

Manual for Spiral Curriculum Consultancy

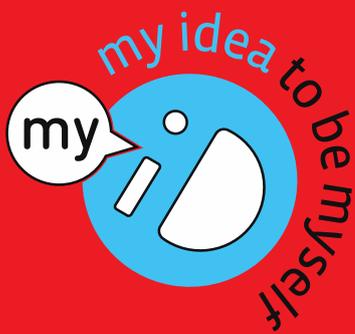
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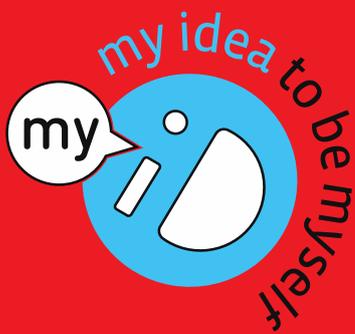


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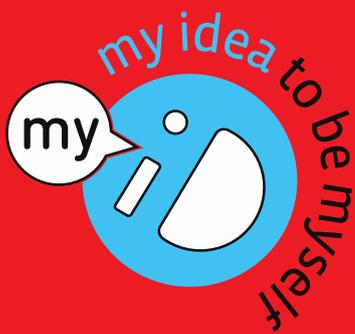
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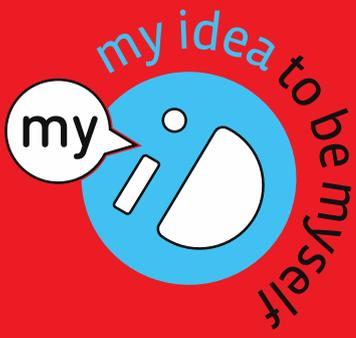


SECTION 1: INTRODUCTION, BACKGROUND, AND OVERVIEW

1. Introduction

Quality education relies on qualified teachers who are committed to continuous professional development. Diversity and inclusion pose challenges to teacher education, an issue taken up by the Council of Europe already some years ago resulting in the development of key competences for diversity (Council of Europe 2009). A publication of the European Union on a similar analysis (European Union 2013) has highlighted the need for development of teacher education in partnership with schools and other partners. The European Agency for Special Needs and Inclusive Education has conducted a three-year project (2009-2012) and developed a profile of inclusive teachers (European Agency 2012).

The human rights instruments developed by the United Nations (e.g. Convention on the Rights of the Child, Convention on the Rights of Persons with Disabilities) and the Council of Europe (e.g. the revised European Social Charter) not only emphasize the right to education, but also the rights of children and youth in education. In addition, it is through education that young adults are able to assume their civic and democratic rights in society. Inclusive education and education for democratic citizenship and human rights education both require teachers that are willing and able to actively involve their students in the design of their own education, in decision-making as well as consider their interests and talents. Today's teachers are not prepared well enough to allow or encourage active participation. Clearly, more efforts are needed to prepare all teachers for inclusive practices.



The SENSE project recognizes the importance of assisting schools in their efforts to provide education that is inclusive. It also highlights the central role schools play in meeting the personal support needs of young people. Schools have an obligation to ensure they create supportive and relevant educational experiences for their students.

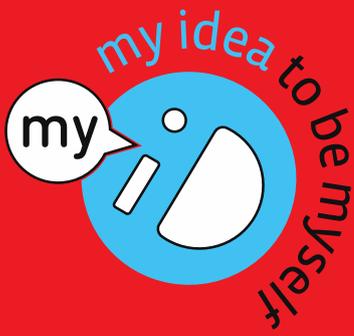
The inclusion of all students must be reflected in school's policies, codes of conduct, curriculum, learning and teaching, student services, organization and ethos. The schools must ensure students and staff do not experience homophobia or discrimination. Strategies and preventative measures undertaken should be continuous and proactive, and should reflect educative processes within the school. Inaction may also amount to an implicit authorization or encouragement of discrimination or sexual harassment. This means that a school staff member who 'turns a blind eye' to discrimination, homophobic abuse or sexual harassment by students or staff may be held liable on the basis of authorizing or assisting discrimination.

2. SENSE Background

SENSE "Sexual Diversity Sensitivity in Social Domain Vocational Training" is a two-year inclusive project financed by the Erasmus+ Programme of European Commission - Dutch National Agency under KA202 - Strategic Partnerships for vocational education and training with a partnership team drawn from the educational and social sectors of five countries: Belgium, Greece, Italy, Netherlands and Spain.

The SENSE project focuses on teaching diversity skills to VET students in the social domain, and more specifically how to deal with one of the more controversial forms of diversity: sexual diversity. Therefore, its main focus is social inclusion of both fellow students and future clients. This is especially important in an aging Europe, where Lesbian, Gay, Bisexual, Transgender, and Intersex (LGBTI) people that have acquired an open lifestyle may be confronted with social sector





professionals. The key to achieve this, it is strengthening the key competences of students but also of teachers, who often are not aware of these issues yet, or don't know how to handle negative comments by VET students in this area.

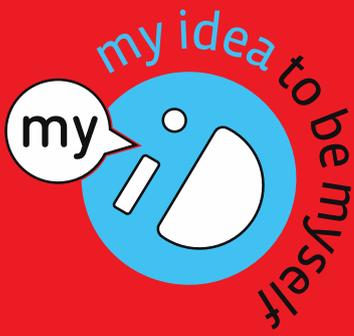
Except in the Netherlands, little research or work has been done on sexual diversity in VET institutions. More general studies show a relatively high level of intolerance towards LGBTI people. Studies also show that lower educated people are less tolerant of LGBTI people than others. This is a serious concern in the VET social domain, where students are trained to take care of an increasing number of elderly or disabled LGBTI people who have emancipated over a number of years and do not want to go “back in the closet” when they become dependent on the care of others.

The project is based on 7 years of research and development in the Netherlands. In this period, a method has been developed that has been evaluated by the Radboud University and found to be effective. In this project we redevelop the method to be even more “owned” by VET providers themselves and to adapt it to situations in different countries.

SENSE aims to build on the evidence and good practice of current research data, in developing and testing a curriculum based on inclusive activities and collaborative approaches that will be used to equip teachers and managers in responding to diversity, fostering mutual understanding and respect among their students and improve the educational performance of VET students.

The main purpose of developing this tool is to strengthen the professionalism of teachers. Teacher professionalism is the key factor to promote participation and learning in all students, and teacher professionalism has a higher effect on students’ achievement than other school factors (Hattie 2009).

Without well-qualified, motivated and strong teachers, high quality and inclusive education is not achievable. To bring about the changes needed to realize inclusive education, teachers have to become reflective practitioners and agents of change. They have to be able to step out of their isolation and assume an active role in their school. This tool can support teacher educators, teachers

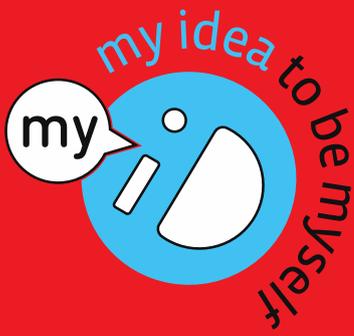


and schools in the change process and encourage dialogue on teacher professionalism and their life-long development across their professional career.

The inclusive curriculum aims to integrate diversity and sexual diversity in a more comprehensive curriculum starting from to the concept of “spiral curriculum” developed by Jerome Bruner, providing an empirical focus for developing and disseminating shared creative, cultural and social experiences, building understanding and respect for human values.

SENSE Project has 4 Project stages (Intellectual Outputs) spread across the two-year period:

1. **Trigger Technology:** A manual on how to choose and develop “triggers” to facilitate dialogue with VET students on sexual diversity.
2. **Teacher training:** manuals for teacher trainers and VET teachers on how educate and support students.
3. **Spiral Curriculum Consultancy:** A manual to support VET teachers and managers to develop a sustainable spiral curriculum.
4. **A Competence Framework:** for VET students and teachers on how to deal with sexual diversity within the larger context of diversity competences will have been developed and the way has been prepared to include such competences in formal qualification frameworks.



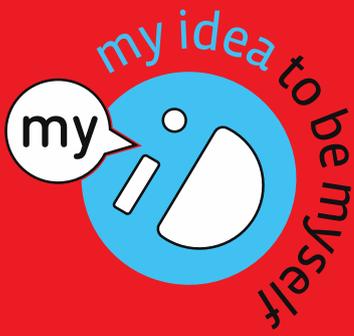
3. Spiral Curriculum theory overview

"We begin with the hypothesis that any subject can be taught in some intellectually honest form to any child at any stage of development."

Jerome Bruner (1960)

The Spiral Curriculum has been developed within the framework of SENSE project to provide the necessary background knowledge to VET course team (teachers/managers/trainers) on how to integrate diversity and sexual diversity in a more comprehensive curriculum starting from to the concept of "spiral curriculum" developed by Jerome Bruner, that is based on cognitive theory and that underlines why complex topics (like diversity, citizenship, gender and sexuality) cannot be learned with single lessons, but needs a repetition in different context and deepening over time.

In other words, even the most complex material, if properly structured and presented, can be deeply understood by a wide audience. For Bruner, the purpose of education is not to impart knowledge, but instead to facilitate a child's thinking and problem-solving skills which can then be transferred to a range of situations. The role of the teacher should not be to teach information by rote learning, but instead to facilitate the learning process. This means that a good teacher will design lessons that help student discover the relationship between bits of information. To do so, a teacher must give students the information they need, but without organizing for them. The use of the spiral curriculum can aid the process of discovery learning. Bruner believes a child (of any age) is capable of understanding complex information and he explained how this was possible through the concept of the spiral curriculum. This involved information being structured so that complex ideas can be taught at a simplified level first, and then re-visited at more complex levels later on.



Therefore, subjects would be taught at levels of gradually increasing difficulty (hence the spiral analogy).

Ideally, teaching this way should lead students being able to solve problems by themselves. Bruner proposes in his book *Relevance of Education* that "*Education is in a state of crisis. It has failed to respond to changing social needs—lagging behind rather than leading.*"

Objectives of education should develop with social progress and be relevant to reality and social needs.

