

LE LYCÉE VOYAGEUR &
LA MAISON DE QUARTIER DU VIEUX LILLE
GODELEINE PETIT



LEARNING OUTSIDE THE WALLS

**EDUCATIONAL INSPIRATION
& ACTIVITY BOOKLET**



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PRESENTATION OF PARTNERS

LE LYCÉE VOYAGEUR



The Lycée Voyageur in Belgium is a prototype travelling school that moves around Wallonia in a bus converted into a classroom. Aimed at young people aged 15 to 21, it enables them to prepare for their CESS (higher secondary education certificate) via the central examination board. Inspired by Freinet pedagogy and the animated series 'The Magic School Bus,' this high school focuses on learning through experience, visits, encounters, and travel to combat school dropout rates and promote a positive environment for young people. The pilot project ran from 2022 to 2025. It aims to restore meaning and joy to learning outside the traditional school walls.

Lycée Voyageur was founded in Belgium in 2022 on the initiative of the non-profit organisation 'Éduquer Demain' (Educate Tomorrow), under the coordination of a young teacher determined to transform secondary education and combat school dropout rates. The project focuses on learning through experience, movement and encounters with the real world.

This school is a direct response to the perceived inadequacy of the traditional education system for certain profiles, for whom it appears too disconnected from real life and unmotivating. The initial observation, shared by several teachers, was that young people need to break out of the traditional framework, discover new horizons and learn in different ways in order to rediscover the joy of learning and prepare for the challenges of the future.

"Become what you are"

Lycée Voyageur helps every young person to reveal their potential, discover themselves, assert themselves and become the best version of themselves, true to who they are deep down. This is how the school gives full meaning to the motto "Become what you are".



In practical terms, Lycée Voyageur operates from a bus converted into a mobile classroom, travelling throughout Wallonia, Belgium and Europe to offer courses and workshops linked to the field: visits to museums, meetings with artisans, researchers and other professionals. The official curriculum is followed, but without traditional assessments or report cards, in order to prioritise experiential learning, autonomy, and young people taking responsibility for their own education and self-confidence. This pilot project has three main objectives:

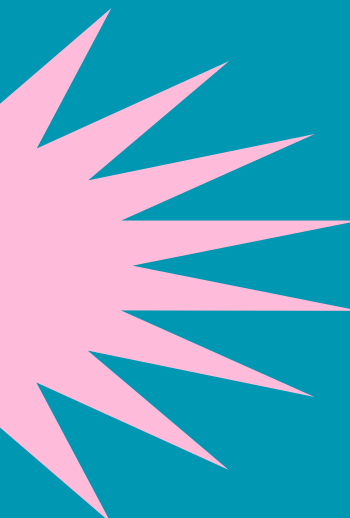
- To combat school dropout and bullying by restoring the joy of learning.
- To promote local heritage and combat young people's disconnection from their environment.
- To encourage students' intellectual and physical activity and dynamism.

The Lycée Voyageur was made possible thanks to a dedicated team and the commitment of a group of young volunteers, designers and scenographers who fitted out the bus in less than a month. The first school year began in September 2022, marking the start of an innovative educational adventure in Belgium.

Lycée Voyageur promotes inclusion by welcoming young people from all backgrounds, without academic selection, and offering them personalised support that respects each individual's pace and needs. Thanks to its itinerant approach and active, experience-based teaching methods, it allows each student to express themselves, discover their talents and rediscover the joy of learning, far from rigid frameworks and traditional assessments. By focusing on mobility, encounters and diversity in learning, the Lycée Voyageur effectively combats school dropout rates by restoring meaning to school and creating a supportive environment where every young person can rebuild themselves and flourish, in a spirit of kindness and celebration of their differences.



THE GODELEINE PETIT COMMUNITY CENTRE



The Godeleine Petit Community Centre, located at 24 rue des Archives in the historic heart of Old Lille, is a non-profit organisation recognised as being of social utility under the French law of 1901. Approved by the CAF (family allowance fund) and accredited by the City of Lille and the General Council, it plays a central role in the life of the neighbourhood by offering a welcoming space for discussion and listening, open to all, regardless of age, origin or social situation: it is a true place of life and solidarity.

The Community Centre aims to be a place where residents, whether children, teenagers, adults or seniors, can find a variety of activities in the fields of sport, culture and leisure, as well as essential services such as childcare, educational support, social support and help with professional integration. It also offers French language support workshops, initiatives to combat isolation, social events and opportunities for cultural or sporting outings.

Services for all ages :

- Early childhood: Two multi-purpose childcare centres, Enfantines and Ilot Tendresse, welcome children aged 2 months to 6 years in a safe and caring environment, encouraging them to discover community life and independence. Parents are invited to actively participate in the life of the centre and in various projects and festivities.
- Children and young people: Leisure activities are offered on Wednesdays and during school holidays for children aged 2 to 12. Specific support is provided for academic support, career guidance and professional integration for young people.
- Adults and families: The community centre offers cultural workshops (writing, singing, theatre, circus arts), sports activities, training courses and social support services (help with job hunting, access to rights, solidarity grocery store).
- Seniors: Adapted activities, such as memory workshops and social gatherings, are organised to promote social ties and prevent loss of independence.



Involvement of the Godeleine Petit Community Centre in the fight against school dropout: personalised guidance and academic support:

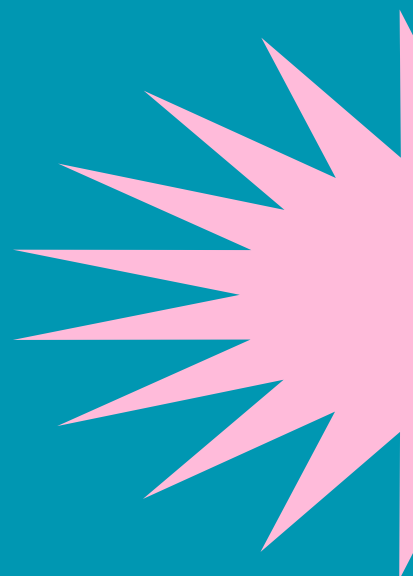
The Godeleine Petit Community Centre plays an active role in preventing and combating school dropout by offering academic support to children and teenagers aged 6 to 17. Supervised by a team of volunteers (students, retirees, parents) and employees, young people receive individualised support or support in small groups. The aim is to enable them to review the basics, acquire a method of working, gain independence and rediscover a taste for learning, while remedying the feeling of failure often associated with dropping out.

The Community Centre also welcomes children and young people aged 8 to 17 who are not in education, whether they are affected by school phobia, dropping out, high potential or disability. A range of activities, in partnership with specialist organisations, is offered to encourage their gradual reintegration into the school system, usually over a period of six months to a year. Parents also benefit from individual support and group discussions to break their isolation and share their experiences.

A commitment to solidarity and inclusivity:

The Godeleine Petit Community Centre is committed to social and solidarity-based economics, particularly through its Integration Workshop (ACI), which helps people in difficulty find sustainable employment, in collaboration with local businesses and authorities. It also employs workers with disabilities in sewing and textile production activities.

All of its activities aim to promote personal development in a spirit of respect, conviviality and shared responsibility. The active participation of residents is encouraged, whether in the management of activities, community life or the development of new collective projects.



