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Безкоровайна О. Л., Петренко Т. В.

Практикум
із навчальної дисципліни «Іноземна мова»
для здобувачів освітнього ступеня магістра
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Укладачі: Безкоровайна О. Л., Петренко Т. В.

Рецензенти:

Лук'янова Г. В. – кандидат філологічних наук, доцент кафедри іноземної філології і перекладу Харківського національного університету міського господарства імені О. М. Бекетова;

Сазонова Я. Ю. – доктор філологічних наук, доцент, завідувачка кафедри загального мовознавства і романо-германської філології Харківського національного педагогічного університету імені Г.С. Сковороди.

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Петренко Т. В.

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ПЕРЕДМОВА

Практикум укладено згідно з діючою освітньо-професійною програмою «Соціальна педагогіка» для здобувачів другого (магістерського) рівня вищої освіти та навчальною програмою дисципліни «Іноземна мова», яка викладається студентам спеціальності 231 Соціальна робота.

Мета навчального видання – розвинути іншомовну професійну комунікативну компетентність майбутніх працівників соціальної сфери.

Завдання практикуму – сприяти формуванню знань, умінь і навичок практичного володіння студентами англійською мовою в межах фахової тематики; удосконалити рівень володіння здобувачами усним монологічним і діалогічним мовленням у ситуаціях професійного спілкування; розвинути у студентів навички роботи з фаховими англомовними текстами.

Практикум складається з п'яти розділів і містить тексти професійного спрямування, завдання на розуміння прочитаного, вправи на опрацювання і закріплення нового матеріалу, питання на розвиток монологічного й діалогічного мовлення, а також навчальний лексичний матеріал для аудиторної та самостійної роботи здобувачів.

Навчальне видання доповнене текстами для додаткового читання, які знайомлять магістрів із сучасною теорією та практикою соціально-педагогічної діяльності в деяких європейських країнах. Крім того, робота містить список фахових джерел, опрацювання яких сприятиме поглибленню знань студентів із предмету.

Практикум стане в нагоді здобувачам другого (магістерського) рівня вищої освіти спеціальності 231 Соціальна робота, соціальним працівникам, педагогам, а також широкому колу осіб, які залучені в роботу соціальної сфери і прагнуть самовдосконалення у вивченні англійської мови.

UNIT 1
HISTORY OF SOCIAL PEDAGOGY

1. Match the given English words with their Ukrainian equivalents.

1.	inquiry	a	мета
2.	intersection	b	досвід
3.	development	c	зв'язок
4.	approach	d	нерівність
5.	connection	e	проблема, питання
6.	dimension	f	дослідження, запит
7.	intervention	g	справедливість
8.	inequality	h	розвиток
9.	issue	i	перетин, схрещення
10.	goal	j	втручання
11.	experience	k	підхід
12.	justice	l	вимір

2. Use some words from Ex.1 to complete the definitions.

1. _____ is fairness in the way people are dealt with.
2. _____ is the process in which someone or something grows or changes and becomes more advanced.
3. _____ is (the process of getting) knowledge or skills from doing, seeing, or feeling things.
4. _____ is the unfair situation in society when some people have more opportunities, money, etc. than other people.
5. _____ is a way of considering or doing something.
6. _____ is an aim or purpose.
7. _____ is a subject or problem that people are thinking and talking about.
8. _____ is the action of becoming intentionally involved in a difficult situation, in order to improve it or prevent it from getting worse.

9. _____ is an occasion when two lines cross, or the place where this happens.
10. _____ is the state of being related to someone or something else.

3. Underline the correct alternatives.

1. Don't give up on your *intervention* / *goals*, even if you encounter obstacles along the way.
2. It's important for society to strive for *justice* / *intersection* and equality for everyone.
3. Personal *connection* / *development* is vital for self-improvement and growth.
4. Economic *inequality* / *experience* remains a pressing issue in many countries around the world.
5. The government is discussing ways to address the *inquiry* / *issue* of unemployment.
6. Sarah's *dimension* / *approach* to problem-solving involves breaking tasks down into smaller steps.

4. Choose any three words from Ex.1, then use them to write sentences that are true about you or to express your opinion on certain issues.

5. Match the following English verbs with their Ukrainian equivalents.

1.	deal with	a	відтворювати
2.	reproduce	b	розширювати можливості, дозволяти
3.	reinforce	c	визнавати
4.	empower	d	схилятися до, мати схильність
5.	contribute to	e	заохочувати, підбадьорювати
6.	tend to	f	зміцнювати, підкріплювати
7.	encourage	g	мати справу з
8.	acknowledge	h	сприяти, робити внесок

6. Use the verbs from Ex.5 to complete the sentences. Some sentences may need a negative form of the verb.

1. In their practice, social pedagogues have to _____ a lot of problems connected with educational and social issues.
2. To promote children's development, it's more important to _____ them instead of punish them.
3. The British traditionally _____ display much emotion in public.
4. Lower levels of empathy may _____ to conflict in social interactions.
5. He has already asked for the permission to _____ the article about social inequality.
6. Caring for animals is not sentimentality, it _____ our respect for life.
7. The critics _____ that his latest book presents a vision of a society based on equality and social justice.
8. The first step to _____ the poorest people is to make sure they vote.

7. Work in groups and answer the following questions for discussion. How many verbs from Ex.5 are used in the questions?

1. How do you usually deal with stress in your life?
2. Do you believe that punishment is an effective way to reinforce rules and regulations? Why or why not?
3. In what ways can technology empower people with disabilities?
4. How do you think volunteering can contribute to building stronger communities?
5. Do you tend to procrastinate when faced with tasks you don't like? How do you overcome this?
6. Do you believe that role models can encourage others to achieve success? Why or why not?
7. Why is it important to acknowledge the achievements of other people?

8. Choose any three verbs from Ex.5, then use them to write sentences that are true about you or to express your opinion on certain issues.

9. Read the text and then answer the questions below. Which phrases from Ex.1-6 are used in the text?

Social Pedagogy: Historical Traditions and Transnational Connection



With over 150 years of history, ¹**social pedagogy** is an interdisciplinary field that draws on education, psychology, sociology, and social work to promote the personal and social development of individuals, particularly children and young people. It combines three areas of ²**human activity**: education, social work and community development. It deals with the connections between educational and social dynamics, or put in a different way, it is concerned with the ³**educational dimension** of social issues and the social dimensions of educational issues. Social pedagogy is rooted in the belief that every person has ⁴**inherent worth** and potential, and aims to support their holistic development in various social and educational settings.

Like any other educational or social intervention, social pedagogy could be used to reproduce societal inequalities and reinforce mechanisms of ⁵**social control**. It could also be used to empower oppressed groups and contribute to social transformation. ⁶**Humanitarian traditions** of social pedagogy have progressive goals. These traditions tend to work primarily with the most ⁷**marginalised members of society**, have a ⁸**holistic approach to learning**, are oriented towards community building, draw on the experience and knowledge of participants, connect the curriculum to local problems, encourage a dialogical relationship between educators and learners, and acknowledge that, in order to be effective in the long run, pedagogical interventions must be accompanied by ⁹**justice-oriented policies**.

1. What is social pedagogy, and what are its key characteristics?
2. What are the aims of social pedagogy?
3. What historical traditions have influenced the development of social pedagogy?

4. How can social pedagogy be used to empower oppressed groups?
5. How does social pedagogy contribute to positive social transformation?

10. Match the adjectives with the nouns given in the text and translate them into Ukrainian.

№	Adjective	Noun	Translation
0.	human	<i>activity</i>	<i>діяльність людини</i>
1.	different		
2.	social		
3.	humanitarian		
4.	marginalised		
5.	justice-oriented		
6.	interdisciplinary		
7.	local		
8.	educational		
9.	oppressed		
10.	holistic		
11.	scholarly		
12.	progressive		

11. Underline the correct alternatives.

1. *Holistic* / *scholarly* education aims to promote students' intellectual, social and emotional development.
2. The school's curriculum includes *human* / *justice-oriented* activities to teach students about equality and respect.
3. Unfortunately, there aren't many *progressive* / *local* shops in our neighbourhood, so we have to travel far to buy groceries.
4. Many people around the world are standing up for the rights of *interdisciplinary* / *oppressed* minorities.
5. *Educational* / *Social* toys and games can make learning fun for young children.

6. Donating clothes and blankets to homeless shelters is a *humanitarian / marginalised* act of kindness.

12. Translate the following phrases and word combinations from English into Ukrainian.

Scholarly field of inquiry, intersection of three areas, community development, different emphases and approaches, to depend on particular context, a common theme, to put in a different way, to be concerned with, like any other intervention, to reproduce societal inequalities, to reinforce mechanisms of social control, to empower oppressed groups, in order to be effective, in the long run draw on the knowledge of participants.

13. Translate the following phrases and word combinations from Ukrainian into English.

Сприяти суспільним перетворенням, прогресивні цілі, заохочувати до діалогу, в залежності від певного історичного контексту, піднімати соціальні питання, щоб бути ефективним у довгостроковій перспективі, мати справу з соціальною нерівністю, педагогічне втручання, освітній вимір соціальних питань, орієнтований на розбудову громади, використовувати досвід учасників, супроводжуватися справедливою політикою.

14. Reread the text titled “Social Pedagogy: Historical Traditions and Transnational Connection” and then explain the meaning of the phrases in bold (1-9).

15. Read the text about modern social pedagogy and complete the gaps using the words provided the table below.

Social Pedagogy in the 21st Century

The main themes and concerns of the 20th century social pedagogy are still present in the 21st century. Among them are a holistic approach to learning that

considers the whole person and ¹ _____ the interplay of individual and social dynamics. It ² _____ as an interdisciplinary approach that brings together different theoretical and professional fields, and an overall interest in addressing social problems – and fostering social change – through educational and social interventions. The focus on humanization, democratization and social justice remains, as well as the emphasis on the ³ _____ and marginalized populations.

Although in the past some social pedagogy practices have focused ⁴ _____ children and youth, other practices on adults, and others on seniors, the present consensus is towards an integrated and encompassing approach. Indeed, today social pedagogy ⁵ _____ a lifelong perspective, and therefore includes all age groups.

