

*Tutorial* – room 3



**C I V I C**

COMPETENT INHABITANTS TO VALORISE INCLUSIVE COMMUNITIES

An opportunity to tackle with housing using the training Curriculum

**Module 1: Unit 5**

**Key area: housing resources**

**Storytelling**

Vincenzo is a psychologist at ASL ROMA2 Mental Health Center.

Vincenzo is actively involved in the Hero project

He would like to pilot a training Curriculum unit with some users

But when? it's not easy to find the right moment

Vincenzo has an idea...

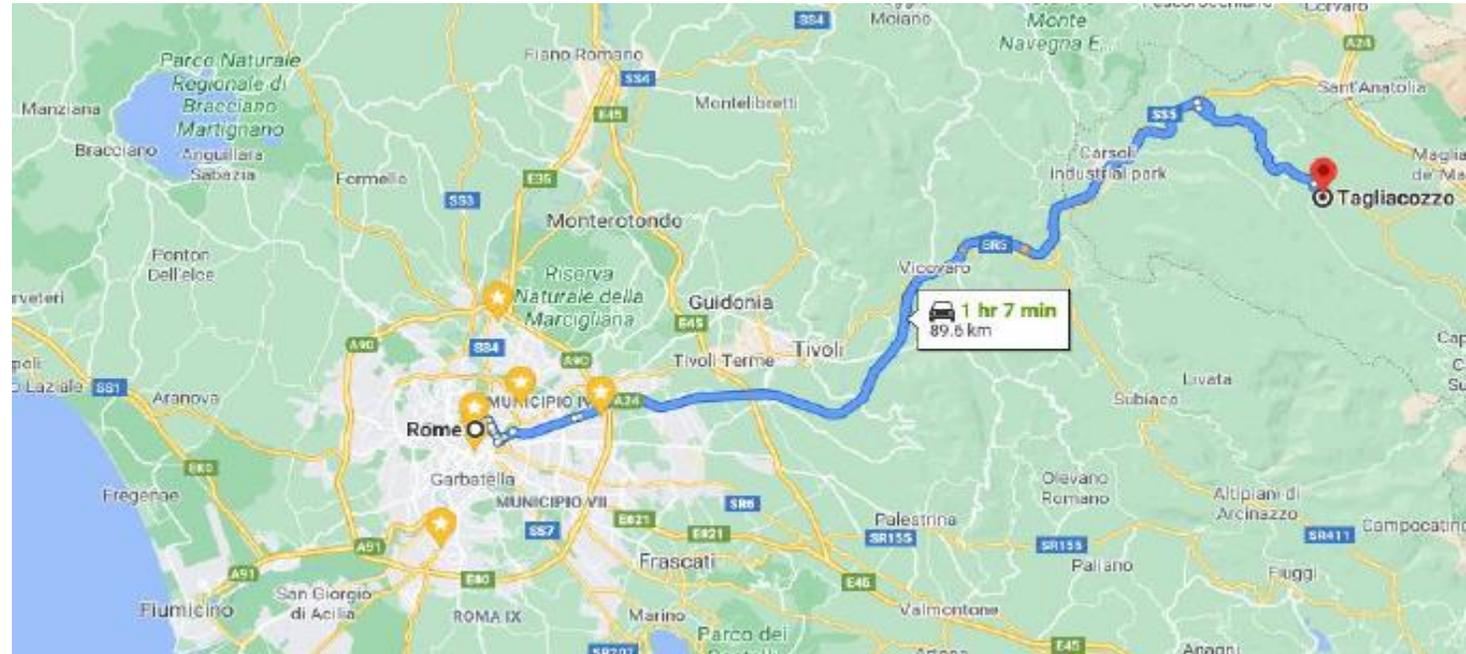


Vincenzo loves trekking and he often goes trekking with users and colleagues.