TEACHING INSPIRATION

EDUCATIONAL PATCHWORK FOR LEARNING OUTSIDE THE CLASSROOM

A patchwork is an assembly of disparate elements that together form a whole. Educational patchwork is therefore the combination of several complementary teaching methods based on the reality of the situation on the ground. Here we will present some of the teaching methods that served as the basis for this project.

OUR GOALS

We want to give those working in the field—teachers, educators, therapists, volunteers, etc.—the confidence and legitimacy they need to feel comfortable in their daily practice by providing them with theoretical foundations on which to base their work.

OUR COMMON GROUND

What we have in common is the firm belief that we can bring about real change in young people's lives through certain practices. We believe that learning outside the box, outside the traditional framework, is an extraordinary way to combat exclusion and school dropout rates. That is why we have joined forces to promote what we believe in by writing this booklet and sharing it.

WHAT SETS US APART

The main difference between our two structures is our status and our sources of funding. These two aspects give us different levels of stability and freedom. Lycée Voyageur is less stable because it is not structurally supported by a public institution, but it enjoys greater freedom and scope for experimentation because it has no specifications to fulfil and no institution to which it is accountable. The community centre, on the other hand, is more stable, more established and better equipped, with better infrastructure, but is required to comply with certain rules that can restrict the possibilities for practical activities in the field.

OUTDOOR SCHOOL



MAIN POINTS

01.

Outdoor education is a teaching approach that involves regular outdoor lessons in the natural or cultural environment close to the school. It is not limited to a simple school trip, but is a long-term commitment, often lasting a whole year, and covers all school subjects, from nursery school to secondary school.

BENEFITS FOR THE CHILD

02.

This method aims to promote the child's overall development – psychological, cognitive, motor – by allowing them to learn through direct experience, in contact with nature. Activities may include games, observations, explorations or interdisciplinary projects, always in line with the school curriculum. Being active, going outside and being in contact with the outdoors also strengthens the immune system and contributes to children's motor development.

INCLUSION ET RESPECT DU VIVANT

03.

Outdoor schooling encourages curiosity, cooperation, creativity and independence in pupils, while strengthening their connection with the environment and contributing to their physical and mental well-being. It also develops a sense of belonging to a place and responsibility towards living things, thereby contributing to citizenship and environmental education. This practice also provides an environment that is better suited to hyperactive students and therefore promotes their inclusion without requiring any additional educational effort.

MAKARENKO

MAIN POINTS

01.

Anton Makarenko's educational approach dates back to the Russian Revolution and focuses on education through community life, democratic organisation and empowering young people, particularly in difficult contexts such as that of delinquent or abandoned children after the Russian Revolution. He developed a social, institutional and mutual educational approach, in which children grow up within an educational community, such as the Gorki colony, which operates on the principles of co-management, freedom of expression and mutual respect.

UNIFY TEACHING AND EDUCATION

02.

Makarenko believes that teaching cannot be separated from education: it is a matter of unifying individual and collective development, with each student being both a member of a group and an individual in their own right. Productive, manual and collective work plays a central educational role, as it enables each individual to become a useful member of the group and society. Authority is exercised by the collective, often through councils or assemblies, and important decisions are made together, which promotes autonomy and accountability. Daily tasks are carried out by all members of the colony. It is only once this sense of belonging to the collective is well established that learning can take place without resorting to fear, coercion or assessment. Makarenko's pedagogy is therefore based on a collective educational foundation that responds to young people's need for security. This is the condition that allows young people to voluntarily engage in theoretical learning.



CITIZENSHIP EDUCATION

03.

Makarenko placed great importance on moral education and character development, aiming to train active and responsible citizens capable of integrating into and contributing to the socialist society of his time. His deeply humanistic pedagogy was based on optimism, high standards and respect for each child, while emphasising discipline and active participation within the collective. In the context following the Russian Revolution, what he achieved was a remarkable feat. Children and young people abandoned to their fate, living in poverty and delinquency, became exemplary and supportive citizens, proud and educated.



FREINET

MAIN POINTS

01.

Freinet pedagogy is a child-centred educational approach developed by Célestin Freinet in the early 20th century. It aims to make students active participants in their own learning by encouraging experimentation, free expression and cooperation within the classroom. Freinet pedagogy is now well established in French-speaking countries and recognised by professionals. The Freinet movement is committed to developing mainly within the public education system, in line with its democratic values.

FUNDAMENTAL PRINCIPLES

02.

- **Free expression:** pupils are encouraged to express themselves through writing, drawing, speaking or other creative forms, which promotes their individuality and creativity.
- **Experimental trial and error:** learning takes place through trial, error and adjustment, allowing children to discover and understand for themselves, rather than simply reproducing knowledge that has been passed on to them.
- **Cooperation and democratic participation:** the classroom functions as a community where students collaborate, make collective decisions and share responsibilities, thereby developing their autonomy and sense of mutual respect.
- **Adaptation to each individual's pace:** each student progresses at their own pace, thanks to tools such as self-correcting files, and benefits from differentiated teaching that takes into account their social reality and specific needs.

AUTONOMY AND RESPONSIBILITY

03.

It was in the aftermath of the First World War that Célestin Freinet, a village schoolteacher, rethought the school system in order to break the chain of hierarchical submission which, in his view, had led soldiers to their deaths. His great struggle was to enable children to take control of their own lives, to learn out of desire rather than fear, and to restore meaning to education.

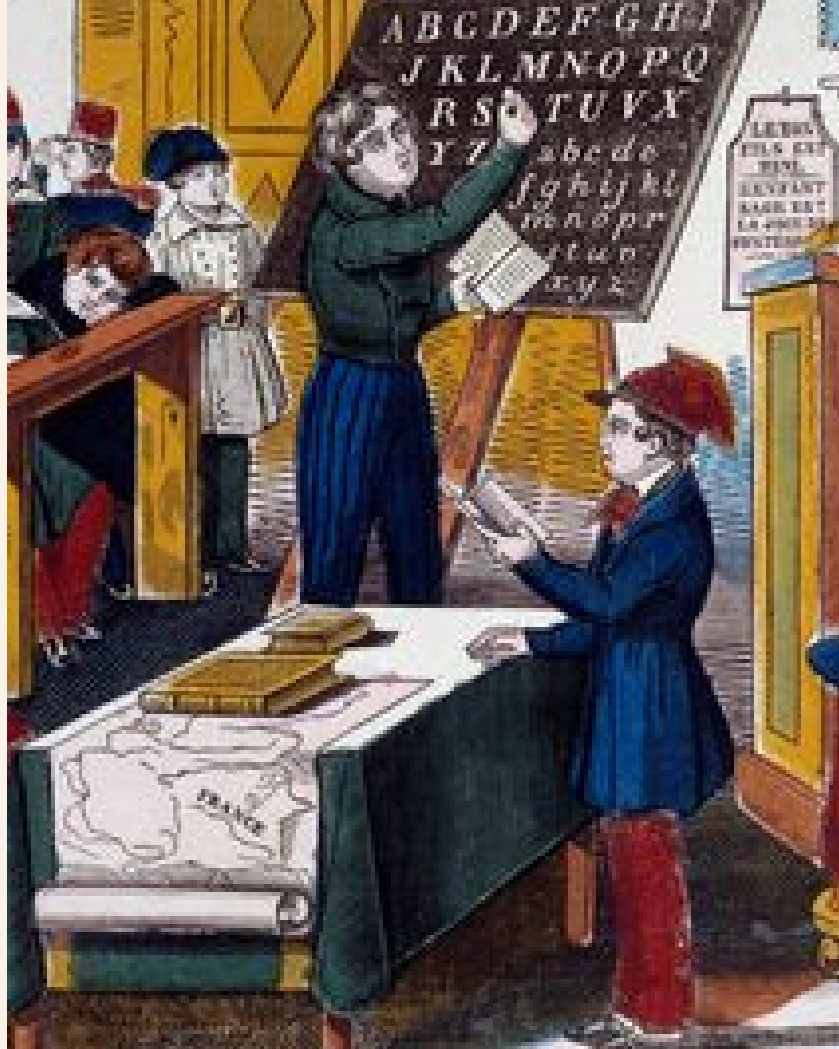
In short, Freinet's teaching method seeks to develop children's autonomy, responsibility, creativity, ability to work in groups and citizenship through active methods and cooperative classroom organisation, but also to develop critical thinking and free thought.