In the 21st century we also notice the incorporation of themes that ⁶ _____ in the past, like environmental issues, the arts, or LGBT rights. Moreover, with the negative effects of new policies ⁷ _____ more evident, there is an interest ⁸ _____ the impact of government policies on people’s well-being, and the potential of social pedagogical efforts to change those policies. There is also growing interest for understanding the connections between social pedagogy and social movements, like the disability movement or the landless movement.

In the early 21st century, there was a revival of social pedagogy, and a growing interest for it in ⁹ _____ United Kingdom, Spain, Portugal, North and Latin America. The publication of a great number of books on social pedagogy and the establishment of undergraduate and graduate programs on social pedagogy in many universities are also being observed. Moreover, today ¹⁰ _____ several national and international associations of social pedagogy that bring together academics and practitioners from all over the world.

Nº	A	B	C	D
1.	study	studies	studied	has studied
2.	is also known	also knows	is also knows	is also knew
3.	more excluded	most excluded	much more excluded	much excluded
4.	at	with	on	in

№	A	B	C	D
5.	is having	has had	have	has
6.	weren't sufficiently attended	didn't sufficiently attended	weren't sufficiently attend	didn't not sufficiently attend
7.	become	became	becoming	becomes
8.	examine	examines	examining	to examine
9.	a	an	the	-
10.	there is	there were	there are	are

16. Answer the questions based on the text.

1. Why do people care about social pedagogy today?
2. What's new about social pedagogy now compared to before?
3. What is meant by a “holistic approach to learning”?
4. Who does social pedagogy help, and what issues does it deal with?
5. How do social movements like helping disabled people connect with social pedagogy?
6. Why did more people become interested in social pedagogy a few years ago?
7. How do books and school programs help social pedagogy?
8. What problems might social pedagogy face today?

17. Translate the following sentences from Ukrainian into English, using as many words and phrases as possible from the exercises above.

1. Соціальна педагогіка є міждисциплінарною галуззю, що спирається на освіту, психологію, соціологію та соціальну роботу.
2. Насамперед соціальні педагоги покликані працювати з найбільш маргіналізованими членами суспільства.
3. Соціальна нерівність – це несправедлива ситуація в суспільстві, коли одні люди мають більше можливостей, ніж інші.
4. Ефективне педагогічне втручання має супроводжуватися політикою, орієнтованою на справедливість.

5. Соціальна педагогіка спрямована на підтримку цілісного розвитку особистості в різних соціальних і освітніх умовах.
6. Діяльність соціальних педагогів сприяє позитивним трансформаціям суспільства.
7. Соціальна педагогіка продовжує гуманістичні традиції і має справу з освітнім виміром соціальних питань та соціальним виміром освітніх питань.
8. Цілісний підхід до освіти спрямований на сприяння інтелектуальному, соціальному та емоційному розвитку учнів.

18. Work in groups to read and discuss the quotations below. In your opinion, do they reflect any ideas of social pedagogy?

1. “Social work is the art of listening and the science of hope” – (unknown).
2. “True peace is not merely the absence of tension, it is the presence of justice” – (Martin Luther King (1929-1968), an American prominent leader in the civil right movement, the Nobel Peace Prize winner).
3. “The world is changed by your example, not by your opinion” – (Paulo Coelho (1947-), a Brazilian writer).

UNIT 2
AIMS OF SOCIAL PEDAGOGY

1. Match the given English words and word combinations with their Ukrainian equivalents.

1.	multifaceted discipline	a	благополуччя
2.	social settings	b	універсальний підхід
3.	guiding principles	c	розширення прав і можливостей
4.	fundamental framework	d	можливості навчання
5.	well-being	e	стосунки підтримки
6.	scholar	f	соціальні умови
7.	one-size-fits-all approach	g	самовпевненість
8.	learning opportunities	h	керівні принципи
9.	supportive relationship	i	самооцінка
10.	empowerment	j	багатогранна дисципліна
11.	self-confidence	k	науковець
12.	self-worth	l	основна структура

2. Use some words and word combinations from Ex.1 to complete the following sentences.

- Regular exercise and a balanced diet are essential for maintaining overall _____ and physical health.
- The academic journal publishes articles written by leading _____ in the field of social science.
- For teachers, it is essential to create inclusive classrooms that accommodate students from diverse _____ and backgrounds.
- In a _____, both partners encourage each other to achieve their aims and aspirations.
- _____ can have an important impact on personal relationships, as it allows individuals to communicate and express themselves more effectively.

6. When it comes to education, a _____ may not cater to the diverse learning needs and abilities of students.

7. The Universal Declaration of Human Rights serves as the _____ for promoting and protecting human rights worldwide.

8. _____ is a process that involves providing individuals with the tools and knowledge to become agents of change in their lives.

3. Work in pairs and answer the following questions for discussion. How many words or word combinations from Ex.1 can you see in the questions?

1. What are the key elements or characteristics of a supportive relationship?

2. How can self-confidence be developed in individuals?

3. What are some examples of empowering practices in different fields, such as education, workplace, or community development?

4. In your opinion, what are some factors that contribute to a person's overall well-being?

5. Do you think social settings play a role in shaping a person's behaviour? Why or why not?

6. How do you think technology has changed learning opportunities?

7. Can you describe the qualities or characteristics you associate with scholars?

8. Can you think of any guiding principles that you personally follow in your life?

4. Choose any three words or word combinations from Ex.1, then use them to write sentences that are true about you or to express your opinion on certain issues.

5. Match the following English word combinations with their Ukrainian equivalents.

1.	draw upon social work	a	зазнавати труднощів
2.	highlight the guiding principles	b	покращувати їх слабкі сторони
3.	link the ideas	c	посилювати свою позицію

4.	involve young people	d	виділяти основоположні принципи
5.	achieve your aim	e	вказувати на
6.	experience difficulties	f	сприймати (розуміти) їх як права людини
7.	mean something	g	поєднувати, пов'язувати ідеї
8.	strengthen your position	h	спиратися на соціальну роботу
9.	improve their weak sides	i	значити, означати щось
10.	perceive them as human rights	j	залучати молодь
11.	point at	k	досягати своєї мети

6. Use some word combinations from Ex.5 to complete the definitions below.

1.	To become more powerful or more likely to succeed	
2.	To encounter challenges or problems during a particular situation	
3.	To show the position or direction of something by extending a finger or other pointed object towards it	
4.	To draw attention to the fundamental beliefs, values, or rules that serve as a foundation for a particular decision-making process	
5.	To succeed in doing, usually after a lot of effort	
6.	To actively engage individuals who are in the younger age group in various activities, decision-making processes, programs, or projects	
7.	To establish connections between different concepts, thoughts, or pieces of information	

7. Work in pairs and answer the following questions for discussion. How many words or word combinations from Ex.5 can you see in the questions?

1. Are there any specific aims or goals you are trying to achieve at the moment?
2. Can you give any successful examples of projects that involve young people in making positive changes in their communities?
3. When learning a new skill, is it normal to experience some difficulties along the way? How can one stay motivated during such times?
4. Can you give examples of situations where individuals might draw upon social work for support or assistance?
5. What words can you use to link ideas in sentences?
6. Can you think of any examples from your own life or from your friends' life when working on weak sides had positive results?

8. Choose any three words or word combinations from Ex.5, then use them to write sentences that are true about you or to express your opinion on certain issues.

9. Read the text to learn more about aims of social pedagogy.

Diamond Model, or Aims of Social Pedagogy

Social pedagogy is a ¹**multifaceted discipline** that draws upon social work, education, psychology, and sociology to provide support and empowerment to individuals in diverse ²**social settings**. In 2011, British scholars G. Eichsteller and S. Holthoff introduced the Diamond Model, a visual representation that highlights the core guiding principles of social pedagogy.

This model serves as a fundamental framework for understanding the essence



of social pedagogy and its approach to helping people. According to it, there is a diamond within all of us. As human beings we are all ³**precious** and have a rich variety of knowledge, skills and abilities. Not all diamonds are polished and sparkly, but all have the potential to be. Similarly, every person has the potential to shine

out – and social pedagogy is about supporting them in this. Therefore, social pedagogy has four ⁴**core aims** that are closely linked: *well-being and happiness*, *holistic learning*, *relationship*, and *empowerment*.

Well-being and happiness The main aim of all social pedagogic practice is to provide ⁵**well-being** and happiness, not on a short-term needs-focused basis, but sustainably, through a rights-based approach. In the scholars' opinion, the terms 'well-being' and 'happiness' are different: happiness describes a present state whereas well-being describes a long-lasting sense of physical, mental, emotional and social well-being. Importantly, well-being and happiness are very individual and subjective. As a result social pedagogical practice is very context-specific and highly responsive to the individual rather than adopting a ⁶**one-size-fits-all approach**.

Holistic learning Holistic learning mirrors the aim of well-being and happiness – it must be seen as contributing to, or enhancing, our well-being. Learning is more than what happens at school. It is a holistic process of realizing our own potential for learning and growth, which can take place in every situation. Holistic learning is a life-long process involving 'head, heart, and hands' (Pestalozzi). Social pedagogy is about creating ⁷**learning opportunities**, so that people get a sense of their own potential.

Relationship Central to achieving these two aims is the pedagogic relationship. Through the ⁸**supportive relationship** with the social pedagogue a person can experience that someone cares for and about them, that they can trust

somebody. This is about giving them the social skills to be able to build strong positive relationships with others.

Empowerment Alongside the relationship, empowerment is crucial in order to ensure that an individual experiences a sense of control over their life and feels involved in decisions affecting them. **Empowerment** also means that the individual is able to take on responsibility for their own learning, well-being and happiness, as well as their relationship with the community. Social pedagogy is therefore about supporting people's empowerment and independence.

Positive Experiences In order to realize these core aims, social pedagogy has to be about providing positive experiences. The power of experiencing something positive – something that makes someone happy, something they have achieved, the caring support from someone else – has a double impact. Firstly, it raises the person's self-confidence and **feeling of self-worth**, and secondly, by strengthening their positives the person also improves their weak sides.

So, due to its inter-disciplinary roots, social pedagogy offers a conceptual framework that can help guide holistic practice. All four aims point at the fact that social pedagogy is about process. Well-being and happiness, holistic learning, relationship, empowerment – none of these are a product that, once achieved, can be forgotten. This is why it is important to perceive them as fundamental human rights that we all constantly need to work on.

10. Read the statements below based on the information presented in the text above. Indicate whether each statement is true (T) or false (F). For any false statements, provide the correct information.