They are all members of the «*Mountain Group Eucalipty*»

It's November 2028

The next journey to Tagliacozzo will be the right situation for the piloting

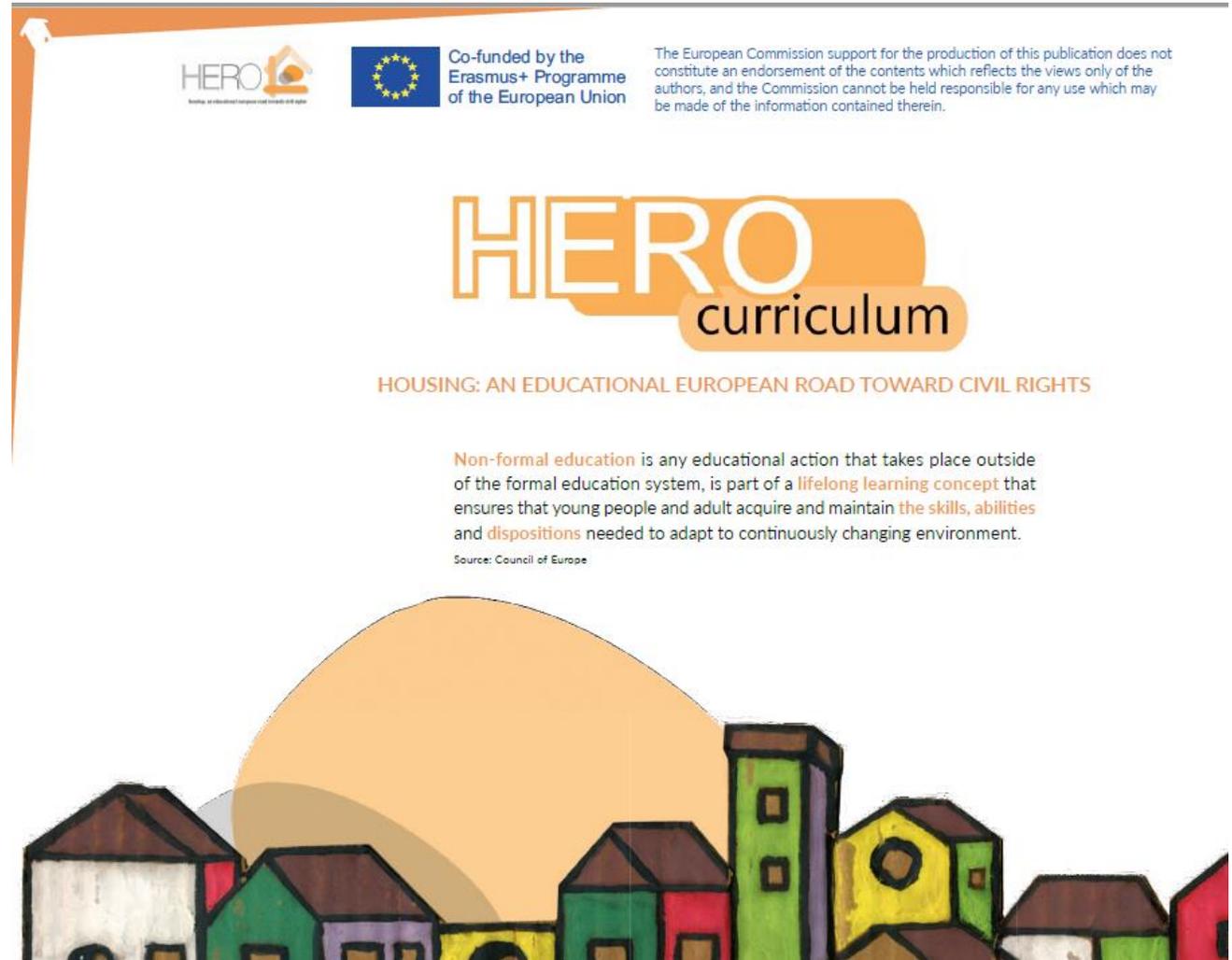


First of all, Vincenzo studies Module 1 from the Curriculum.

The users' one.