MUTUAL TEACHING

MAIN POINTS

01.

Mutual teaching is a pedagogical method based on reciprocity between students: the most advanced students, called 'monitors,' help those who are less advanced, under the supervision of a single teacher. This organisation makes it possible to bring together children of all ages and levels in the same classroom, grouped according to their abilities rather than their age, thus ensuring collective learning, even for very large classes.



HISTORY AND HERITAGE

L'enseignement mutuel, ou « école mutuelle », trouve ses premières formes en France dès 1747, où il est pratiqué à Paris pour l'instruction des enfants pauvres. En Grande-Bretagne, le système se développe à la fin du XVIII^e siècle, notamment grâce à l'Écossais Andrew Bell, qui observe ce mode d'instruction en Inde vers 1795 et le théorise sous le nom de « Madras System ». L'Anglais Joseph Lancaster, inspiré par Bell, adapte et diffuse la méthode dans les écoles anglaises, puis à l'international. Leur objectif commun est de rendre l'éducation accessible aux plus pauvres, en s'appuyant sur la participation active des élèves et des moniteurs. La méthode connaît un essor rapide au début du XIX^e siècle. Vers 1820, on compte près de 850 classes d'enseignement mutuel dans le pays, y compris pour les filles. La méthode se diffuse également dans d'autres pays européens et dans les colonies britanniques. Elle séduit par sa capacité à instruire massivement et à moindre coût, mais rencontre aussi des oppositions, notamment du clergé catholique et des milieux conservateurs, ce qui limite sa pérennité dans plusieurs régions.

Cette forme d'enseignement est donc très organique, n'émane pas de théoricien ou de pédagogue mais de réalités de terrain, aussi bien en Europe qu'en Asie. Cette méthode est peu coûteuse, efficace et favorise de nombreuses compétences informelles comme la coopération, ou la confiance en Soi.

02.

COMMON AND DIFFERENTIATED CORE

03.

The teacher trains the instructors, who then pass on their knowledge to their classmates, creating a dynamic of mutual support and active collaboration. Students can thus progress at their own pace, while taking turns as learners and teachers, which promotes their engagement, self-confidence and the acquisition of social skills such as cooperation and communication.

Cette réciprocité crée un climat d'entraide où chacun peut tour à tour recevoir et apporter de l'aide. En collaborant régulièrement, les élèves développent l'empathie et le respect des différences. Ils apprennent à s'exprimer, à argumenter et à écouter les autres. L'enseignement mutuel prend en compte la diversité des rythmes d'apprentissage et des niveaux, ce qui permet à chacun de trouver sa place et de s'investir dans la réussite collective. La diversité des points de vue enrichit les échanges et stimule la réflexion critique.



THE GRAND TOUR

HISTORY

01.

The Grand Tour was a long journey of discovery undertaken by young European aristocrats, mainly British, between the 17th and 19th centuries. It was a journey across Europe, notably through France, Italy, Germany and sometimes Greece, aimed at completing their education, discovering the masterpieces of Antiquity and the Renaissance, and refining their manners. This journey, considered a rite of passage, allowed young people to acquire culture, sophistication and a social network before entering adult and public life.

WHY GO ON SCHOOL TRIPS?

Because travel is educational and immersive: Alternative schools regularly organise language, cultural or themed trips. These experiences allow students to practise foreign languages, discover other cultures and learn 'in the field' by giving meaning to the knowledge they have learned in class. Immersion trips promote self-confidence, independence and open-mindedness.

Because they are truly experiential learning opportunities: Travel is used as an educational tool to make learning more concrete and lively. For example, visiting historical or natural sites allows students to better understand geography, history or science through direct observation and experience.

Because they enable the development of social and civic skills: Travel promotes group cohesion, mutual support, community management and student empowerment. Students learn to live together, develop common rules and cooperate, which is at the heart of many alternative teaching methods (Freinet, democratic schools, etc.).

02.

CONNECTION TO REAL LIFE

03.

Learning is not limited to the classroom: alternative schools seek to connect education to everyday life through travel projects, encounters and authentic experiences. This helps to cultivate curiosity, critical thinking and independence in students.

Contact with the real world and everyday life also helps young people prepare for adulthood. Being rooted in landscapes and reality means feeling like you belong in the world, and therefore being able to project yourself into it. Travel therefore also opens up perspectives on the self.

ACTIVITIES TO BE IMPLEMENTED

Here is a portfolio of
tried and tested
activities that we are
sharing to inspire
new practices.



This portfolio of activities is not exhaustive. To enrich our practices and put our field experience at the service of the community, you can download the blank 'Activity + Feedback' canvas from www.amazingteachernetwork.com and share it with the community of members via the 'shared files' page reserved for members. To become a member of our community for free, go to www.amazingteachersnetwork.com.

ACTIVITY 1:

CREATING A LOGBOOK



WHAT IS IT?

A logbook for the year

Creating a journal is like crafting an object that you will keep forever. It is neither a school diary nor a personal diary. Everyone writes whatever they want, sticks things in it or draws pictures. It is a little window onto our lives, which we can reopen in the future... It is a support for our memory and a way to journey towards ourselves in a creative and regular manner.



WHAT IS IT FOR?

Keep records

A logbook has several uses. Keeping a record for yourself, to remember what you did, how you felt, what you learned. But keeping a record is also useful for our loved ones. It's a way of sharing our experiences without having to go through screens. Finally, keeping a regular record also helps to stimulate our memory. By choosing what to write down, we use a different part of our memory than when we simply note down 'what we are told to note down'.

WHAT TO PUT INSIDE?

What inspires us

Photos, drawings, museum tickets, leaves collected in the forest, little notes from our friends... the contents of the logbook are chosen on a personal basis. But be careful, this is a notebook used for communication, so it is not a diary. What matters is to be consistent, to leave a record of our experiences every day.

RETOUR & FEEDBACK

A tool to replace screen-based communication!

Keeping a journal is extremely easy to do. All you need is a notebook and a pencil. It's always useful to have glue and scissors, a few coloured pencils, or even a Polaroid camera for the more dedicated.



The advantages: there is no assessment, no points, no comments from the teacher, so it is a tool for keeping track of the POSITIVE things in the young person's life.