1. A variety of disciplines such as social work, education, psychology and sociology form the essence of social pedagogy.
2. The Diamond Model was introduced by American scholars in 2011.
3. The Diamond Model highlights the core guiding principles of social pedagogy.
4. According to the Diamond Model, every person has the potential to shine, similar to a diamond.

5. Well-being and happiness are considered synonymous terms in social pedagogy.
6. Holistic learning is limited exclusively to formal educational institutions.
7. Social pedagogy aims to create learning opportunities that help people realise their potential.
8. Empowerment is not considered important in social pedagogy.
9. According to the text, positive experience plays a minor role in social pedagogy.
10. Social pedagogy views well-being and happiness, holistic learning, relationships and empowerment as static achievements rather than ongoing processes.

11. Reread the text titled “Diamond Model, or Aims of Social Pedagogy” and then answer the questions below.

1. Which disciplines does social pedagogy combine to offer support and empowerment?
2. What does the Diamond Model represent in the context of social pedagogy?
3. According to the Diamond Model, what does the diamond symbolise?
4. What are the four core aims of social pedagogy as outlined in the text?
5. How does social pedagogy define and differentiate between "well-being" and "happiness"?
6. What is meant by "holistic learning" in the context of social pedagogy?
7. Why is empowerment crucial in social pedagogy?
8. How do positive experiences impact a person's self-confidence and well-being?

12. Match the adjectives with the nouns given in the text and translate each pair into Ukrainian.

№	Adjective	Noun	Translation
0.	diverse	settings	<i>різноманітні умови</i>
1.	main		
2.	needs-focused		
3.	rights-based		
4.	long-lasting		

5.	life-long		
6.	supportive		
7.	positive		
8.	core		
9.	caring		
10.	double		
11.	negative		
12.	human		

13. Read the following adjectives and find the odd one in each group. Explain your choice.

1. Caring, indifferent, loving.
2. Supportive, beneficial, opposing.
3. Minor, main, leading.
4. Favourable, positive, adverse.
5. Core, fundamental, unimportant.
6. Long-lasting, short, extended.
7. Negative, adverse, good.

14. Complete the gaps with the appropriate adjectives from Ex.12-13. Note that some sentences may have more than one correct option.

1. The community centre offers various _____ programs to address the needs of its residents.
2. The organisation is dedicated to promoting a _____ approach to social justice and equality.
3. The friendship between Sarah and Emily has been _____ as it started in their childhood.
4. Regular exercise and a balanced diet are essential for maintaining _____ health and well-being.
5. Jane's parents have always been _____ of her dreams and aspirations.

6. Despite facing challenges, he maintained a _____ attitude and never gave up.

7. In this workshop, we will focus on strengthening the _____ skills required for effective communication.

8. Mrs. Smith is a _____ teacher who always takes the time to understand her students' concerns.

15. Choose any three adjectives from Ex.12-13, then use them to write sentences that are true about you or to express your opinion on certain issues.

16. Reread the text titled “Diamond Model, or Aims of Social Pedagogy” and then explain the meaning of the words and phrases in bold (1-10).

17. Translate the following sentences from Ukrainian into English, using as many words and phrases as possible from the exercises above.

1. Соціальна педагогіка має чотири основні цілі, які тісно пов’язані між собою: благополуччя людей, їх цілісне навчання, гармонійні стосунки та розширення можливостей особистості.

2. У 2011 році британські вчені запропонували так звану «Діамантову модель» соціальної педагогіки, яка висвітлює основні керівні принципи цієї дисципліни.

2. «Діамантова модель» служить фундаментальною основою для розуміння сутності соціальної педагогіки та її підходу до допомоги людям.

4. Позитивний досвід може допомогти розвинути почуття власної гідності.

5. Наш громадський центр пропонує різноманітні програми соціальної підтримки для задоволення потреб мешканців міста.

3. Кожна людина повинна мати рівні освітні можливості.

6. Ми використовуємо правові підходи для забезпечення соціальної справедливості та рівності громадян.

7. Людині важливо знати, що про неї піклуються і вона може комусь довіряти.

8. Соціально-педагогічна практика не використовує універсальні підходи до вирішення соціальних проблем, а орієнтується на індивідуальні потреби особистості.

18. Work in groups to read and discuss the following controversial statements.

Do you agree with them? Why or why not?

1. Social pedagogues should focus solely on education and not get involved in personal or family matters.
2. Social pedagogues should have the authority to make decisions about a child's upbringing, potentially overruling parents' choices.
3. Social pedagogues shouldn't focus on assisting troubled youth exclusively, because they should support all students equally.

UNIT 3

SOCIAL PEDAGOGY: QUALIFICATIONS AND PRACTICE

1. Match the given English word combinations with their Ukrainian equivalents.

1.	on an equal basis	a	велике значення
2.	diverse groups	b	професійний внесок
3.	significant value	c	служба соціального забезпечення
4.	mutual support	d	загальне благополуччя
5.	professional contribution	e	нероздільні аспекти
6.	distinctive feature	f	унікальні обставини
7.	welfare service	g	різноманітні групи
8.	general well-being	h	універсальне рішення
9.	inseparable aspects	i	загальне зростання
10.	overall growth	j	на рівних засадах
11.	unique circumstances	k	відмінна риса
12.	universal solution	l	взаємопідтримка

2. Read the sentences below and circle the correct phrase in each of them.

1. The scholarships are awarded *on an equal basis* / *unique circumstances*, ensuring that all students have a fair chance to receive financial support.
2. The support and encouragement from friends have *inseparable aspects* / *significant value* in building self-confidence.
3. The social worker is dedicated to improving the lives of vulnerable people through *mutual support* / *welfare services*.
4. The school provides personalized support to each student based on their *unique circumstances* / *overall growth* and needs.
5. There is no *professional contribution* / *universal solution* to the problem as each situation requires a different approach.

6. In times of hardship, friends provide *mutual support* / *distinctive features* to help each other overcome challenges.
7. The nurse's compassionate care was a crucial *professional contribution* / *significant value* to the well-being of the patients.
8. Social connections and supportive relationships contribute to people's *equal basis* / *general well-being*.
9. Our community centre offers programs and activities that cater to the interests of people from *unique circumstances* / *diverse groups*.
10. Engaging in extracurricular activities contributes to *distinctive features* / *overall growth* of children.

3. Work in pairs to read and answer the following questions for discussion. How many word combinations from Ex.1 can you see in the questions?

1. Can you give an example of something in your life that has significant value to you?
2. How can social pedagogues make a positive professional contribution to social work?
3. Can you remember a time when you had to change your plans due to unique circumstances?
4. What role do social connections play in improving your general well-being?
5. Can you share a personal experience where you received mutual support from someone?
6. Do you believe that both successes and failures contribute to your overall growth? Why or why not?
7. Have you ever worked or studied in a diverse group? Who were the members of the group?

4. Choose any three word combinations from Ex.1, then use them to write sentences that are true about you or to express your opinion on certain issues.

5. Match the following English word combinations with their Ukrainian equivalents.

1.	cover relevant theories	a	підвищити самооцінку
2.	equip students with skills	b	цінувати певні ресурси
3.	foster emotional engagement	c	охоплювати тіло і розум
4.	boost self-esteem	d	озброювати учнів навичками
5.	promote a sense of achievement	e	охоплювати відповідні теорії
6.	value work in groups	f	орієнтуватися у складних викликах
7.	appreciate particular resources	g	сприяти почуттю досягнення
8.	encompass body and mind	h	стикатися з проблемами
9.	navigate complex challenges	i	сприяти емоційній залученості
10.	encounter problems	j	цінувати роботу в групах

6. Use some word combinations from Ex.5 to complete the following definitions.

1	To include both physical and mental aspects	
2.	To make yourself feel more confident and positive	
3.	To experience difficulties or challenges	
4.	To find your way through difficult situations or problems	
5.	To provide learners with necessary abilities or knowledge to do something effectively	
6.	To encourage people to connect with their feelings and be involved in something with their emotions	
7.	To appreciate the importance of working together with others	

7. Use some word combinations from Ex.5 to complete the sentences below.

1. When travelling to a foreign country, you may _____ with language barriers.
2. Praising a child's effort can _____ and motivate them to try their best.
3. The vocational training program is designed to _____ that are in high demand in the job market.
4. Engaging in regular physical activity can _____, improving both physical health and mental well-being.
5. Effective leaders need to be able to _____ and make well-informed decisions.
6. The lecture will _____ in sociology to analyse social trends.
7. During the team-building workshop, participants learned to _____ and overcome challenges together.
8. The heartfelt story in the movie _____, making the audience empathise with the characters.

8. Work in groups to read and answer the following questions for discussion.

How many words or word combinations from Ex.5 can you see in the questions?

1. Do you think it's important for governments to invest in cultural resources such as museums and libraries? Why or why not?
2. Can you share a personal experience where you had to navigate a complex challenge? How did you do it?
3. What problems may people encounter when trying to learn a new language? How can they overcome them?
4. Do you value working in groups? Why or why not?
5. Can you give examples of activities that encompass both physical and mental well-being?
6. Can you share a personal experience where receiving positive feedback helped boost your self-esteem?

7. What skills do you think schools should prioritize in order to equip students for the future?

9. Choose any three words or word combinations from Ex.5, then use them to write sentences that are true about you or to express your opinion on certain issues.

10. Read the text and then choose the best title for it.

- A The Role of Specialised Degrees in Social Pedagogy
- B Social Pedagogy: A Narrow Focus on Individual Development
- C Social Pedagogy: Qualifications and Practice

Social pedagogues are highly trained professionals, typically holding vocational degrees lasting three to four years, or longer ¹**master's degrees**. Their education covers relevant theories, including learning, attachment, group dynamics, and systems theories. It involves engaging in shared activities ²**on an equal basis**. Modules on the arts, outdoor pursuits, or sports ³**equip students with skills** and knowledge to apply in their work.



Social pedagogues get comprehensive theoretical and practical education, allowing them to work in various educational and ⁴**welfare services** throughout life. They usually engage with diverse groups, including children, young people, families, and adults.

Creative activities ⁵**hold significant value** for social pedagogues. These activities foster emotional engagement, boost self-esteem, promote a sense of achievement, and open up new possibilities, contributing to a broader sense of identity and well-being.

