



EDUCATION

BY THE WAY

# IO2 TOOLKIT

Tools for learning (approaches, good practices, methods) in the field of adult education with low competences, proposed during the training course C1 Education by the Way in Rome (Italy) and the training course C2 Education by the Way in Warsaw (Poland).



EUROPEAN ASSOCIATION FOR  
THE EDUCATION OF ADULTS



Education by the way project aims to invent and promote new forms of non-formal adult education, in particular including inclusive education aimed at people with low skills and competencies. Direct recipients of project activities are trainers and educators, but the impact of the project will primarily affect adults with low qualifications.

**This Toolkit consists of “Methodological nuggets” - descriptions of the best consortium methods, approaches and good practices used in working with people with low educational skills and their surroundings (family, neighborhoods) with peer review from our trainers and educators.**

**The project Education by the way involves a consortium of expert organizations in the field of adult education from 5 countries:**

- Poland: **Stowarzyszenie Trenerów Organizacji Pozarządowych – STOP** (NGO Trainers' Association) – coordinator of the project
- Finland: **Kansanvalistusseura – KVS** (The Finnish Lifelong Learning Foundation)
- The Czech Republic: **Asociace odborníků v andragogic ČR, z. s. – AOA CR** (The Association of Czech Experts in Andragogy)
- Belgium: **The European Association for the Education of Adults – EAEA**
- Italy: **Replay Network**

**Website:** [www.edu-btw.eu](http://www.edu-btw.eu)

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## TITLE

**How do you sail on your life ship?**

## TOOL INTRODUCED BY

**Kristýna Pochvalitová**

## TOPICS ADDRESSED BY THE TOOL

Working with priorities, seeing the situation / problem in the complex, career counseling...

## DURATION

None		0-30 minutes		30-60 minutes	
60-90 minutes		90-120 minutes	X	120+ minutes	

## SUMMARY

Originally coaching method which it can be used in training days of different topics. It is good to use it at the beginning of the longer cooperation or development. It can help to make clear and simpler our situation, find the priorities...Thanks visualisation it is great method for everybody.

## THE TOOL WAS CREATED BY

The inspiration is from my colleagues - coaches Iveta Štvrtáková and Zlatka Strnadlová

## BACKGROUND

Originally it is tool for coaching. We created it because I always want to do with my clients something, what they can take home. It is better for remembering and visualisation. At the beginning it was method invented for work face to face with one client.

Then I have decided to try it with more people, in the group. I had group of students. They had big problems with verbal expression of their needs, life situation, dreams and so on. This method helped them. I asked questions and they did not talk. They only used their work sheets and wrote down, drew and used the colours. They were sitting all around the room, they had enough of privacy and they can only concentrate on themselves.

At the end they had perfect description of their current situation, important things and people in their lives and dreams. Then we can work with the work sheets in the individual way or in the group, if the group is ready for it.

## TARGET GROUP

This method can be used for example in career counselling or in work with people who are before some big changes (mothers after maternity leave, people/children who leave some kind of institutional care...)  
It is useable for all age categories for children (8 years old and older) to adults.

## GROUP SIZE

The tool can be used individually or in the group from 2 to 12 people. It could be more people but I have no experience with it.

## AIM

The main purpose is visualisation and making complicated things easier. When you find right names for complications and problematic situations in your life, they can seem to be simpler. It can help to make situation more understandable.

## OBJECTIVES

The main goals of this method are:

- To see complex of the situation with the positives, negatives, reserves, strengths and risks
- To find the priorities and action steps (what I can do with the situation)
- To make the complicated situation clearer
- Visualization of the situation

## METHODOLOGY

This tool is originally used in coaching. It is primarily intended for individual development. It works with principles of imagination, visualisation and experiencing learning

## MATERIALS

- Work sheet with the ship for each member of the group
- Colour pencils or markers for everybody
- Papers in different colours for making a ship (everybody can choose the different colour)
- Sticky notes
- Power point presentation and list of the questions for the guide of this activity (lecturer)

## STEP BY STEP PROCESS

We need to prepare all the materials above. The rest of the steps are included in power point presentation. At first, we introduce method to clients than we work with them with power point presentation and open questions, the questions are prepared in power point, but you can use your own too. At the end of work, we can make analysis of the work in group or we can work individually with the clients.

## DOCUMENTS, HANDOUTS RELATED TO THE TOOL

Worksheet with the ship  
Power point presentation with step by step process

## PEER REVIEW

Field dedicated to the conclusions and recommendations coming from the peer review during C1 / C2 training courses.

- **How well does this TFL achieved its intended objectives?**
  - This tool achieved its initial objective to let the participants self-reflect about themselves (What I know, what I want, what is important to me...).. For achieving this purpose and facilitating the reflection, the tool uses the visual management and the metaphore which makes the participant to question about what he/she usually does not think about.
  - Knowing themselves will allow them to know where they want to go and asked themselves what education they need for it.
  - It helps creating a conceptual framework. What they want to do/where they want to go

- **What changes could be made to help it achieve the objectives even more effectively?**
  - According to the peer review could be focus on the story of the participants. The tool shouldn't only ask to the participants where they want to go, but also where they come from.
  - BE CAREFUL with the metaphor that is choose, in this case, the metaphor of the boat could be hard for some targets like migrants, maybe it could be replaced with a hot-air balloon, for example.
  - It is important to emphasise that there are two rules that the trainer have to take in consideration before to start the activity. The first one, is that he/he decides the level of commitment and that if it is necessary it will be done a "face to face" interview to resolve some personal situations that could emerge.
  - It can be adapted in a less personal style by changing the questions. Maybe it could be useful not for changing yourselves but for change something in particular that is not working (organizational development, learn how to work as a team ...)
- **Which relevant issues or situations of Adult Education with low competences could you imagine this TFL may deal with?**
  - Until now, the tool has been used in different targets; from teenagers of 15-16 years old to executive people in big companies. In fact was with this target, managers in high positions where the trainer had some problems for implementing this activity, because this people didn't take it seriously this activity and took some time to saw the benefits of it.
  - This activity could be useful for the phases of receiving and orientating immigrants when they arrive to a new country.
  - Another situation where it could be useful is for build motivation in the drop-out school target, in order to focus on the participants strength and not only in the things that cannot be changed.
  - How can be useful for me as an educator/trainer? If you know what help them, it makes it easier to help them / I can see what they think about themselves. What is his/her level of self-stem? / observing the process of how they do the activity it gives a lot of extra information if you can read behind the words.

## TITLE

**“Speed learning” method inspired by speed dating**

## TOOL INTRODUCED BY

**Dagmar Ďurčová**

## TOPICS ADDRESSED BY THE TOOL

Easing in with strangers, dialogical learning, self-reflection.

## DURATION

None		0-30 minutes	X	30-60 minutes	
60-90 minutes		90-120 minutes		120+ minutes	

## SUMMARY

Seating as in speed-dating session. 1 row is seated and another row of students is moving. After mutually answering a question within the time limit of 3 mins they move on. I would suggest asking them all 3 – 5 questions maximum.

## THE TOOL WAS CREATED BY

D. A. Ďurčová and the person who invented speed dating.

## BACKGROUND

I had in mind to make people comfortable when meeting first time, not liking to share in front of a group. Also shy people, those who have not shared things for a long time or never out loud and also sharing things they might feel too personal.

It brings the intimacy discussing things one to one only and still getting more than 1 feedback and also maybe more sincere than in front of a bigger group. And as they go, they could change, improve or remember more and more to the question and share it with 2<sup>nd</sup> and 3<sup>rd</sup> person. I think they appreciate the privacy in the dialogue, recalling their experience and trusting it and building on it. They become aware of their story. And that all is done fun way.

## TARGET GROUP

No specific age range. Applicable for groups of unemployed, graduates, women after maternity leave, retired, managers. All depends on the questions or flashcards chosen for them. Very variable tool.

## GROUP SIZE

Ideally, 2 groups of same number of people to make pairs.

## AIM

Find answers to questions. (or quiz questions too). Feeling comfortable – not sharing in front of all in the group but still getting more than one feedback. Also, I find it great as a warm-up exercise for a new group of participants.

## OBJECTIVES

To increase self-awareness, learn self-value, boost self-confidence. Looking for answers by themselves. Helping others to ask themselves questions. Showing them eye to eye what they need to see, hear, etc. (All depends on the group and the questions used). The method is very versatile in that way.

## METHODOLOGY

Peer learning, dialogical learning, quizzes, cooperative learning too. Face to face discussions bring relaxed and open answers. Sharing, presenting results, self-reflection.

## MATERIALS

In presented method, no materials will be needed. Participants could only write their notes on a piece of paper if they want but questions will be asked and answered orally. (so pens and paper might be useful)

## STEP BY STEP PROCESS

Creating the environment, defining the objectives. Seating the participants. Asking them the questions one by one (3-5 questions) Timing 3 mins. max. for each pair. Then one by one the row moves to another participant.