Precaution: it is important to set aside 15 minutes each day, if possible at the end of the day, to allow the young person to do this. Forgot the logbook at home? No problem, you can stick a sheet of paper inside.

The challenges faced by some young people with this notebook:

- Regularity: it is not easy for everyone to do something every day. That is why taking time together to work on the notebook can help overcome this difficulty.
- Creativity: some people feel they are not very creative, say they cannot draw, or have no ideas. It is important to play down the importance of this: there is no assessment, no competition. The only comparison possible is between yourself and yourself. It is always possible to learn to draw with our friends!
-

Three questions to ask if nothing comes to mind for the young person to leave a trace:

- What made the biggest impression on me today?
- What new things did I learn that I didn't know yesterday?
- What would I like to share with my loved ones to give them a glimpse of my experience today?

A variation on the logbook:

The Class Logbook can be a variation. A single logbook for the entire class. This allows you to keep records while lightening the responsibility, but does not allow you to pull it out of an old drawer to reminisce.

ACTIVITY 2 : CREATION OF A MAGAZINE



A COMPLEX AND COMPREHENSIVE ACTIVITY

Cooperation and complementarity

Creating a magazine or newspaper with a group of young people is an activity that takes place over several days. The main advantage is that it produces a finished product, giving young people a sense of pride in communicating something they have accomplished to the outside world. This activity also has the advantage of promoting cooperation between people with different skills and abilities.



CREATE THE MOCK-UP

Seeking inspiration

First, you need to choose the format: a black-and-white newspaper on A3 paper or a colour magazine on glossy paper? Next, you need to divide up the different tasks: graphic design, writing, proofreading, columns, etc. The easiest way is to copy an existing model chosen by the young people. The final stage of preparation is to create a draft layout to determine the number of pages and provide a canvas on which to insert the content.

ORGANISE CONTENT

Young people take action

The content is written and chosen by the young people. The adult is there to monitor, proofread and correct, provide tools for layout and text organisation, ensure the accuracy of the information, and above all, ensure that everyone participates.

RETURNS & FEEDBACK

The journal is a tool derived from Freinet pedagogy. It is one of the most effective, comprehensive and sustainable tools that can be used in the classroom.



Poems, photos, drawings, comics, interviews, columns, taste reviews, surveys, historical articles, study sheets... **EVERYTHING** that can be taught in a classroom or produced as part of a course can find its place in the newspaper or magazine.

Conducting investigations and journalism:

These two methods are closely linked in Freinet pedagogy. They are part of the principle of openness to the world and the development of projects that focus on the outside world. Journalism, particularly through school newspapers or the creation of content intended for an external audience, allows young people to express themselves freely, to share their experiences and to communicate with a real audience, thus responding to young people's need to express themselves in order to be heard.

Asking questions and creating content:

The primary benefits of this activity are related to screen use among young people, who are often individual and passive consumers of content. This activity helps to reverse this habit.

Excellence without evaluation:

This activity conveys an important reality of the adult world: the demands placed on the finished product. The challenge for many young people is to 'finish' a task from start to finish, to take care to reread, correct and add the finishing touches. This challenge is particularly difficult for young people with high potential or low motivation. Producing something collectively and sharing it with others encourages a serious approach to the process without introducing competition or evaluation. All that remains is to print a copy for a final proofread... and off it goes to the press!

ACTIVITY 3 :

CREATING A PODCAST



ORGANISE A SHORT DEBATE

Choose a topic and list opinions

Podcasting is easy to set up. The first step is to choose a topic with the young people, something that concerns them. During this preparation phase, everyone can express themselves freely. It is an opportunity to talk about listening, dialogue, speaking time, respect for others, etc.



ALLOW TIME TO ORGANISE YOUR THOUGHTS

Everyone writes down three key ideas.

The second phase of this activity consists of a reflection period. After the debate, when ideas have been freely exchanged, it is time to sit down alone with oneself and ask what one thinks about it all. The suggestion is then to write down three key ideas. Young people must be assured that they will not be judged on their opinions and that they are free to think differently. This is learning to disagree.

RECORDING

Everyone in the studio!

Although it is preferable and much more impressive for young people to record in a studio or booth, it is possible to record and even edit using a computer or smartphone. Podcasts are very easy to edit as long as they are well presented. The role of presenter can be taken on by the supervising adult if necessary.

RETURNS & FEEDBACK

It's not so easy to hear your own voice, and yet there's so much to say!

Making a podcast involves arguing, thinking and listening, but it is also a challenge to express yourself orally. Hearing your own voice, articulating clearly, avoiding filler words like 'so' and 'um'...

Podcasts are an extraordinary medium, easy to use and easy to distribute. They are less exposed than video formats, require less editing, and can truly reach a wide audience.

Podcasting is an activity that allows you to develop many interesting skills. You might think that it overlaps with the activity of creating a journal, but that is not the case. Podcasting focuses more on our individual opinions and expertise. It encourages us to justify our views, take a stand and participate in the discussion. If the presenter is a student, moderation skills are also called upon. All of this contributes to citizenship education through action and achievement rather than theory.

Écoutez maintenant

Épisode 1

L'école, les fausses marques et l'accès à internet...

Les élèves du Lycée Voyageur donnent leurs avis !



This activity is a golden opportunity to address the issues of freedom of expression, free thought, and free criticism, as well as the concepts of defamation and slander. Indeed, the immediacy of spoken language implies a responsibility for one's words. It is also possible to address the issue of different types of content. General content, specialised content, content for young people, live broadcasts, radio reports... the podcast format can be adapted in many different ways. Tip: work in groups of three commentators per session. Listening beyond this number is of poorer quality among participants.

ACTIVITY 4 :

CROSSING A BORDER



LEAVE THE CLASSROOM

Outdoor activity

Crossing a border is an activity that requires leaving the classroom. The first border we cross is therefore that of the school. From the outset, we can ask young people: what is a border? A limit? An imaginary line? A real one? A natural one? The first phase of the activity is therefore to examine the concept of a border, to do a little French, history, geography, philosophy, and why not science and maths, because the concept of borders and limits exists in all these subjects.



READ A MAP

Let the young people take the lead in the ballad

Borders are everywhere: between municipalities, between departments, between countries... Some are natural, others geographical. What matters is not to use digital tools and to let young people take ownership of the map as a tool. Take the time to read it with them and understand the legend. It doesn't matter if some young people don't take the opportunity to lead the group. This allows the accompanying adult to observe how young people organise themselves spontaneously. It is essential that the adult stays behind to keep the group safe and motivate those who are slower.

OPEN YOUR EYES AND EARS

Recognising elements of one's environment

This is the perfect opportunity to identify trees and plants, or to listen to birdsong. In the city, it will be more of an opportunity to link the journey to historical or architectural features.

RETURNS & FEEDBACK

An adventure full of solidarity, laughter, a long walk and valuable lessons...

Warning: it is essential to familiarise yourself with the area. Setting off on an adventure without knowing the way can be dangerous for the accompanying adult. It is also essential to take a first aid kit with you.



The activity at the border is interesting because crossing it is not something that everyone takes for granted. Despite crossing a river, or even walking through woods and climbing over barbed wire fences, some young people were not 'aware' that they were crossing a border. However, the edge of the woods, an area between the village and the forest, was much more striking, with the young people spontaneously stopping before entering the woods.

