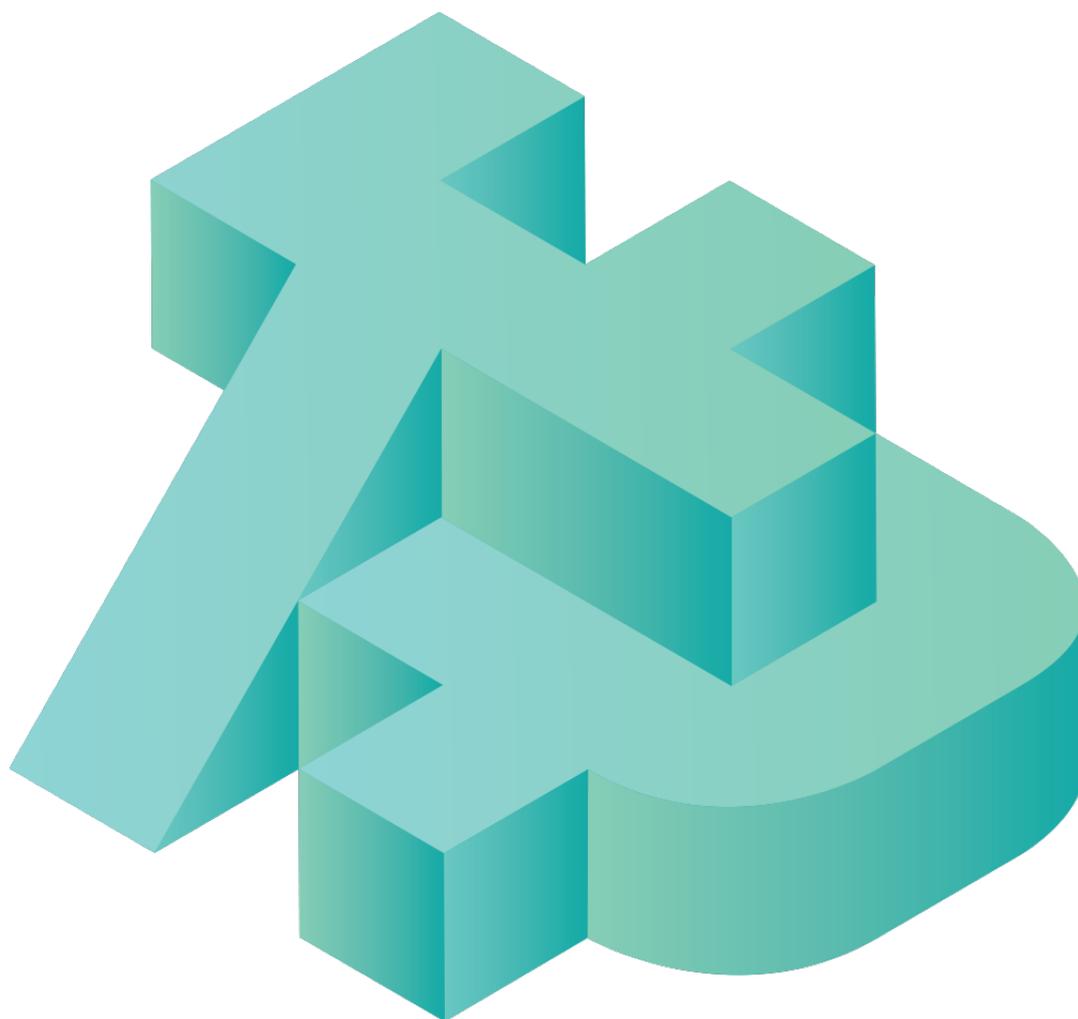


# Frontrunners Curriculum



Version: 2018  
Update: Dec 2019 for 2020-2021

## **Introduction**

The curriculum you are reading right now, is the result of our reflection process and evaluation based on the feedback from the previous Frontrunners students. The global deaf community is changing rapidly which means we have to revise our vision, mission and values if we want our students to become resilient and confident change catalysers who know how to manage challenges and discover unlimited opportunities that are out there in the society.

We aim to increase an individual and collective sense of responsibility among the students and push them through a mutual, progressive learning process through the education programme on the length of one (1) year.