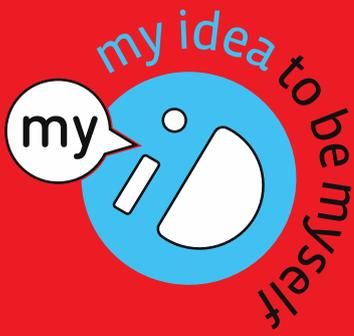
Key features of the spiral curriculum based on Bruner's work are:

1. The students revisit a topic, theme or subject several times throughout their school career;
2. The complexity of the topic or theme increases with each revisit; and
3. New learning has a relationship with old learning and is put in context with the old information.

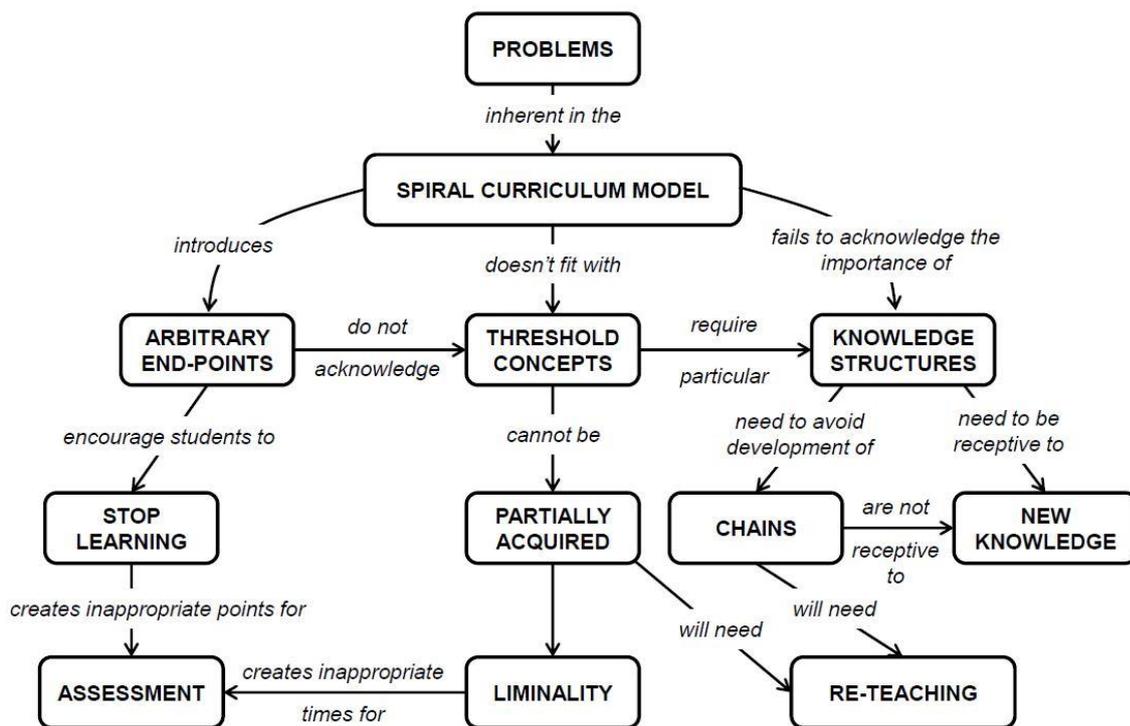
The benefits ascribed to the spiral curriculum by its advocates are:

1. The information is reinforced and solidified each time the students revisit the subject matter;
2. The spiral curriculum also allows a logical progression from simplistic ideas to complicated ideas; and
3. Students are encouraged to apply the early knowledge to later course objectives.



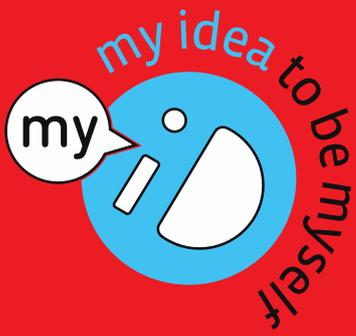


In addition, the spiral curriculum incorporates many research-based approaches from cognitive science that have been linked, individually, to improved student performance as well.



(Fig. 1). The path of knowledge of the Bruner's spiral curriculum

In the process of education, Bruner wrote of children as being active problem solvers, ready to explore complex subjects and ideas. In addressing the role of education within this view of young learners, Bruner identified four themes to be considered:



1. *The role of structure in learning and teaching*

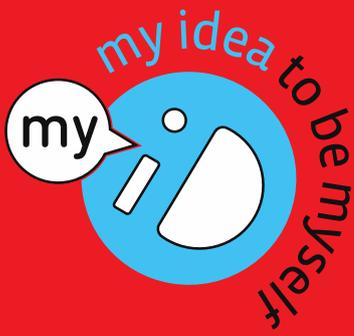
Bruner proposed introducing knowledge areas in a way which helps young children see the basic organizing principles within complex concepts, and to realize the more general nature of a concept before learning its particular information. “The teaching and learning of structure, rather than the simple mastery of facts and techniques, is at the center of the problem of transfer (of knowledge). If earlier learning is to render later learning easier, it must do so by providing a general picture in terms of which the relations between things encountered earlier and later are made as clear as possible.”

2. *Readiness for learning*

Bruner believed that the teaching of important areas of knowledge is often postponed because they are thought to be too difficult for young children. Certainly teachers should watch for children’s readiness to interact with different ideas. But it is also true, Bruner wrote, that “...any subject can be taught effectively in some intellectually honest form to any child at any stage of development.” This thought is at the foundation of the “spiral curriculum”. Teachers need not just wait for each child’s readiness to encounter a new idea, Bruner wrote, but can also foster, or scaffold, that readiness by “deepening the child’s powers where you find him here and now.”

3. *Intuitive thinking*

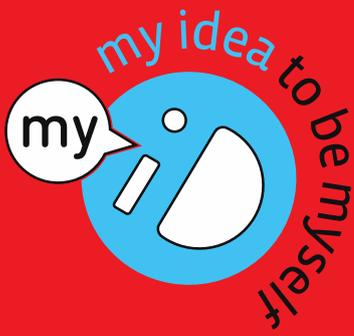
Bruner believed that children can and should be encouraged to think intuitively and not just analytically. In helping children to understand underlying principles in conceptual thought, he wrote, they begin to deal with problems on an intuitive level, looking not simply for the



analytically “correct” answer but rather at broadly applied conceptual connections which help them to be problem solvers. “It seems likely that effective intuitive thinking is fostered by the development of self-confidence and courage in the student... Such thinking, therefore, requires a willingness to make honest mistakes in the effort to solve problems.” Too often, Bruner wrote, our educational system rewards answers that are simply right without giving recognition or support to the creative process of thinking intuitively about a problem. Teaching, and learning, need to make room for both.

4. *Motives for Learning*

Interest in a subject, Bruner believed, is the ideal motivation for learning. External motivations, such as grades or other rewards, carry within them the seeds of loss through the inability to meet an applied standard of success. Instead, Bruner wrote, it is the task of teachers and learning environments to provide materials and activities that pique children’s interest, motivating them from within to pursue opportunities which will, inevitably, further their own growth. “Motives for learning must be kept from going passive... they must be based as much as possible upon the arousal of interest in what there is to be learned.”



SECTION 2: THE SENSE SPIRAL CURRICULUM (SSC)

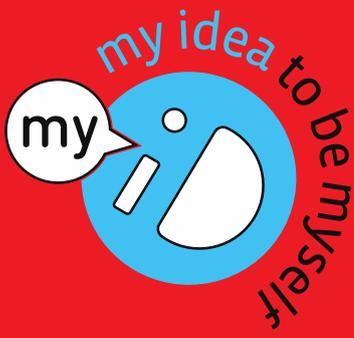
Many international standards, frameworks or guidelines provide information on inclusive education and outline necessary changes. Much knowledge is available based on theoretical and practical work in developing and developed countries. Different organizations have developed statements of teacher competences, beliefs and attitudes for inclusive education. The challenge today is not the lack of knowledge or standards, but putting it into practice in diverse contexts and cultures.

When talking about the complexities of cultural identities, we sometimes focus on ethnicity, language, or religion. However, gender and sexual diversity also play a key role in our identities and day-to-day lives. As part of our efforts to foster respect and inclusion, we need to recognize our cultural biases or assumptions, regarding expectations of gender roles/expressions. Rather than either/or, gender and sexual identities are unique, fluid and complex.

So far, much attention has been given to what teachers need to know, what they need to believe in and which attitudes support inclusive education. But in the end, what makes a difference to their pupils and students is not what they know or believe, but what they do or don't do every day in the classroom.

Some research results show that teachers are not trained in initial and continuing training to deal with sexual diversity, however, they highlight the need for a collective effort to host sexual diversity in schools and suggest teaching methodologies.

In relation to the methodologies, inclusive teachers are competent practitioners and teacher

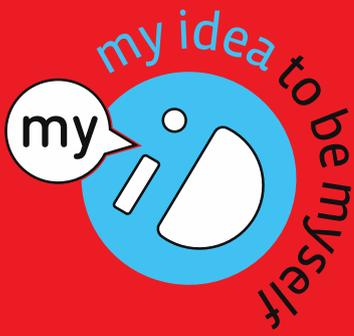


education activities are effective if they have an impact on teacher practice. The gap between theory and practice is a major concern in teacher education. To help bridge this gap, the SENSE Spiral curriculum highlights teacher practices that need to be developed. Teachers do not only need to know what they should do, but also when, where, how and why. In a given situation teachers have to be able to activate specific sets of competences, beliefs and skills to achieve outcomes that contribute to the realization of inclusive education. New practices have to be developed with regard to the students, the curriculum, collaboration with others, and the development of teachers' own professionalism. Teacher education activities should contribute to the development of these four main practices of inclusive teachers.

1. SENSE Spiral Curriculum (SSC): conceptual references

The Spiral Curriculum is one of the indications of the practical consequences of what in cognitive theory is defined as “active learning” advanced by Jerome Bruner (1960), who affirms that we are aware that the hypothesis that any subject can be taught in some interrelated forms to any students at any stage of development. In other words, even the most complex material, if properly structured and presented, can be understood by very young children and the educational effort should be related to the age of the receiver. It is acquired that the age and the grade of development of the students not only have an effect on the processing the information, but should determine the learning strategy.