Beyond the theoretical learning that can be linked to this activity, there are many informal learning opportunities. Finding your way around a map, leading a group, observing your surroundings, asking questions, and searching for answers without resorting to a smartphone. It is also an opportunity for adults to observe their group of young people and gain a better understanding of their physical condition and their relationship with nature: are they curious? Are they afraid? Do they seem accustomed to the natural environment?

It is, of course, possible to combine this activity with some time spent working on the logbook. Sit down to draw or write down your observations...

It is also a special opportunity for adults to nurture a bond of trust with certain young people. Walking allows you to move from one young person to another, chatting about this and that. If you get lost... pick up the GPS again without feeling guilty!

ACTIVITY 5 :

PLAN A TRIP



DREAMING TOGETHER

Group discussion and argumentation

Travelling as a group means making compromises. The first step is therefore to list the constraints in terms of time, space and transport. What are the desires and what are the possibilities? This first step must be done actively with the young people. This is how they learn that life is restrictive and that choices have to be made. Choosing means giving something up, but it also means moving forward!



DEFINE THE ROUTE, TRANSPORT AND ACCOMMODATION

Logistics and budget

The second phase of the activity is to set milestones, choose the most suitable means of transport, plan and book accommodation, and do all this while staying within budget. This is therefore a phase of research, price comparison, negotiation, and budget calculation. It is an opportunity to divide roles among the young people: give them tasks and quests to complete before pooling information and making decisions collectively.

THE ACTIVITIES

Establish an activity schedule

Once the logistics have been finalised, it is time to consider the activity schedule. Wake-up time, meal times, free time, the need for quiet or socialising, compulsory activities, optional activities... This phase is essential in the preparation process as it affects the budget but also allows young people to plan for the trip in complete safety.

RETURNS & FEEDBACK

The best memories are made while travelling.

Experiencing an adventure together strengthens bonds and promotes responsibility.



Booklets are printed documents consisting of four or more pages containing details about a company, event, product, promotion, etc. They are also known as catalogues or brochures and are generally created to communicate a message to a wide audience.

Tools for dialogue and collective intelligence:

When travelling in a group with young people, it is essential to receive training beforehand and to be equipped to manage conflicts or make decisions as a group. The more equipped the adult is and the more accustomed the young people are to these tools, the more enjoyable the trip will be. Travelling, even for a few days, can reveal certain aspects of life that are not visible in a normal school setting.

Set rules for living together before departure:

Identifying everyone's needs in terms of living together before departure will minimise conflicts and establish a common foundation of commitment and respect. This activity therefore inevitably leads to learning about democratic and civic life. If possible, draw up a written charter, co-created and signed by all young people and adults.

Material needs, health, authorisation and food:

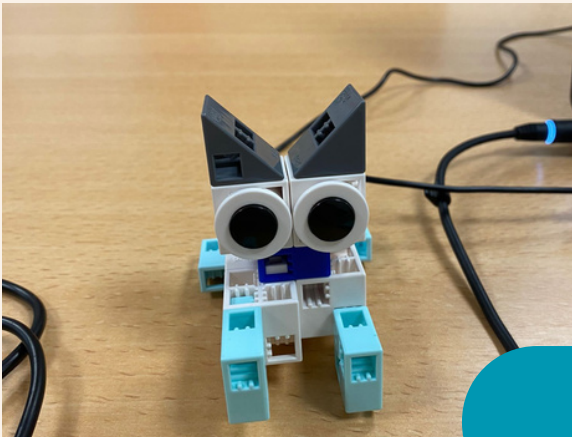
Going on a trip with young people is a wonderful adventure but one that comes with a lot of responsibility. It is therefore ESSENTIAL to ensure that you have all the necessary authorisations (parental authorisation for minors) and information about each young person's health and dietary requirements. It is also essential to make a list of the equipment needed for catering and activities.

Packing your suitcase:

It is very important to help young people think about what to pack. Don't rely on parents! Talk about what to pack, the weather, hygiene, volume, storage, etc., and make a list to hand out!

ACTIVITY 6 :

CODING WORKSHOPS



MISSION CODE: WE LEARN, WE PLAY, WE CREATE

How does it work in practice?

The idea is that young people don't just sit and listen passively, but discover, manipulate and experiment. From the very first session, young people are immersed in the world of programming through fun activities: mini-games, mini-challenges, creating digital projects, etc. They learn the basics of coding while having fun, and above all by giving free rein to their imagination to invent their own interactive stories, games or websites.

Each session is designed to discover a new aspect of coding, and is experienced as an adventure where they progress step by step, surrounded by passionate professionals.



WHAT DO WE CODE WITH? AND WHO IS IT FOR?

Simple, intuitive and fun platforms to use

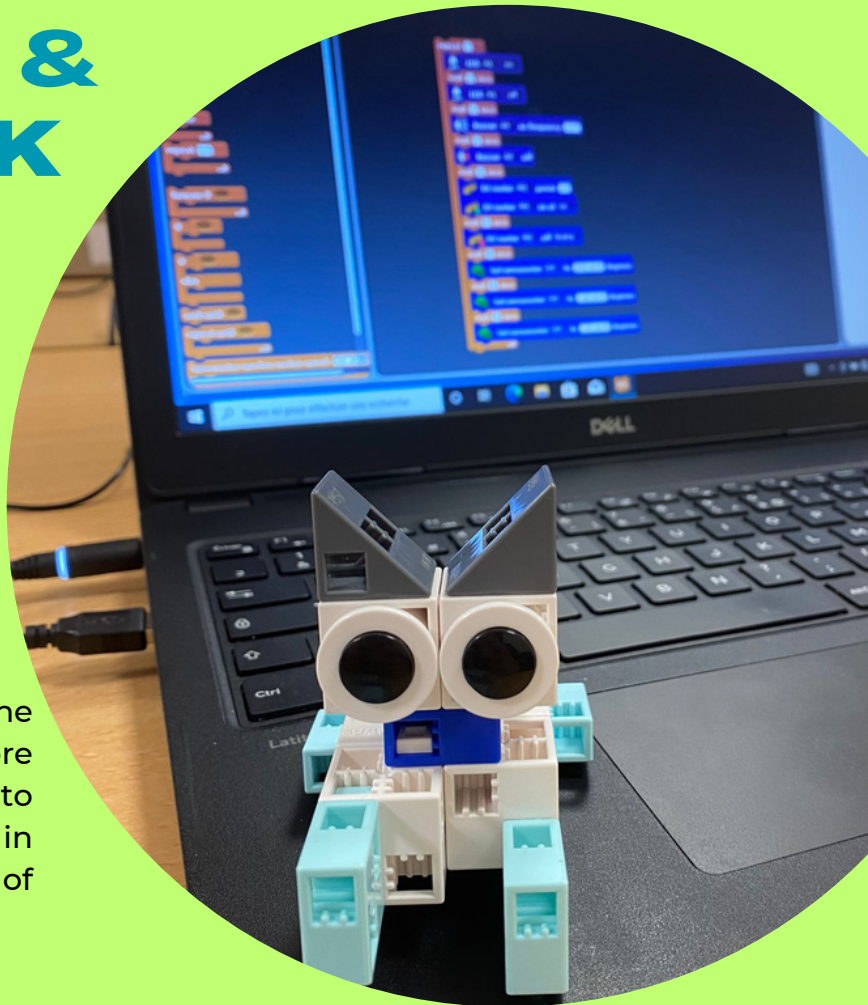
The tools must be suitable for all levels: Scratch for beginners, then Python for those who want to go further. The workshop is open to everyone, so you don't need to be a computer whizz to take part: both middle school and high school students are invited to join in this regular activity. This workshop aims to be inclusive.