Social pedagogues highly value work in groups, teamwork and cooperation. They appreciate particular resources that a group offers, the richness of experience and perspectives, and opportunities for ⁶**mutual support** as well as their own

professional contribution. This would be important for a ⁷**senior citizens'** lunch club, a staff meeting, a residential setting or a family support meeting.

A ⁸**distinctive feature** of social pedagogy is a holistic approach that is both practical and theoretical. It considers the individual as a whole, encompassing body, mind, emotions, and spirit within their relationship with the world.

In the context of children, social pedagogy integrates learning, care, health, and ⁹**general well-being** as inseparable aspects of their development. It embodies the concept of "upbringing," supporting a child's overall growth.

Social pedagogues are reflective practitioners who combine theoretical knowledge and self-awareness to navigate complex challenges they encounter. They approach each situation with an understanding of its unique circumstances, knowing that there are no ¹⁰**universal solutions**.

11. Read the statements below based on the information presented in the text above. Indicate whether each statement is true (T) or false (F). For any false statements, provide the correct information.

1. Social pedagogues usually hold vocational degrees lasting four to five years, or longer master's degrees.
2. Modules on the arts, outdoor pursuits, or sports are not included in the education of social pedagogues.
3. Social pedagogues work exclusively with children and young people.
4. Creative activities are not considered important for social pedagogues.
5. Social pedagogues promote work in groups, teamwork, or cooperation.
6. Social pedagogy considers the individual as a whole, encompassing mainly the mind and emotions.
7. According to the text, social pedagogy views learning, care, health and general well-being as essential elements of children's growth and development.
8. Social pedagogues approach each situation with universal solutions in mind.

12. Answer the following questions based on the text.

1. How long does vocational education of social pedagogues usually last?
2. Which theories are covered in the education of social pedagogues?
3. What kinds of educational and welfare services do social pedagogues work in, and which groups do they engage with?
4. Why are creative activities highly valued in social pedagogy?
5. Why do social pedagogues value group work and cooperation?
6. How does social pedagogy support a child's overall growth?
7. Do you agree with the statement that there are no universal solutions to the problems faced by social pedagogues?

13. Translate the following phrases and word combinations from English into Ukrainian.

Highly trained professionals, cover relevant theories, outdoor pursuits, equip students with skills and knowledge, undergo comprehensive theoretical and practical education, hold significant value, open up new possibilities, richness of experience, opportunities for mutual support, senior citizens, residential setting, consider the individual as a whole, inseparable aspects of their development, embody the concept of "upbringing", foster emotional engagement, unique circumstances.

14. Translate the phrases and word combinations below from Ukrainian into English.

Сприяти загальному благополуччю, стикатися з проблемами, на рівних засадах, служба соціального забезпечення, мати велике значення, підвищити самооцінку, цінувати роботу в групах, люди похилого віку, молодь і підлітки, підтримувати загальне зростання дитини, поєднувати теоретичні знання і практичний досвід, не існує універсальних рішень, відмінна риса, відкривати нові можливості, озброювати студентів навичками, індивідуальний розвиток.

15. Reread the text about qualifications and practice of social pedagogues and

then explain the meaning of the phrases and word combinations in bold (1-10).

16. Translate the following sentences from Ukrainian into English, using as many words and word combinations as possible from the exercises above.

1. Соціальні педагоги – це висококваліфіковані фахівці, які пройшли спеціальну професійну підготовку та отримали диплом бакалавра або магістра.
2. Творча діяльність відіграє важливу роль у роботі соціальних працівників.
3. Соціальні педагоги отримують всебічну теоретичну та практичну підготовку, яка дозволяє їм працювати в різних освітніх та соціальних установах.
4. Регулярна фізична активність може покращити як фізичний, так і психічний стан людини.
5. Освіта, догляд, здоров'я та загальне благополуччя є невід'ємними складовими гармонійного розвитку дітей.
6. В соціально-педагогічній практиці високо цінується групова робота й командна співпраця.
7. Соціальні педагоги працюють із різними групами населення, включаючи дітей, підлітків, дорослих і людей похилого віку.
8. Сучасні соціальні послуги сприяють покращанню життя вразливих верств населення.

17. Work in groups to read and discuss the controversial statements. Do you agree with them? Why or why not?

1. Working in groups often hinders individual creativity and innovation, leading to average outcomes.
2. Experiencing problems is a sign of failure and incompetence, rather than a pathway to growth.
3. Prioritising self-esteem can lead to the development of narcissism and self-centred behaviour in people.

UNIT 4
SOCIAL PEDAGOGY IN SCHOOLS

1. Match the given English phrases and word combinations with their Ukrainian equivalents.

1.	past decade	a	виховання дитини
2.	school environment	b	загальна мета
3.	different social issues	c	фундаментальне припущення
4.	overall aim	d	найширший сенс
5.	active citizenship	e	цілісна перспектива
6.	fundamental assumption	f	соціально незахищені особи
7.	widest sense	g	минуле десятиліття
8.	child upbringing	h	особистісно-центричний підхід
9.	a holistic perspective	i	соціальна справедливість
10.	socially disadvantaged individuals	j	різні соціальні питання
11.	individual-centric approach	k	шкільне середовище
12.	social justice	l	активна громадянська позиція

2. Use the phrases and word combinations from Ex.1 to complete the sentences.

1. Access to education and healthcare is a crucial aspect of achieving _____ .
2. The school's _____ is to prepare students for successful futures.
3. Breaking the cycle of poverty is a key goal for _____ .
4. Bullying prevention programs contribute to a safe _____ .
5. An _____ focuses on meeting each person's unique needs.
6. Government policies play a role in tackling _____ .
7. People engaged in _____ contribute to the well-being of their community.
8. Providing a nurturing environment is really important for healthy _____ .
9. Taking a _____ means considering all aspects of a situation.

10. Many new social media platforms have appeared in the _____ .

3. Match the following word combinations (1-12) with their definitions (a-l).

1.	past decade	a	those who have been subjected to racial or ethnic prejudice or cultural bias
2.	school environment	b	an approach that focuses on a person's physical, emotional, social and spiritual wellbeing
3.	different social issues	c	energetic participation, engagement, and involvement of individuals in their communities and society
4.	overall aim	d	focus on each person's needs and preferences
5.	active citizenship	e	the way a person is raised and taught while growing up, including the values, beliefs, and experiences they receive from their family, culture, and environment
6.	fundamental assumption	f	fair and equitable distribution of rights, opportunities, and resources within a society
7.	widest sense	g	the ten-year period that happened before now
8.	child upbringing	h	the surroundings, atmosphere, and conditions within a school where students learn and interact
9.	a holistic perspective	i	main objective that encompasses various goals or purposes within a larger context or project
10.	socially disadvantaged individuals	j	a basic and important belief or idea that is considered true without needing proof
11.	individual-centric approach	k	the broadest or most inclusive understanding or interpretation of something
12.	social justice	l	various problems, concerns, or challenges that affect society and its members

4. Work in pairs and answer the questions for discussion.

1. What does “being an active citizen” mean to you?
2. Are there any traditional practices in child upbringing that you think should be reconsidered?
3. Have you noticed any changes in the way people communicate with each other in the past decade?
4. What factors contribute to creating a positive school environment for students?
5. What does “social justice” mean to you? How would you explain this to someone unfamiliar with the term?
6. How can communities support socially disadvantaged individuals to improve their quality of life?
7. What is an individual-centric approach and why is it important?

5. Choose any three phrases or word combinations from Ex.1, then use them to write sentences that are true about you or to express your opinion on certain issues.

6. Match the following English word combinations with their Ukrainian equivalents.

1.	become more recognised	a	приспособитися до суспільства
2.	be at risk of exclusion	b	створювати умови
3.	make sure	c	являти собою (складати) спільну відповідальність
4.	promote human integration	d	відобразити різноманіття
5.	create the conditions	e	задовольняти особливі освітні потреби
6.	constitute a shared responsibility	f	прагнути запобігти
7.	meet special educational needs	g	сприяти інтеграції людей
8.	strive to prevent	h	стати більш визнаним (впізнаваним)

9.	adjust to society	i	переконатися
10.	reflect the diversity	j	бути під загрозою виключення

7. Circle the correct phrase in the sentences below.

1. Public health campaigns *strive to prevent / constitute a shared responsibility* smoking and encourage healthier lifestyle choices.
2. Inclusive classrooms aim to *adjust to society / meet special educational needs* of learners.
3. Students who frequently skip classes may *be at risk of exclusion / promote human integration* from school.
4. The value of mental health awareness *reflects the diversity of social pedagogical practice / has become more recognised*, leading to more open conversations.
5. Cultural exchange programs *promote human integration / meet special educational needs* by bringing people from different backgrounds together.
6. Open dialogue between parents and children can *strive to prevent / create the conditions* for a harmonious family environment.
7. Teenagers often need time to *adjust to society's / be at risk of exclusion* expectations and social norms.
8. Preventing bullying in schools *constitutes a shared responsibility / make sure* of teachers, students, and parents.
9. The conference aims to *become more recognised / reflect the diversity* of social pedagogical practice from various countries.
10. Before leaving the house, *create the conditions / make sure* you have your keys and wallet.

8. Work in pairs and answer the following questions for discussion.

1. What role does education play in helping young people adjust to society?
2. How can we make sure we're using our time effectively throughout the day?
3. How can someone become more recognised in their community or society?
4. How does technology help students meet their educational needs?

5. Can you think about how society can create equal educational opportunities for all children?

6. How can communities promote integration among people from different backgrounds?

7. How can schools strive to prevent bullying among students?

9. Choose any three word combinations from Ex.6, then use them to write sentences that are true about you or to express your opinion on certain issues.

10. Work in pairs and discuss the following questions.

1. How are social pedagogues engaged in Ukrainian schools?

2. What challenges do social pedagogues face dealing with school children?

3. What functions do Ukrainian social pedagogues perform in schools?

11. Read the text to learn more about school social pedagogical practice in Europe. Then, answer the questions below.

Social Pedagogy in European Schools



Social pedagogy has ¹**become more recognised** around the world in the past decade. Schools are one of the places where social pedagogy is becoming more important. People are showing more interest

in using social pedagogy in schools for a few reasons. One reason is that there are more students who might have problems at school or are even ²**at risk of exclusion**. Another reason is that many countries want to make sure that all students are included in education. Social pedagogues can help resolve ³**different social issues** and make the school environment better for students.