Different steps: If it is the case that the trainer wishes to use flashcards with questions or quiz questions or different tasks to be done in the pair – it can be done so. There can also be a feedback/summary/output done at the end of the block. (it all depends on chosen activity)

## PEER REVIEW

**Field dedicated to the conclusions and recommendations coming from the peer review during C1 / C2 training courses.**

- **How well does this TFL achieved its intended objectives?**
  - According to the trainers that participated in the presentation of the tool, this tool allows the participant to know more about him/herself and be aware his/her own skills increasing the self-stem and makes the participant active, and thanks of the quality and the order of the questions, the participant can reflect about him-herself. The tool starts with safe questions and slowly is going deeper.
  - This tool contributes also to change the stereotype of low competence people and look at them as a persons
  - This tool respects the Kolb Learning Cycle theory. It is divided in 4 phases: Exercise, short reflection, theory, application- “how we can used”
- **What changes could be made to help it achieve the objectives even more effectively?**
  - Maybe it could be a good idea to record the participants during the activity



- **Which relevant issues or situations of Adult Education with low competences could you imagine this TFL may deal with?**
  - This method could be useful to be used with shy people, since it give them a safe place and a time limit to explain themselves
  - The original context of this tool was mostly used for language courses, but it could be easy adapted to other targets, topics and contexts
  - Tailoring and adapting the questions, this method could be quite universal and be used with different targets . This tool allows a lot of adaptations

TITLE					
<b>Life &amp; Learn – audio visual stories on adult learning</b>					
TOOL INTRODUCED BY					
Karoliina Knuuti					
TOPICS ADDRESSED BY THE TOOL (up to 3 maximum)					
learning pathways, audio visual knowledge					
DURATION					
None		0-30 minutes		30-60 minutes	X
60-90 minutes		90-120 minutes		120+ minutes	
SUMMARY					
<p>Live &amp; Learn was a project coordinated by the KVS in which 8 short documentaries of adult educators and adult learners were produced and shot in four different European countries. The premiere of the short documentary series was held in Brussels in June 2016.</p> <p>The project was inspired by two observations, shared by most European education policy documents and relevant studies. Firstly, there is a clear need to increase participation in adult education across Europe; and secondly, new ways of sharing best practices among European adult educators must be found.</p>					
THE TOOL WAS CREATED BY					
Kansanvalistusseura (KVS)					
BACKGROUND					
<p>The project was inspired by two observations, shared by most European education policy documents and relevant studies. Firstly, there is a clear need to increase participation in adult education across Europe; and secondly, new ways of sharing best practices among European adult educators must be found.</p> <p>These needs were addressed in the project in an innovative way: through the medium of short documentaries.</p>					
TARGET GROUP					
<p>The Live&amp;Learn series consists of two types of documentaries: they portray either adult educators or adult learners. The learners that are portrayed in the videos tell the stories about their individual and inspiring learning pathways. These aim at inspiring other people to see their potential as learners.</p> <p>The videos about adult educators aim to present best practices of innovative teaching methods in non-formal adult education.</p>					
GROUP SIZE					
<ul style="list-style-type: none"> <li>- in the project, 2 people from the KVS acted as producers, and there was also one coordinator from each partnering country.</li> <li>- A professional documentary filmmaker acted as a cameraperson and editor.</li> <li>- this method doesn't involve any sort of direct contact with the target groups apart from interviewing a few examples.</li> </ul>					

AIM
<ul style="list-style-type: none"> <li>- inspire and show example</li> <li>- share good practices and pedagogical tools</li> <li>- pilot using modern tools from sharing practices</li> <li>- increase the knowledge on audiovisual communication among the adult education centers' staff</li> </ul>
OBJECTIVES
<ul style="list-style-type: none"> <li>- realising one's potential</li> <li>- getting knowledge about possible learning pathways</li> <li>- learning basics of audio-visual production</li> </ul>
METHODOLOGY
<p>The tool might be an “example” or concrete application of a wider methodology in which it is rooted (e.g. cooperative learning, outdoor education, discovery based learning, e-learning, problem based learning, peer learning, simulation, transformative theatre...)</p> <ul style="list-style-type: none"> <li>- film-making,</li> <li>- interviews</li> </ul>
MATERIALS
<p>Please list the materials needed and the quantity you presume necessary for implementing the tool with the number of participants you mentioned</p> <ul style="list-style-type: none"> <li>- professional level camera equipment and a professional filmmaker to lead the process</li> <li>- Editing software</li> <li>- hard drive to store the material</li> </ul>
STEP BY STEP PROCESS
<p>Description, including clear instructions and materials needed, of the different steps of the tool.</p> <ul style="list-style-type: none"> <li>-planning</li> <li>-finding a suitable cameraperson</li> <li>-briefing adult education personnel in</li> <li>-finding inspiring people that have stories to tell</li> <li>-scriptwriting</li> <li>-filming</li> <li>-editing</li> <li>- publishing and marketing</li> </ul>
DOCUMENTS, HANDOUTS RELATED TO THE TOOL
<p>Vimeo: <a href="https://vimeopro.com/kansanvalistusseura/live-and-learn">https://vimeopro.com/kansanvalistusseura/live-and-learn</a></p> <p>Elm Magazine: <a href="https://www.elmmagazine.eu/articles/theme-issue/live-learn-stories-of-adult-learning/">https://www.elmmagazine.eu/articles/theme-issue/live-learn-stories-of-adult-learning/</a></p>

## PEER REVIEW

Field dedicated to the conclusions and recommendations coming from the peer review during C1 / C2 training courses.

- **How well does this TFL achieved its intended objectives?**
  - This TFL achieve not only its direct objectives such as realising one's potential and learning basics of audio-visual production or learning how to tell stories, but also allow the participants to get knowledge about possible learning pathways while connecting the students with their teachers/trainers/educators.
- **What changes could be made to help it achieve the objectives even more effectively?**
  - When this tool is used with a low competence adult, maybe it needs to simplify a little bit the process. For example, some activities like creating a budget or a distribution plan could be difficult for some participants.
- **Which relevant issues or situations of Adult Education with low competences could you imagine this TFL may deal with?**
  - This tool could have a relation with the flipped Learning, since for the flipped learning is necessary to have some audio-visual materials.
  - This tool could be also a next step for some other tools present also in this toolkit like *The cycle camera* and the *Those who tell the Stories rule the world*.

## TITLE

**Small act about mobbing**

## TOOL INTRODUCED BY

**Rita Dahl**

## TOPICS ADDRESSED BY THE TOOL (up to 3 maximum)

non-criticality, dramatization

## DURATION

None		0-30 minutes		30-60 minutes	
60-90 minutes	X	90-120 minutes		120+ minutes	

## SUMMARY

Participants discuss first their personal experiences of mobbing and choose one of them as their topic. Then they write first a very small act of minutes and rehearse or improvise it before others.

## THE TOOL WAS CREATED BY

The author of the tool are Rita Dahls Päivi Hyle

## BACKGROUND

This tool was developed as a development act at further education course for art pedagogues at Haaga Helia University. The aim is to increase human-rights based and inclusive art teaching and

## TARGET GROUP

Group of adult students.

## GROUP SIZE

The tool has to be developed in group.

## AIM

To make participants aware of their experiences of mobbing.

## OBJECTIVES

increasing awareness about the importance of respecting human rights of everyone, regardless of their ethnic, linguistic, religious background, or sexual and gender orientation.

## METHODOLOGY

Combination of literature and transformative theatre.

## MATERIALS

paper and pencils

## STEP BY STEP PROCESS

**Description, including clear instructions and materials needed, of the different steps of the tool.**

- reflection about mobbing experiences
- writing down a very short act about mobbing
- rehearsing or improvising the act in front of others
- reflection about the acts presented in the group

## PEER REVIEW

**Field dedicated to the conclusions and recommendations coming from the peer review during C1 / C2 training courses.**

- **How well does this TFL achieved its intended objectives?**
  - It achieved its objectives, it makes experiment and reflect about the awareness of the mobbing experiences. But, despite It makes participants to think and how they behave in a particular situation, according to the teachers, educators and trainers that had experienced, this tool It still needs a Learning conclusion.
- **What changes could be made to help it achieve the objectives even more effectively?**
  - To put the focus in the “non-criticality” theory instead that the “Drama”
  - To put other drama/theatre activities inside this tool to make it bigger
  - The representations could be finished with situations where its shown how its suppose to act instead (the good act) because people need to know how they can behave in a similar situation.
- **Which relevant issues or situations of Adult Education with low competences could you imagine this TFL may deal with?**
  - It could be applied to different situations and target groups
  - The topics can be selected thinking in our target

## TITLE

**Flipped learning in *integration* training for *adult* immigrants**

## TOOL INTRODUCED BY

**Tuija Österman**

## TOPICS ADDRESSED BY THE TOOL

1. The teacher role in flipped learning
2. Presentation of a minor project within flipped learning
3. Pros and cons of the method

## DURATION

None		0-30 minutes		30-60 minutes	
60-90 minutes	x	90-120 minutes		120+ minutes	

## SUMMARY

Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.

## THE TOOL WAS CREATED BY

The method was created by two chemistry teachers in Colorado, Woodland Park High School, Jon Bergman and Aaron Sams.

## BACKGROUND

The two teachers wanted to create a method to help their students to stay on track as a response to a high number of absences their students had. They didn't want their students to get behind or fail so they came up with an idea that was based on avoiding to repeat explanations and lectures for every student that had been absent. They came up with recording themselves giving lectures and then made the videos accessible through Internet. This happened in 2007 and was the birth of the term Flipped Classroom. The teachers were also cofounders of the Flipped Learning Network which presented the new term of Flipped Learning in 2014.

In the 1990s, Harvard Professor Eric Mazur developed a model of 'peer instruction' in which he provided material for students to prepare and reflect on before class and then used class time to encourage deeper cognitive thinking via peer interaction and instructor challenge. He called this "just in time teaching" (Crouch and Mazur 2001).

## TARGET GROUP

Adult immigrants in Finland are from the age of 17 and up, usually between 25-64 years. An immigrant is a widely used term meaning a foreigner who wants to come and live in the country permanently.

## GROUP SIZE

Ideal group size is approx. between 12-20 students.

## AIM

The general purpose is to allow the student to take responsibility for the learning process, to have a more active role in learning, to interact and reflect on the learning whenever needed and also to provide students with different ways to learn content and demonstrate mastery.

Effective flipped learning is one that, the time normally spent teaching, is used for in-class activities, discussions, problems, and group projects. The most meaningful learning occurs as a result of efficient use of the extra class time.

## OBJECTIVES

One of the core objectives of flipped learning is to move students away from passive learning and towards active learning where students engage in collaborative activity, peer learning and problem-based learning. Within this context, the role of the teacher shifts towards that of facilitator and coach by empowering students to take control of their own learning. The use of technology further enriches the flipped learning process and promotes skills that are essential for modern time learning.

## METHODOLOGY

Flipped learning is rooted in constructivism which states that learning is an active, contextualized process of constructing knowledge rather than acquiring it. Knowledge is constructed based on personal experiences and hypotheses of the environment. Learners continuously test these hypotheses through social negotiation. Each person has a different interpretation and construction of knowledge process. The learner is not a blank slate (tabula rasa) but brings past experiences and cultural factors to a situation.