Subject A: Deaf Studies & Sign Linguistics (DSSL) ([go to DSSL](#))  
Sport ([go to Sport](#))

Subject B: Media ([go to Media](#))  
Organisation ([go to Organisation](#))

## **Pedagogical Philosophy**

We believe in the idea of ‘collaborative learning’ and we strive to create a safe, informal learning environment where we encourage students to engage in each others’ learning process by sharing experiences, capitalizing one another’s resources and skills and being accountable to each other. Students are expected to have a sense of responsibility for both the individual and mutual learning process by demonstrating intercultural and communicative sensitiveness. Students are exposed to an increasing understanding of diverse perspectives and they develop higher-level thinking, communication, management and leadership skills to adapt in the future life after the education program.

## **Vision of Frontrunners**

The ambition of the Frontrunners is to take effort of that each individual has potentiality of paving the way towards human rights for the signing Deaf people: in their home and worldwide. We equip students with theoretical and practical knowledge combined with their individual abilities, skills and desires so they in time will be able to act as catalysts for a social change, because we believe in humanity and equality that belong everyone.

## **Mission of Frontrunners**

The Frontrunners education team strives to create a safe space where respect to the diversity is highly valued and students can build their individual deaf resilience, discover and develop their strengths and tools for the future personal and professional life.

The safe space also acts as a global playground where the participants with different culture, language, social and geographical background can safely experiment with different ideas through a number of project works within and outside the classroom.

Deaf expert knowledge is highly appreciated and our guest teachers are high profiles within their expertise areas from linguistics to media.

We also collaborate with deaf organisations, institutions and research programs in the terms of a continuous professional and pedagogical development and maintaining the high standards of the education program.

## Values of Frontrunners

**We exist.** Deaf people have always existed and they will always exist.

**We believe.** Deaf people are a part of the global human diversity and we are meant to be.

**We do.** We act to strengthen our existence and to be a part of the global human diversity.

## Subjects A: (DSSL & SPORT)

### Deaf Studies and Sign Linguistics (DSSL)

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#### 1. Deaf Studies



Deaf studies is about diving into the complex lives lived by deaf people themselves, re-balancing the power positions between the deaf minority and hearing majority and understanding the complexity of the 'deaf identity' concept. Deaf studies is under a transformation process: deaf schools are disappearing, club and association activity declining in the western countries, technology and social media has come to stay and transform our existence, connections and communication. The underrepresented groups within the deaf communities are raising their voices and discussing the concept of intersectionality. Deaf communities, deaf spaces, ontologies, epistemologies, sign linguistics, language practices, ideologies, history, education, arts and literature are currently relevant topics.

#### 2. Deaf Art

Deaf art and its different appearances will become familiar to you and your family and you learn to differentiate between different genres in sign language literature. Sign language literature as stories, poetry, dramatic productions, folk tales, songs and deaf-led media are part of this teaching topic.

#### 3. Deaf History

You get acquainted with the early Western deaf history including the most important milestones, key persons and relevant literature. You are also introduced to the principles of researching and discovering the national deaf history and you will understand why it is important to know your own minority history.

#### 4. Deaf Education

You will be introduced to basic knowledge about Western Early Deaf Education history with links to Deaf education in Africa and India, and you get acquainted with the basic definitions like inclusion, segregation, integration and deaf resilience. You will also learn to understand the link between sociopolitics of majority and minority education.

#### 5. Bilingualism, multilingualism and translanguaging

You learn about bilingualism, multilingualism, translanguaging and bi – multilingual education. You are also introduced to individual and societal concepts in minority and majority languages, childhood developmental perspectives and political/ideological perspectives. You will also discuss linguistic diversity in terms of ensuring social justice and equal education opportunities for deaf children.

#### 6. Linguistics and sign linguistics

You are introduced to the first recognition of signed languages as signed languages as real languages and their place within modern linguistics. The definition principles of language(s) and linguistics and introduction to the field of linguistics and its major area of investigation. Sign Language History from 1960 to today and introduction to the general principles behind linguistics and sign linguistics are also relevant topics to teach and learn.

## Sports and personal development



Frontrunners Sport values are about promoting responsibility, confidence, friendship and engagement. We believe that sports can be part of your personal and social development.

However, discussions, knowledge about organization, event management and media are also an important part of the curriculum. We believe that physical and mental health is the best foundation when embracing strong living and a long life.