Social pedagogues are part of the staff of primary and secondary schools in many countries, including Austria, Belgium, Croatia, the Czech Republic, Denmark, Finland, France, Germany, Lithuania, Norway, Poland, Romania, Sweden and

Slovakia. There is growing interest in introducing the concept in schools in other countries, such as England, Estonia, Greece, Ireland, Scotland and Spain.

The ⁴**overall aim** of social pedagogy is to prevent social exclusion through learning, promote human integration and participation in communities and encourage ⁵**active citizenship**. One fundamental assumption is that society can be changed with knowledge. As Finnish professor J. Hämäläinen says, “Historically, social pedagogy is based on the belief that you can influence social circumstances through education.” The principal mission of the social pedagogue is to create the conditions for learning and participation in society. The concept of “pedagogy in its widest sense” was used to promote ⁶**a holistic perspective** on individuals in their various social contexts where care, upbringing, socialisation and learning are inseparable and constitute a shared responsibility for parents, schools and society.

J. Hämäläinen talks about two theoretical directions in social pedagogy, one linked to learning in general and with particular focus on social aspects, and one that encompasses interventions for ⁷**socially disadvantaged individuals** “by meeting their special educational needs”. The first is aimed at encouraging active social participation and citizenship, while the latter strives to prevent social disadvantage and exclusion of individuals.

Professor L. Eriksson (Sweden), describes social pedagogical practice by reference to three models: the adaptive, the mobilising and the democratic. The adaptive model takes an individual-centric approach, focusing on building relationships and implementing a range of social interventions. These interventions are designed to empower marginalized individuals, encouraging their active participation and helping them ⁸**adjust to societal norms**. On the other hand, the mobilising model leans towards action, aiming to effect social change and empowerment. It achieves this by involving individuals in consciousness-raising education and social pressure groups. Lastly, the democratic model emphasizes ⁹**comprehensive education**, covering topics such as humanism, democracy, and social justice.

1. Why has social pedagogy become so important in modern European schools?
2. What is the primary goal of social pedagogy?
3. According to professor J. Hämäläinen, what can help people change society for the better?
4. What is the difference between two theoretical directions in social pedagogy offered by J. Hämäläinen?
5. How do L. Eriksson's models of social pedagogical practice differ from each other?
6. Do you think European and Ukrainian school social pedagogical practices have much in common? Why or why not?

12. Reread the text titled “Social Pedagogy in European Schools” and then explain the meaning of the phrases and word combinations in bold (1-9).

13. Read the text about different roles of social pedagogues in European schools. Choose the best title for each paragraph. There is one extra title which you do not need to use.

- A The social pedagogue as an adult friend
- B The social pedagogue as a security guard
- C The social pedagogue as a teacher
- D The social pedagogue as a specialist
- E The social pedagogue as a mediator

The Varying Roles and Functions of Social Pedagogues in Schools



The work of social pedagogues in European schools can often encompass several different roles.

1. _____

In certain countries, the social pedagogue holds a clear expert role, which is sometimes guided by the education laws of that country. This is the case in countries like the Czech Republic, Croatia, Lithuania, Slovakia, and French-speaking

Belgium. In Sweden, social pedagogues take on an established expert role and closely collaborate with teachers, special education teachers, parents, and social services. They inspire students in enhancing their social, emotional, and cognitive abilities, as well as achieving their learning goals. Social pedagogues are well-acquainted with the school's structure and daily routines. These experts also commonly advise teachers on various aspects related to students' social and emotional situations, along with specific issues.

While social pedagogues may specialize in their role, their mission is distinct from that of psychologists or therapists, even though their work can have a clear "therapeutic" impact.

2. _____

Social pedagogues often act as bridges between different school professionals, helping them work together to benefit students' education and social growth. For instance, they could help teachers collaborate with health staff for students' well-being. Trained pedagogues, acting on behalf of individual students and the school community, play a vital role in classroom and school teams to support students' overall development. This can help balance the traditional education approach. They naturally fit into multidisciplinary teams and might also represent students in front of others or mediate conflicts with teachers and professionals.

3. _____

In classroom settings, the role of the social pedagogue is distinctively focused on social aspects and pedagogical support, complementing the teaching-oriented role of the teacher. As a result, the social pedagogue is seen as providing a steady, nurturing, and dependable adult figure whom students can approach for guidance and assistance. This leads to the establishment of a peer-like relationship between the social pedagogue and the students, characterized by equality rather than hierarchy and control. Their "neutral" position within the school system grants them a unique level of trust, which students sometimes value more than their trust in parents or friends.

4. _____

Social pedagogues are sometimes assigned tasks that teachers may find undesirable or lacking time for, such as managing classroom behaviour or resolving conflicts. This trend is particularly noticeable in German schools, where certain unpopular responsibilities unrelated to teaching are passed on to social pedagogues. One of their roles is to handle disruptive students, ensuring that classrooms remain conducive to learning. In some urgent cases, they even assume a sort of "psychosocial fire brigade" role. A similar approach is observed in the Swedish education system. Social pedagogues here not only offer support to students but also take on a supervisory and disciplinary role to assist teachers and maintain a conducive school environment.

14. Read the statements below based on the information presented in the text above. Indicate whether each statement is true (T) or false (F). For any false statements, provide the correct information.

1. In every country, social pedagogues hold the same clearly defined expert role.
2. Social pedagogues in Sweden focus only on cognitive skills improvement.
3. Social pedagogues help facilitate cooperation among various professionals in schools.
4. Social pedagogues can represent pupils when conflicts arise with teachers or other professionals.
5. Students view the social pedagogue as someone they can turn to for advice and help.
6. The relationship between the social pedagogue and students is often hierarchical and controlling.
7. Teachers in German schools often delegate tasks like behaviour management to social pedagogues.
8. Social pedagogues in Sweden support students exclusively and don't assist teachers.

15. Reread the text titled “The Varying Roles and Functions of Social Pedagogues in Schools” and then answer the questions below.

1. What specific professional competences do social pedagogues have?
2. What are the functions of social pedagogues as mediators?
3. How can the social pedagogue become a pupils' friend?
4. Do you think there should be some specialists who can perform a repressive function in schools?
5. Why does the work of social pedagogues in schools encompass so many different roles?

16. Translate the following sentences from Ukrainian into English, using as many words and word combinations as possible from the exercises above.

1. У наш час школа є однією з установ, де соціальна педагогіка набуває все більшого значення.
2. Індивідуально-орієнтований підхід у навчанні передбачає зосередження уваги на потребах кожного учня.
3. Люблячі та турботливі батьки – запорука успішного виховання дитини.
4. Допомога соціально незахищеним людям є важливою для нашої громади.
5. Сучасні школи готові надавати додаткову підтримку для задоволення особливих освітніх потреб учнів.
8. Соціальні педагоги є членами педагогічного персоналу початкових і середніх шкіл у багатьох європейських країнах.
6. Вчителі нашої школи прагнуть створити гарні умови для якісного навчання учнів.
7. Діти охочіше ходять до школи, в якій панує позитивна атмосфера.

17. Work in groups to read and discuss the following quotations. Do you agree with them? Why or why not?

1. “Let us remember: one book, one pen, one child and one teacher can change the world” (Malala Yousafzai (1997), a Pakistani female education activist and the 2014 Nobel Peace Prize laureate).
2. “A little learning is a dangerous thing” (Alexander Pope (1688-1744), an English poet, translator, and satirist).
3. “The roots of education are bitter, but the fruit is sweet” (Aristotle (384-322 BC), an Ancient Greek philosopher).

UNIT 5
FAMILY AS AN OBJECT
OF SOCIO-PEDAGOGICAL ACTIVITY

1. Match the given English word combinations with their Ukrainian equivalents.

1.	marriage rates	a	зростаюча невизначеність
2.	divorce rates	b	баланс між роботою та особистим ЖИТТЯМ
3.	growing uncertainty	c	виховання батьків
4.	labour market	d	рівень розлучень
5.	cultural diversity	e	процес виховання
6.	work-life balance	f	хід сімейного життя
7.	family life course	g	догляд за дітьми
8.	parental education	h	показники шлюбу
9.	child care	i	ринок праці
10.	upbringing process	j	культурне розмаїття

2. Use the word combinations from Ex.1 to complete the definitions below.

1. _____ is the place where people look for jobs and employers look for workers.
2. _____ can be defined as different stages that a family goes through over time, including getting married, having children, raising them, and becoming grandparents.
3. _____ is a situation where people are becoming more unsure or less confident about what might happen in the future.
4. _____ is the service provided to children, usually when their parents are at work or otherwise unavailable. It can include activities, supervision, and sometimes education.

5. _____ can be defined as the number of marriages that happen within a certain population during a specific period of time.
6. _____ is any deliberate effort to help parents be more effective in caring for children.
7. _____ can be defined as the number of divorces that occur within a specific population during a particular period of time.
8. _____ means the existence of different cultures and ethnic groups within a society, where people have different beliefs, traditions, languages, and customs.
9. _____ mean various ways parents and caregivers raise and teach children, including their values, rules, and behaviours, which influence how children grow and develop.
10. _____ can be defined as the amount of time you spend doing your job versus the amount of time you spend with your friends and family and pursuing your personal interests.

3. Choose any three word combinations from Ex.1, then use them to write sentences that are true about you or to express your opinion on certain issues.

4. Match the following English word combinations with their Ukrainian equivalents.

1.	emphasise the diversity	a	дозволяти мати довшу тривалість життя
2.	postpone child birth	b	забезпечити догляд і підтримку
3.	allow to share a longer life span	c	підкреслити різноманітність
4.	question the principles	d	надавати змогу впоратися зі змінами
5.	rearrange and rebalance	e	сприяти покращенню
6.	enable to cope with changes	f	відкладати народження дитини
7.	provide care and support	g	ставити під сумнів принципи
8.	contribute to improving	h	перебудувати та відновити баланс

5. Use the word combinations from Ex.4 to complete the sentences below.

1. Social workers play a crucial role in _____ to vulnerable people.
2. To improve her work-life balance, she will have to _____ her schedule to prioritise self-care.
3. Learning effective stress management techniques can _____ more easily.
4. The couple decided to _____ until they were more financially stable.
5. Regular exercise and a balanced diet can _____ with your loved ones.
6. Donating to charity _____ the lives of those in need.
7. The city's annual multicultural festival aims to _____ of its population through music, food, and dance.