## MATERIALS

Use of different environments outside classroom for learning, plan field trips and visits.  
Create everyday situations for social learning.  
Use of IT such as social media, teaching videos and apps.  
Material for preparation e.g .textbook,notes and slides.

## STEP BY STEP PROCESS

The learning situations are created in class for interaction to learn from each other.  
Use of different environments are for individual learning space where students work on their own where material for preparation e.g .textbook,notes and slides as well as use of IT are used solely before the lessons, not during.

## PEER REVIEW

**Field dedicated to the conclusions and recommendations coming from the peer review during C1 / C2 training courses.**

- **How well does this TFL achieved its intended objectives?**
  - The tool has specific learning objectives . It creates a safe environment and put the participants in a horizontal way, making them improving their life management. And all of that, without wasting so much time on something that they already know . This is an important fact, because in adult education usually the time is one of the most precious things.



- **What changes could be made to help it achieve the objectives even more effectively?**
  - *What changes apply to the tool if somebody is not motivated enough to participate?*  
There is the possibility to try a “one to one” talk with that participant and we, as a trainers/educators have to considerate that not everybody participates in the same way.
- **Which relevant issues or situations of Adult Education with low competences could you imagine this TFL may deal with?**
  - Is there any situation where the tool doesn't work? According to the experience of Tuija, if the educator/trainer have a limited amount of time or doesn't have the motivation to prepare all the materials beforehand or if the educator/trainer doesn't want to use it (for example because have low IT skills). Other situation is that if the participants are not skilled enough they can get lost, is always important to adapt the materials to the level of the classroom.
  - Is a very adaptable method that could be used with different target groups, topics and contexts
  - Could be very useful regarding the language skills, because the students can take the knowledge learned in the classroom and take it outside the classroom without feeling uncomfortable.

## TITLE

**The museum as a place for non-formal education in adulthood**

## TOOL INTRODUCED BY

**Cecilia Bernabei**

## TOPICS ADDRESSED BY THE TOOL

- Focus on museums, considered as places for adult non-formal learning in the perspective of lifelong learning (a dynamic setting can stimulate interest and curiosity that might outlast the visit)
- Museum activities outside the museum

## DURATION

None		0-30 minutes		30-60 minutes	
60-90 minutes	X	90-120 minutes		120+ minutes	

## SUMMARY

The creation of a pop-up museum as a method to involve everyone's own personal experience in order to stimulate a cognitive approach that will produce new knowledge. Pop-ups can be transferred to any context.

## THE TOOL WAS CREATED BY

Dr Cecilia Bernabei (Teacher at IIS De Amicis-Cattaneo), Dr Elisa Pollastrini (Conference Interpreter)

## BACKGROUND

Pop-up museums were originally created in the US and the UK outside their traditional location, in existing temporary and unexpected places, with strong community anchors and the aim of enhancing civic engagement. A pop-up museum can be an effective tool to encourage visitors (or non-visitors) to realize their personal exhibitions starting from their own experiences.

The "now-you-see-it", "now-you-don't" aspect of pop-ups makes the experience stronger, less intimidating and more interactive, supporting a new way of conceiving the place of culture by involving the viewer on a non-institutional level. Furthermore, their constant nomadism facilitates the possibility to introduce museums to new audiences, making museum buildings less imposing (bridging the gap between museums and not customary visitors). Lastly, pop-ups can be a starting point to encourage people to visit institutional museums. They can be easily transferred or reconstructed in any context to promote social arenas.

## TARGET GROUP

Group of adult students. Participants with any types of disorder are highly welcomed.

## GROUP SIZE

2 groups of 20 participants

## AIM

Non-formal learning environments are very effective for particular needs of adults, because of some specific aspects due to being adults and thanks to the bulk of experiences and self-awareness developed in life.

The tool can motivate non-conventional visitors to approach museums as more accessible places that are not distant from society, in order to bring people together and transfer museum experience to other contexts. The approach can yield positive results even in formal education places.

## OBJECTIVES

- Reinterpreting museums
- Reinterpreting museum objects and topics
- Stimulating activation, participation and role modification
- Transferring museum experience to other contexts

## METHODOLOGY

The peculiarity of the pop-up museum is that it can be realized in any context to share experiences, stories and memories. It is not rooted in a single place or occasion, but it can be used as a way to stimulate creativity and collaboration, in or outside museums. In other words, it is possible to create mini pop-up museums everywhere. An exhibition cannot exist if there is no sharing. It can involve more methodologies such as cooperative learning, outdoor education, peer learning, simulations etc.

## MATERIALS

- Two clear sheet protectors for each participant
- Two clothes pegs for each participant
- Scissors
- Sticky labels
- Coloured cards
- Glue
- A long rope
- Tape

## STEP BY STEP PROCESS

The pop-up museum can be created by a group (or more groups) of people guided by a facilitator, who provides materials and instruments to start the sharing work.

First of all, creating a mini pop-up museum consists of manipulating well-known objects, choosing them and creating a shared exhibition. Objects can be placed inside clear sheet protectors and hung on a stretched rope or glued to the wall, if possible. Each work is given a title just as if it was a work of art.

The second step consists of letting people create an individual work of art, using the materials given by the facilitator (and described above). The arrangement of the objects is decided by the group (or by the groups), which also gives a direction to their order.

## PEER REVIEW

Field dedicated to the conclusions and recommendations coming from the peer review during C1 / C2 training courses.

- **How well does this TFL achieved its intended objectives?**

- This tool stimulates, reinforce and feed the curiosity
- This tool is very universal because is an easy tool to be transferred and applied with different topics
- It helps to decorate the space work
- It makes the participants to think
- Reflect on how to use the everyday objects (in adult education there are not to much resources)
- Useful for engaging the participants, since they start choosing its own object and telling the story behind.
- It's a tool that needs a lot of instructions to be follow but at the same time is very pleasant

- **What changes could be made to help it achieve the objectives even more effectively?**

- The students could go first to a museum and then re-create a piece of art that they already saw in the museum
- The participants could also write a long story about the object, in order to make them value and understand them that there are not simple objects, every object has its own story.

- **Which relevant issues or situations of Adult Education with low competences could you imagine this TFL may deal with?**

- It is an easy tool to be adapted to different target groups (not only adults) and with a lot of different topics (business, history...) and in a lot of levels
- Working with immigrants could be an useful tool. For example, they could take an object from their own culture and the others could guess what it is. This could be interesting for working in the connections between them and not only with the diversities, "we also have more in common than differences".

## TITLE

**Giving feedback for people with low competencies with 6 de Bono hats**

## TOOL INTRODUCED BY

Joanna Zaremba

## TOPICS ADDRESSED BY THE TOOL

Knowledge sharing

## DURATION

None		0-30 minutes		30-60 minutes	X
60-90 minutes		90-120 minutes		120+ minutes	

## SUMMARY

This tool teaches people with low competencies to give a right feedback based on method 6 de Bono hats .

## THE TOOL WAS CREATED BY

Tool developed by Edward de Bono

## BACKGROUND

Nowadays many people especially people with low competencies are not able to communicate among themselves in a right way.

The main problem is to communicate in a way without violence and judging someone .

Giving feedback is a simple way to improve communication , to get rid of barriers and to feel comfortable with yourself.

People with low competencies often have complexes because of lack of education, lack of money etc.

## TARGET GROUP

The people with low competencies and other interested group of adult and youth.

## GROUP SIZE

About 10-14 participants

## AIM

To learn how to give right feedback in a right way and right time .

## OBJECTIVES

- To increase knowledge about communication and giving feedback
- To develop skills to talk about our positive and negative opinion
- To reduce the fear before receiving and giving feedback

## METHODOLOGY

The approach is based on the concept of parallel thinking, opposed to traditional thinking. It forces the team members to adopt, together, a particular thinking style represented by each coloured hat.

## MATERIALS

Description of exercises  
Power point presentation  
Colours sheet of paper

## STEP BY STEP PROCESS

The idea behind the 6 hats approach is that people bring different approaches to the process of problem solving and there is value in developing flexibility in using all of these to help develop and refine ideas. Each has its associated strengths and weaknesses and all are needed to create and refine an idea to ensure it is novel, robust and useful.

The six thinking styles are each represented by a colour:

- White – this involves considering information, a neutral questioning approach which looks for information, evidence and facts surrounding the problem
- Red – emotional responses, feelings and reactions to and around the idea. These could be intuition (gut feeling and hunches), instinctive responses, reactions to an idea without any evidence or justification, simply how someone feels about it.
- Black – logical judgment, analysis of the facts and the emerging ideas, judgment based on careful consideration and evaluation, weighing up strengths and weaknesses of the idea.
- Yellow – logical optimistic assessment, looking for the benefits and synergies, asking ‘what’s good about it?’, bridging between ideas and their positive elements
- Green – creativity, suggesting and exploring in novel direction, using ‘wild ideas’, provoking and challenging, pushing the shape and form of emerging ideas, freewheeling around the problem but without judgment, allowing an ‘anything goes’ approach to thinking
- Blue – a meta-style which is aware of the other hats being worn and which can encourage switching between them. This is also about the overall goals and objectives of the problem-solving session – what is the issue on which people are focusing?

In order to train the skills of understanding and using the different thinking styles de Bono suggests wearing six different coloured hats which draw attention to the particular approach people are taking. So when the group is freewheeling mode the green hat is worn, when someone makes a judgment the black hat, when someone asks for information the white hat, and so on. The idea is a little like a party game but it helps develop awareness of the different modes of thinking which operate in a group problem-solving session and the value – or otherwise – of different modes.

## PEER REVIEW

Field dedicated to the conclusions and recommendations coming from the peer review during C1 / C2 training courses.