The focus is to discover and strengthen the unique skills of each student in a challenging, yet supportive social atmosphere. Students as well as teachers get to know each other well and spend daytime, evenings and some weekends together in an atmosphere based on dialogue and mutual learning. On the sports field, in the classrooms and in the common rooms.

Together we create memories that will last your life.

### 1. You and learning outcomes:

Joining Frontrunners Sport education programme is a beginning for a life-long journey for you as a Deaf sport person and a catalyst for a desired change in the world of deaf sport. You'll explore the core of Deaf identity in the international context – there are different ways of being a Deaf and you'll find your own way to be like you will find your way in the sport disciplines. Besides personal development you'll also improve your competences, tools and find your own way to make an impact in the deaf sport world.

You'll increase your knowledge about sport organisations, sign language(s), Deaf history, Deaf culture and human rights including lingual and cultural rights. Within the sign language community, you will get a deeper insight on the meaning of 'DEAF-SAME' as you have become more aware of influence of your language and culture background.

You will learn to recognize pressing problems in the Deaf sport world, determine and describe the problem in an understandable way. You will also invent new approaches in grass root and organizational levels when creating new opportunities for Deaf sport people as a part of the local and global human diversity.

### 2. Types of sport disciplines

#### Indoor sport disciplines and activities:

- Handball
- Badminton
- Volleyball
- Soccer
- Fitness
- Basketball
- Hockey
- Swimming
- Wall climbing
- Gymnastics
- Table tennis
- Rugby

#### Outdoor sport disciplines and activities:

- Soccer
- Mountain biking
- Road biking
- Running
- Hiking
- Duathlon Triathlon
- Kayaking
- Canoeing
- Alpine skiing
- Beach volley
- Ice skating
- Windsurfing
- Survival trips
- Orienteering

#### Knowledge:

##### The student

- can describe and show different sport disciplines
- demonstrates know-how related to different sport disciplines
- demonstrates different tools to give lessons in different sport disciplines

#### Skills and competences:

##### The student

- can learn themselves new techniques
- demonstrates how to make training plan
- demonstrates how to fit the training plan to the goal group.

### 3. Theory related to sport

#### Knowledge:

The student

- can describe basic information about following topics: Coaching, sport management, dietary guiding, sport psychology, event arrangement, sport technology
- can evaluate what kind of knowledge will be usable in different situations
- can describe basic information about sport organisations in deaf community

#### Skills and competences:

- The student
- can identify one's own strengths and areas needing improvement (self-assessment)
- demonstrates how to make short lesson plans for different goal groups
- demonstrates how to improve and maintain numbers of participations inside the sport organisations in deaf community (from club level to ICSD)

## Subject B: Media and Organisation

### Media

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Media studies are about promoting creativity, taking responsibility, developing a critical eye, seeing a deaf lens perspective and engagement. We believe that media can be part of your personal and social development.

To strengthen your media studies further, we believe you need to have discussions and knowledge about organization, event management and communication skills, which is an important part of the curriculum. We believe that gaining awareness about general life condition, current political environment and a good network is the best foundation to embrace your media skills.

The focus is to discover and strengthen the unique skills of each student in a challenging, yet supportive social atmosphere. Students as well as teachers get to know each other well and spend daytime, evenings and some weekends together in an atmosphere based on dialogue and mutual learning. Outside the classroom, filming; in the classrooms and in the common rooms.

Together we create memories that will last your life.

#### 1. You and learning outcomes:

Joining Frontrunners education programme is a beginning for a life-long journey for you as a Deaf person and a catalyst for a desired change in the media world of the deaf. You'll explore the core of Deaf identity in the international context – there are different ways of being a Deaf and you'll find your own way to be like you will find your way in discovering your style with media. Besides personal development you'll also improve your competences, tools and find your own way to make an impact in the media world.

You'll increase your knowledge about media's organisation, sign language(s), Deaf history, Deaf culture and human rights including lingual and cultural rights. Within the sign language community, you will get a deeper insight on the meaning of 'DEAF-SAME' as you have become more aware of influence of your language and culture background.

You will learn to recognize pressing problems in the Deaf media world, determine and describe the problem in an understandable way. You will also invent new approaches in grass root and organizational levels when creating new opportunities in media for Deaf people as a part of the local and global human diversity.