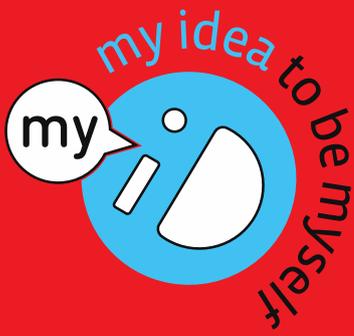
A short literature review can help us to discover interesting considerations about the relationship between age and experience. Studies conducted by Raidal & Volet, 2009; Vermunt &



Vermetten, 2004 found that older students are more likely to go beyond what is required for a grade to explore new materials and ideas that have occurred to them as a result of their experiences in a course. The academic performances studied by Koh and Lim (2012) allow us to see that students in the class ranged in age from 18 to 26 years old, show a relevant relationship between age, academic performance, and the level of social interaction afforded by different collaborative tools. The findings of Dobbs, Waid, deepened the relationship between level of experience with learning and preference for types of learning activities observing that younger students devote less time to course work, prefer more interactive learning tools, and initially find online courses challenging.

In less recent years Bruner's spiral curriculum was presented as an active approach to education that is based on regular re-visits of the same or similar and consequential educational topics taken during the course of the educative cycles. In every step the contents have to be revised and re-defined by the new informal and no-formal knowledge acquired in the meantime. Using this spiral approach, the student gains deeper knowledge of the topic. It has the benefits of reinforcing information over time and using prior knowledge to inform future learning.

The following section will give us more information about what the curriculum proposed by Bruner can be used and why in the Sense learning strategy it has been adopted as a learning solution for promoting a better knowledge of the social and personal growth of VET students in the field of student's civil rights and the promotion and the protection of their social and sexual identity.



2. The SENSE learning strategy: what the SSP is

In simple term, the spiral curriculum is defined as a list of topics and contents proposed in a certain time, divided per different school grades, that returns to the same topics over time. The term spiral is a metaphoric approach used to define different methods and learning proposals that involve learning something then passing to the next idea and arguments, with the opportunity to be engaged to it again but with different content acquired in the meantime. When students re-engage with a topic repeatedly, they both consolidate prior knowledge in their memory and build on it over time.

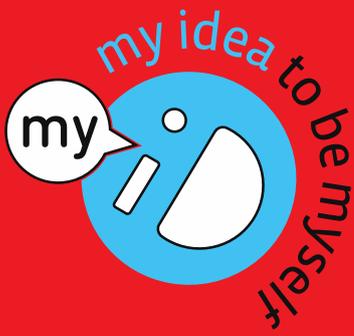
Bruner defines his spiral approach with scheme that presents three key principles:

Cyclical: Students should return to the same topic several times throughout their school career

Increasing Depth: Each time a student returns to the topic it should be learned at a deeper level and explore more complexity

Prior Knowledge: A student's prior knowledge should be utilized when a topic is returned to so that they build from their foundations rather than starting anew.

Bruner observes "I was struck by the fact that successful efforts to teach highly structured bodies of knowledge like mathematics, physical sciences, and even the field of history often took the form of a metamorphic spiral in which at some simple level a set of ideas or operations were introduced in a rather intuitive way and, once mastered in that spirit, were then revisited and reconstrued in a more formal or operational way, then being connected with other knowledge, the mastery at this stage then being carried one step higher to a new level of formal or operational



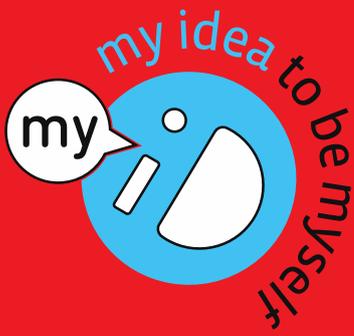
rigour and to a broader level of abstraction and comprehensiveness. The end state of this process was eventual mastery of the connexity and structure of a large body of knowledge...” (Bruner, 1960, p. 141).

The Spiral approach has been studied since the recent years and many authors have proposed interpretations and applications. For Harden and Stamper (1999, p. 141) it involves “an iterative revisiting of topics, subjects or themes throughout the course.” For Lohani et al. (2005, p. 1) it provides, develops and revisits the basic ideas repeatedly, building upon them until the student has grasped the full formal apparatus that goes with them. Howard (2007, p. 1) states that fundamental ideas, once identified, should be constantly revisited and reexamined so that understanding deepens over time”

In the application of the spiral curriculum the authors and the practitioners gave indications about how design a curriculum using a spiral approach. These applications are able to give us some practical steps addressed to a concrete use of the learning spiral scheme. The Spiral approach should foresee an increase of complexity and should start off where the previous unit ended.

The spiral approach to curriculum foresees that courses/learning activities are not singular and should be set-in-stone units of work. Each course or unit of work that we cover builds upon something previously. This approach forces us to work in cooperative way and the topics have to be prepared and discussed with a trans-disciplinary approach.

The VET teachers have the opportunity to develop learning outcomes that have increasing levels of complexity. In the first grade, the students are called to demonstrate a mere ‘understanding’ of the topic. While during the next step may be able to be led to ‘critique’ or ‘analyse’. In the final passages, the VET students can have a proper and personal knowledge of the



topics that in SENSE are specific and complex. This means that they are able at the end of the SSC to have an innovative approach to the topic presented, and what is particularly relevant, are able to be called-in-action.

The Spiral approach is extremely common in university degrees, where freshman courses provide foundational knowledge, and complexity increases from there. By the end, a student may need to create a capstone project or dissertation that demonstrates the highest form of learning: creating something new.

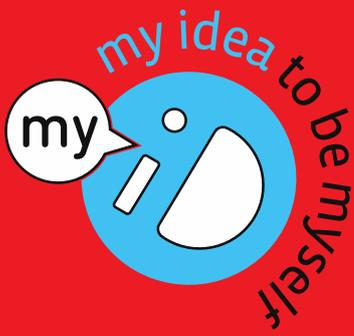
In the following area are reported the schemes related to the application of common views about advantages and disadvantages.

3. Advantages and Disadvantages of the Spiral Curriculum

The main advantages and disadvantage of the Spiral Curriculum are specified below:

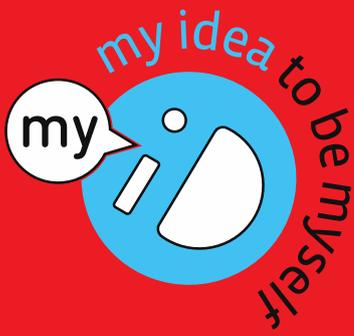
Advantages

- ✚ **Developmentally Appropriate Learning:** Often times, we will challenge a student to the furthest extent of their current abilities. Once we've gone as far as we can go, we might have to wait a few months or even a year until their mind has developed some more and they are more capable of grappling with the topic. When you return to the topic, the student may be at a developmentally appropriate level to understand the topic even more. This advantage



relies on the cognitive constructivist premise that brains develop as we age, often in distinct stages (vis-a-vis Piaget's stage theory).

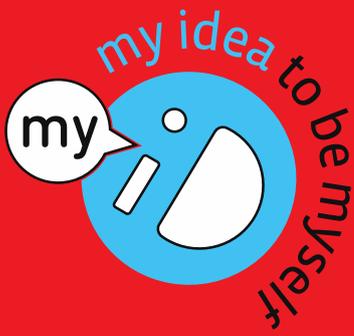
- ✚ **Prior Knowledge is Central to Learning:** This approach necessarily employs the notion of 'prior knowledge'. This concept acknowledges that students enter a classroom with a history of learning and knowing that can be employed in classroom practice. By assessing prior knowledge and using it in the classroom, we can move toward a student-centered teaching style.
- ✚ **Spaced Repetition Occurs:** Spaced repetition is a concept from the behaviorist theory of learning. It explains how committing knowledge to memory occurs best when you space out practice of a task over time. Each time you re-engage with the concept, you have to recall it from your memory. Like exercising a muscle, the more you exercise that little packet of memory, the stronger it gets and the less likely you will be to forget it.
- ✚ **Teachers Focus on structuring work to follow Logical Progression:** When developing this type of curriculum, educators and curriculum designers need to pause and reflect on what 'prior knowledge' is required in order to learn something. This explicit reflection on progression of understanding puts continual growth at the center of the student's learning experience.
- ✚ **Integration and Collaboration:** Educators collaborate to ensure a holistic and coherent learning sequence is provided over time.



Disadvantages

- ✚ **Time Consuming for Designers:** Curriculum designers need to collaborate and coordinate for this model to work. Designers and educators need to come together over several meetings to agree on what will be taught, when, and by whom, so that the whole curriculum is cohesive and does not miss anything or contain redundancies.
- ✚ **Curriculum Crowding:** If educators have a lot to teach, and then re-teach, the curriculum can get too crowded. Educators might lightly touch on a concept then move on from it with the belief that “we will return to it”. A better alternative may be mastery teaching, where a student does not move on until they have mastered the topic.
- ✚ **Irrelevant for Short Courses:** Short courses can return to the content in single lessons, but long-term reinforcement is impossible if a course is only taught over a short period of time.
- ✚ **Risk of becoming Teacher Centered:** When the curriculum is designed in a longitudinal fashion with a long horizon, the teachers make guesses about a student’s competency level at certain times into the future. A flexible curriculum needs to be differentiated to a student’s learning levels and speeds, which may be unachievable if the curriculum is designed too far in advance.
- ✚ **Gap Filling:** Often, a teacher will find that instead of building on prior knowledge, they are re-teaching information that was forgotten, taught poorly previously, the facts have changed, or entails many misconceptions.

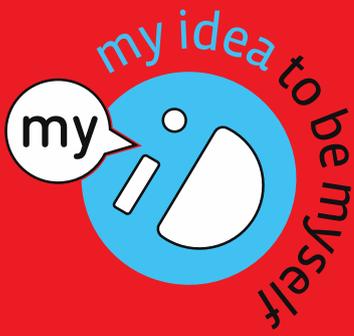




The advantages and disadvantages are briefly defined in the following table:

Advantages	Disadvantages
1. Developmentally Appropriate Learning	1. Time Consuming for Designers
2. Prior Knowledge is Central to Learning	2. The Curriculum Gets Crowded
3. Spaced Repetition Occurs	3. Irrelevant for Short Courses
4. Teachers Focus on Structuring work to follow Logical Progression	4. It Risks becoming Teacher Centered
5. Integration and Collaboration Occur	5. Teachers find themselves Re-Teaching Content Over and Again





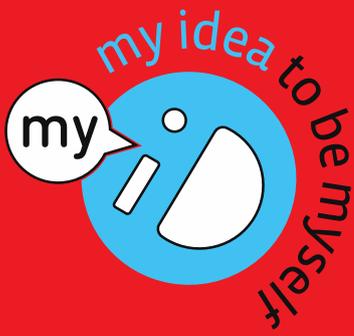
4. Evaluation of the cognitive impact in the SSP

In the SSC the evolution of the cognitive domain should be implemented using Taxonomies of the Cognitive Domain, proposed by Anderson and Krathwohl.