- **How well does this TFL achieved its intended objectives?**
  - This was a concrete method and very well explained
  - Talking about giving feedback is always a positive aspect because the feedback is something that has to be train day by day
  
- **What changes could be made to help it achieve the objectives even more effectively?**
  - The 6 de Bono hats is an universal method that can be suitable in a lot of groups
  
- **Which relevant issues or situations of Adult Education with low competences could you imagine this TFL may deal with?**
  - This method could be very interesting to prepare educators and trainers for giving the feedback since they are not always very skilled in giving a feedback.
  - Is useful in order to avoid the situations when the feedback is not constructive
  - Giving feedback needs to have a choose of colour

## TITLE

**What I know about your culture**

## TOOL INTRODUCED BY

**Adriana Gagliardi**

## TOPICS ADDRESSED BY THE TOOL

Discard cultural stereotypes  
Change perspective on other cultures  
Improve empathy with others' cultures

## DURATION

None		0-30 minutes		30-60 minutes	
60-90 minutes	X	90-120 minutes		120+ minutes	

## SUMMARY

With a classroom full of students of different backgrounds, the responsibility to connect with them goes beyond simply known where they are from, or what their favourite subjects are. It's important to incorporate different cultures into lessons and activities, so students feel understood, comfortable and focused on learning. From a new perspective "the more you know the more you understand" students are helped to understand:

- basic physical systems that affect everyday life;
- the physical and cultural characteristics of the places;
- the spatial organization of a society;
- to appreciate Earth as the homeland of humankind and be concerned about the planet's resources;
- to understand global interdependence and become a better global citizen.

## THE TOOL WAS CREATED BY

The tool was created by the teachers of Cpia3 Adriana Gagliardi and Susanna Gentili for the inmates of "Regina Coeli". According to the new system of Adult Education the CPIA 3 has the task of managing the education of the convicted in the prison of "Regina Coeli", in Rome.

## BACKGROUND

The tool was created to practise a new method of approaching geography and world cultures in a multicultural context such as the prison of "Regina Coeli".  
Students could get a deeper insight into other cultures, understand and respect cultural diversity

## TARGET GROUP

Italian and foreign male adults among 19 and 45 years old. Italian and foreign adults lacking the title of the 1<sup>st</sup> grade of the secondary school or who have not completed compulsory education.

## GROUP SIZE

12/16 students



## AIM

The goal was to having lively lessons bringing the world into the classroom. People from different cultures are an asset, the classroom became the authentic space to create the conditions for social inclusion and community building.

## OBJECTIVES

Employing the tool in the classroom on a regular basis it can allow students to:

- improve listening skills and also the use of the oral and written language;
- allow students to strengthen their communication and social skills;
- improve vocabulary and logical thinking;
- build critical thinking skills and compare different cultures;
- encourage multicultural dialogues that may provide an understanding of different customs, beliefs and viewpoints;
- empower the adult learners;
- help students to recognize the value of their own experiences and knowledge;
- help students to conceptualize the learning process.
- inspire empathy.

## METHODOLOGY

The tool is based on active participation. It's rooted in the fact that humans cultures are different but they have a lot in common. It's a learning strategy that engages the students in getting to know each other and bridging cultural gaps.

## MATERIALS

- Power point presentation

## STEP BY STEP PROCESS

The presentation of the tool, lasting 60 minutes, is structured as follows:

- Warm up: asking what students know about the culture and how they got the information;
- Presentation of the culture through maps, picture, videos;
- Description of the country: physiography, population, economy, climate, traditions, migration;
- Description of how people adapt differently to different physical environments;
- Students compare cultures.

## PEER REVIEW

Field dedicated to the conclusions and recommendations coming from the peer review during C1 / C2 training courses.

- **How well does this TFL achieved its intended objectives?**
  - The tool helps to Sharing knowledge regarding the country of the participants and to get rid of stereotypes
  - Knowing your classroom is a sign of respect. Respect. It means you knows knowing them.

- **What changes could be made to help it achieve the objectives even more effectively?**
  - In order to make the TFL more dynamic and make the students/participants to contribute more to the session, some interactive elements could be introduced such as a quiz or led the students to present their countries by themselves.
  - A possible idea to improve the tool could be to divide what are the facts and the stereotypes of each country presented (this would help also to clarify the aim of the tool)
  - To reflect on “What I, the participant can I do with this knowledge”, for example “being more careful of what I am buying”
  - Maybe if there is a group with a lot of nationalities it could be interesting to focus on some aspects of the diverse nationalities and compare in a structured way the differences and similarities of each society,.
- **Which relevant issues or situations of Adult Education with low competences could you imagine this TFL may deal with?**
  - Share different cultures inside a group with a lot of nationalities
  - What I know about my students, my colleagues or the other students in the classroom

## TITLE

**Reception and Orientation**

## TOOL INTRODUCED BY

**Paola Russo**

## TOPICS ADDRESSED BY THE TOOL (up to 3 maximum)

Preventing the risk of social exclusion  
Promoting the full exercise of the citizenship rights  
Implementing knowledge, skills and competences  
Customizing the course of study related to the required level

## DURATION

None		0-30 minutes		30-60 minutes	
60-90 minutes		90-120 minutes		120+ minutes	X

## SUMMARY

The training of migrants is characterised by particular aspects such as communicative difficulties due to non-knowledge of language or lack of literacy. Also in many cases the traumatic experience of the learners represents an additional obstacle to an effective carrying out of the educational activities. This occupation requires, therefore, specific skills by the teachers/trainers in order to effectively teach migrant adults. Trainers must have a number of specific skills, beyond those strictly related to teaching and they must take into account the cultural differences that their students represent. The CPIAs have the task of managing the lifelong learning system of adults, including in this the various types of training: non-formal, professional, continuous. They also have the task of facilitating the access of the most disadvantaged, placing people at the centre of their formative path, adapting and customizing the entire learning path. In this frame the activities of "Reception and Orientation" are particularly important. Through these activities trainers/teachers engaged in training activities at adult education centres, in particular immigrants, can define adequate directions for learning.

"Reception and Orientation" represents a good practice spread out at National level and it has a specific percentage of hours allocated to, no more than 10 per cent of the corresponding total number of hours of the course (400 hours for the first period, 825 hours for the second period, 200 hours for the path of the Italian language). These activities are essential to plan the learning path and make it effective.

## THE TOOL WAS CREATED BY

The action of Reception and Orientation is implemented at national level in all Provincial Centers of Adult Education (CPIA). The "National Guidelines for Adult Education" contain information on First-level education paths and Literacy and learning of the Italian language paths that each CPIA adapts and make suitable for its area. The Guidelines focalize the importance of the first phase of the training path – reception and orientation – that is relevant for the personal achievement of the students and to reach the educational goals.

## BACKGROUND

The new system of adult education aims at the promotion of cultural and professional heritage of the person starting the reconstruction of its individual history. Adult education courses are organized to allow customization of the course

on the basis of an Individual Training Pact defined by prior recognition of formal , informal and non-formal knowledge and skills, held by the adult.

To achieve this and define the Individual Training Pact is really fundamental to organize “reception and orientation activities”.

This phase is very important to motivate the students, to promote their individual skills and to plan courses in accordance with the required level.

The fact that teachers take care of students starting from their needs, creating a positive climate in the groups and involving all students in the school activities is necessary to avoid failure, to enhance positive learning processes and to counter social exclusion and discrimination.

It is important to remember that migrants are often in stressful situation due to all the differences between their culture and the new one. They suffer the condition of being alone without the group identity, they have to re-write their story, give a new sense to it, adapt themselves to the new reality.

### TARGET GROUP

Italian and foreign adults lacking the final title of the 1st grade of secondary school or who have not completed compulsory education;

- adult foreigners of recent immigration, without the knowledge of the Italian language. These include even the illiterate in their own language or those who do not know the Latin alphabet;
- minors subjected to criminal proceedings and inserted in the host community as an alternative measure to imprisonment or in "challenged";
- unaccompanied minors (i.e. migrants arrived in Italy without parents and other adult figures) living in reception centres;
- minors who have not the final title of the 1st grade of secondary school or who have not completed compulsory education;
- Roma and sinti children residing in camps located in the various districts where is located the CPIA 3;
- adult detainees awaiting trial;
- detained minors and young adults in criminal enforcement.

We need to specify that teenagers are older than 16 (and therefore no longer of compulsory school age) but have not yet reached the age of 18 years.

### GROUP SIZE

Individual  
Small groups (5/6 students)

### AIM

- Promoting the inclusion of adults and young adults with fewer opportunities
- Creating the right conditions for students to express their needs
- Enhancing the motivation of the students to finish the school year and get the qualification/certification
- Supporting the achievement of specific skills

### OBJECTIVES

Reception allows to:

- clarify the goals of the student, check the compatibility between the application and the type of proposed path and possibly reorient the person towards solutions best suited to his / her requests
- help the student to gain awareness of his / her previous skills value
- customize the training course
- enhance the heritage of experience and skills possessed by the student
- identify personal and context constraints
- ascribe meaning to the choice of training
- understand the reasons for entering or re-entering training

#### Orientation:

- helps people become autonomous and entrepreneurs of themselves
- has an empowerment value because it strengthens the person in terms of professional self and coping strategies building

### METHODOLOGY

The activities of “Reception and Orientation” are carried out with a biographical and communicative approach and are based on students centrality and implicate a validation of individual abilities. Teachers start from the personal history of students through an interview that points at gathering information regarding students’ competences and the emersion of their relational and learning attitude. The interview investigates (examines) students’ proactive dimension, their capacity to carry on a task, their short-term and long-term objectives, their personal resources implemented to solve any kind of problem. CPIA 3 has been involved in a European project – Fami Crei Create Networks for Immigrants – and teachers working at the project have organized, with the support of the University of Rome 3 – Education Department, this interview that provides details and help to arrange the best path for each student. The activities of “Reception and Orientation” last all the school year, imply a continuous improvement and achievement of the maximum development of students’ personal capacities through specific strategies to create the best conditions for better learning.

### MATERIALS

Interview  
Tests  
Teaching activities

### STEP BY STEP PROCESS

RECEPTION: It is the first phase and it is organised in several steps:

- Step 1: information and contact; general information from the School Secretary and professor in charge of orientation
- Step 2: analysis of demand, needs, motivations and expectations; the teacher interviews the student following a track of a biographical approach interview
- Step 3: analysis and self-analysis of skills acquired in formal and informal contexts. Recognition of skills and credits in order to proceed to the personalization of the paths.
- Step 4: preparatory path; the students, introduced in level groups, participate in educational activities, and with the teachers’ support, think over the learning process.
- Step 5: negotiation and definition of the Individual Training Pact.
- Step 6: start of the learning path. The student begins to attend classes and at the end acquires a qualification/certification

**ORIENTATION:** Starts with the reception phase and continues for the entire school year and is realized through:

- Accompanying and consulting activities for the individual life project.
- Construction of a territorial network between the systems of education, training, employment services, local government, health and social services and other services.