#### 2. Media studies topics

Media will be taught in two parts, theory and practical learning to enhance students' understanding of the media world, to understand the structure and how to identify their own unique style while developing skills to make videos and photography work.

### Theory based learning:

- Documentary
- Researching/Interviewing skills
- Translation
- Sign language
- Media companies
- Hierarchy
- Storyboarding/Scripting
- Social media
- Analysing
- Framing/shot techniques
- Genre/symbols
- PR Marketing
- Financing
- Pitching/synopsis
- Deaf Lens
- Editing

### Skills and competences:

#### The student

- can learn new techniques by themselves
- demonstrates how to plan a project
- demonstrates ability to complete the project.

### Knowledge:

#### The student

- can describe basic information about following topics: Deaf Lens, media hierarchy, project planning, genre and its relations to symbols, pitching, interview techniques and various aspects of social media
- can evaluate what kind of knowledge will be usable in different situations
- can describe basic information about media usage in the deaf community

### Skills and competences:

- The student can identify one's own strengths and areas needing improvement (self-assessment)
- demonstrates how to find solutions when problems arise
- demonstrates how to improve and maintain quality of media work delivered

### Practical learning:

- Real life projects
- Camera technique
- Cinematography
- Photography
- Studio lighting
- Short film
- Internship
- Editing
- Writing/drawing/storyboarding
- Experimental art
- Music video
- Translation
- Competition
- Marketing

### Knowledge:

#### The student

- can describe and show different filming or photography technique
- demonstrates know-how related to different aspect in filmmaking and photography work
- demonstrates different tools to give lessons in various media projects.

### You and learning outcomes:



The organisation structure is changing from time to time and it is challenge to adapt the organisation structure with the changes in the society and also to the Deaf and Sign Language People members.

To strengthen your organisation studies further, we believe you need to have discussions and knowledge about organization, leadership and communication skills, which is an important part of the curriculum. We believe that gaining awareness about general life condition, current political environment and a good network is the best foundation to embrace your organisation skills.

You will learn to recognize pressing problems in the Deaf organisations in the world, determine and describe the problem in an understandable way. You will also invent new approaches in grass root and organizational levels when creating new opportunities in leadership and teamwork for Deaf people as a part of the local and global human diversity.

### Basic knowledge about the organisation

#### Knowledge

- Define and explain organisation models and structure, phases, topics and activities.
- Explain the different organization theories, tools and analyses.
- Characterise the dynamics of organizational culture, structure, resources and strategy

#### Skills

- Apply the organization tools and analyses in specific organizational activities
- Plan, implement, evaluate and critically reflect on main organization processes based on identification of strategy tools, culture tools and analyses, resources tools with organizational plan.
- Plan, implement and evaluate application of project planning tools such as complexity, stakeholder and risk analyses, and project scoping.

#### Competences

- Evaluate overall organization theories and provide constructive feedback.
- Analyse and manage central organizational strategies, tools and models issues in relation to organization
- Reflect on own organisations tools and analyses practise and apply experiences in future practise.

### Basic knowledge about Leadership & Teamwork

#### Knowledge

- Define and explain teamwork concepts, models, phases, topics and activities.
- Explain factors influencing during leadership and teamwork dynamics.
- Characterise the dynamics of teamwork and styles of leaders.

#### Skills

- Plan and organise specific project management activities considering project complexity level.
- Plan, implement, evaluate and critically reflect on main project processes based on identification of project scope, milestone plan, resource and time schedule.

Create of a common language and culture for a safe, experimental and risk-taking atmosphere.

#### Competences

- Lead and facilitate a team performing overall and ongoing activities and goals.
- Evaluate overall teamwork and style of leadership and provide constructive feedback.
- Analyse and manage leadership and teamwork issues in relation to process facilitation, meeting management, teambuilding and team performance.
- Reflect on own your process of teamwork and leadership practise and apply experiences in future practise.

## General subjects for all

### **1. Project Management**

#### **Knowledge**

- Define and explain project management concepts, models, phases, topics and activities.
- Explain factors influencing the planning during project planning, start-up, execution, evaluation and close-out phases.
- Characterise the dynamics of project management and leadership.

#### **Skills**

- Plan and organise specific project management activities considering project complexity level.
- Plan, implement, evaluate and critically reflect on main project processes based on identification of project scope, milestone plan, resource and time schedule.
- Plan, implement and evaluate application of project planning tools such as complexity, stakeholder and risk analyses, and project scoping.