Following we propose, as a suggestion, the scheme defined by the authors that has to be considered an evaluative application of the well-known Bloom's taxonomy.

Bloom's Taxonomy deals with the cognitive domain (knowledge, comprehension and the development of intellectual attitudes and skills), refers to the classification of educational objectives (at different levels – ranging from the simplest behavior to the most complex) that educators set for learners (learning objectives). A goal of this taxonomy is to motivate teachers/educators to focus on different levels of this taxonomy, creating a more holistic form of education (Bloom, et al., 1956).

According to Bloom (1956), there are six levels in the taxonomy, moving through the lowest order processes to the highest: knowledge, comprehension, application, analysis, evaluation and synthesis. Anderson and Krathwohl (2001) revised the original/classic Bloom's Taxonomy to incorporate advances in learning theory and practice since its inception, and offered the following

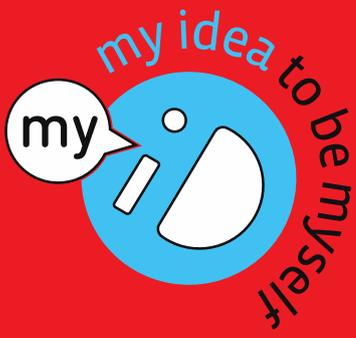


two-dimensional framework to describe learning objectives:

Cognitive Process and Knowledge Dimension

		Cognitive Process Dimension					
		<i>Remember</i>	<i>Understand</i>	<i>Apply</i>	<i>Analyze</i>	<i>Evaluate</i>	<i>Create</i>
Knowledge Dimension	Factual	Remember Facts	Understand Facts	Apply Facts	Analyze using Facts, Concepts, Principles and Procedures	Evaluate using Facts, Concept, Principle and Procedures	Create using Facts, Concepts, Principles and Procedures
	Conceptual	Remember Concepts/ Principles	Understand Concepts/ Principle	Apply Concepts/ Principle			
	Procedural	Remember Procedures	Understand Procedures	Apply Procedure			
	Meta-cognitive	Remember Metacog. Strategy	Understand Metacog. Strategy	Apply Metacog. Strategy	Analyze using Meta. Strategies	Evaluate using Meta. Strategy	Create using Meta. Strategy
		Knowledge		Skill	Ability		

(Fig.2) Source: Dalton, 2003, Heer, 2012, with reference to Anderson and Krathwohl, 2001.



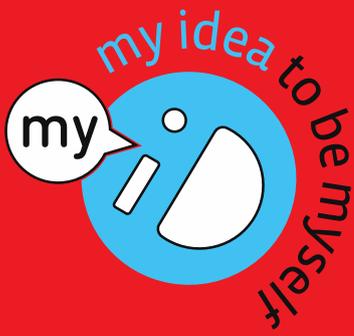
SECTION 3: IMPLEMENTATION OF THE SENSE SPIRAL CURRICULUM

Clearly, sexuality education involves more than understanding the anatomy and the physiology of biological sex and reproduction. It is central facet of social-emotional development and integral to whole child development. As Bruner and Mattson (2016) note, sexuality education covers healthy sexual development, gender identity, interpersonal relationships, affection, sexual development, intimacy, and body image for all adolescents, including adolescents with disabilities, chronic health conditions, and other special needs.

Developing a healthy sexuality is a key developmental milestone for all children and adolescents that depends on acquiring information and forming attitudes, beliefs, and values about consent, sexual orientation, gender identity, relationships, and intimacy. Healthy sexuality is influenced by ethnic, racial, cultural, personal, religious, and moral concerns. Healthy sexuality includes the capacity to promote and preserve significant interpersonal relationships; value one's body and personal health; interact with both sexes in respectful and appropriate ways; and express affection, love, and intimacy in ways consistent with one's own values, sexual preferences, and abilities.

1. The areas of the SSC

The Sense spiral curriculum is based on three areas of conceptual training focused on the main educative axes related to the development of the persons in the Vocational Education and Training schools. The Curriculum is "spiral" because every step of every area can be re-organized

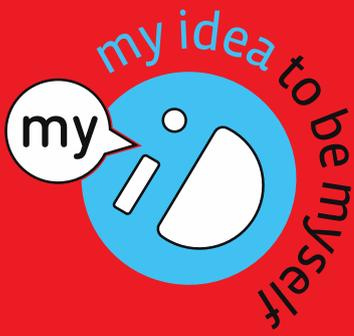


in the following steps and the contents re-proposed once the students have been made more aware of the topics thanks to the other steps. In this section we will clarify the passages in order to make clear and practical the experience. In the SENSE spiral curriculum there is an iterative revisiting of topics, subjects or themes throughout the course.

The spiral curriculum is not simply the repetition of a topic taught. It requires also the deepening of it, with each successive encounter building on the previous one. The areas are reinforced by teaching highly structured bodies of knowledge like Prosociality, Sexual education and rights of citizenship. The topics can take the form of a metamorphic spiral in which “at some simple level a set of ideas or operations were introduced in a rather intuitive way and, once mastered in that spirit, were then revisited and reconstrued in a more formal or operational way, then being connected with other knowledge”, the personal skills at this stage can being carried one step higher to a new level of contents or operative dimension and to a broader level of abstraction and comprehensiveness.

The following are the features of a spiral curriculum (please note that the Topics are to be revisited and adapted to local situations taking into due account their cultural and social dimensions). In the spiral Curriculum Students revisit the topics, the themes and the subjects on a number of occasions during a course.

They may return to rights if discussing pro sociality can arise some aspects more relevant for this area. This approach considers the definition of the areas, but we are aware that the distribution of the areas per grades are to be re-discussed after and during every application of the Curriculum.



AREAS OF THE SENSE SPIRAL CURRICULUM:

First AREA: Social and Emotional Learning (SEL)

COMPONENTS OF SEL:

Social-emotional learning (SEL) refers to the skills and abilities that allow individuals to relate to others, set goals, manage emotions, and resolve conflict.

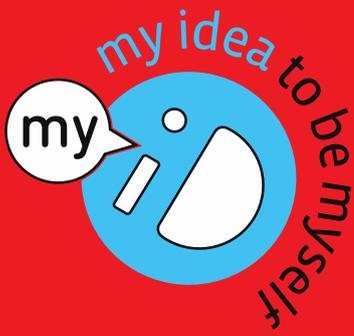
SELF-AWARENESS and SEXUAL IDENTITY AWARENESS:

The ability to accurately recognize one's own emotions, thoughts, and values and how that influences behavior. This areas includes sexual identity and sexual awareness.

SELF-MANAGEMENT and MANAGEMENT OF THE SEXUAL IDENTITY:

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations – effectively managing stress, controlling impulses, and motivating oneself ALSO IN ORDER TO ACCEPT AND TO MAKE ACCETTABLE ANY KIND OF SEXUAL DIVERSITY.

SOCIAL AWARENESS and COMPREHENSION OF THE SEXUAL BEHAVIOURS OF OTHERS:



The ability to take the perspective of and empathize with others, including those from diverse backgrounds, cultures and sexual identities.

RELATIONSHIP SKILLS:

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.

RESPONSIBLE DECISION-MAKING AND SOCIAL RELATIONSHIP:

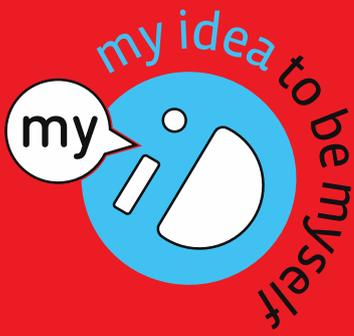
The ability to make constructive choices about personal behavior and social interactions based on personal skills and on free expression of the personal, cultural and sexual diversity.

Second AREA: Citizenship and sexual discrimination (CTZ)

It foresees themes linked to the spaces of Sexual Citizenship with the aim of teaching and learning how to become a “Sexual Citizens”.

The main topics are:

-  Sexuality and citizenship
-  Nationalism and European in LGBT Rights and Politics
-  Dilemmas of sexual citizenship



- ✚ The right to education in conformity with different religious, philosophical and sexual expressions and political convictions.
- ✚ The right to hold, and to receive and impart opinions and ideas.
- ✚ Diversity and discrimination based on physical, political, religious, sexual and cultural differences
- ✚ The right to study and the opportunity to practice sports in a safe and healthy environment, considering the differences in the sexual expressions and with no discriminative approach for those which are not friendly in defining themselves males or females.

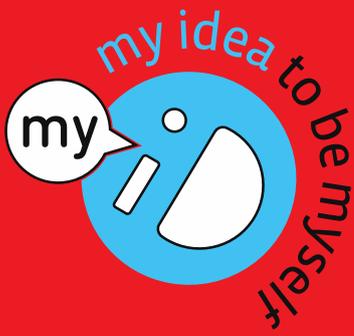
Third AREA: Prosociality (PROS)

There are many ways to act on behalf of others. The term “prosocial” to any behavior that is intended to benefit another (e.g., Eisenberg, 1986). Utilizing this broad definition, numerous studies have demonstrated that pro sociality is relevant and determines the behavior of people in their personal and social relationships.

This area is devoted to the application of the following scheme proposed by the Canadian psychologist Dunfiled.

The first teaching area is related to **HOW** represent the problem.