6. Work in pairs and answer the following questions for discussion.

1. What is “parental education” and why is it important for children?
2. In your opinion, what factors influence marriage and divorce rates?
3. What does “work-life balance” mean to you?
4. What are some reasons why couples might choose to postpone childbirth?
5. How can questioning principles contribute to your personal growth and positive changes in society?
6. Do you think support from friends and family can enable you to cope with challenges more effectively? Why or why not?
7. What are some factors that can contribute to a longer lifespan?

7. Choose any three word combinations from Ex.4, then use them to write sentences that are true about you or to express your opinion on certain issues.

8. Read the text and answer the questions below. Which word combinations from Ex. 1-6 are used in the text?

Family Concepts – a Social Pedagogic Approach to Understanding Family Development and Working with Families

Recent research on contemporary family life in Europe and the United States emphasizes the essential diversity of family life and furthermore its fluidity over the life course. Major drivers and indicators of this process are:



Processes of individualisation which are e.g. reflected in decreasing marriage rates, increasing rates of divorce or separation and remarriage or recoupling as well as a rising number of non-traditional forms of living together as a family.

Changing relations within the family which result from changes in gender roles as well as from significant changes in parenting styles and parenting practices. Additionally, demographic change does not only lead to postponed child birth and generally decreasing number of children but also allows three or even more generations of the same family to share a longer life span than ever before. Thus there is an increasing importance of multigenerational bonds within contemporary families in western societies.

Growing uncertainty on the labour market forces families to deal with periods of unemployment, shifting working hours and unstable labour conditions.

Last but not least European countries are experiencing significant flows of migration since the 1950s which results in a growing cultural diversity.

To sum up, it becomes more likely for people to live several family models throughout the life course. At the same time, the above mentioned drivers question the binding nature of most principles of the traditional nuclear family. From the families' point of view, this means that it is unlikely to arrange everyday family life and the work-life balance once and for all. There is a growing necessity to rearrange

and rebalance both of them according to family phase, individual opportunities and personal development.

But what has this to do with social work with families? From a social pedagogic perspective, learning and education enable families and family members to cope with social change in the family life course. Social work should support families in doing so. This is especially true for family support services, family counselling services or parental education. Additionally, this is also getting more and more relevant in other areas of social work such as child care services (kindergarten), which are in Germany e.g. partly transformed into so-called “family centres”, which not only provide child care but also support families in a more general and holistic sense.

In order for social pedagogues to support families as they engage in the learning and upbringing processes, a better understanding of what these processes look like is needed. Thus, one of the main tasks of modern social pedagogy is to develop theoretical and methodological approaches aiming at clarifying how family concepts are transformed through learning and education. Contemporary practitioners hope that their research can contribute to improving social work with families.

1. What are some changes happening in modern families according to the text?
2. Do you think that the changes described in the text are typical for Ukrainian families?
3. What challenges do families face due to uncertainty in the labour market?
4. How does migration contribute to cultural diversity within families?
5. Do you think people can experience multiple family patterns throughout their lives? Why or why not?
6. How can social practitioners help families adapt to social changes?
7. What role do family support services and parental education play in helping families?

8. How can families in need benefit from transformation child care services into family centres?

9. Match the adjective (1-7) from the text above with their opposites (a-g).

1.	contemporary	a	selective
2.	essential	b	conservative
3.	theoretical	c	unnecessary
4.	non-traditional	d	steady
5.	unstable	e	unimportant
6.	holistic	f	practical,
7.	main	g	outdated

10. Replace the underlined adjectives with their synonyms from Ex.9.

1. Communication is crucial for building strong relationships with friends and family.
2. In present-day society, social pedagogy focuses on helping individuals develop their social and emotional skills.
3. What are the leading principles of social pedagogy?
4. My grandma's phone is old-fashioned, so she can't download the latest apps.
5. Hands-on training is essential for gaining important skills in computer programming.
6. The school adopts an integral approach to education, focusing on the development of both academic and personal skills.
7. The college's dress code is pretty old-school, requiring students to wear uniforms and dress modestly.

11. Complete the gaps with the adjectives from Ex.9-10.

1. The library still has an _____ card catalogue system for finding books.
2. The school adopts a _____ approach to education, focusing on the development of both academic and personal skills.

3. In science class, we used to learn both practical experiments and _____ concepts.
4. Instead of a traditional wedding, they are going to opt for a _____ ceremony on the beach.
5. Buying a new tablet just because the old one has a scratch seems _____.
6. Steve is making a _____ progress on his course work by working on it a little bit every day.
7. Keeping to a balanced diet with plenty of fruit and vegetables is _____ for staying healthy.

12. Translate the following phrases and word combinations from English into Ukrainian.

Recent research, contemporary family life, decrease marriage rates, non-traditional forms of living, postpone child birth, additionally, labour market, significant flows of migration, to sum up, question the nature of most principles, traditional nuclear family, individual opportunities, rearrange and rebalance, enable families and family members, cope with social change, parental education, in a more general and holistic sense, theoretical and methodological approaches, contemporary practitioners, aim at clarifying, it becomes more likely.

13. Translate the following phrases and word combinations from Ukrainian into English.

Сучасна родина, виховні процеси, нестабільні умови праці, рівень розлучень, зростаюча невизначеність, культурне розмаїття, з моєї точки зору, баланс між роботою та особистим життям, забезпечити догляд і підтримку, особистісний розвиток, поставити під сумнів принципи, сприяти покращенню, догляд за дітьми, щоб допомогти сім'ям, так звані «сімейні центри», таким чином, європейські країни, тривалість життя, підкреслити різноманітність, послуги сімейного консультування.

14. Read the text and choose the best title for it:

- A "Family Concepts – A Social Pedagogic Approach to Understanding Family Development and Working with Families."
- B "Unraveling Family Fiascos – How Not to Understand Family Development."
- C "Elevating Family Fun – A Guide to Ignoring Family Development."

The family as an object of socio-pedagogical activity refers to how social pedagogy, an academic discipline at the intersection of education and social care, engages with and supports families in various aspects of their development and functioning. Social pedagogy employs educational approaches to address social issues and promote well-being, growth, and resilience within families.

Here are some key aspects of the family as an object of social and pedagogical activity:

Education and Support: Social pedagogy views the family as a fundamental unit for socialization and education. It aims to support families by providing them with knowledge, skills, and resources necessary for effective parenting, communication, conflict resolution, and other vital aspects of family life.

Personal Development: Social pedagogy is concerned with fostering the personal development of family members. This includes enhancing self-awareness, emotional intelligence, values, and interpersonal skills within the family context. It strives to help individuals realize their potential within the family structure.

Constructing Identity and Values: Social pedagogy acknowledges the family as a primary space for the construction of identity and values. It seeks to guide families in nurturing a positive sense of identity and instilling ethical and cultural values in children and other family members.

Social Integration: Families play a critical role in the social integration of individuals, particularly children. Social pedagogy aims to support families in facilitating the integration of family members into society, ensuring they can participate and contribute meaningfully.

Crisis Intervention and Counselling: When families face challenges or crises, such as separation, financial difficulties, or parenting issues, social pedagogy offers counselling and intervention services. These aim to help families navigate difficult situations.

Promoting Well-Being and Health: Social pedagogy emphasizes the importance of physical and mental well-being within families. It encourages healthy lifestyles, effective stress management, and mental health awareness to ensure family members are emotionally and physically well.

Interactions and Relationships: Understanding family dynamics and relationships is a crucial aspect of social pedagogy. It focuses on enhancing communication, empathy, and understanding among family members, aiming to create a nurturing and supportive family environment.

Community Engagement and Networking: Social pedagogy often extends beyond the family unit to engage with communities. It encourages families to connect with broader social networks, access community resources, and engage in collective activities that can positively impact family life.

In summary, socio-pedagogical activity provides great assistance to the modern family. It emphasizes the importance of education, support, and guidance to enhance family well-being, relationships, and overall functioning, aiming to create a conducive environment for the growth and development of family members.

15. Read the statements below based on the information presented in the text above. Indicate whether each statement is true (T) or false (F). For any false statements, provide the correct information.

1. Social pedagogy primarily focuses on educating families and helping them with essential parenting and communication skills.
2. Social pedagogy is solely concerned with the personal development of children within the family structure.
3. Social pedagogy helps the family to develop healthy self-esteem.

4. According to the socio-pedagogical perspective, society, not than the family, plays the leading role in the social integration of the individual.
5. Social pedagogy can't help families with big problems by giving advice and talking to them.
6. Social pedagogy attaches paramount importance to strengthening well-being and health in families.
7. Social pedagogy focuses exclusively on the family unit and does not aim to encourage the interaction of families with communities.

16. Reread the text and answer the questions below.

1. What does the term "family as an object of socio-pedagogical activity" mean?
2. According to the text, in what ways does social pedagogy help families?
3. How does social pedagogy contribute to the personal development of family members?
4. What role do families play in the social integration of children? How do social pedagogues support families in this aspect?
5. When families face crises or challenges, what support and services does social pedagogy offer according to the text?
6. How does social pedagogy contribute to the well-being and health of families?
7. What is the focus of social pedagogy concerning interactions and relationships within a family?
8. Why is community engagement important for families?
9. What are the key objectives of social pedagogy in relation to the family discussed in the text?

17. Translate the following sentences from Ukrainian into English, using as many words and word combinations as possible from the exercises above.

1. Соціальні педагоги розробляють нові теоретико-методологічні підходи для вивчення трансформації концепцій сім'ї через процеси навчання та виховання.

2. Новітні дослідження сучасного сімейного життя в Європі показують зменшення кількості шлюбів та збільшення кількості розлучень і повторних шлюбів.
3. Підтримка з боку родини й друзів допомагає долати будь-які труднощі.
4. У зв'язку зі зростаючою невизначеністю на ринку праці, сім'ї стикаються з періодами безробіття, змінами робочого дня та нестабільними умовами праці.
5. Через фінансові проблеми багато молодих сімей, нажаль, змушені відкладати народження дітей.
6. Регулярні фізичні вправи та здорове харчування можуть сприяти подовженню тривалості життя.
7. Так звані «сімейні центри» не лише забезпечують догляд за дітьми, але й підтримують сім'ї в більш загальному сенсі.
8. Для покращення якості життя потрібно встановити баланс між роботою та особистим життям.