The objective? To discover the joy of creating with digital technology, regardless of your starting point. The supportive atmosphere allows everyone to progress at their own pace.

RETURNS & FEEDBACK

Revealing talent in a different way

Over the course of the sessions, the young people develop much more than technical skills. They learn to reason, solve problems, work in teams and persevere in the face of difficulties.



CODING STIMULATES THEIR CREATIVITY: EVERY BUG BECOMES A CHALLENGE TO OVERCOME, EVERY PROJECT AN OPPORTUNITY TO INVENT AND INNOVATE. THE WORKSHOP ALSO BOOSTS SELF-CONFIDENCE, AS EVERY SUCCESS – NO MATTER HOW SMALL – IS CELEBRATED. THEY LEARN TO BE BOLD, TO MAKE MISTAKES, TO TRY AGAIN... AND ABOVE ALL, TO NEVER GIVE UP.

Patience: it is not easy for everyone to code an entire programme without bugs. That is why small groups are necessary, so that individual progress can be monitored and coding errors quickly corrected, thereby preventing young people from feeling frustrated or that they have failed.

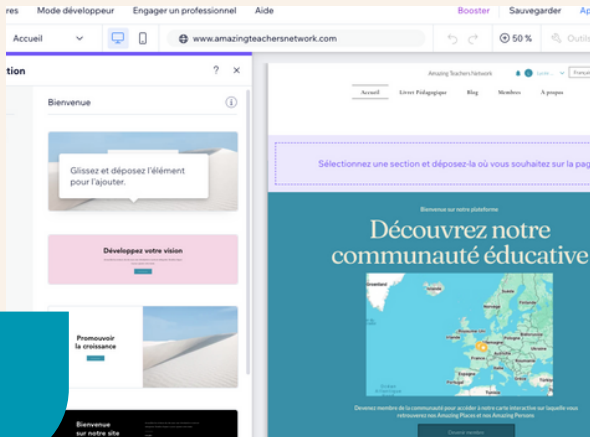
Motivation to learn: the interactive nature of coding and the fact that they can quickly see the results of their efforts make young people feel more engaged. Stepping outside the traditional school setting, experimenting, learning from mistakes and making progress reignites their desire to learn and gives them the feeling that they are evolving in a stimulating and meaningful environment.

And in the end... what do they leave with?

At the end of the cycle, each young person left with a concrete project: a game, an animation, a mini figurine... but also with new skills, a real sense of pride in their achievement, and the desire to go further. For some, it was a real discovery, a totally unknown world that they never thought they would discover one day. Some said, 'But coding isn't for us'... and in the end, it was a great success! But above all, at the end, they left with the feeling of having risen to a challenge, of having learned in a different way, and of having shared a wonderful collective adventure.

ACTIVITY 7 :

CREATE A WIX WEBSITE



WHAT IS THE PURPOSE OF A WEBSITE?

No need to know how to code or hire a developer

Although knowing how to code is an asset in tomorrow's world, it is no longer an absolutely necessary skill for creating your own website. And when it comes to developing your own business or promoting your art, having your own website and maintaining control over it is a considerable advantage. Young people are brimming with talent... A website is a real showcase open to the world!

STRUCTURE YOUR IDEAS

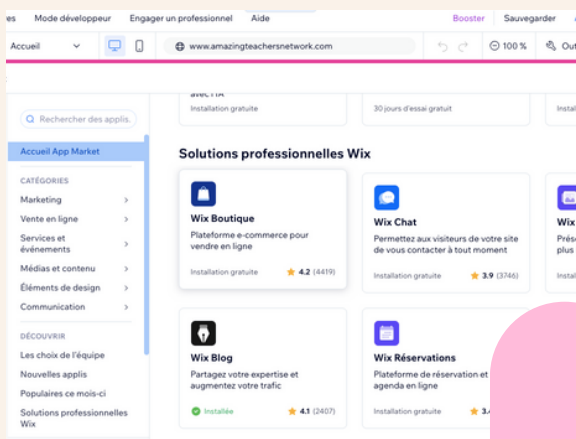
We begin by reflecting

When building a website, you shouldn't start with the visuals, but with the structure. Every young person needs a computer, a stable internet connection and a quiet place to think. Think about the website's features. A shop? A blog? A showcase? Is it a website for sharing events? Will I create a community of members? Then comes the most difficult question... what will it be called?

GO TO EDITING

An intuitive tool and tutorials

The Wix editor is fairly intuitive. There are two ways to create your design: using AI or modifying templates. The AI is slow and underdeveloped, but with a bit of luck, you might end up satisfied with the results. Templates are more accessible for beginners. Then you move on to graphics. For novices, there are hundreds of tutorials, and if you run into problems, you can always ask Chat GPT or Perplexity AI for help!



RETURNS & FEEDBACK

A showcase for our creations, an entrepreneurial perspective, the realisation that all of this is accessible to everyone.



It is best to get some training before doing this activity. It is impossible to guide young people through this process without knowing how to use the tool. It is free and intuitive. Don't be afraid to create a website, even if you don't put it online! For inspiration, our young people first browsed the newly created website: **www.amazingteachersnetwork.com**. They couldn't believe it! 'This is amazing!' 'It's crazy how much you can do with it!' 'Wow, it's even in English!' 'You made this? That's incredible!' 'Can we do this too?'

Opportunities for entrepreneurship:

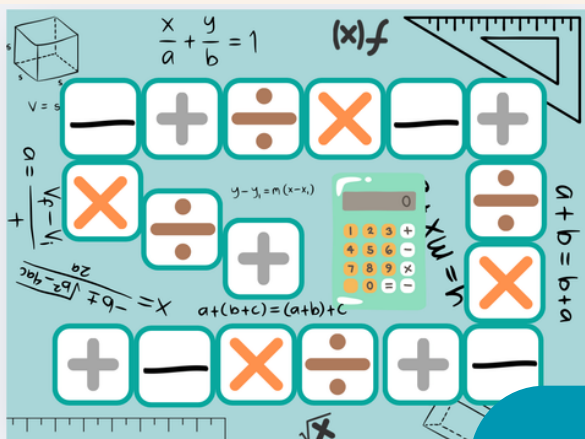
- Despite their creativity and familiarity with screens, young people were unaware of the range of possibilities available to them with this tool. In a world where salaried employment seems less and less desirable, a door to self-employment has opened.
- This was an opportunity to present invoicing tools and discuss the status of businesses. We discussed taxes, VAT, sales, copyright, and more.

And after the workshop?

After the workshop, the young people asked to continue the activity. They went home with their heads full of ideas. Some of them had never even touched a computer before. Smartphones are everywhere, but too often, and wrongly, we forget that despite the fact that we are in a digital age, most young people do not have the skills to use these tools creatively. This activity is therefore also an opportunity to raise awareness of this need: education in digital technology and digital tools.