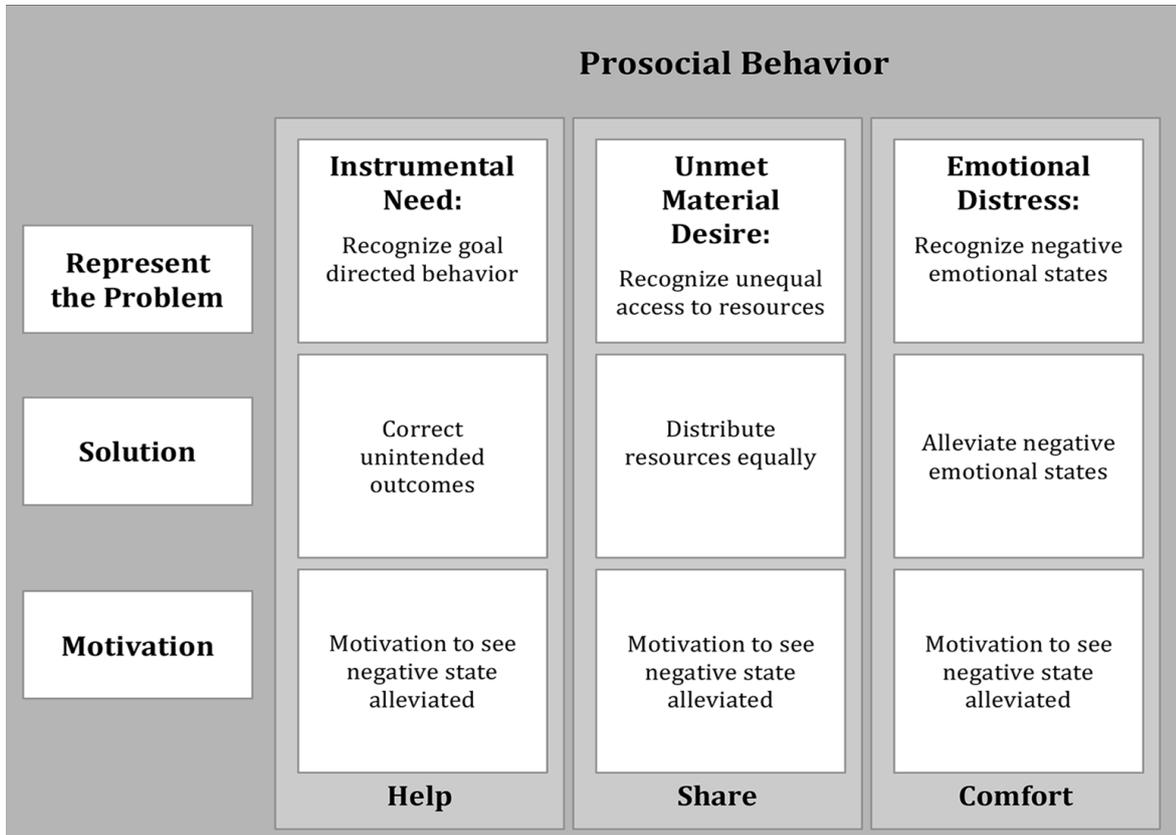
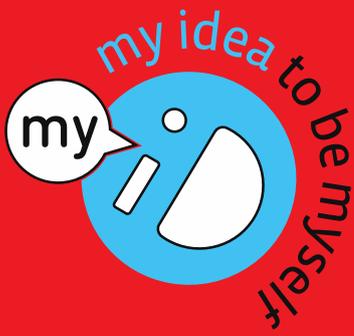
The second area is related to **FINDING** potential and acceptable solutions.



The third area is related to **MOTIVATION**.

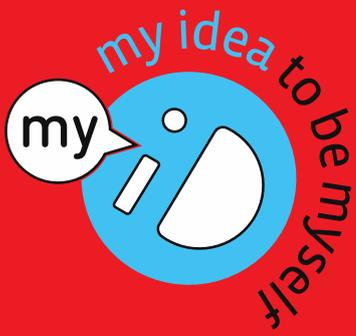
For understanding prosociality, being possible to make reference to many interpretations and definitions, we will consider the Dunfield paradigm, that presents the area as the following. Prosocial behaviors are a diverse group of actions that are integral to human social life. In this study, we examined the ability of 18- and 24-month-old infants to engage in three types of other-oriented behaviors, specifically helping, sharing, and comforting. Infants in both age groups engaged in more prosocial behaviors on trials in which an unfamiliar adult experimenter required aid (experimental conditions) than those in which she did not (control conditions) across two of the three prosocial tasks (i.e., helping and sharing).

The infants engaged in these behaviors with similar frequency; however, there was no correlation between the tasks. The implications for the construct of prosocial behavior and the presence of a prosocial disposition are discussed.



2. The grades of the SSC

The spiral Curriculum is addressed to three grades of the VET education. The grades are not defined on the basis of the classification of the education in the different countries, but on the basis of the personal and social development of the students. Studies can support the choice in the determination of the area generally defined as “adolescence”. The web site healthychildren.org powered by the American academy of pediatrics provides a classification that is generally accepted by the OMS. For the specific aims of the Spiral Curriculum we have re-discussed the classification in order to take into account the impact of the emotional skills in the



development of the students and the peculiarity of the school environment. For SENSE spiral curriculum the grades are to be meant as the following:

First grade 13-14

Second grade 15-16

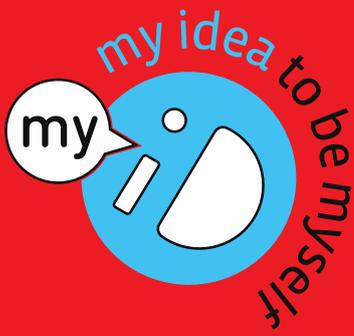
Third grade 17-18

The grades are not related to the VET school organizations in each country, but to the level of personal development of students. Adolescence is the period of transition between childhood and adulthood. It includes some big changes—to the body, and to the way a young person relates to the world.

The many physical, sexual, cognitive, social, and emotional changes that happen during this time can bring anticipation and anxiety for both children and their families. Understanding what to expect at different stages can promote healthy development throughout adolescence and into early adulthood.

Early Adolescence (Ages 13-14)

During this stage, children often start to grow more quickly. They also begin notice other body changes, including hair growth under the arms and near the genitals, breast development in females and enlargement of the testicles in males.



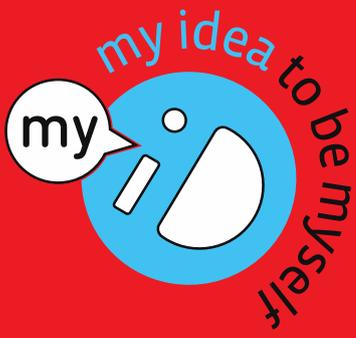
Middle Adolescence (Ages 15 to 17)

Physical changes from puberty continue during middle adolescence. At this age, many teens become interested in romantic and sexual relationships. They may question and explore their sexual identity—which may be stressful if they do not have support from peers, family, or community. Another typical way of exploring sex and sexuality for teens of all genders is self-stimulation.

Late Adolescents (18-and beyond)

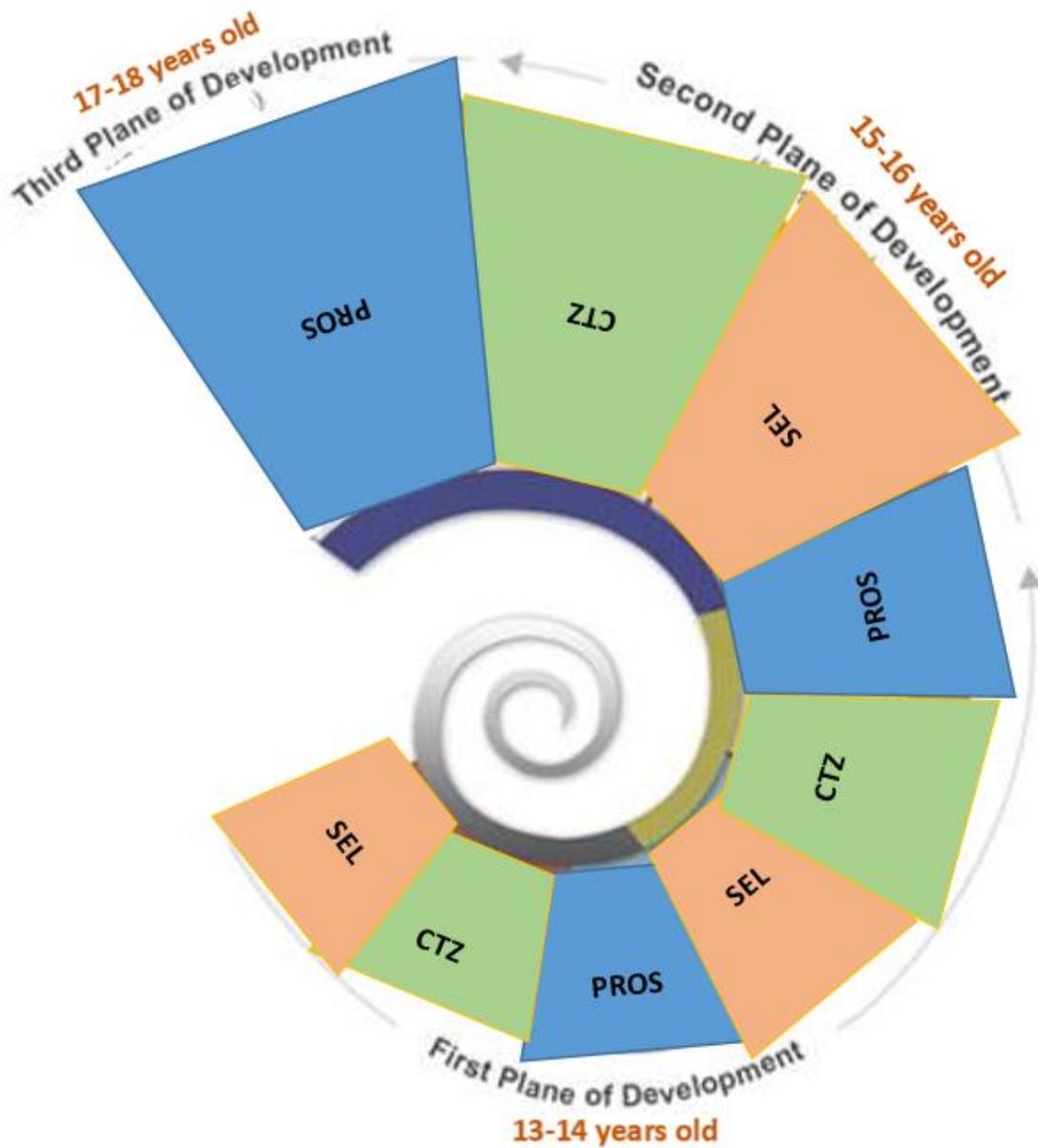
Late adolescents generally have completed physical development and grown to their full adult height. They usually have more impulse control by now and may be better able to gauge risks and rewards accurately.