18. Work in groups to read and discuss the controversial statements. Do you agree with them? Why or why not?

1. Social pedagogy can reduce the authority of parents, which might lead to conflicts between parents and social educators regarding the upbringing of their children.
2. Social pedagogy risks undermining cultural and religious traditions within families as it often promotes universal values that may conflict with deeply held beliefs and practices.
3. Increasing dependence on social workers in family life may reduce parents' sense of personal responsibility as they delegate key aspects of their children's upbringing to external professionals.

SUPPLEMENTARY READING

1. Read the text and answer the questions below.

Social Pedagogy as a Perspective in Germany

Germany has a long history of social pedagogy, starting in 1844. The concept of social pedagogy in Germany is rather broad and blends various ideas. It is linked to over 120 years of discussions about social work and social pedagogy theories.

In the 1970s, Germany began offering social work and social pedagogy courses at classical universities and universities of applied sciences. Social work focused more on practical training, while social pedagogy was rooted in 19th and early 20th-century philosophy.

In modern Germany social pedagogy is considered both an academic field and a practical one, especially in child and youth welfare. A key theory in social pedagogy is “lifeworld orientation”. It has mainly been developed by Hans Thiersch and his school of thought since the 1970s and was initially called “everyday orientation”. At the core of lifeworld orientation lies the assumption that social pedagogy is above all a practice which is concerned with a deep understanding of the subjective views and everyday life routines of the people it supports. This is relevant to this approach, as social pedagogy identifies individuals’ life and coping strategies to understand their functionality as well as to distinguish between strategies that are more or less ‘working’ for them. So, this approach focuses on understanding people's daily lives and helping them find effective ways to cope.

Today, the terms “social pedagogy” and “social work” are used interchangeably in Germany, leading to dual qualifications. Social pedagogues work in many areas, including child protection, schools, nurseries, and elderly care, providing support in both public and private sectors.

1. When did social pedagogy start in Germany?
2. How long have discussions about social work and social pedagogy been going on in Germany?

3. What is “lifeworld orientation” in social pedagogy?
4. What is the main goal of social pedagogy according to the theory of “lifeworld orientation”?
5. What does social pedagogy focus on in modern Germany?
6. How are the terms “social pedagogy” and “social work” used in Germany today?
7. Name some areas where social pedagogues work.

2. Read the texts and answer the questions below.

Social Pedagogy in Practice – Illustrative Examples

The examples given below outline 2 services through which social workers have attempted to respond creatively to the ever-changing socio-educational circumstances in Germany. They show that, in social pedagogy, specialists aim to ensure that the support they offer starts where the individuals or families are at, not where social services need them to be, and that the support evolves in dialogue with people, not along narrow and pre-determined parameters.

Ackerstraße – Residential Crisis Intervention Unit, Berlin

Ackerstraße is a special home in Berlin for children at risk of being removed from their families. It offers a temporary home for these children and their families. The work is based on the German Law for Youth Care, which supports parents in protecting their children. The goal is to keep children with their families while ensuring their safety.

At Ackerstraße, families live together in a safe environment. This helps parents address their issues while maintaining their relationship with their children. There are 8 full-time social pedagogues and care workers who support up to 8 children and their families. The team includes a house manager and a manager who oversees similar services.

When a child is at risk, the local authority decides if a place at Ackerstraße is needed. If so, a meeting is held with the family and the local authority to discuss the child's care plan. It is made clear that the child is in care and parents are guests. The

aim is to work with the family, but if a crisis occurs, the parents may leave while the child stays. The usual stay is 3-6 months, followed by a detailed care plan. If the family cannot live on their own, the case goes to family court. If they move out, intensive outreach care is provided.

This approach is new, so long-term results are not yet known. However, about half of the families who stayed at Ackerstraße are still together 1.5 years later, and child protection concerns have decreased.

1. What is Ackerstraße and what is its main the goal?
2. How many full-time social pedagogues and care workers are at Ackerstraße?
3. Who decides if a child needs a place at Ackerstraße?
4. What happens when a child is placed at Ackerstraße?
5. How long do families usually stay at Ackerstraße?
6. What happens if a family cannot live on their own after staying at Ackerstraße?
7. What has been the result for about half of the families who stayed at Ackerstraße after 1.5 years?

Ubuntu – die Wagenburg

Ubuntu is a working circus project that provides a temporary home for young people who cannot live with their families. It offers schooling for those unable to attend their local school. The work of Ubuntu is based on the German Law for Child and Youth Care, which supports children, young people, and families in need, not just those facing child protection issues.

Ubuntu has two groups on its premises, supported by a team of 12 professionals, including qualified social pedagogues, social care practitioners, a circus pedagogue, and teachers. There are places for 16 young people aged 12 or older.

The idea behind Ubuntu is to offer an alternative learning approach with a real-time goal. Young people who join Ubuntu go through part-time acrobatic

training. Ideally, they start living at Ubuntu in late summer. They stay in small circus caravans and their education includes school, circus practices, and acrobatics.

After about 9 months, Ubuntu tours the schools of the young people. This tour helps schools see the young people in a new light and allows the young people to present themselves differently. Additionally, around 50 young people not living at Ubuntu train for 2.5 months. After the first tour, all the groups mix together before the whole circus – including Ubuntu residents, non-resident young people, and their parents – tours northern Germany for 6 weeks in the summer. After this period, the young person returns home or is old enough to live independently.

The tours aim to shift focus away from learning issues to performing in front of a live audience. This helps young people see themselves differently and imagine new possibilities. The mix of residents and non-residents is designed to be inclusive, and the audience is unaware that part of the circus is a residential youth care unit.

For further details please visit www.ubuntu-wagenburg.de

1. What is Ubuntu, and what law is its work based on?
2. What type of schooling does Ubuntu offer?
3. How many groups are there on Ubuntu's premises and how many professionals support them?
4. When do young people ideally start living at Ubuntu?
5. What are the three parts of the education at Ubuntu?
6. What happens after about 9 months at Ubuntu?
7. What is the goal of the tours?

3. Read the text and answer the questions below.

Features of Social Pedagogy in the UK

Social pedagogy is a relatively new field in the UK, influenced by European research and practice. While the term is familiar in education, "social pedagogy" is still new for many UK practitioners. It is not a distinct profession but is adopted by various organisations and practitioners in different ways.

In Scotland, the Social Work (Scotland) Act 1968 focused on child welfare instead of punishment, which led to a child-focused practice. Over the last ten years, social pedagogy has been integrated into social care practice through courses, events, and qualifications by organizations like ThemPra and Jacaranda.

Professors Pat Petrie and Claire Cameron have supported the development of social pedagogy in UK social work. In 2009, Helen Chambers and Pat Petrie created a Learning Framework for Artist Pedagogues for working with “looked after” children. This framework guides creative work with children, emphasising confidence, well-being, participation, and reflective practice. Projects like the Creative Mentors scheme in Derbyshire use this framework to help children at risk of exclusion.

Social pedagogy as an academic discipline is growing in UK universities, mainly within social care and social work departments. The Social Pedagogy Standards for Education and Training (SETs) and the Standards of Proficiency (SOPs) aim to increase interest in social pedagogy studies and improve employability for students.

The Social Pedagogy Professional Association, along with partners, developed these standards to support the understanding and practice of social pedagogy in the UK. These standards align with the British Association of Social Work's Code of Ethics, emphasising human rights, social justice, and professional integrity.

Many practitioners in education, social work, and social care find social pedagogy principles liberating. In times of austerity and high demands on public services, there is a renewed interest in approaches that promote independence, resilience, and well-being. Social pedagogy is gaining attention from policy-makers, leaders, and practitioners as a way to creatively engage with legislation, policy, and practice.

1. Where does the influence on social pedagogy in the UK come from?
2. Is social pedagogy a well-known profession in the UK?

3. Which UK country focused on child welfare due to the Social Work Act 1968?
4. What is the Learning Framework for Artist Pedagogues used for?
5. What do the Social Pedagogy Standards for Education and Training (SETs) and the Standards of Proficiency (SOPs) aim to do?
6. Why are social pedagogy principles becoming more popular among practitioners during times of austerity?

4. Read the texts and answer the questions below.

Social Pedagogy in Practice – Illustrative Examples

Although social pedagogy is still an emerging field of practice in the UK, many individuals and organisations are integrating its principles into their work. Some organisations have formally adopted social pedagogy as their practice framework and are leading the way in asserting value-driven practice, which promotes well-being, growth, choice and interdependence. The following two organisations exemplify how social pedagogy is embedded in their design and operations, addressing contemporary challenges in social care practice.

Wellbeing Teams

It is well documented that the UK has a growing population of older adults placing greater demands on health and social care provision and services. The leading piece of legislation, the Care Act 2014, emphasizes preventative approaches and personal care for older and vulnerable adults. Research shows that task-oriented care negatively impacts well-being, highlighting the need for relational practice. In response to this, Wellbeing Teams have established a more flexible and person-centred approach to provide support focussing on well-being and happiness rather than a traditional ‘care’ approach. Not only are Wellbeing Teams driving forward innovative practice, they have also taken an innovative approach to how they are organised by becoming ‘self-managing’ teams. The well-being of the professionals is as important as that of the older adults they support.

Wellbeing Teams were established in 2015 by Helen Sanderson. She was inspired by the model of the Dutch healthcare provider Buurtzorg. Recognising the pressure on home care services in the UK, Sanderson wanted to change both the way services were being delivered to people and the working conditions for carers. She therefore put three aspects of self-managing organisations at the heart of Wellbeing Teams: enabling carers to bring their ‘whole self’ to work, a focus on evolutionary purpose and self-managing teams. Wellbeing Teams work with commissioners and other care support providers in a number of areas across the UK to deliver support to adults with care and support needs. The model aims to provide person-centred care and support to people and to connect them with their community. In response to budget cuts, Sanderson introduced new technologies to support home living while maintaining relational care. The teams are small, neighbourhood-based and provide a flexible and responsive approach to meeting individual needs, focussing on outcomes and building up support networks. They are self-managing teams. Planning and decisions are made by each team themselves, meaning that they are close to the people receiving and delivering the support. This practice challenges traditional hierarchical structures in social care.

Central to Wellbeing Teams are six core values: compassion, responsibility, collaboration, curiosity, creativity and flourishing. The teams support individuals to take risks and learn rather than adopt the more traditional focus on making people safe and cared for.