The training Curriculum is made up of 4 Modules, and they are addressed to 4 target groups, all potentially involved in the housing projects:

1. Users and their families
2. Mental health professionals
3. Professionals from other public agencies (school, Municipality social services, etc.)
4. Citizens (volunteers, neighbours, local residents, shopkeepers, etc)



The cover page of the HERO curriculum features a white background with an orange border. At the top left is the HERO logo, which includes a house icon and the text 'HERO' and 'Housing Education Roadmap for Older People'. To its right is the European Union flag and the text 'Co-funded by the Erasmus+ Programme of the European Union'. Further right is a disclaimer: 'The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.' The main title 'HERO curriculum' is centered in large, bold, orange letters. Below it is the subtitle 'HOUSING: AN EDUCATIONAL EUROPEAN ROAD TOWARD CIVIL RIGHTS' in smaller orange text. A paragraph of text defines 'Non-formal education' as any educational action outside the formal system, part of a 'lifelong learning concept' that ensures young people and adults acquire and maintain 'the skills, abilities and dispositions' needed to adapt to a changing environment. The source is cited as 'Source: Council of Europe'. At the bottom, there is a colorful illustration of a village with various houses and a large orange sun in the background.

HERO  
Housing Education Roadmap for Older People

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

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

# HERO curriculum

HOUSING: AN EDUCATIONAL EUROPEAN ROAD TOWARD CIVIL RIGHTS

**Non-formal education** is any educational action that takes place outside of the formal education system, is part of a **lifelong learning concept** that ensures that young people and adult acquire and maintain **the skills, abilities and dispositions** needed to adapt to continuously changing environment.

Source: Council of Europe

Vincenzo knows his  
trekking friends well

Some of them would  
like to live more  
independently,  
without their  
families.

They are thinking  
about an  
autonomous housing  
from their families



Vincenzo has a look at the 6 units and at their correlated key areas in module 1 «users and families», - page 11

He selects one of them, the fifth one, focused on housing resources

Vincenzo reads the unit some days before trekking and verifies what he needs to face the housing topic in an original and practical way

He reads the sections of unit5 in Rome - pages 35-38

Just a few pages!

and decides ...

The role play will be acted out! - page 36

## Module1. Unit 5. HOUSING RESOURCES.

The existence and types of support available from the institutions including whether there is a dedicated specialist available.

page 35

### Unit sections:

definition, challenges, benefits, good practices, activities, let's practice

pages 35-38

Three videos are suggested in the module as well. Vincenzo thinks: «It could be nice to watch them with the users, but ... another time!»

Video  
Giorgios  
Giannis

<https://youtu.be/FhKT8WrZscs>

Video  
Wendy

<https://youtu.be/mVnW5KkBMnU>

<https://youtu.be/6tEXfRzGJxE>

Video Coffee  
Break

Vincenzo has organised a night in the chalet so he needs to take with him the piloting material from Rome.

He knows that there is a moment, after trekking and after having a rest, when the users like to hang out with their guides and chat in a relaxed atmosphere.





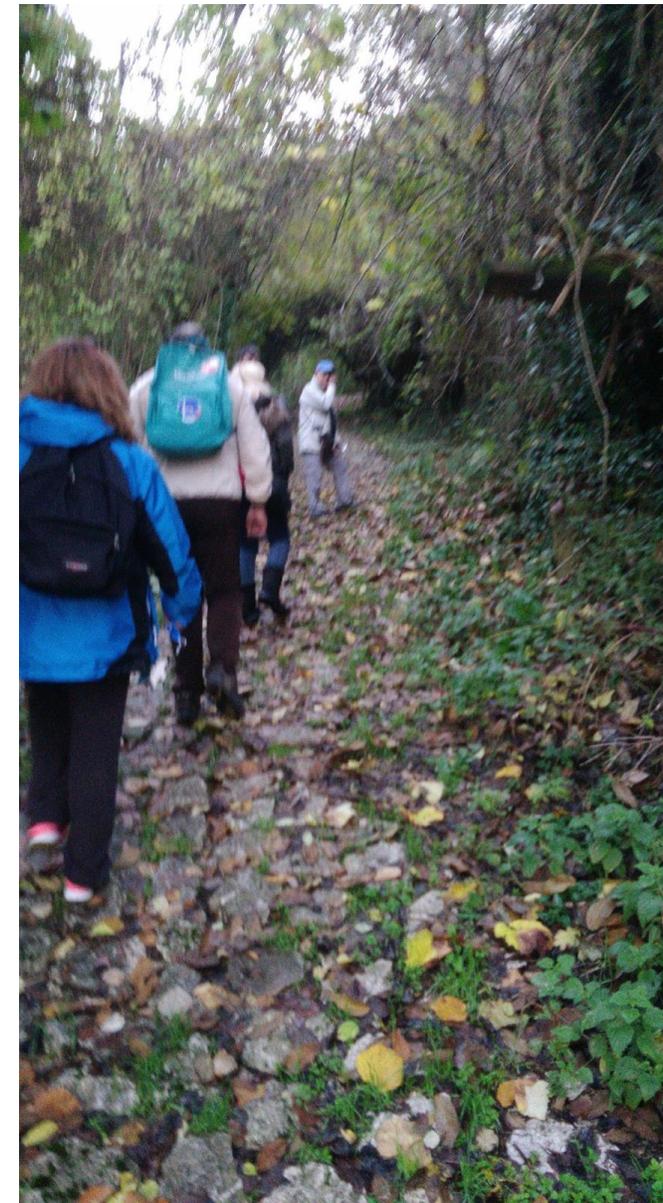
The trekking day has come  
12 users and 4 guides are ready to start trekking