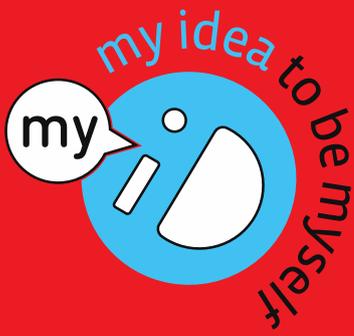
As you can see the stages of the development are not very well defined and the areas can be re-defined better in the future of the application of the Curriculum.



The Figure below shows the SSP approach:

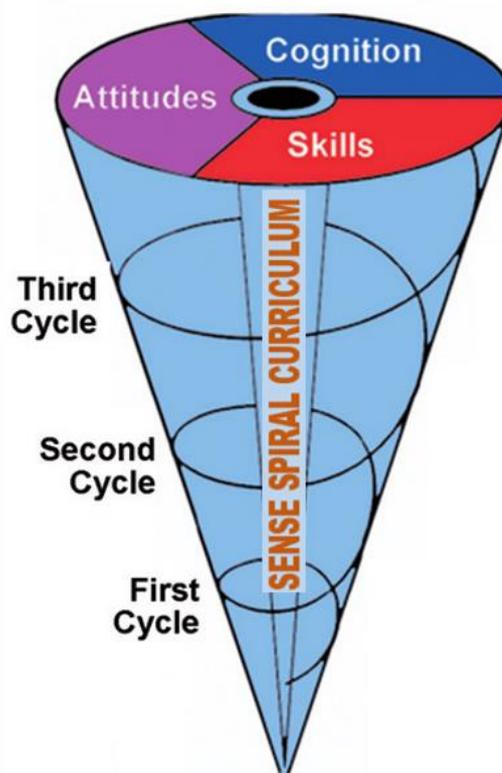
SENSE SPIRAL CURRICULUM

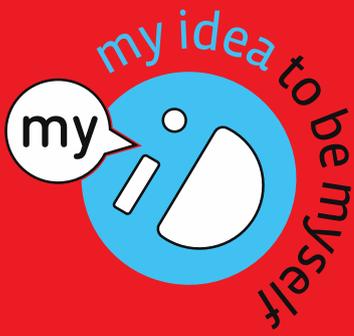




3. Concrete examples of the Spirality in the SENSE approach

The SSC spiral curriculum embeds a list of topics and contents for each area, divided per different school grades, that returns to the same topics over time: that means learning something then passing to the next area, with the opportunity to be engaged to it again but with different content acquired in the main-time. When students re-engage with a topic repeatedly, they consolidate prior knowledge in their memory and build on it over time, as specified in the graph below:





Some examples better explain the philosophy behind the SSC:

FIRST GRADE

SEL

Topic: Encouraging Growth Mindsets

FIRST GRADE

Purposes and introduction

As the teachers know adolescence is a time of self-exploration. During the adolescence the students start exploring e their identities and their own characters. This leads the youth to be expressly attentive to signals about their future goals.

The adolescence are creating their mindsets, this exercise aims to help the students to create a growth mindset that can lead to help adolescents to interpret and respond to failure in ways that promote continued effort and optimism. These different responses matter over time, and youth who adopt a growth mindset experience better outcomes academically (Blackwell, Trzesniewski, & Dweck, 2007; Paunesku et al., 2015) and socially (Yeager, Trzesniewski, Tirri, Nokelainen, & Dweck, 2011; Yeager et al., 2014).

Practical sheet

The teacher discusses with the students on of the following topics:

OPPORTUNITY

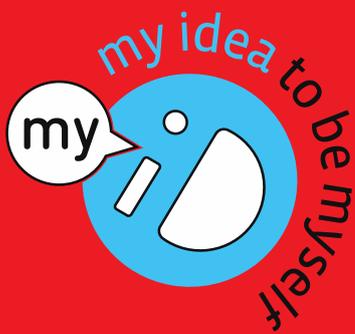
1. make the students focus on criticism on effort: When you perform very well or very poorly, it may feel appropriate to praise your ability in order to persuade yourself that you really are good at the task you have to do and next time you will succeed.

EFFORTS

2. the teacher proposes the students to reflect about this sentence “do you think of another way to approach a problem when the solution seems to be not easy or impossible ?”.

MISTAKES

3. the teacher discusses how mistakes can be learning opportunities: “Since that turned out to be a dead end, can you think of another way to handle it?”



BETTER IF DIFFICULT

4. The teacher encourages to discuss this statement: “this is just too easy for you and it’s time to dig into something more challenging.”

PLASTICITY

5. Teach young people about mindsets and the brain.

Perhaps the most persuasive approach to encouraging a growth mindset is to teach youth about its scientific basis in brain plasticity—how new neural connections form in our brains when we learn new things. A number of activities and lessons have been designed to teach students to adopt a growth mindset by emphasizing the brain science behind this idea.

CITIZENSHIP RIGHTS (CTZ)

Topic: IDENTITY

FIRST GRADE

Purposes and introduction

Students use activities to explore the different sides to identity. They learn that identities are complex and develop over time.

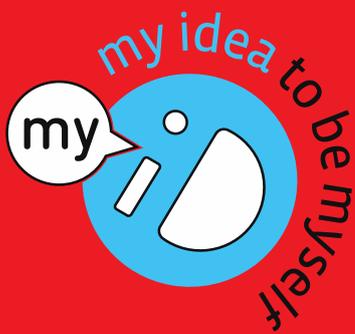
The lesson is developed by The EQUALITY and Human rights commission of SCOTLAND

<https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-3-identity-and-characteristics>

PROSOCIALITY

Topic: GENDER





FIRST GRADE

Purposes and introduction

Students cut out pictures of men and women and think about characteristics they associate with men and women, and they discuss these characteristics and the impacts of gender stereotyping. The objectives are to encourage students to think about gender stereotypes, roles, expectations and issues.

The activity aims to create a Prosocial focus on Assess/know/motivated to share Assess/know/motivated to have empathy/to comfort

Preparation (before lesson)

Ask students to bring magazines, flyers, catalogues or newspapers. Ask each student to bring two large pieces of paper, glue and scissors.

Teacher can also bring scissors, scotch tape to stick large pieces of paper on wall; strips of paper or sticky notes.

*** One variation to this activity is for the teacher to get the male and female students do the activity separately and then compare the results. Do they both perceive gender characteristics of men and women in the same way?

Implementation

Ask students to cut out pictures of men and women from magazines, flyers, catalogues, newspapers. Instruct them to glue the pictures of men on a large piece of paper and the pictures of women on another. Ask each student to display both of these on the wall.

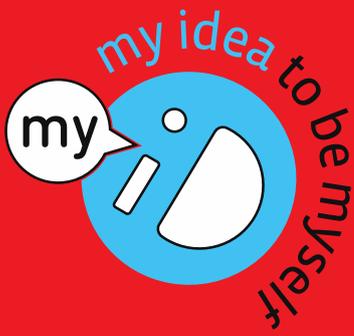
Ask the students to think of characteristics they associate with men and women and write these in large strips of paper or sticky notes. Instruct the students to stick the words next to the pictures.

Start leading a class discussion with students about stereotypes associated with men and women by asking the students to explain why they chose these characteristics on the strips of paper/sticky notes and the pictures they selected to glue to the two pieces of paper.

*** Here, depending on the level of knowledge of students about stereotyping, it might be useful to lead a brief discussion/ask students if they are familiar with the term "stereotype." If they are not, the teacher can explain it to them. If they are, the teacher can ask the class to explain it and give examples of stereotyping. Then the discussion can move on to the topic of gender stereotyping.

The teacher can use the following points to guide the discussion:





- Do you agree with the characteristics associated with men? With those associated with women?
- Why do we associate particular characteristics with men and others with women?
- Are these characteristics always accurate? Why or why not?
- Are some of the characteristics that describe you different?

Learning activities for promoting and developing prosociality in secondary school and list of prosocial competences....
from those traditionally ascribed to women and men?

- What are the positive and negative consequences of stereotyping?
- How can we promote a more positive image of men and women?
- What would you do if someone does not respect you or someone else because you/they are from a different gender?

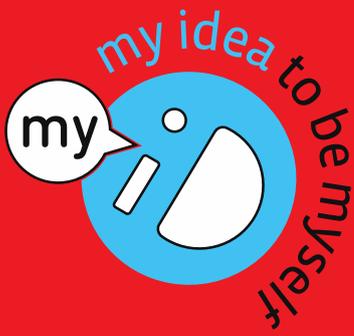
What can we do to change gender stereotypes and discrimination within our class or when we are with our friends or family?

Transfer to practice

Bonus point activity

As a follow-up to the activity, students can be asked to keep track of any gender stereotypes that they encounter at school for the rest of the semester, in their interactions with other school-mates, teachers, and relatives. At the end of the semester, they can submit a summary of the stereotypes they have observed, for bonus points to their final class grade.





SECOND GRADE

SEL

Topic: BETTER IF DIFFICULT

SECOND GRADE

The teacher encourages to discuss this statement: “if you are not able to make your workplace to respect equality of rights as you want, it’s time to dig into something more challenging.”

Is it the challenge the action in favor of the respect of the rights, how can act and operate?

CITIZENSHIP RIGHTS (CTZ)

Topic: IDENTITY and GENDER EQUALITY

SECOND GRADE

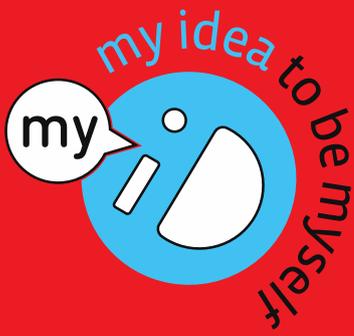
The teacher moderates a discussion about “The gender equality is explained in more defined terms of legal consequences and explained how the specific legal terms can have an impact in the life of people. Also, the consequences in the workplace once the right of gender equality is violated”.

PROSOCIALITY

Topic: GENDER

SECOND GRADE





The teacher can make the students reflect about how in the community (the school) the rights of equal gender opportunity are respected.

THIRD GRADE

SEL

Topic: BETTER IF DIFFICULT

THIRD grade

The teacher encourages to discuss this statement: “the students are not in charge of the respect of the measure, but is this statement correct?

In order to have a good feeling with their emotions, are they called to do more for the respect of the gender equality?

Let’s discuss in class the role of the actions and the positive actions in the emotional feeling of the students and how, working on these perspectives, can create a more developed emotional intelligence in term of empathy.