### PEER REVIEW

**Field dedicated to the conclusions and recommendations coming from the peer review during C1 / C2 training courses.**

- **How well does this TFL achieved its intended objectives?**
  - This tool achieves its initial objective because it creates the right conditions for the inclusion and reception of new adults and young students in an easy and relax way using a non-judgemental approach and it helps to “put some order” and to know the background of each student.
  - At the same time, this tool promotes the personal relationship between the teacher/trainer and the student and the feeling of being cared.
- **What changes could be made to help it achieve the objectives even more effectively?**
  - No changes where proposed during the peer review
- **Which relevant issues or situations of Adult Education with low competences could you imagine this TFL may deal with?**
  - It could be a good tool for enhancing the motivation of the students to finish the school year and get the qualification and for supporting the achievement of specific skills, because thanks of the information gather by this TFL a clear pathway for the students is created, customized to their needs and expectations.
  - According to the other trainers/educators that were present in the experimentation, this tool can be used in a formal educational context but also in a non-formal way

TITLE				
<b>Those who tell the Stories rule the world</b>				
TOOL PRESENTED BY				
<b>Adriana Gagliardi</b>				
TOPICS ADDRESSED BY THE TOOL				
Enhance self-esteem Develop critical thinking Improve empathy with others and with others' cultures				
DURATION				
None		0-30 minutes		30-60 minutes
60-90 minutes		90-120 minutes		120+ minutes
				X
SUMMARY				
<p>Storytelling is a tool to experience an authentic teaching/learning context. Warm-up activities such as body percussions, voice warm-up and games are not only a fun way to start the session but they help to develop students' confidence.</p> <p>Having students sitting in a circle with a candle lit in the middle of it, helps to create the right atmosphere that is a crucial step in an adult learning context.</p> <p>The "ritual" setting reminds us that human beings have been telling stories around a campfire since they could speak, or probably before. When everyone is at ease a story is introduced. It can be a video, a novel or a myth. Students are asked to identify elements of the story such as: Characters, setting, problem (the conflict that the character/s face), solution (the resolution to the problem).</p> <p>As students identify easily with stories, they are encouraged to imagine how they would have reacted in similar circumstances.</p> <p>The final focus of the session is either writing a story or draw a narrative storyboard.</p>				
THE TOOL WAS CREATED BY				
<p>The tool was realized by the teachers of Cpia3 and a team of operators of the prison of "Regina Coeli". The aim was to create a synergic action in the Education programme for the prison inmates .</p> <p>According to the new system of Adult Education the CPIA 3 has the task of managing the education of the convicted in the prison of "Regina Coeli".</p>				
BACKGROUND				
<p>The purpose was to create a motivating learning environment, to contribute to the students' personal and cultural self-awareness, to create confident individuals who understand and respect the importance of difference.</p> <p>As It was addressed to prison inmates, the tool helped to break down barriers of isolation, to experience a very special narrative space for communicating their thoughts, their hopes, and their feelings. They became aware that gestures, voice, rhythm of the speech are important elements in storytelling and they are essential competence in oral communication and social performance.</p>				

TARGET GROUP
Italian and foreign male adults among 19 and 45 years old. Italian and foreign adults lacking the title of the 1 <sup>st</sup> grade of the secondary school or who have not completed compulsory education.
GROUP SIZE
12/16 students
AIM
<p>The goal was to humanize learning through Storytelling.</p> <p>Stories connect us with our humanness and link past, present and future by teaching us to anticipate the possible consequences of our actions. Stories are tools to pass wisdom, beliefs and values.</p> <p>The learning context, bringing together people from different cultures, became the authentic space to create the conditions for social inclusion and community building.</p>
OBJECTIVES
<p>Employing Storytelling in the classroom on a regular basis it can give students a voice and allow them to:</p> <ul style="list-style-type: none"> <li>• improve listening skills and also the use of the oral and written language;</li> <li>• allow students to strengthen their communication and social skills;</li> <li>• improve vocabulary, imagination, and logical thinking;</li> <li>• build critical thinking skills as listeners compare different versions of tales;</li> <li>• encourage multicultural dialogues that may provide an understanding of different customs, beliefs and viewpoints;</li> <li>• empower the adult learners;</li> <li>• help students to recognize the value of their own experiences and knowledge;</li> <li>• help students to conceptualize the learning process. Abstract concepts can be communicated in an understandable everyday language through the angle of human experience;</li> <li>• inspire personal growth.</li> </ul>
METHODOLOGY
<p>The tool is based on active participation. It's rooted in the fact that humans are natural storytellers and make sense of their experience through stories. It's an unconventional learning strategy that engages the students on an emotional level and at the same time offers them, like a autobiography, to bring coherence to the apparent chaos of everyday life.</p> <p>Storytelling pervades all aspects of our socio-cultural world, finding forms in films, television programmes, myths and legends.</p>
MATERIALS
<ul style="list-style-type: none"> <li>• Props</li> <li>• sounds and visual tools</li> </ul>
STEP BY STEP PROCESS
<p>The presentation of the tool, lasting 120 minutes, is structured as follows:</p> <ul style="list-style-type: none"> <li>- Warm up: body percussions, voice warm-up activities, games;</li> <li>- Presentation of the theme through a video, a myth or a story;</li> </ul>



- Active listening, students identify important elements of the story;
- Free interaction of the students;
- students share experiences among themselves;
- students create their own stories.

### PEER REVIEW

**Field dedicated to the conclusions and recommendations coming from the peer review during C1 / C2 training courses.**

- **How well does this TFL achieved its intended objectives?**
  - Most of the trainers/educators that were present during the training in agreed that this tool is engaging and ideal to create a group, as it creates a communal atmosphere of trust that in turn generates an emotional link between the participants that improve their own self-esteem and makes them to learn naturally. Thanks to this atmosphere the tool creates a ground that allow to build on the personal growth of the participants.
  - At the same time, the tool also achieve its original objective to improve the communication skills (vocabulary, listening, oral and written language... from the participants
- **What changes could be made to help it achieve the objectives even more effectively?**
  - It can be propose a book of exercise about storytelling, showing all the process and not only this activity
- **Which relevant issues or situations of Adult Education with low competences could you imagine this TFL may deal with?**
  - The universality of this tool has been highlighted, since according to the trainers/teachers it can be used with a large number of different target and topics

TITLE				
<b>Geniuses also have to put an effort to succeed</b>				
TOOL PRESENTED BY				
Agnieszka Borek				
TOPICS ADDRESSED BY THE TOOL				
Learning process Motivation				
DURATION				
None		0-30 minutes		30-60 minutes
60-90 minutes		90-120 minutes	X	120+ minutes
SUMMARY				
<p>Are human possibilities permanent or can they develop? Educational researches show that the vision we have about the capacity building has serious implications for our approach to learning. The American psychologist Carol Dweck describes her findings on the subject in the book "Mindset, the road to a successful life". It states in them that not only our talents and skills affect our success. It depends to a large extent on our way of thinking, which can be focused on determinism (fixed mindset) and growth-oriented (growth mindset).</p>				
THE TOOL WAS CREATED BY				
Agnieszka Borek				
BACKGROUND				
<p>The tool was developed to disseminate the Erasmus + project: Schola for a group of trainers and educators who work with youngsters and adults with different backgrounds.</p>				
TARGET GROUP				
12 and more, various levels of competences.				
GROUP SIZE				
10-15 persons (+/- 5)				
AIM				
<ul style="list-style-type: none"> <li>Increasing learning motivation</li> <li>Encouraging participants to think about themselves that they can learn more if they use the growth mindset approach.</li> </ul>				
OBJECTIVES				
<p>During the session the participants will:</p> <ul style="list-style-type: none"> <li>learn how the way of thinking - the attitude towards determinism or the attitude towards growth - affects our learning,</li> <li>learn the benefits of growth mindset for learners,</li> <li>find out how in practice they can use thinking as a learners focused on growth in a variety of life situations.</li> </ul>				

## METHODOLOGY

The tool is based on the theory of learning through experience described by David Kolb and the Kolb's learning circle (Kolb, 1984; 1997; Kolb, Fry 1975). This model of learning consists of the experience, submission to reflecting, analyzing and applying what participants have learned. The main features of the Kolb's model are:

1. A shift from experience to the theory explaining it.
2. Learning takes place in a cyclic way, i.e. reflection reflects the experience; reflection leads to an analysis where conclusions are born, then these conclusions are used in practice. The application itself becomes a further experience, which can start the learning cycle from the beginning.
3. Skipping any of the stages means that learning does not take place or has little effect.

## MATERIALS

Flipchart and markers

Other materials are depending on the tasks in the

## STEP BY STEP PROCESS

- Introducing the session objectives:
  - learning how the way of thinking - the attitude towards determinism or the attitude towards growth - affects our learning,
  - learning the benefits of growth mindset for learners,
  - finding out how in practice you can use thinking as a learners focused on growth in a variety of life situations.
- Experience: Individual work (5-10 min.). The trainer asks participants to choose one of two/three different tasks he/she is giving to the group (the tasks are up to the trainer. They should be various and a little bit challenging, to directly related to the every-day life skills):
- Reflection: Participants share their outputs to other participants.
  - Than they share their opinions and emotions on all presented examples.
  - The trainer asks: why have you chosen the particular tasks? Why have not you choose the second one?
- Analysis: The trainer facilitates the discussion and finds out answers for the question:
  - What regularity did you notice?
  - What did you learn from this experience?
  - How does this relate to your other experiences?

The trainer should note the mechanisms on a flipchart and comment on them drawing the main conclusions of the discussion. Then the trainer presents very briefly Dweck's experiment in a students' groups to explain the differences between fixed and growth mindsets and illustrate how these two approaches influence our learning process. The trainer should link the participants' opinions/ conclusions with Dweck's findings and theory.

- Application:
  1. The trainer's presentation of "mindset monologue".
  2. Individual reflection on a personal mindset.
  3. Exercise on changing the internal voice from fixed to growth mindset one.

