves in a non-violent, non-aggressive way, even if they are disadvantaged or have a disagreement with someone.

<p>KC6. Conversation technique: Intercultural conversation by means of the TOPOI model</p>	<p>VC11. identify differences and similarities in individuals' reactions to the same situation.</p> <p>VC12. analyse possible misunderstandings in intercultural communication.</p> <p>VC13. apply intercultural discussion strategies to communicate in an understandable and understanding way with others whose frame of reference (including cultural norms) may be different from their own frame of reference.</p>	<p>AC8. are aware that people can interpret certain communications differently on the basis of their own frame of reference.</p>
<p>KC7. Bridge functions for communication:</p> <ol style="list-style-type: none"> 1. <u>Verbal bridging</u>: contact language, language support, interpreter 2. <u>Non-verbal bridging</u>: attitude, pictograms, task-oriented gestures 3. <u>Alternative burst functions</u>: google-translate, interpreter-phone, 	<p>VC14. use bridge functions for communication to promote communication with others.</p>	<p><i>AC9. are willing to promote communication by using bridge functions.</i></p>
<p>KC8. To contribute knowledge content based on their own expertise and the starting situation of the students.</p>		



Collaboration

Knowledge contents K	The students can... V	The students... A
Empathy		
KC9. Empathy	VC15. defer one's own judgement in order to put oneself in the perspective of the other .	<i>AC10. show interest in the perspective of others and are willing to take this perspective into account.</i>
Group development		
KC10. Relational behaviour: the axenrose of Cuvelier	VC16. in concrete situations, critically analyse their own interaction style and relate it to the interaction style of others. VC17. adopt an interaction style that promotes group collaboration.	AC11. are aware of the impact of the interaction style of individuals in group. AC12. are willing to change their own interaction style.
KC11. Roles in group work	VC18. identify and implement different roles in group work to promote cooperation.	AC13. are willing to share and take on responsibilities in cooperation.
KC12 Group dynamics - group development (Tuckmann) - peer pressure	VC19. analyse concrete situations in the classroom and school context from the <i>process of group development</i> . VC20. expressing his own perspectives and convictions in a group context.	AC14. are committed to expressing perspectives and beliefs in groups and to encouraging others to do so.
KC13. To contribute knowledge content based on their own expertise and the starting situation of the students.		



DIGITAL COMMUNICATION

K Knowledge contents	V The students can...	A The students...
Use of digital means of communication		
KC14. Communication functions of digital devices (smartphone, tablet, laptop, computer) such as <ul style="list-style-type: none"> - Make a phone call - Skype - Electronic mail - Chat and messaging applications (sms, WhatsApp,...) - Social media applications - Positioning - Cloud applications 	Select and use digital means of communication.	<i>AC15. are prepared to enter into communication with others via digital means of communication.</i>
My behaviour online		
KC15. Online manners such as <ul style="list-style-type: none"> - Privacy Policy - Principles of copyright and portrait rights - Ethically and socially acceptable rules of conduct in the context of the medium, the public and the legal provisions 	VC22. analyse the benefits and risks of media use by themselves and others. VC23. drawing up in a group possible rules of conduct and agreements for constructive digital communication. VC24. Apply strategies to act securely and constructively in digital contexts .	<i>AC16. are committed to behaving respectfully towards other users online (netiquette).</i> <i>AC17. are willing to counteract disrespectful online behaviour.</i>
Searching for, creating and presenting digital content		
KC16. Digital applications to search for, create and present content such as <ul style="list-style-type: none"> - Search Strategies - Search engines - Digital image processing - Presentation applications 	VC25. Searching for specific information on the basis of information needs. VC26. creating and presenting digital content to share (own) ideas with others.	<i>AC18. are willing to look up missing information that could benefit the communication process and cooperation.</i> <i>AC19. are open to using digital tools to shape (their own) ideas and share them with others.</i>
KC17. Language-technological resources	VC27. implement language technology resources to strengthen communication.	<i>AC20. are prepared to use technology to facilitate the communication process.</i>
KC18. To contribute knowledge content based on their own expertise and the starting situation of the students.		

PHILOSOPHIZING



CRITICAL THINKING

K Knowledge contents	V The students can...	A The students...
Rational research		
KF1. Distinction between: - fact and opinion	VF1. distinguish and name facts and opinions in sources and in dialogue with others.	AF1. are aware of the importance of distinguishing between facts and opinions in sources. AF2. are willing to distinguish their own opinion from facts.
KF2. Definition of: - point of view - plea	VF2. substantiate their own opinion with arguments. VF3. to separate , in a group and under supervision, the main issues from side issues with regard to the subject of the dialogue. VF4. compare other opinions with their own. VF5. question their own opinions by exploring, under supervision, alternatives to their own opinions.	AF3. are open to the opinions of others. AF4. are prepared to critically analyse and reconsider or revise their own opinions.
KF3. Definition of: - needs - predilection - concern	VF6. distinguish needs, preferences and interests from each other. VF7. identify and relate the interests of individuals or groups to one's own opinions or arguments.	AF5. are aware of the needs, preferences and interests of individuals, groups and organizations may have.
KF4. Distinction between: - whereabouts - not true	VF8. under supervision, to argue in a coherent manner whether one's own opinions and arguments are true.	AF6. understand that claims to the truth always start from a perspective.