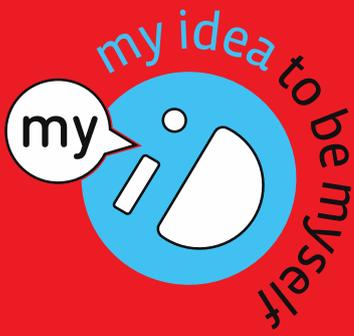
CITIZENSHIP RIGHTS (CTZ)

Topic: IDENTITY AND GENDER EQUALITY

THIRD GRADE

The gender equality is explained in specific terms of action that the individuals can undertake for promoting the gender equality rights and what the school can do for protecting the rights of those that are not friendly with the determined identity (male or female).

Can the school simply put in place effective and easy to take measures? Think about these measures (Are the toilets friendly?...Is the privacy respected?...)



PROSOCIALITY

Topic: RESPECT OF THE DIFFERENCES

THIRD GRADE

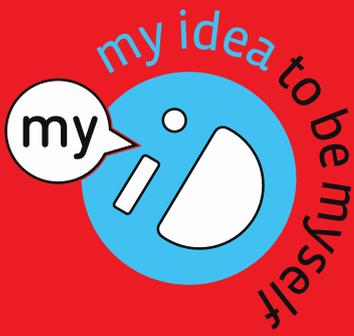
The teachers can make the students reflect about how the respect of the differences of gender can have a consequences especially for those that are not friendly with being defining male or female but affirm to have a different identity.

At the end of the discussion the class have to find an answer to the following question: What the school community can do in practice for promoting the identity of individual even when is different form the majority of the rest of the community and can conflict with the traditional idea of sexuality?

Conclusions

This spiral scheme inspired by Bruner proposal, is an adaptation of what in the school environment is define as “Spiral Curriculum”. It aims to create a proper system of discussion that involves the emotional growth of the students, their active perception of the rights of citizenship and they prosocial attitude.

All these areas are addressed to promote diversity as a contribution to a personal, sexual and social life without constrictions and need to be under stereotypical views.



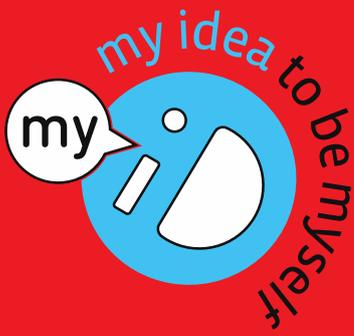
4. Criteria for best practice the SSC

Some criteria should foster the efficacy of the SSC. In particular:

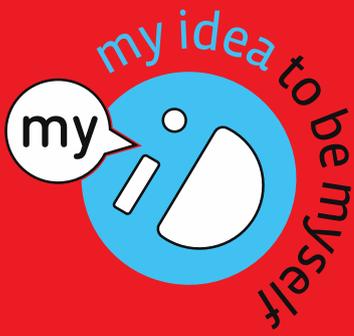
SSC should:

- be appropriate for students' culture, age and sexual experience. It should be promoted SSC with age-appropriate language, topics and activities for each grade;
- SSC programmes should be of sufficient duration and intensity; that is, teaching should be delivered via regular lessons, as well as special projects and events;
- SSC curricula should be adaptable and flexible, and identify core and peripheral features;
- SSC has to allow the exploration of topics in logical sequence and avoiding inappropriate repetition;
- SSC should reflect sexual diversity. It should discuss a range of sexual activity (not just heterosexual intercourse), as well as lesbian, gay, bisexual and transgender issues and relationships;
- SSC should include teaching on consent, sexting, cyberbullying, online safety, sexual exploitation and sexual coercion;
- SSC should challenge, rather than reinforce, gender stereotypes and inequalities;
- SSC should be culturally sensitive;
- SSC should be based on life skills and should promote resilience.
- SSC should discuss relationships and emotions;
- SSC of the second and third grade should be developed with input from young people;
- SSC should take place in a confidential environment. Distancing techniques should be used with caution to avoid student disengagement. Young peoples' trust in confidentiality is enhanced by the educator's separateness from the school.

Furthermore the VET teachers should:



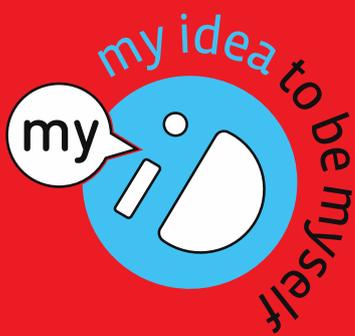
- be able to create and maintain a safe, inclusive and enabling learning environment so that all learners of different cultural and religious backgrounds, abilities, gender identities and sexual orientations feel protected, included and empowered to participate
- be able to use the SSC to promote sexual and gender-based violence
- be able to establish rules about respect, confidentiality and questions
- be able to use a wide range of interactive and participatory student-centred approaches and tools to help learners stay engaged, acquire knowledge, stimulate reflection and communication and develop skills
- be able to communicate with confidence and in a non-judgmental way
- be able to use appropriate language that is understood by the learners, that feels comfortable and takes into account different cultural and religious backgrounds, abilities, gender identities and sexual orientations
- be able to discuss openly various gender-sexuality-related topics and issues with learners in an age-appropriate and development-appropriate, culturally sensitive and multiperspective way
- be able to refrain from imposing personal views, beliefs and assumptions on learners
- be able to analyse and critically discuss social and cultural contexts and factors that influence sexuality and sexual behaviour of learners
- be able to respond appropriately to provocative questions and statements
- be able to employ a diverse range of interactive and participatory educational activities that actively engage recipients.
- be able to reflect critically and constructively on and understand personal feelings, beliefs, experiences, attitudes and values (including biases and prejudices)
- be able to reflect on and better understand others' feelings, beliefs, attitudes and values regarding sexuality
- be able to support learners in developing critical thinking
- be willing to work in partnership with external sexual health professionals.



Finally

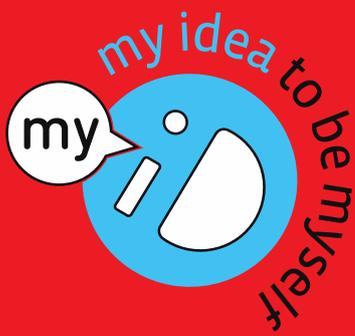
- Schools should take a proactive approach to engaging with parents about SSC.
- Bearing in mind age appropriateness, SSC should be 'sex-positive'; that is, it should be open, frank and informative. It should reflect that some young people are sexually active and acknowledge young people's autonomy and level of maturity.
- External, trained peer educators can have a role to play in delivering SSC.



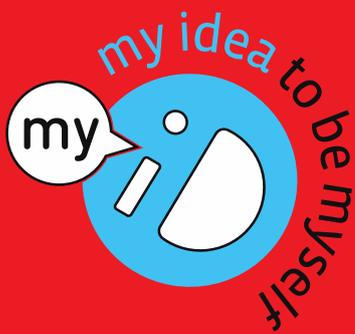


Some competences to be acquired are listed below:

No.	Interpersonal Competences	Definition
1.	Uniqueness and biodiversity	<p>A good level of this competence means to be able to embrace the uniqueness of all individuals along several dimensions such as race, religious beliefs, ethnicity, age, gender, physical abilities, political beliefs, and socio-economic status. Having this competence means:</p> <ul style="list-style-type: none"> • diversity awareness skills extend beyond mere tolerance to encompass exploration of such individual differences, respecting them, and ultimately nurturing a healthy relationship with the individual despite the differences • a harmonious environment where mutual respect and equity are intrinsic, protecting the school diversity
2.	Empathy-Non diversity-Inclusion	<p>A good level of this competence means to be able to understanding, being aware of and being sensitive to the feelings, thoughts, and experiences of other people either in the past or present without having feelings, thoughts and experience fully communicated in an objectively explicit manner. Having this competence means:</p> <ul style="list-style-type: none"> • be able to put in the place of other • be able to deeply understand others situations • have the capacity of not making judgments from other people actions • be able to have the same feeling that other person has • be able to not be separated between him/herself and him/herself
3.	Respect for him/herself and the other.	<p>A good level of this competence means to have a respect way of treating or thinking about him/herself and consequently about the other people, You respect your teacher and colleagues and you admire and treat well them. Having this competence means:</p> <ul style="list-style-type: none"> • be able to respects other people point of view • be able to respect actions from other people <p>Do not feel superiority in front of other people.</p>



4.	Overcome prejudices	<p>A good level of this competence means to be able to deal with an unfair and unreasonable opinion or feeling, especially when formed without enough thought or knowledge.</p> <p>Having this competence means:</p> <ul style="list-style-type: none"> • have a strong self-esteem • be able to make an effort to broaden horizons • be able to accept all people without judgements • be able to integrate prejudice
5.	Brotherhood of people	<p>A good level of this competence means to be able to stablish and keep strong relationships of mutual affection and understanding with other people. Friendship is a stronger form of interpersonal bond than an association</p> <p>Having this competence means:</p> <ul style="list-style-type: none"> • be a communicative person • be a sociable person • be able to express one’s feelings to others • be capable to make mistakes without fear of judgement from the friends
6.	Adherence	<p>A good level of this competence will show the ability to accept changes in own personal life.</p> <p>Having this competence means:</p> <ul style="list-style-type: none"> • understand that things change at a far greater speed than ever before; • be able to accept changes or new circumstances in the life; • be able to manage multiple tasks and set priorities in the life; • be able to adapt to changing conditions. • be able to position him/herself in the environment without losing his uniqueness.
7.	Respect and dignity awareness	<p>A good level of this competence can help to understand, respect and be tolerant with all people around accepting all kinds of personal diversity. This competence will allow to interact effectively with all people and support personal diversity (race, age, ethnicity, gender, educational level, socio – economic status, mental and physical abilities, religious and political beliefs)</p> <p>Having this competence means:</p> <ul style="list-style-type: none"> • be able to demonstrate a fair, objective and an open attitude toward those whose opinions, beliefs, practices for ethnic origins, sexual orientation or any other circumstances are different; • be open minded to other cultures, religions and ways of life.; • be able to recognise and support people with a variety of diversity situations and empowering the person.