For further details please visit www.wellbeingteams.org

1. Why do Wellbeing Teams emphasize a flexible and person-centred approach to care?
2. Who founded Wellbeing Teams, and what inspired their creation?
3. What are three key aspects of Wellbeing Teams' organizational structure?
4. What are the core values that Wellbeing Teams prioritize?
5. According to the text, how do Wellbeing Teams challenge traditional social care structures?

6. What legislative document underscores the principles of preventative approaches and personal care in the UK?
7. In what ways do Wellbeing Teams aim to support individuals beyond basic care needs?

St Christopher's Fellowship

In a different area of social care practice, St Christopher's Fellowship is taking an innovative approach to working with children and young people against a backdrop of various high-profile public enquires into child abuse and sexual exploitation and the failings of the child protection and 'looked after' care system. These cases have shifted social work towards outcomes, risk management, and managerialism, emphasizing accountability and safeguarding. To improve outcomes, St Christopher's has partnered with ThemPra to train staff in social pedagogy, focusing on relational practice. This approach, supported by UK-based research, has led to more positive results for vulnerable children and young people.

Founded in 1870, St Christopher's Fellowship supports children and young people across the UK and Isle of Man through services like children's homes, supported housing, fostering, and specialist support. They aim to help young people in or leaving care to develop, grow in confidence, and reach their potential. The charity embeds social pedagogy principles throughout the organization, focusing on recognizing each child's potential. They also provide ongoing social pedagogy training for staff at all levels.

A recent innovative project by St Christopher's Fellowship is the Safe Steps Children's Homes for girls aged 12 to 17 at risk of child sexual exploitation. This addresses a national concern where vulnerable young people are often placed far from their communities, increasing their isolation and vulnerability. Unlike traditional approaches that focus mainly on risk management, Safe Steps integrates social pedagogical practice to provide educational support and reduce risk factors.

St Christopher's Fellowship has taken the radical approach to addressing the needs of vulnerable young people by setting up Safe Steps homes in local

communities. Using social pedagogical concepts like the Relation Universe, they focus on interdependence and positive support networks. All of the support is built on social pedagogical concepts such as Head, Heart and Hands, they integrate theories on power, exploitation, and abuse into support plans, while building positive relationships. Finally, young people are then taught the skills they need to be able to build healthy relationships and stay safe. Social pedagogy encourages creative, innovative practices that promote the well-being and growth of each young person.

Social pedagogical practice addresses emerging social issues creatively. St Christopher's Fellowship developed the Trusted Relationship project to reduce serious youth violence, involving young people in shaping the service. By building trusting relationships with key adults, the project helps young people tackle social isolation and vulnerability to grooming or gang involvement. As with Safe Steps, this work is done in the heart of the communities where children and young people live to support them to build positive connections and networks that will help them flourish.

For further details please visit www.stchris.org.uk/services/safe-steps-home-cse

1. What does St Christopher's Fellowship focus on in their work with children and young people?
2. What types of services does St Christopher's Fellowship provide?
3. What is the Safe Steps Children's Homes project?
4. How does Safe Steps Children's Homes differ from traditional approaches to child care?
5. What social pedagogical concepts does St Christopher's Fellowship integrate into their programs?
6. What is the Trusted Relationship project, and what is its aim?
7. Why is it important for St Christopher's Fellowship to work within local communities?

5. Read the text and answer the questions below.

Social Pedagogy in Denmark: Bridging Theory and Practice

In Denmark, social pedagogy is built on a tradition of equality and evolves with society. It focuses on helping marginalised groups rejoin the community. Social pedagogy is both an academic discipline and a profession. Students can study it at university colleges for a BA and at universities for postgraduate degrees. After their first year, students can specialize in kindergarten pedagogy, leisure pedagogy, or social pedagogy.

As a profession, social pedagogues work with people of all ages in various settings. They combine theory with everyday practice, using participatory methods like inclusion. This approach views the community as responsible for including individuals at risk of being marginalised. Social pedagogues see themselves as experts in theory but recognise the people they support as experts in their own lives.

Inclusion has become a key concept in the last decade. It is used in social pedagogy and other professions like social work, health services, and teaching. Social pedagogues work in multi-disciplinary settings to ensure communities are flexible and inclusive.

There is also a focus on evidence-based practice, which is based on proven methods. However, social pedagogues must use their judgment and adapt these methods to local settings. They rely on evidence, their professional judgment, and input from the people they work with.

The field of social pedagogy is also dealing with more psychological and psychiatric diagnoses. Social pedagogues work within these frameworks, which can help understand problems but may limit their professional freedom. They are seeing more cases of mental health issues like anxiety and depression, especially among children and young people from middle-class backgrounds. These individuals often face issues like drug use and crime.

In Denmark the profession is represented by SL, the national union for the 39,000 social pedagogues. SL aims to create a more inclusive society and improve

working conditions for social pedagogues by engaging in political discussions and debates.

1. What is social pedagogy in Denmark based on and what is it aimed at?
2. Where can students study social pedagogy in Denmark and what specializations can they choose after their first year of study?
3. Who do social pedagogues work with?
4. What methods do social pedagogues use in their work?
5. What is the community's role in social pedagogy?
6. What must social pedagogues rely on when using evidence-based practice?
7. What types of diagnoses are social pedagogues dealing with more often now?
8. How does SL aim to improve the profession of social pedagogy?

6. Read the texts and answer the questions below.

Social Pedagogy in Practice – Illustrative Examples

In Denmark social pedagogues are trained to use creative methods to address social issues and connect with the people they support. Two examples of this in practice are the Sports Project in Copenhagen and Chrysalis Schools.

The Sports Project (Idrætsprojektet), Copenhagen

One of the more innovative and inclusion-based practice developments throughout Denmark is the Sports Project. This project started 10 years ago with one social pedagogue having a vision of how engaging in sports could support and motivate young people in residential care. Now, it is part of the social administration of Copenhagen and linked to the Centre for Vulnerable and Crime-Endangered Young People. The project connects leisure activities, school, education, and adults.

The core team is multidisciplinary, with over 100 full-time and part-time employees, including social pedagogues, teachers, sports science graduates, social workers, physiotherapists, and occupational therapists. Volunteers also play a significant role. This large community welcomes everyone, helping young people reach their potential through relationships.

The Sports Project uses a unique method based on five principles:

1. Voluntariness: Participation is voluntary. Coaches work to gain consent from participants through intensive outreach, helping individuals to move in a new direction and take ownership of their process.

2. Patience: Patience is reflected in all cooperative relationships with children, young people, adults, families, networks, business partners, etc. They patiently and persistently keep on even when facing long-standing resistance and multiple rejections.

3. Flexibility: The project adapts to individual needs, includes participants' networks, and respects different procedures and methods carried out by the cooperative relationships.

4. Motivation: The project focuses on participants' dreams and wishes, and the motivational work is based on those dreams and wishes. The objective is to provide an opportunity for the participant to experience their own desire to work out, learn and participate. The Sports Project is not using any form of force or unnecessary pressure, instead they keep on insisting on just being together.

5. Belief, Hope, and Comfort: The project believes in the participants – believe that everybody has resources and potential. They offer prosocial communities – schools, leisure life, education and occupation – and hope that the participants will join them. It creates a safe environment as a foundation for development, learning and well-being.

The Sports Project has five locations in Copenhagen, each equipped for various activities, learning hubs, kitchens, and administration. It shows how social pedagogy in Denmark blends theory and practice to support individuals and communities, focusing on inclusion and personal growth.

For further details please visit <https://idraetsprojektet.kk.dk>

1. What are social pedagogues trained to use in Denmark?
2. How many years ago was the Sports Project launched and what was its purpose?
3. How many employees are in the core team of the Sports Project?

4. What does the principle of voluntariness mean in the Sports Project?
5. How does the Sports Project show patience?
6. Why is flexibility important in the Sports Project?
7. What does the project focus on in terms of motivation?
8. What does the principle of Belief, Hope, and Comfort emphasise?

Chrysalis Schools

The second example illustrates how inclusion underpins social pedagogical practice even in specialist settings. Chrysalis Schools is the largest special needs school in Denmark, combining education and treatment with respite care, adult education, and a treatment centre. The school provides targeted education for over 300 children and young people with various diagnoses, such as autism spectrum disorders, ADHD (attention deficit hyperactivity disorder), cognitive disorders, personality disorders, and PTSD (post-traumatic stress disorder).

New pupils are admitted to one of Chrysalis's 16 schools, each specialising in the type of pedagogy that will best benefit the child. Their work focuses on creating opportunities for pupils to return to mainstream schools. If that is not possible, inclusive opportunities are available within each Chrysalis unit.

Each pupil receives individual schooling that considers their personal, academic, social, and treatment needs. The team believe that all children and young people can have a valuable and self-sufficient adulthood. There's a clear philosophy: "We never give up! Because all our pupils have inherent potential for development".

Employees at Chrysalis Schools include social pedagogues and school teachers, working together to find the best solution for each pupil. They believe that social pedagogues' contributions are just as important as those of school teachers.

The school also collaborates closely with the families of its pupils, offering guidance to ensure that the skills learned at school are supported at home. They support new initiatives both at home and in school.

What's particularly interesting about Chrysalis Schools is that it includes a treatment centre, which consists of a health care unit, a diagnosis unit and an out-

patient clinic. This centre brings together psychological, psychiatric, and health professional treatment, providing a comprehensive overview of each pupil's circumstances and developments. It is a unique resource for Chrysalis Schools, and all the individual units have access to the centre.

For further details please visit <http://chrysalisschools.dk/>

1. What is Chrysalis Schools known for in Denmark?
2. How many children and young people does Chrysalis Schools support?
3. Name the types of diagnoses that pupils at Chrysalis Schools might have.
4. What is the main goal for pupils at Chrysalis Schools regarding mainstream schools?
5. What do Chrysalis Schools offer if returning to mainstream schools is not possible?
6. What is the philosophy of Chrysalis Schools regarding their pupils?
7. Who works together to find the best solutions for pupils at Chrysalis Schools?
8. What three units make up the treatment centre at Chrysalis Schools?

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**Безкоровайна Оксана Леонідівна,
Петренко Тетяна Володимирівна**

Практикум

Відповідальний за випуск: Н. В. Тучина

Комп'ютерна верстка: О. О. Ключкова

Коректор: О. О. Ключкова

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