TITLE				
<b>Visual management and interaction in trainings</b>				
TOOL INTRODUCED BY				
Kateřina Krausová				
TOPICS ADDRESSED BY THE TOOL (up to 3 maximum)				
Visual management, Learning process				
DURATION				
None		0-30 minutes	X	30-60 minutes
60-90 minutes		90-120 minutes		120+ minutes
SUMMARY				
<p>Tool based on principles of</p> <ul style="list-style-type: none"> <li>visual management – interesting pictures are more remarkable than text only</li> <li>interaction - people are able to catch</li> </ul> <p>30% from what they see 50% from what they see and hear but 70% from what they repeat/try with lector 90% from what they try alone afterwards</p> <ul style="list-style-type: none"> <li>Rewards – small presents to encourage and support the activity of the participants</li> <li>Language – if spoken, than in “language” of the target group</li> </ul>				
THE TOOL WAS CREATED BY				
Based on knowledge and tool from industry engineering, created by HR risen from the practical experiences with training and communication with the production employees.				
BACKGROUND				
The tool was created to make the trainings for non-skilled employees as simple and effective as possible.				
TARGET GROUP				
Production (mostly) unskilled employees (often with low or restricted access to information resources) and low will to get back to training materials on themselves				
GROUP SIZE				
Ideal number of participants of the group is about 10-15 people.				

AIM
Effectiveness of the trainings – to give as much as possible in one session
OBJECTIVES
<ul style="list-style-type: none"> <li>- Make the students must self-direct their own learning.</li> <li>- Give opportunities for critical reflection when learning something new.</li> <li>- Give a purpose for learning. There must be a goal or outcome, as most adults will not learn for the sake of learning.</li> <li>- learn to learn.</li> </ul>
METHODOLOGY
Presenting information in a variety of ways can keep participants engaged by appealing to the six preferred learning styles or perceptual modalities of adults. What's more, mixing up the style of delivery will ensure that everyone in a group is learning
MATERIALS
Pencils and papers (printed materials) for participants, flipchart, flet-tip pen, sticky notes (coloured), beamer
STEP BY STEP PROCESS
<p>Description, including clear instructions and materials needed, of the different steps of the tool.</p> <ul style="list-style-type: none"> <li>▪ Preparing of the presentation – clear, short, structured messages completed with pictograms and pictures.</li> <li>▪ Not too many slides</li> <li>▪ To each slide prepare the questions and small task – ideally to complete the presentation ant try to fix the knowledge</li> <li>▪ If any skill needed make an exercise and make sure everybody tries by himself. At least two different examples</li> <li>▪ At the end make a summary through the questions</li> </ul> <p>Do not forget</p> <ul style="list-style-type: none"> <li>▪ Select carefully the amount of the information – not to oversupply the participants with the informations und use “their language”</li> <li>▪ Highlight the profit for the participants</li> <li>▪ Reward the effort</li> <li>▪ Prepare printed materials, with pen for everybody , if anybody wants to take the notes</li> </ul>
PEER REVIEW
<p>Field dedicated to the conclusions and recommendations coming from the peer review during C1 / C2 training courses.</p> <ul style="list-style-type: none"> <li>• How well does this TFL achieved its intended objectives?</li> </ul>

- Better remembering, using in practice (visual management)
  - Boosts self-esteem and develop social skills
  - Peer learning and feeling equal with your teacher
  - Very catchy and seductive activity
  - Team working skills
  - Interesting to hear a business perspective and how to run things in another way
  - Benefits: Joy of learning, inspiring people to take the wheel of their life
  - Visualise makes it easier to learn and memorize what you have learnt
- 
- **What changes could be made to help it achieve the objectives even more effectively?**
- 
- In order to achieve the objective of this tool in a more effectively way, it could be thank beyond the corporate context. Another change that could be done is to show more examples of visualizing hard to grasp concepts.

TITLE					
<b>Living Book</b>					
TOOL INTRODUCED BY					
Dragomira Shuleva					
TOPICS ADDRESSED BY THE TOOL					
Knowledge sharing					
DURATION					
None		0-30 minutes		30-60 minutes	
60-90 minutes		90-120 minutes	X	120+ minutes	X
SUMMARY					
<p>The 'Living Book' as a method for adults learning engages the participants in meaningful conversations about a topic that they are passionate about. Imagine the possibility to talk to your favourite author and to share with him your thoughts about his book. In the Living book method, participants have a choice to be an 'Author' or a 'Reader'. Authors has to announce in advance the titles of their books and a brief description of the content to attract the readers. Readers has to subscribe – which books they want to read.</p> <p>After that the organizers/librarians, has to organize and announce the schedule and reading spaces for all books. (It is important to try to arrange that every reader can have a time slot to read his book. Suitable time slots are from 20 – 30 minutes for at least two hours 'Living Library', but if there are more authors The Living Book may last more than 120 minutes.)</p> <p>Than the reading begins in self-managed small groups. Authors are opening the conversation by briefly presenting their ideas and then stay open for questions and/or contributions from the readers.</p> <p>At the end of the reading they present to the Organizers one page summary, including the title of the book, the participants and the main topics discussed. These reports are exhibited in a way that everyone can see them.</p> <p>The Living Book method could be applied in many settings including big conferences, workshops, communities, non-governmental, public and corporate.</p>					
BACKGROUND					
<p>There are many different sources from which this method has been developed and now it is difficult to trace it's original roots.</p> <p>In practice in UK, USA, Australia, Israel and other countries since the year 2000. I have seen this method in an NGO event in Sofia in 2010 and have adapted it to be used in knowledge sharing workshops and corporate learning settings.</p>					
TARGET GROUP					
Participants has to be literate (able to read and write)					
GROUP SIZE					
<p>Minimum 10 - maximum 20 participants in a learning setting for about two hours.</p> <p>If you have more participants with more 'Authors', please consider more time</p>					

## AIM

The Living Book is a tool for learning from each other.

## OBJECTIVES

- To share knowledge among the participants
- To encourage self-directed learning
- To stimulate group cohesion
- To help the participants to learn more about each other
- To challenge prejudices, stigmas and stereotypes

## METHODOLOGY

The Living Book is a Participatory learning tool, where the participants have to develop new knowledge, attitudes and skills with active participation.

## MATERIALS

1. Flipchart paper - 10 pages
2. Blue Tack – one pack
3. Paper - size A4 – 30 pages
4. Markers – coloured non-permanent in black, blue, red and green – 25 in total for 20 participants

## STEP BY STEP PROCESS

Step 1- Invitation to join the Living Book

Timing: To be announced at least one day/ a few hours before the Living Book session. Orally or in writing as a formal invitation

Instructions: 'Dear participants, please join our Living Book session by becoming an 'Author' of a book and you will be able to meet your readers. We do believe that you have something valuable to share with the other participants. You can choose a topic that you are really passionate about and probably had no time till now to start writing. Please, write down/send to us just a title and a brief description of your book in less than 50 words that will attract your readers. You never know when you might become a best seller'

Materials: 15 blank pages A4 and markers

Step 2 – Exhibit the Books

Display the descriptions of the books and their authors in a nice way in a place where everyone can see them.

Materials:

- Flipchart paper to stick the Books descriptions on it.
- Markers for subscription

Step 3 – Attracting the readers.

Timing: At least one hour before the session starts.

Instruction: 'Dear participants, please chose from our Living Library' the Books that you want to read and you will be able to meet the author. Please, write down your name below each book that you want to read.'

Step 4 – Preparing a Timetable



Timing: Has to be ready before the session start (takes at least 10-20 minutes)

Prepare a timetable to match as much as you can the readers with the books that they want to read.

Arrange two-three (or more) reading spaces in order to have readings that will happen simultaneously. Look for suitable spots also outside of the room and mark them as 'Reading spaces'

#### Step 5 – Opening the Living Book

Instructions: 'Dear participants, welcome to our Living Book session! We have here authors and readers that are probably eager to meet and discuss the books. Please, listen to the practical arrangements – where and when you can and read your book. (It is advisable that The Organizer/Facilitator reads the entire Timetable for clarification). There are time slots of 20-30 minutes. Please, do not go beyond that as there are other books to be read also. Now you can enjoy the reading. We will wait for you here again to share your experiences at (the agreed time).'

#### Step 6 – Reading

In this step the Organizer does not intervene the process of reading and only reminds gently about the Timing (might ring a bell or something else) and the reports that has to be produced at the end of each book by the author.

The Organizer collects all the reports and exhibits them so everyone can see them

Materials: 15 blank pages A4 and markers/pens to write the Reports

#### Step 7 – Closing

Instructions: 'Welcome back to all authors and readers. Now we are looking forward to your feedback. Please, let the authors speak first, than the readers. Please, share with us, how did you feel now and what did you learn from this new experience.'

(Sharing has to last at least 15 minutes and let everyone be encouraged to speak)

'Reports from the Books will be available after this even at (agreed space online or as document to be shared among the participants via e-mail).'

Materials:

- Flipchart paper to stick the Reports on it.

### EMBED MEDIA

This is an example for using Living Book method to challenge stigmas and stereotypes, called 'The Human Library':

<https://www.independent.co.uk/arts-entertainment/books/features/human-library-volunteers-equality-challenge-prejudice-the-book-list-a8450506.html>

### PEER REVIEW

**Field dedicated to the conclusions and recommendations coming from the peer review during C1 / C2 training courses.**

- **How well does this TFL achieved its intended objectives?**
  - The trainers and educators that experience the tool agreed that the living Book is an engaging activity which is perfect for learning from each other inside the group, at the same time that generates an emotional link between the participants that improve their own self-esteem.
- **What changes could be made to help it achieve the objectives even more effectively?**

- It was said by the trainers and educators that this tool could have a competitive that could be dangerous for the participants So, it is important that the trainer or educator that is conducting the activity pay attention to this aspect.
- **Which relevant issues or situations of Adult Education with low competences could you imagine this TFL may deal with?**
- The universality of this tool has been highlighted, since according to the trainers/teachers/educators it can be used with a large number of different target and topics.