Media literacy		
KF5. Qualitative source analysis: <ul style="list-style-type: none"> - (digital) information and news literacy strategies - reliability and usability of sources - representativeness of sources - fake news - propaganda 	<p>VF9. identify their own information needs and, within the (online) information found, make the appropriate selection and substantiate this choice.</p> <p>VF10. select information from sources based on reliability, usefulness and representativeness.</p> <p>VF11. use strategies to distinguish between fiction and non-fiction in the media.</p> <p>VF12. recognising propaganda and hate speech in a group and taking action to deal with them.</p>	<p>AF7. <i>take an investigative attitude.</i></p> <p>AF8. <i>show the willingness to be reliably informed about themes from their own world and beyond.</i></p>
KF6. Definition of: <ul style="list-style-type: none"> - imaging - news and media experience 	<p>VF13. illustrate the role of media in imaging.</p> <p>VF14. in group to analyse the impact of imaging on individuals and groups.</p>	<p>AF9. are aware of the way in which media control imaging.</p> <p>AF10. are willing to address and counteract media misrepresentation.</p>
Reflect		
KF7. Choice of reflection models	VF15. reflect on learning opportunities and talents on the basis of their own experiences.	<i>AF11. are willing to turn their own experiences into learning opportunities.</i>
KF8. To contribute knowledge content based on their own expertise and the starting situation of the students.		



DEVELOPING MORAL JUDGMENT

K Knowledge contents	V The students can...	A The students...
Identity development		
KF9. Definition of: <ul style="list-style-type: none"> - norm - figure - ordinance - statute 	VF16. explore and critically examine values, norms, rules and laws in a society. VF17. identify one's own values and recognise the influence of others in them. VF18. to search for different meanings and interpretations of values under supervision and in a group.	AF12. are aware of different values and norms in a society and are prepared to take responsibility for their own actions.
KF10. Definition of: <ul style="list-style-type: none"> - multiple identity - group identity 	VF19. analyse the influence of the socio-cultural context on one's own thinking, acting and communication. VF20. reflect on one's own values within the context of one's own identity formation. VF21. to investigate tensions between one's own identity and social expectations in a society.	AF13. are aware of the dynamic and interactive nature of identity development. AF14. are aware that each individual has the right to develop his or her own identity.
Ethical judgments		
KF11. Definition of ethics and choice of themes related to ethical dilemmas in society	VF22. analyse a situation from an ethical perspective and compare this analysis with peers.	AF15. show interest in current problems and are willing to investigate them in group.
KF12. Distinction between: <ul style="list-style-type: none"> - fact - verdict - moral judgment 	VF23. recognising and expressing their own moral judgements in a group and under supervision in conversations.	AF16. are aware of their own moral judgements and are prepared to discuss these with others.

VF13. Choice of a number of sustainable development goals (SDGs).	VF24. identifying local and global challenges for diverse societies and setting up possible solution-oriented actions .	AF17. are prepared to commit themselves to a sustainable world.
KF14. To contribute knowledge content based on their own expertise and the starting situation of the students.		



FORMATION OF CHOICE

K Knowledge contents	V The students can...	A The students...
Setting goals		
KF15. Distinction between: <ul style="list-style-type: none"> - free will - choice - onus - decree 	VF25. distinguish between personal input and the influence of others in personal choices.	AF18. <i>are alert to the influence of others on their own choices.</i>
KF16. Choice making process <i>(including self-management, ownership and motivation)</i>	VF26. formulating short and long term goals <i>for oneself</i> and organising one's own behaviour so that these goals are pursued. VF27. formulating group objectives and organising one's own behaviour in such a way that these objectives can be achieved. VF28. reflect on own motivation for set goals.	AF19. shall be attentive to factors which may influence the selection and decision-making process. AF20. are prepared to consult others in order to strengthen their own choice.
KF17. Definition of: <ul style="list-style-type: none"> - resilience - susceptibility 	VF29. own strengths and personal and social barriers that influence, identify and analyse the achievement of goals. VF30. (under supervision) identify resources, make use of them and set up actions to maximise the pursuit of the objectives set.	AF21. are aware of their own resilience and influencing factors. AF22. are alert to barriers that may stand in the way of achieving personal goals and are committed to raising them.
Participation		
KF18. Participation processes: <ul style="list-style-type: none"> - group/community decision-making - participatory process - democracy as a political sub-system 	VF31. explaining participatory processes and procedures in the context of living together. VF32. explain decision-making criteria and, under supervision, apply them in a classroom context.	AF23. are prepared to include others in decision-making processes. AF24. commit themselves to participate in school and society and to consider others as equal in the participation process.