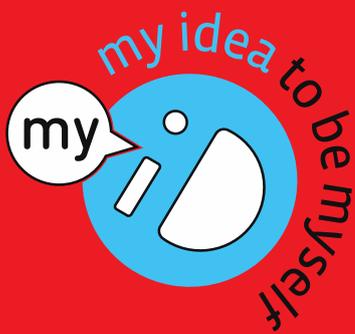
ANNEX: DEVELOPING A SPIRAL CURRICULUM

If the school is going to develop a completely new spiral curriculum, it may opt for a top-down approach in which the core objectives or planned qualifications are central, and in which these are then worked out into detailed objectives, lessons and working methods. However, schools often already have a curriculum, with or without an integrated spiral curriculum about citizenship, social competences, non-discrimination or sexuality. In such cases, it makes no sense to ask the school to develop a completely new spiral curriculum and we should connect to what already exists. This also offers better opportunities for adoption and sustainability. Here we offer an example of how two simple team activities can be used as the first steps towards developing a spiral curriculum or an update of an existing spiral curriculum.

Activity 1: Mapping what the school is already doing

In a team meeting, you can present the team with the following table and ask them to map what the school is already doing on topics related to sexual diversity and related topics like citizenship, social competences, non-discrimination or sexuality.

Year / period	Mentor lessons Citizenship lessons	Biolog y	Geography	History	Speaking / writing	Physical education	Flanking activities or measures (outside of lessons)
1.1							
1.2							
1.3							
2							
3							



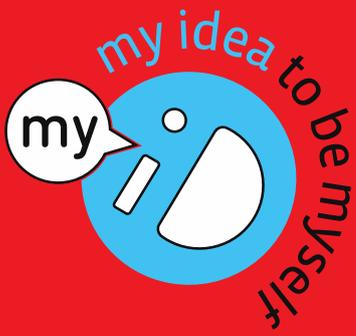
The layout of this table is intended as a suggestion. It is important to choose the subjects in the upper row in consultation with the school. These should be the subjects where attention to in which attention to sexual diversity and related topics like citizenship, social competences, non-discrimination or sexuality can be integrated. This integration does not have to have the shape of complete courses, it can also include short mentions or references.

You can design the table to cover each year as a first activity , but you can also (or at a later stage) choose to detail it per year period . Schools may divide their academic year into three or four periods.

In the last column you can make comments about “flanking” activities outside of the lessons, for example opportunities for student counselling or a Gender & Sexuality Alliance (GSA). These are usually not limited to a time period, but sometimes they can be (for example participation in an LGBTI event).

What the school is already doing , will often be limited. They may offer one or a few lessons with technical information on sexuality within the subject biology or health. Or they may invite an LGBTI guest speaker. Sometimes there are some teachers who enjoy giving sex education and who have chosen an external resource for this, or who have created their own lessons. It is common that teachers don't coordinate systematic “spiral” attention between subjects or in a logical structure to create a learning pathway. Our goal is to help broaden the rudimentary attention for sexuality and human rights to a recurring discussion of themes that are important to students at different levels of their learning partway, and to offer them the opportunity to decide how they want to deal with these themes in their lives.

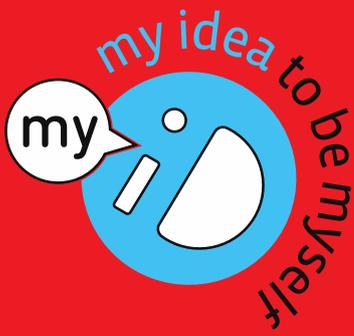




Activity 2: Brainstorm about the structure of the learning line

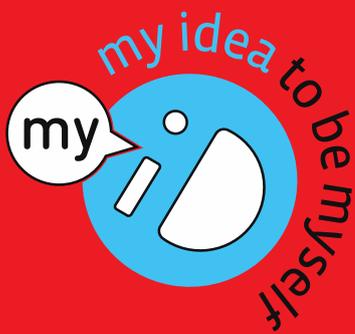
After mapping the school or course already does, you can get the team to work on suggesting supplementary activities and measures. When you do such a brainstorm for the first time, most teachers will come up with very practical ideas for lessons and class activities. This helps to make the work concrete, but in the process the participants often lose the overview of what the ultimate goal and build-up of the activities should be.

This is why the second part of this activity should focus on a discussion with the team about the structure of the spiral curriculum. One mistake many teacher teams may make at this stage is to plan basic informational sessions in the first year. However, research shows that teaching about feelings, values and norms often does not benefit by starting with information, because people with negative attitudes tend to reject information that does not fit their way of thinking. To understand this, it is useful to look at the taxonomy of affective goals developed by educationalist Krathwohl:



Becoming more tolerant requires learning increasingly higher levels of emotional intelligence, rather than focusing on cognitive concepts and definitions. The cognitive understanding should be integrated as subordinate to the emotional learning. Learning about definitions, legal issues and issues in real life would be better except that when they are planned during the phase of opinion forming and value formation.

1. **Attention:** (passively) getting to know / exploring the theme / feelings.
2. **Interest:** (active) becoming curious in the theme, intrinsic motivation.
3. **Appreciation:** forming an opinion, a first sometimes still superficial judgment, and (positive) intentions for own behavior.

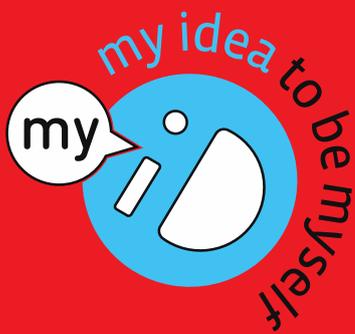


4. **Reorganization:** realizing that one's own judgments are part of a broader system of values and norms, and starting to align initial superficial opinions with underlying values; which sometimes means changing previous attitudes and opinions.

5. **Characterization:** realizing that a positive attitude or good intentions are not yet the same as acting up. Students have to explore how they can develop courage, overcome challenges and develop sustainable behavior to put new intentions and changed values into practice more consistently.

In VET the emphasis in the first year will probably be on levels one, two and three, in the second year on level four and in internships in the last year mainly on level five. With the help of this taxonomy of goals, it becomes easier to plan the structure of the class and the type of teaching methods.

Many schools will choose to integrate attention for sexual diversity in sexuality education and therefore mainly in subjects like biology, health, citizenship or in mentor classes. But logical attention can also be given in other subjects. Geography can deal with multicultural aspects of sexuality. In history, the history of relationships and sexuality and values and norms about it can be discussed. In reading and writing, the teacher can talk about the various sexual jargons (medical, slang, family language, pornographic language) and about relationships and sexuality in literature. In physical education / gymnastics / sports, gender and sexuality are constantly playing a role and sports teachers can take initiative to discuss these issues. By distributing attention to relationships, sexuality and rights more over different subjects and years, it is less necessary to cram all the “facts” and skills about sex and social competences into a few lessons and it is easier to learn about sexuality gradually and based on the interest and level of students.



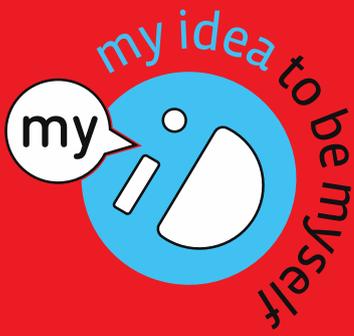
Follow-up: Ensuring support and embedding of the learning line

You are not finished with the spiral curriculum just by putting the brainstormed ideas on paper. A working group of teachers have completed the activities. The ideas are now still in the brainstorming phase.

These rough ideas can be presented to the wider teacher team, and the teachers from different subjects can be asked to provide their ideas for where and how the teachers think they can integrate curricular or pedagogical attention into their regular curriculum. It is important that all the relevant teachers come up with suggestions for this, otherwise they will not feel “co-owner” of the spiral curriculum. It might even feel to them as if the new activities are an extra obligation and a burden. It is best to appeal to their sense of shared responsibility for the well-being of the students and their creativity to develop fun lessons. After all, one of the advantages of sexuality education and in-depth citizenship education is that students are generally more enthusiastic about it than about regular lessons.

The spiral curriculum working group collects the suggestions and then elaborates these into the planning of lessons and working methods. The working group can, in consultation with the teachers, consider how the logic and internal consistency of the learning path can be safeguarded during and after the generation of creative ideas from various teachers. To ensure that the implementation is also successful, it is useful for working group to check whether the lessons are actually being carried out and what the reactions of the students are while trying out the spiral curriculum. Where necessary, the content or the schedule of the lessons can be adjusted to enhance the effect of the learning pathway.

This follow-up to ensure the experimental implementation of the spiral curriculum often happens in the academic year after the original planning of the spiral curriculum.



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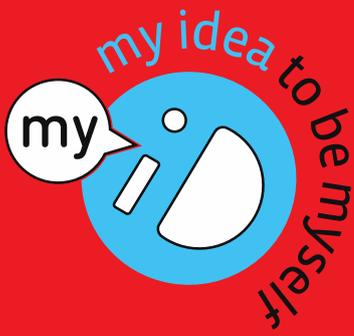
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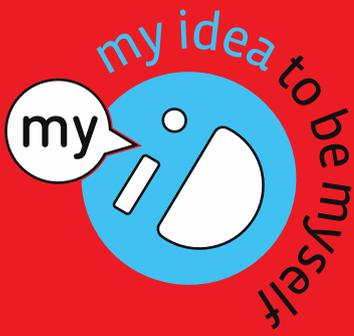
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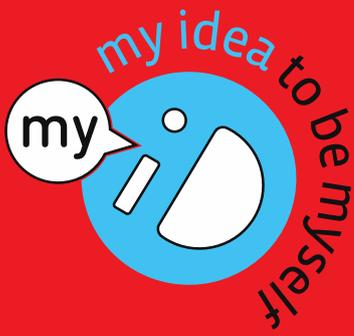
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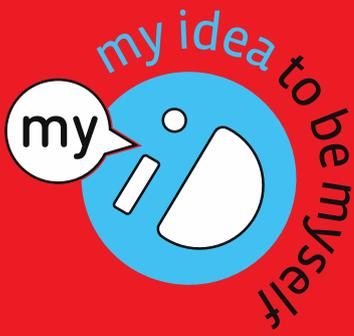
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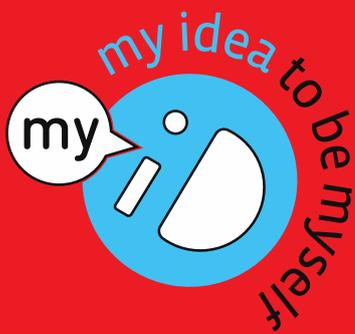
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