TITLE					
<b>Educational Escape Room</b>					
TOOL INTRODUCED BY					
Małgorzata Winiarek-Końicka					
TOPICS ADDRESSED BY THE TOOL (up to 3 maximum)					
Tool is addressed to families, where parents have low social and parental competences. Our topics are cyberbullying or behavioral addictions. Each family can choose a topic for them.					
DURATION					
None		0-30 minutes		30-60 minutes	X
60-90 minutes		90-120 minutes		120+ minutes	
SUMMARY					
<p><b>Please present the tool in no more than 255 characters</b></p> <p>We produced and tested the educational escape rooms for families, where parents have low social and parental competences. During activities in the room, parents and children cooperate and learn about cyberbullying or behavioural addictions.</p>					
THE TOOL WAS CREATED BY					
<p><b>If the case, please mention here the author of the tool</b></p> <p>Karolina Sieńkowska, Katarzyna Leoniewska, Rafał Wawrzysiewicz, Nikola Gabrini, Małgorzata Winiarek-Końicka</p>					
BACKGROUND					
<p>The idea of an educational escape room was based on our previous experiences of working with several target groups. We realized that the most of participants started to get really involved in the topic when they had to solve concrete tasks given to them. We came up with the idea of using the form of escape rooms, which is very popular among children and adults as well. In our educational escape rooms we create characters which have problems (for example addictions, being a victim of cyberbullying) and the participants have the opportunity to help our created characters by several tasks and exercises.</p> <p>The characters are not introduced by actors, however their monologues are on video or their voices are recorded. The participants are divided into groups of 8-9 people and also get roles, which motivate them to enter the room. We found it important to have a trainer inside the escape room. This person plays the role which is able to help the group (for example as an expert). We created the tasks in a way to be challenging but also manageable for the target groups. We collected a wide range of ideas and the point was also to have various tasks to keep the attention and the interest of the participants. We always need to prepare a space, which is attractive in itself but can easily be created from an average classroom.</p>					
TARGET GROUP					
Families, youngsters and parents, usually from poor and not well educated families					

GROUP SIZE
8-9 person in one group
AIM
To give families space to learn about cyberbullying and addictions in youngster life
OBJECTIVES
<ul style="list-style-type: none"> <li>- increase basic knowledge about cyberbullying or addictions necessary to better understand these topics</li> <li>- develop skills to talk in families about these topics</li> <li>- to training cooperation in family.</li> </ul>
METHODOLOGY
Drama, problem based learning, learning by doing, cooperative learning.
MATERIALS
<ul style="list-style-type: none"> <li>- room decoration (for example big sheet of gold foil, christmas tree lamps etc),</li> <li>- tasks for participants (printed tasks, computers with movies, speakers, connection to internet)</li> <li>- clothes for trainer</li> <li>- ring</li> </ul>
STEP BY STEP PROCESS
<p>Tool is divided for 3 parts:</p> <ol style="list-style-type: none"> <li>1. introduction to escape room</li> <li>2. work in room</li> <li>3. discussion after work</li> </ol> <p>Step 1 introduction to escape room</p> <p>Please ask group about their participation in escape room: Have you ever been in escape room?. If yes ask what kind of escape room he/she visited. Tell that this is specific room because our aim is to get new knowledge and task, not only try to find exit from room. Read group also the contract - rules in escape room. Show entrance movie.</p> <p>Step 2 work in room</p> <p>Group of max 10 people get to the room.</p>

Their first task is to find way of communication with trainer in role (for example in escape room abouts cyberbullying trainer is a robot, and group must find way to wake up the robot, because he//she will help them in next tasks/steps).

After getting up the trainer, group must find hidden task in room. If the have problem with finding they can ask trainer about help. Group is working 45 minutes in each room

Step 3 discussion after work

When group finish work in room ask them about their feelings during the cooperation in escape room.

### PEER REVIEW

Field dedicated to the conclusions and recommendations coming from the peer review during C1 / C2 training courses.

- **How well does this TFL achieved its intended objectives?**
  - The original objectives that wants to tackle this tool for learning (increase basic knowledge about cyberbullying, develop talk skills and cooperation inside the families) according to the educators and trainers that are accomplished thanks to the fact that the tools is very engaging and stimulates the people to participate and play while they learn.
- **What changes could be made to help it achieve the objectives even more effectively?**
  - For some of the trainers and educators that experience th3 Educational Escape Room, this tool should be modified for the low competences groups. Maybe it should be adapted with easier to follow and more clear instructions. Also, could be necessary to have Multiprofessional team to test this tool according to some of the participants.
- **Which relevant issues or situations of Adult Education with low competences could you imagine this TFL may deal with**
  - All the teachers and educators agreed on the universality of this too. It can be used with a lot of topics and target groups.

TITLE							
<b>Camera in a circle</b>							
TOOL PRESENTED BY							
<b>Łukasz Szewczyk</b>							
TOPICS ADDRESSED BY THE TOOL							
Horizontal knowledge transmission Digital education							
DURATION							
None		0-30 minutes		X	30-60 minutes		
60-90 minutes		90-120 minutes			120+ minutes		
SUMMARY							
<p>The tool is actually only the first step in the Participatory Video method, however it perfectly demonstrates its inclusive and democratic character. It focuses on cooperation and group learning. It allows to get acquainted with basic video equipment through play and engages the entire group.</p>							
THE TOOL WAS CREATED BY							
<p>The tool is described in: Nick and Chris Lunch, <i>Insights into Participatory Video: a Handbook for the Field</i>, accessed at: <a href="https://insightshare.org/resources/insights-into-participatory-video-a-handbook-for-the-field/">https://insightshare.org/resources/insights-into-participatory-video-a-handbook-for-the-field/</a></p>							
BACKGROUND							
<p>The tool allows to experience using audiovisual equipment for the first time in the Participatory Video method. The PV has always offered a chance for marginalized groups to show their experiences and needs through audiovisual means. Moreover, it empowers such groups and individuals, as they learn to recognize their potential through cooperation.</p> <p>This method is based on an amalgam of experiences stemming from group dynamics, which would not bring as many benefits for the participants, if experienced separately.</p> <p>The “Camera in a circle” exercise helps to overcome lack of confidence and apprehension towards digital equipment by sustaining relaxed atmosphere and playful structure.</p>							
TARGET GROUP							
<p>Working with PV method is suitable for all groups of participants. There are no preconditions or recommended environment in which it can be used. It is usually pointed out that lack of technological skills might be an obstacle, however the very aim and structure of the process are designed to teach the participants all of the required competences.</p>							
GROUP SIZE							
<p>Recommended number of participants: up to 12 people. They should be assisted by two facilitators, if possible.</p>							

## AIM

The exercise is based on the Chinese whispers, a play for children. The participants sit in a circle and pass on information and skills connected with video equipment to one another.

General goals of the exercise include:

- learning the basics of video equipment (i.e. camera recorders and tripods) that is going to be used in the entire PV process
- engaging all participants by assuming both roles, teacher's and learner's
- mastering practical skills
- apart from learning the skills necessary for the method, the exercise serves as an ice-breaker and integrates the participants
- the exercise reflects the core idea behind the PV method: group learning, cooperation, sharing knowledge and experience

## OBJECTIVES

Knowledge:

- basic knowledge concerning the construction, function, applications and usage of camera recorder and tripod

Skills:

- ability to use digital equipment (camera recorder and tripod)
- cooperation and knowledge-sharing in a group environment

Attitudes:

- sustaining attentiveness and openness for other people by helping them to complete the exercise
- becoming confident about your own skills
- gaining self-confidence and enthusiasm for working in a group, role-playing and cooperation

## METHODOLOGY

The exercise is closely connected with Participatory Video, which is a work method based on learning how to manage video equipment and make a short film in a group. It can be applied for various social groups. The form of a video becomes a trigger to develop group skills, express yourself, and acknowledge the value of individual experience.

## MATERIALS

Equipment required to conduct the exercise for a group of 12:

- camera recorders (simple handycams are sufficient, 2 items recommended)
- tripods (one for each camera recorder. Tripods are optional)

## STEP BY STEP PROCESS

The participants sit on chairs in a circle. It is crucial to organise the exercise in a large space, without tables or other furniture. A facilitator (or two, if a group is larger; they should sit opposite to each other, dividing the circle in half) tells the group that the aim of the exercise is to learn how to use camcorder and tripod. They also

explain that each of the participants will be a learner and a teacher, as the equipment is going to be passed around. The facilitator turns to the person sitting on their right or left, teaches them about the equipment and shows how to use it. It is important to remember that the initial instruction has to be adjusted to the group, so as not to overload them with too much information at once. It is recommended to limit the instruction to:

- construction of a camera recorder (body, lens, batteries)
- turning on/off
- zoom in/zoom out,
- replay button
- warning that the equipment is fragile and has to be handed carefully, especially the lens (e.g. avoiding dirt and scratch marks)
- assembling and disassembling of a tripod; installing a camcorder on it

Next, the person who was trained by the facilitator instructs the person sitting next to them. The routine is repeated until all of the participants learn how to use the equipment.

After the exercise, the facilitator asks the participants to share their experiences and afterthoughts. They support the participants for whom their first experience with digital equipment may be stressful. The facilitator answers all questions, including those concerning the future use of camcorder. They may summarise the information learned during the exercise and highlight the most important notions.

It is possible to divide the exercise into a few rounds, so as to adjust the volume and level of transmitted information to the abilities of the group.

#### EMBED MEDIA

<https://insightshare.org/resources/insights-into-participatory-video-a-handbook-for-the-field/>  
<http://real-time.org.uk>  
<http://pracowniacotopaxi.pl>

#### PEER REVIEW

**Field dedicated to the conclusions and recommendations coming from the peer review during C1 / C2 training courses.**

- **How well does this TFL achieved its intended objectives?**
  - This is a tool that allows participants to be in the role of teacher and learner at the same time, it makes them responsible for their learning. They learn by doing; They learn by transferring their knowledge, they learn by explaining a knowledge. They learn unconsciously.
  - The trainers and the agreed that this is a simple tool, easy to use with a clear description of the steps by step and stimulates the curiosity of the participants for learning.