Destination «Rocca di Tagliacozzo. Mount Civita (998 m)», nature trekking on the Mulini (Windmills) path.

It's a sunny day, quite cold and humid. Medium difficulty because of the slippery ground.

Tired but happy, they reach their destination after 1 hour and 15 minutes and

The goal is achieved ...



Users and their guides have had a nice walk through woods and hills and arrive at last at the chalet where they stay for the night.

And now «let's have rest!»



Before dinner Vincenzo shares his proposal. In agreement with his colleagues, Vincenzo proposes to the group to share some aspects of the housing path.

Vincenzo introduces the work to do, according to unit 5, focusing on what he thought more appropriate for the users' characteristics. Users and colleagues are interested and curious



According to the unit's instruction, Vincenzo proposes to start with a roleplay activity in order to facilitate the discussion.

Vincenzo gives instructions following the ACTIVITY instructions described in the curriculum at

M1, Unit5

Silence and doubts ,, at the beginning

Then ...

Two people volunteer as actors in the roleplay

## **ACTIVITIES** M1, Unit5

### **Learning outcomes**

To empower users and their family members, so that they are able to ask and receive all the necessary information regarding housing resources when they visit an agency/organization etc.

### **Role play**

*John, a mental health user and Maria, his mother are visiting a social worker in a mental health center and wish to know what the housing resources are. John is experiencing (apart from the mental disorder) fears regarding this possible change in his life: Will he be accepted in a housing facility? Will he receive the necessary support? Maria also has many concerns: Will John be accepted in a housing facility? Will the staff be gentle and nice to him?*

One of the participants will play the role of John, one of Maria and one of the social worker. After the role playing each participant will share his/her thoughts and feelings. Additionally all spectators will, also, discuss about what happened. **Curriculum Page 36**

## Here is the cast



**Vincenzo**

Vincenzo, a psychologist at ASL ROMA2 Mental Health Center, in the role of the social worker



**Fabrizio**

a man, a CSM user, in the role of Giovanni, Maria's son



**Angela**

a lady, a CSM user, in the role of Maria, Giovanni's mother

The other users and guides play as audience.

An interested and curious audience.

The topic seems to be very touching

A lot of sensitive questions have been faced.

Information on the housing procedures for ASL ROMA2 users have been given.

Something new has been learned both by users and their guides



**housing: an educational european road towards civil rights**

Time is over.

Vincenzo thanks the participants and closes the role play

Before closing the meeting, Vincenzo according to unit 5 in Module 1, conducts the debriefing



There is a good atmosphere.

Everybody felt involved and appreciated the innovative way to discuss such an important topic.

The role-play moved them and has given them important information as well



Here is the video, with Vincenzo, Fabrizio and Angela during the post role-playing debriefing activity

The following have contributed to the effectiveness of the training meeting:

1. Peer to peer sharing on the idea they have on living independently
2. Non-verbal communication
3. The use of fiction (the roleplay)
4. Receiving information on housing characteristics and procedures

Feedback to the post Unit 5 questionnaire was positive and users asked to do similar experiences again

The goal is achieved ... for the second time!



<https://www.youtube.com/watch?v=u0L9dwhCX7A&t=38s>