#### **Competences**

- Lead and facilitate a project team performing overall and ongoing project management activities.
- Evaluate overall project planning and provide constructive feedback.
- Analyse and manage central management and leadership issues in relation to project process facilitation, meeting management, teambuilding and team performance.
- Reflect on own project management practice and apply experiences in future practice.

### **2. Communication**

The aim of this teaching topic is to qualify students to communicate within national and international deaf community if they desire to get involved with board – or project work or get employed by the non-governmental organisations.

You will learn to differentiate your signing style after the context of communication: delivering speech, making an informative and attractive video and so on. You will also get acquainted with your personal strengths and 'still to improve' areas as a communicator. Intercultural communication is also a crucial part of this, you will understand what roles language(s), culture(s) and social positions play in our societies. The connections between media, discourse and power are also discussed and we learn to understand we as deaf signing people from different cultural and language backgrounds interact with each other.

## Internship

Period: see section program structure

It is possible to extend the internship during the Easter holidays.

#### **Purpose:**

- That the student can change the applied substance from the start of Frontrunners course to self-chosen practical work outside Castberggård.
- That the student independently plans and carries out an internship/ project module depending on the interest the student has.
- That the student during the preparation phase, the implementation phase and the post processing phase reflects on self-employed efforts

The teachers act as mentors and sparring partners throughout all three phases. The student can at any time, primarily in the preparation phase, contact an affiliated teacher for advice and sparring.

**Preparation:**

In the months prior to the internship period the student completes the course 'Project Management' (see section Project Management) where the following work is being done:

- find out what the internship period will be used for
- create contacts / networks in the area the student will work with
- find a match between the student's resource capacity and the program the student has planned
- establish and maintain agreements
- find living accommodations (if the period is completed outside the home).

The student gives a presentation of 20 minutes about the choice of content during the period (reflections, expectations, etc.).

**The actual internship / project module:**

Throughout the Frontrunners lifetime there have been many exciting projects. The most important thing has always been that the student chooses a project, first and foremost after his or her own interest, then adjusting the financial possibilities therefor.

The internship / project module can be completed individually or together with one / more fellow students. Depending on financial means and the student's interest, the period may be implemented in your home country as well as in another country.

What types of internship / projects can be completed:

- Period practice at relevant Deaf organizations as well as sports organizations
- Period practice at Deaf schools (observation practice),
- Perform project assignments with Deaf companies, eg. media companies,
- Participate in development projects, eg. global development work or sign language work
- Follow a Deaf artist, and eg. be an assistant of the person concerned
- Sport: Implement an intensive training program in a smaller group in a country with moderate training climate
- Sports: Schedule, prepare and conduct a sports event

The student will hold all expenses during that period. Castberggård does not provide any financial support.

**Post processing:**

When the student returns April 14th the period will post-processed:

- the student reflects and evaluates expectations (before starting) in comparison with the completed period
- the student gives a presentation for the whole team about their experiences and reflections.
- the student can apply the experience and use it as a tool for future projects.

**Coaching**

Each student will be split up into a smaller group, led by one of the responsible teachers, where there is an opportunity to have an in-depth reflection of the learning process, cross-cultural encounters and personal goals. This is called a coaching, which would take place every fortnightly.

**Study trips**

We arrange two main study trips through the Frontrunners period, approximately one in the autumn and one in the spring.

The programs and the destination for the study trips will be different from year to year. It all

depends on the main topics and places (what and who we can visit of interesting places/persons).  
The study trips will be arranged by the participating teachers.

DSSL and Sport arrange their respective trips.

## **Program Structure**

### **Holiday plan 2020 – 2021**

2020:

Arrival day: Monday, 31<sup>st</sup> August 2020  
Autumn holiday: Saturday 10th – Sunday 18th October 2020  
Christmas holiday: Saturday 19th December 2020

2021:

Start day: Monday 4th January 2021  
Winter holiday: Saturday 13th – Sunday 21<sup>st</sup> February 2021  
Internship period: 22th March 2021 – 25th April 2021  
Easter holiday: Saturday 27th – Monday 5th April 2021  
Lessons after internship: Monday 26<sup>th</sup> April 2021  
A religious mini holiday: Friday 30<sup>th</sup> April 2021  
A religious mini holiday: Thursday 13th and Friday 14th May 2021  
A religious mini holiday: Monday 24<sup>th</sup> May 2021  
Departure day: Friday 28th May 2021

### **Teaching days Monday – Friday**

Lesson times:

8:30am – 10:00am

10:30am – 12:00am

Lunch

1:00pm – 2:30pm

3:00pm – 4:30pm (Friday until 2:30)

Evening activities:

7:00pm – 8:30pm

From time to time, there will be a weekend teaching. You will be informed of this in advance.