ACTIVITY 8 :

BOARD GAMES FOR MATHS AND FRENCH



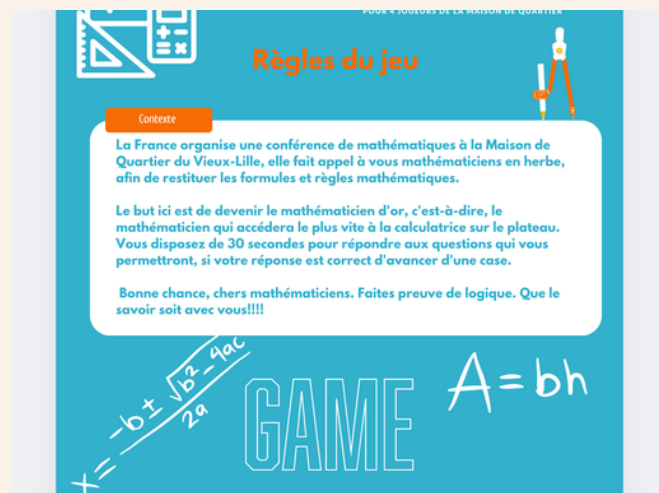
CREATE TO LEARN BETTER

A board game made in class

In this workshop, students become creators: they imagine, design and make their own board game based on the English language. Far from traditional exercises, each step – from brainstorming to making the cards – is an opportunity to learn in a different way, to collaborate and to give meaning to knowledge. The game becomes a collective project, where everyone contributes their ideas and talents to create a unique tool, tailored to their level and interests.

Gaming as an educational tool to re-motivate students:

Board games are not just entertainment: here, they become a real learning tool. By offering a fun approach, the workshop rekindles an interest in the French language or mathematics even for those who had lost touch with them.



HOW TO CREATE A GAME FROM START TO FINISH

Workshop schedule:

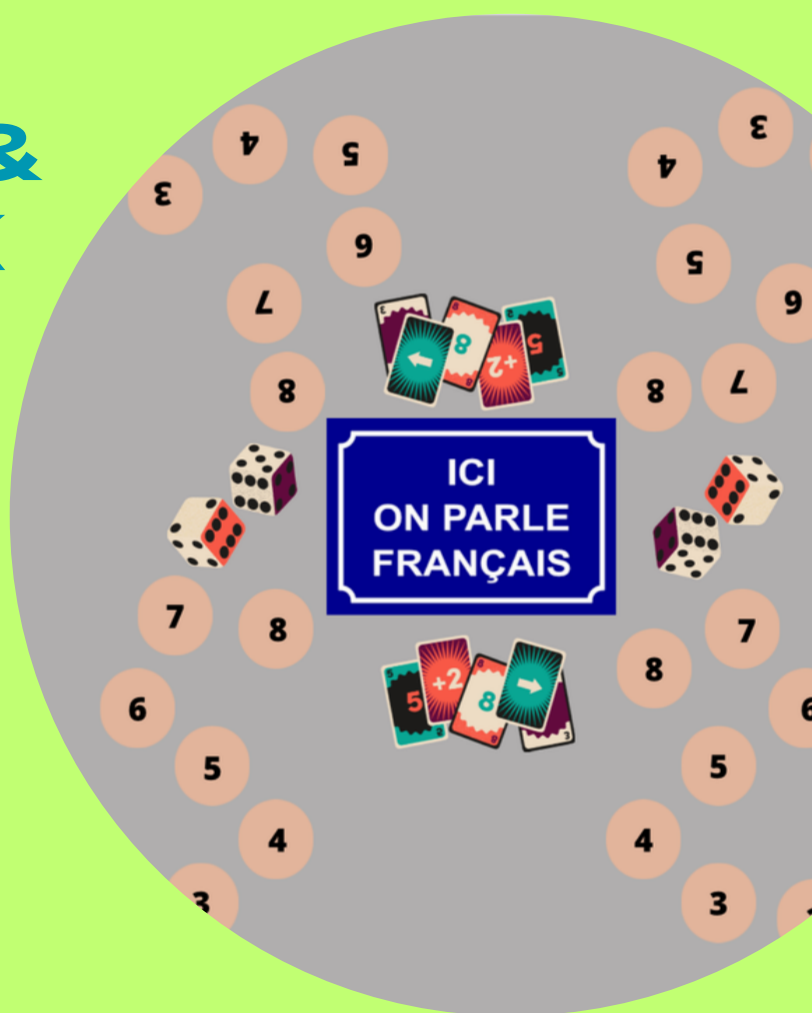
1. Collective brainstorming: Choosing the theme, educational objectives and type of game.
2. Writing the rules and creating the materials: Drafting the instructions, designing the cards/questions, making the board.
3. Prototyping and testing: Testing the first version as a group, making adjustments based on feedback.
4. Improvement and finalisation: Bug fixes, content enrichment, aesthetic customisation
5. Presentation and play: Explaining the rules to others, organising tournaments or game sessions.

Who is this game for?

- Middle and high school students of all levels
 - Young people receiving academic support or at risk of dropping out
 - Students who need to revise or consolidate their French language skills
 - Mixed groups: everyone can find their place, regardless of their initial level or motivation
- Playing, yes, but above all learning

RETURNS & FEEDBACK

The game's design encourages reflection on the concepts to be worked on, while the games allow players to practise, help each other and progress at their own pace. Success comes through action, experimentation and shared enjoyment.



Here, play is a pretext for learning: it transforms effort into pleasure and exercise into challenge. Play-based learning helps to remove barriers, encourages risk-taking and promotes active involvement. Mistakes become opportunities to learn, and progress comes naturally, driven by the desire to win... or simply to have fun together.

Why is this workshop so popular?

- Review and consolidate the basics of language and mathematics in an active and motivating way
- Develop autonomy and initiative through the creation of a project from A to Z
- Encourage cooperation and mutual assistance among students
- Value each individual's skills and build self-confidence.
- Reconcile young people with the French language by breaking the routine of traditional lessons.

Et à la fin, qu'est-ce qu'on a ?

A unique board game, created by and for students, that can be reused in class or at home.

Visible progress in language and maths, thanks to repetition and fun training.

Greater self-confidence and a sense of having overcome a collective challenge.

Stronger bonds between participants and a more positive classroom atmosphere.

Sometimes, the desire to create other games or get involved in new projects.

What they remember

«C'est la première fois que j'ai aimé réviser l'orthographe!»

«On s'est vraiment amusés, et j'ai appris plein de trucs sans m'en rendre compte.»

«J'ai adoré inventer les cartes et voir les autres jouer avec.»

Les retours des jeunes sont enthousiastes: ils retiennent surtout le plaisir d'apprendre autrement, la fierté d'avoir créé quelque chose de concret, et la découverte qu'on peut progresser en français... tout en jouant. Les adultes constatent une meilleure participation, plus d'entraide et une dynamique de classe renouvelée.

ACTIVITY 9 :

FALSE TRIAL

RHETORIC, JUSTICE, ARGUMENTATION, SOCIETY

A role-playing activity to integrate concepts of rights and essential skills for adult life.

To organise a mock trial, you need to allow plenty of time and introduce the different characters and roles. Each person must be assigned a role. This activity requires a lot of preparation on the part of the supervising adults, as well as a lot of time to introduce the concepts covered in the role play: presumption of innocence, civil code, criminal code, etc. For this, the materials must be carefully prepared. To download the materials related to this activity, become a member of our website www.amazingteachernetwork.com and access the shared files. Everything is ready!