	VF33. actively participate in participation processes in a group and under supervision.	
KF19. To contribute knowledge content based on their own expertise and the starting situation of the students.		

SUSTAINABLE COEXISTENCE



DIVERSITY

K Knowledge contents	V The students can...	A The students...
Dealing positively with diversity		
CDB 1. Definition of: <ul style="list-style-type: none"> - Diversity - Inequality 	VDS1. identify differences and similarities in backgrounds, skin colour, income, philosophy of life, lifestyles, interests and talents, among other things. VDS2. to investigate the added value and challenges of our diverse society in a group and under supervision.	ADS1. deal with differences as forms of diversity and not as abnormal and inappropriate manners.
KDS2. Definition of: <ul style="list-style-type: none"> - Superdiversity - Migration 	VDS3. researching super-diversity in society.	AD2. recognise superdiversity as a starting point and an added value for society, including potential conflicts that may be associated with this added value.
KDS3. Definition of: <ul style="list-style-type: none"> - Mult perspective - Terms of reference 	VDS4. recognising and naming the influence of one's own frame of reference on one's own behaviour in concrete situations. VDS5. analyse a concrete situation in a group from various frames of reference.	ADS3. show interest in the experiences and perspectives of others.
KDS4. Definition of: <ul style="list-style-type: none"> - Equivalence - Respect - Understanding - Solidarity 	VDS6. to investigate the equality between individuals in a society in a group and under supervision. VDS7. reflect on the creation of equal opportunities in concrete situations for all individuals in a society. VDS8. to investigate, in a group and under supervision, the impact of unequal opportunities of individuals and groups on society.	ADS4. recognise that, regardless of the diversity of people, all people should be treated as equal.
KDS5. Choice of themes around cultural customs and traditions	VDS9. identify differences and similarities in traditions through participation in cultural practices.	ADS5. are willing to discover cultural practices and traditions even if they are potentially controversial from their own frame of reference.

Providing answers to discrimination		
<p>KDS6. Definition of:</p> <ul style="list-style-type: none"> - Stereotyping - Prejudice - Stigmatisation 	<p>VDS10. identify and analyse situations related to stereotyping, prejudice and stigma.</p>	<p>ADS6. are critical of the influence that belonging to a particular cultural group can have on themselves, others and mutual relationships.</p> <p>ADS7. are alert to possible own stereotypes and prejudices against others.</p>
<p>KDS7. Definition of:</p> <ul style="list-style-type: none"> - Institutional and situational discrimination - Grounds for discrimination 	<p>VDS11. recognising and naming discrimination on the basis of any characteristic.</p> <p>VDS12. examine the impact of discrimination on both individuals and society.</p> <p>VDS13. take solution-oriented actions in a group for situations relating to discrimination on the basis of any characteristic.</p>	<p>ADS8. are alert to any injustice and to point it out.</p> <p>ADS9. are prepared to prevent injustice and to tackle it in a solution-oriented way.</p>
<p>KDS8. Definition of:</p> <ul style="list-style-type: none"> - Racism 	<p>VDS14. Recognize and identify different forms of racism.</p> <p>VDS15. to examine the impact of racism on both individuals and society.</p> <p>VD16. non-violent dialogue about racism in their own environment.</p>	
<p>KDS9. To contribute knowledge content based on their own expertise and the starting situation of the students.</p>		



TENSIONS AND CONFLICTS

K Knowledge contents	V The students can...	A The students...
Acting in case of conflict		
CDB 10. Distinction between: <ul style="list-style-type: none"> - Difference of opinion - Conflict 	VDS17. recognising and naming differences of opinion and conflicts in their own environment and in society. VDS18. analyse different perspectives in the event of a disagreement or conflict. VDS19. to name their own perspective in the event of a disagreement or conflict and to argue in favour of it , taking into account the perspectives of others.	ADS10. are prepared to consider differences of opinion and conflicts in their own environment and in society as potentially constructive.
KDS11. Types of conflicts: <ul style="list-style-type: none"> - Intrapersonal conflict - Interpersonal conflict - Intra-group conflict - Intergroup conflict 	VDS20. identify potential causes of conflict.	
CDB 12. Conflict management <ul style="list-style-type: none"> - Thomas Kilmann model: dealing with conflicts in cooperation - Including definition of assertiveness and cooperativity 	VDS21. adopt a constructive and solution-oriented strategy for conflicts during cooperation with others.	ADS11. are prepared, in cooperation with others, to weigh their own interests against the interests of others.
KDS13. Definition of conflict resolution	VDS22. clarify the communication between the parties involved in a conflict, taking into account the interests of all parties.	ADS12. are committed to a constructive approach to a conflict between third parties.
KDS14. Choice of global conflict situations	VDS23. analyse a conflict situation at a global level from different perspectives and develop solution-oriented proposals in a group.	ADS13. are committed to devising possible solutions to a conflict.