### **Admission**

We welcome the Deaf Youth students from the world. The student must turn at least 18 years old at the beginning of the course. The knowledge of International Signs and English is not required but we expect that the students are very motivated to learn International Signs and English during the course. The student must show motivation to learn new skills, competences, attitudes. The student must have completed a secondary school education and have a minimum of

two years of other relevant experience (i.e. employment, own company, project, travel, volunteering or organisational experience).

There is a need to make sure that the student's profile matches Frontrunners, so the applicant must do the application procedure. The student must follow the procedure that consists in the four steps: 1) The personal data, 2) the CV, 3) the creative assignment and 4) the interview between the teachers and the applicant.

When you decide that you want to stop with Frontrunners, the first thing you must do is talk with your coaching teacher.

It is possible to have a part of the admission back but you will NOT have money back from the first 4 weeks of the remaining course period because of administration costs + possible travel costs. This applies only if we booked the travel.

Example: you want to stop on February 5<sup>th</sup> and the teachers have already booked and paid for travel expenses such as transport and hotel. There are 11 weeks left. So you can only have money back for 7 weeks (11 - 4 weeks) minus travel costs.

### **Examination – Final Projects**

There are no examination but the students must do final projects and assignments by individual or/and team for showing what they did learn. Our education language is international sign language (ISL) which means we expect you do your final project in ISL. The final evaluation should be considered a tool for reflection and control, providing a description of the student's ability to combine theory, method and practice. The form of this evaluation/projects varies vastly from giving an individual student project to a reflective group project (e.g. seminar, giving a lecture or presentation on your innovative processes).

### **Attendance & Absence & Expulsion**

#### **Criticism about teaching and accommodation**

If the student shows dissatisfaction, this student should talk to the teacher who is responsible for the subject. One of the other teachers will participate in the meeting as a mediator. If the dissatisfaction continues, the conversation must take place between this student, teacher and high school leader.

#### **Disturbance / insecurity**

If the student creates disturbance or insecurity either in the classroom, the home and others do not feel comfortable with this student, the student must have a conversation with one of the teachers and have a warning on writing. The high school teacher is responsible for this conversation and warning.

#### **Unjustified absence and neglect of tasks**

Mandatory teaching time is between 8.30 and 4.30 pm unless the teacher announces anything else / there are changes in the schedule.

In case of illness, the teacher must be informed by 8.20 am. by mail or text message. If no message, the teacher will have a talk with the student.

If the student neglects the teaching and does not hand in assignments, the teacher responsible for the subject will have a talk with the student. If the high absence continues and the student fails his or her project assignments, the student may be expelled. If the absence corresponds to more than 15% of the month's full amount of time, the student may risk being expelled.

#### **Lack of respect**

If the student shows a lack of respect for the ethnicity, sexual orientation, religion, sex, disability, race, language or hearing status among others, the student will receive a warning on writing. If inappropriate behavior persists, the student may be expelled.

**Immediate exclusion**

If the student poses either mental or physical injury to other students or uses narcotics, the student will be expelled immediately without warning.

**Where will Frontrunners live?**

They will stay at Castberggård. Castberggård is the Folk High School for the Deaf and Hard of Hearing People. Castberggård lies in Jutland and 6 km from Hedensted. The school offers both long and shorter courses aimed at deaf and hard of hearing persons throughout the year. More information about Castberggård can you find on [www.cbg.dk](http://www.cbg.dk). A folk high school is a non-formal residential school offering learning opportunities in almost any subject. It is a boarding school, so you sleep, eat, study and spend your spare time at the school. There are no academic requirements for admittance, and there are no exams - but you will get a diploma as a proof of your attendance. More information about philosophy of folk high school: <http://www.danishfolkhighschools.com/>