Définition

Code pénal

Le Code pénal est un recueil de textes juridiques qui définit de façon claire et précise les contraventions, délits et crimes. Il fixe en même temps les peines qu'encourent les auteurs d'une infraction et réprime les comportements fautifs qu'il s'agisse de personnes physiques ou morales.



ROLE-PLAYING

Deal the cards

After preparing the materials and explaining the judicial system and basic concepts, gather the young people and assign roles. The judge, the jurors, the prosecutor, the defence lawyer... Each person receives a card with information about their role, familiarises themselves with this information and joins their 'team'. Everyone must, of course, check that they fully understand the role of each actor, as well as the issues involved in a conviction.

THE FALSE TRIAL BEGINS

The verdict is not a foregone conclusion!

Through this mock trial, young people learn about the rules of a trial. Nothing is set in stone: the judgement and the outcome of the trial will depend on the young people. The aim of this game is for each young person to work on their public speaking skills and learn how to construct a well-argued text (in the form of a plea). After the facts and testimonies have been presented, the lawyers deliver their pleas. And the verdict? That will depend on the jury!

RETURNS & FEEDBACK

Enthusiastic young people who learn while having fun and taking things seriously and getting involved... it's wonderful to see!



It's a hugely popular activity! Projecting yourself into the world of the law, understanding its codes, playing detective, judge, lawyer, using your eloquence to win over juries... Young people love to put themselves on stage. Some roles are more demanding, others more discreet... so everyone can find their place.

Benefits of this activity :

- Find out about justice-related professions
- Learn to reason logically
- Understand the issues involved in a conviction
- Work on oral expression (the art of rhetoric)
- Develop a critical mind
- Diversify personal thinking
- Understand the need for laws and the legal system
- Listen to others
-

An additional activity to do in preparation or afterwards:

See a real trial in a real courtroom. Please note that hearings are public except under certain conditions. So it's best to contact the courthouse in advance to find out about times, opportunities and the most interesting trials. And why not take the guided tour?

A complementary idea:

If the activity goes well, the young people can be asked to put on a 'show', and perform in front of the rest of the school, in costume... a way of giving them one more opportunity to talk about justice!

ACTIVITY 10 : ATELIER FAKE NEWS

WHY SUCH A WORKSHOP?

An activity developed to answer young people's questions and help them understand their immediate reality

This activity was created following an event close to the young people at the Maison de Quartier: a riot. In such cases, it's all too easy to take sides, to let anger or prejudice do the talking, without having any information. This activity was born out of this situation, to give young people a better understanding of the media system at the source of their opinions. But this activity can of course be replicated in another context, or even adapted to the context in question.

COMMENT REPÉRER LES "FAKE NEWS" ?

IDENTIFIER LA SOURCE

Explorer le site, son but, sa page

IDENTIFIER L'AUTEUR

Faire une recherche rapide sur l'auteur.
Est-il fiable? Existe-t-il vraiment?

VÉRIFIER LA DATE

Partager un vieux article ne signifie pas qu'il est d'actualité.

QUE DISENT LES EXPERTS ?

Demander à un bibliothécaire ou consulter un site de vérification rapide

ALLER AU DELÀ DU TITRE

Les titres peuvent être racoleurs, pour obtenir des clics. Lire l'article entier.

D'AUTRES SOURCES ?

Consulter les liens, pour vérifier l'information.

EST-CE DE L'HUMOUR?

Si c'est trop extravagant, est-ce une satire? Vérifier la vocation du site.

ÉVALUER NOS PRÉJUGÉS

Nos propres opinions peuvent affecter notre jugement.



Liberté • Égalité • Fraternité
RÉPUBLIQUE FRANÇAISE

Département de médecine légale
Professeur Timot Docteur Maisonneuve

RAPPORT D'AUTOPSIE

Nom : Caron Prénom : Benoit

Née le 20 janvier 1997 à Lille (59) Dossier n° 35915

Date présumée du décès : entre le 10 mars 2023 15h30 et 16h45.

Autopsie pratiquée le 11 mars 2023

Donneur d'ordre : Mme Eva POLNE, Procureur de la République.

Mode de décès: Bombe lacrymogène reçu pendant une manifestation.

Cause immédiate du décès: Crise d'asthme.

HOW DOES IT WORK?

Create documents in the style of a role-playing game or an investigation

The first stage takes place without the young people. It's all about preparation. Writing documents, creating videos of testimonies... among which fake news and inconsistencies are slipped in. You can create your own material, or download the material created by the Maison de Quartier, by becoming a member of our website www.amazingteachersnetwork.com, or access the shared files and find the documents relating to this workshop.

WORDS HAVE MEANING

Developing critical thinking skills

The second step is to divide the young people into several groups, and not to give the same documents to each group. The aim is to establish a link between the sources of information and the story, which emerges differently depending on the sources. The final aim is to instil the need to check information, diversify sources and cross-check information before forming an opinion on a story reported in the media.

RETURNS & FEEDBACK

An essential skill for developing critical thinking and free thought in a world that monetises attention



Young people are constantly confronted with increasingly unprofessional media. The quality of investigations is declining, the immediacy of information is the new norm and checking sources is not at all an intuitive reflex for the new generation. This workshop is one of the most effective ways of getting young people to understand the media system. Because what could be more vexing than realising that you've been duped? Using real-life situations to raise the issue of fake news without getting bogged down in too much theory, which is sometimes unwelcome, by using experience and discussion.

Benefits of this activity :

- we look at the history of the press and the media
- we look at the legal and political framework in relation to the event we are talking about, or in relation to the right to an image, or the right to be forgotten
- we look at the different types of media, the differences between radio, TV, newspapers and networks. ...
- practice checking sources and information
- enable young people to express their points of view in a spirit of goodwill
- address the issue of freedom of expression and freedom of the press
- discuss AI, deep fakes and new technologies

A complementary activity:

Meet a journalist, visit a radio studio, visit the editorial office of a newspaper. This gives young people an insight into how the media work.

Carry out an investigation into a real event:

The same activity can then be carried out using different sources about a real event.

CONCLUSIONS AND OUTLOOK

Activities inspired by active teaching methods and outdoor schooling enable formal learning to be combined with informal learning.

LINKING SCHOOL AND LIFE

Linking school and life, teaching and education, the classroom and the outside world are keys that open many doors and re-enchant the relationship with learning for many students. Special needs, attention disorders, vulnerable populations... these collective, collaborative activities, outside the evaluation and pressure system characteristic of the traditional school environment, offer these young people new prospects for the future, greater self-awareness and a broader outlook on the world.



LYCÉE VOYAGEUR
DEVIENS CE QUE TU ES



Co-funded by the
Erasmus+ Programme
of the European Union

CONNECTING STAKEHOLDERS IN THE FIELD

By connecting people in the field and encouraging them to share their practices, an infinite range of activities can emerge and be easily implemented in classrooms or youth groups. These activities help develop essential cross-disciplinary skills that equip young people to thrive in a rapidly changing world. Soft skills are becoming increasingly important in young people's future careers after they leave school. We hope that these skills will be more widely taught and valued within the European Union. We hope that this small portfolio will contribute to the educational patchwork of each practitioner in the field.