CDB 15. Forms of: - Aggression - Violence	VDS24. analyse situations in one's own environment or in society in which aggression or violence occurs. VDS25. propose in group solution-oriented actions to reduce aggression and violence.	ADS14. are prepared to raise the issue of aggression and violence against themselves or others on the basis of a solution-focused approach.
Human rights		
KDS16. Human rights	Defining human rights as a means of universal protection and comparing their application with other frameworks to ensure freedoms and obligations.	ADS15. recognise that each individual may have his or her own values and beliefs.
KDS17. Children's rights and their 4 guiding principles	VDS27. under supervision of reflections on opinions and behaviours that are in tension with children's rights.	
KDS18. Choice of child and human rights themes	VDS28. starting from their own living environment, recognize violations of their own and other people's rights and formulate solution-focused proposals in a group.	ADS16. are prepared to cooperate with others in raising the issue of violations of children's and human rights.
KDS19. To contribute knowledge content based on their own expertise and the starting situation of the students.		

WORK-ORIENTED COMPETENCES



PROFESSIONAL IDENTITY

Knowledge contents K	The students can... V	The students... A
View of yourself		
KA1. Quality reflection	VA1. discovering and naming one's own qualities. VA2. relate experiences from their own lives to the development of qualities. VA3. linking own qualities to professional competencies.	AA1. <i>are prepared to take a critical look at their own qualities</i>
KA2. Motif Reflection	VA4. discovering and naming one's own aspirations and motives on a professional level.	AA2. <i>are aware of the role of motivation in their study and/or work career.</i>
Self-steering		
KA3. Guidance on studies and professions	VA5. use search strategies to gather reliable information about the range of studies and professions on offer.	AA3... <i>are prepared, in the longer term (in the context of lifelong learning), to analyse study offers openly.</i> AA4. <i>are prepared to take responsibility for their own study and/or work career.</i> AA5. <i>recognise their own strengths and qualities in making choices</i> AA6. <i>are willing to use resources to achieve their own study and/or career goals.</i>
KA4. Career management	VA6. based on his own aspirations and motives, formulate realistic goals for his own study and/or work career. VA7. to draw up concrete working points in order to take steps in the short (and longer) term to pursue objectives for study and/or working careers. DWMA8. identify possible resources for pursuing their own study and/or work career goals.	
Networking		

<p>KA5. Definition of: - network</p>	<p>VA9. explore possible channels (online and offline) for networking. VA10. conducting network conversations in a constructive manner.</p>	<p>AA7. are aware of the added value of networks in support of their own study and/or working career. AA8. recognising that they themselves can also be meaningful are for people in their network.</p>
<p>KA6. To contribute knowledge content based on their own expertise and the starting situation of the students.</p>		



EXPLORING THE LABOUR MARKET

Knowledge contents K	The students can... V	The students... A
Guidance in the economic environment		
KA7. Definition of: <ul style="list-style-type: none"> - Labour market - Capitalism - Consumption - Taxes - Social security - Labour law 	VA11. to define the basic principles of the economic system in Belgium. VA12. critically analyse their own participation and the participation of groups in the economic system in a group. VA13. clarify themes within the Belgian labour legislation in the context of their own environment.	AA9. show interest in the economic organisation of society. AA10. are prepared to critically analyse the current economic organisation of society. AA11. are aware of the legislation that defines their rights and obligations in the labour market. AA12. are aware of injustices within the employment context and are willing to raise them.
Showing the way in professional competencies		
KA8. work exploration	VA14. identify professional competencies that are necessary for a profession. VA15. identify training needed to develop professional competencies. VA16. Explore possibilities of appeal.	
Job in sight		
KA9. Local employment agency	VA17. (local) organisations providing guidance and/or counselling for training and/or work.	AA13. are willing to involve employment agencies in training and labour market exploration.
KA10. Applying including: <ul style="list-style-type: none"> - Job Target - job opening - CV - application letter - job interview/interview 	VA18. Set up a job target. VA19. Analyse vacancies and compare them with your own job target. VA20. designing application tools to look for a job based on their own qualities, aspirations and motives.	AA14. <i>show the openness to reflect on their own profile and a possible job target.</i> AA15. <i>are aware that applying for and finding a job requires perseverance.</i>

	VA21. Interviewing.	
KA11. To contribute knowledge content based on their own expertise and the starting situation of the students.		