- **What changes could be made to help it achieve the objectives even more effectively?**
  - Some trainers suggested; Why not using mobile phones in every group?  
According to Łukasz Szewczyk, the trainer who presented the Camera in a circle too during the Education by the Way training course, if it is used the phone instead of a camera, the activity could become less interesting for the participants, since a mobile phone is something that everybody uses in its everyday life and already and already knows how it works. But, of course, the camera could be replaced by another object since this is a very transferable and universal tool.
- **Which relevant issues or situations of Adult Education with low competences could you imagine this TFL may deal with**
  - The tool can be quite universal because it can be applied in many different fields and for various social groups. For example, it can be used by mathematics and rules and lots of other things.

TITLE				
<b>Learning by doing (Emotion and interaction)</b>				
TOOL PRESENTED BY				
<b>Aura Marttinen</b>				
TOPICS ADDRESSED BY THE TOOL				
EQ (Emotional Intelligence) and Communication skills (The tool also helps with language skills)				
DURATION				
None		0-30 minutes		30-60 minutes
60-90 minutes	x	90-120 minutes		120+ minutes
SUMMARY				
<p>A fun and engaging way to learn about emotional intelligence and better communication skills, the tool is easy to understand and immediately apply into practice. Participants will learn by doing, by “playing” together and completing different activities. Teachers present problems to their students and then guide the students to solve the problem by providing them with a hands-on activity to learn the solution. The Learning by doing method is easy to adapt to both small and large groups.</p>				
THE TOOL WAS CREATED BY				
<p>Learning by doing refers to a theory of education expounded by American philosopher John Dewey. However, I have created this tool based on my work experience.</p>				
BACKGROUND				
<p>I created this tool since I noticed it is how students learn easier and the learning sticks longer, since they move around during class. The results have included a calmer studying environment, less bullying, a better class atmosphere, and teachers reporting students being kinder to each other and understanding each other’s viewpoints better.</p>				
TARGET GROUP				
<p>When adapted, this method works with any age.</p>				
GROUP SIZE				
<p>Any number since the participants will be divided into smaller groups.</p>				
AIM				
<p>The general purpose of this tool is to increase students’ emotional intelligence, i.e. being able to identify and communicate their feelings and others, and increase communication, which results in increased learning.</p>				

## OBJECTIVES

Identify and express own feelings, communicate feelings in a new way, remain calm in new situations and reframe wording when upset, in other words almost “learn a new language” as far as emotional intelligence.

## METHODOLOGY

This tool includes cooperative learning, discovery based learning, peer learning and simulation. It is action oriented and participants will act out different situations.

## MATERIALS

PowerPoint presentation,  
a projector  
a screen  
paper and pen

## STEP BY STEP PROCESS

Draw a tree (Participants are not given any other instructions besides to draw a tree. Conversation to follow about how everyone is different, and does the tree have roots.)

One thing you are good at. (Participants list one thing they are good at. Preferably not a skill like math or singing, but something to do with emotions and people.)

With a partner, look into each other’s eyes for one minute. (Debrief after.)

With a partner, talk about something important to you for one minute while the other just listens and must remain silent. (Or the person talking can talk about rules/cultural differences/new working method/a new life skill/whatever you are teaching.) After one minute, the listener repeats what they remember. Discussion about how it was to be a listener and talker. Then switch roles so everyone gets to talk and listen.

Poem. Discuss poem that can be read from down to up, how it changed the mood. E+R=O and in groups, present how a real-life situation could go two different ways.

## PEER REVIEW

**Field dedicated to the conclusions and recommendations coming from the peer review during C1 / C2 training courses.**

- **How well does this TFL achieved its intended objectives?**
  - It is a tool that allows to improve emotional competences, since any work with people contains emotions and emotional intelligence is essential in all life situations.” Thanks to this tool, the participants are able to identify and communicate their feelings, increasing in this way also their communications skills, which results in increased learning.

- **What changes could be made to help it achieve the objectives even more effectively?**
  - No changes were proposed by the trainers, teachers, educators
- **Which relevant issues or situations of Adult Education with low competences could you imagine this TFL may deal with**
  - According to the trainers that participate in the activity , this tool for learning is very easily to follow by the participant and can be used with different target groups, because as it was said before to improve emotional competences is essential in all life situat

TITLE				
<b>Interactive folklore – play (Nursery rhymes in language teaching for adults)</b>				
TOOL PRESENTED BY				
Riikka Paakkunainen				
TOPICS ADDRESSED BY THE TOOL				
Folklore, interaction, life long learning				
DURATION				
None		0-30 minutes		30-60 minutes
60-90 minutes	X	90-120 minutes		120+ minutes
SUMMARY				
<p><b>Please present the tool in no more than 255 characters</b></p> <p>This tool teaches parents to play with their children in a traditional way using folk poems, folk songs and play.</p>				
BACKGROUND				
<p><b>Why and how the tool was created? In which context? Which results did it bring? Which impact/change on the participants/at social level?</b></p> <p>The tool was created as a hobby for small children and their parents together. It gives good training and interaction learning to speak and cultural awareness of ones roots and culture.</p>				
TARGET GROUP				
<p><b>Age range and (if any specific) characteristic of the group of participants.</b></p> <p>Child at the age of 0-3 years with an adult</p>				
GROUP SIZE				
<p><b>Ideal number of participants with (if any) alternatives: e.g. 20 or 2 groups of 15. groups of 3- 4 people</b></p> <p>6-12 pairs</p>				
AIM				
<p><b>The general purpose of the tool in an educative/training situation.</b></p> <p>Learning a language in a natural way</p>				
OBJECTIVES				
<p><b>The concrete learning or educational objectives or goals that the tool seeks to achieve. They should be concrete and multiple.</b></p> <p>Interaction, sense of self, language learning</p>				

## METHODOLOGY

The tool might be an “example” or concrete application of a wider methodology in which it is rooted (e.g. cooperative learning, outdoor education, discovery based learning, e-learning, problem based learning, peer learning, simulation, transformative theatre...)

Combination of literature and transformative theatre.

## MATERIALS

Please list the materials needed and the quantity you presume necessary for implementing the tool with the number of participants you mentioned

Cards, colouring pens, laminating pouches, laminato

## STEP BY STEP PROCESS

Description, including clear instructions and materials needed, of the different steps of the tool.

## PEER REVIEW

Field dedicated to the conclusions and recommendations coming from the peer review during C1 / C2 training courses.

To be filled in during the TC.

- **How well does this TFL achieved its intended objectives?**
  - The tool for learning presented by Riikka Paakkunainen is an emotional tool that allows through the music, the stories and the folklore to develop the language skills and the cultural knowledge of the participants, at the same time it develops the cooperation between the participants because it creates an emotional link.
- **What changes could be made to help it achieve the objectives even more effectively?**

Some changes that could be made to this tool for Learning in order to make it more effectively:

- Make the instructions easier to follow
- More information/more reflection
- Maybe percussion exercises could be added
- -More debriefing
- **Which relevant issues or situations of Adult Education with low competences could you imagine this TFL may deal with**
  - It was concluded that this tool was a very universal tool, that through storytelling, songs and literature could be very useful to train the linguistic and cultural competences as well as the emotional ones, always in a natural way.
  - Other interesting fact about this tool is that allows to participates the Parents with their Childs.

TITLE					
<b>Applied improvisation</b>					
TOOL PRESENTED BY					
<b>Anne Tastula</b>					
TOPICS ADDRESSED BY THE TOOL					
Core learnings from applied improvisation exercises are: being more creative, more collaborative, more confident and more responsive to change.					
DURATION					
None		0-30 minutes	x	30-60 minutes	x
60-90 minutes	x	90-120 minutes	x	120+ minutes	x
SUMMARY					
<p>Applied improv is simply taking concepts, ideas, and techniques from the world of improvisation and applying them to business, relationships, learning and life. It's not joke-telling, silly activities, or the theater equivalent.</p> <p>Improvisation is the practice of acting and reacting, of making and creating, in the moment and in response to the stimulus of one's immediate environment.</p> <p>Improvisation as a genre of theatre has been widely practiced and performed since the 1950s. Educator and playwright Keith Johnstone developed various improvisational games which were not only used to train actors or to prepare for performances of improvisational theatre groups but also in workshops and projects with teachers of schools and universities, trainers in juvenile and adult education.</p> <p>Applied improv is simply taking concepts, ideas, and techniques from the world of improvisation and applying them to business, relationships, learning, and life. It's not joke-telling, silly activities, or the theater equivalent.</p> <p>Applied improv games and exercises give us new choices for thinking. They provide a reliable way to shift out of automatic defensive approaches to uncertainty and into a more spontaneous, expansive state of mind that is highly conducive to learning.</p> <p>Core learnings from an improvisation activity are being more creative, more collaborative, more confident, and more responsive to change. The games welcome the participants to observe themselves in group situations and encourage them to try a different role in a group they would normally do in their everyday life.</p> <p>In education, improvisational approaches are used in all fields of teaching teachers, of designing and evolving didactic concepts, and also as a method of student-centered learning.</p> <p>There are several techniques for different aims. These can be found in books and from online sources. Techniques, or games, can be divided into different categories, such as for example, ice-breakers, trust, listening, collaboration, solo work, and narrative. Many of the games, however, overlap in many groups.</p> <p>Applied improv games provide conditions for fun, trusting, relaxed and energetic learning environment. The importance of laughter can not be neglected. An injection of energy and fun increases quality and productivity later on.</p>					

Purpose and outcomes of the games are never to compete or make fun of anyone or their skills. The trainer is in charge of the atmosphere and is to make sure that everyone is comfortable playing and modifies the game as needed. The framework rules are to try, to accept and to have fun. There is no wrong way to do things.

The 'rules' of the games are secondary. If some 'rules' are left unnoticed, or some are made up, it is ok! As long as this is a joint move from the group, not from a single participant.

Applied Improvisation games and exercises give us new choices for thinking. They provide a reliable way to shift out of automatic defensive approaches to uncertainty and into a more spontaneous, expansive state of mind that is highly conducive to learning.

### THE TOOL WAS CREATED BY

Improvisation for stage and to help actors train was created by Keith Johnstone.

### BACKGROUND

**Why and how the tool was created? In which context? Which results did it bring? Which impact/change on the participants/at social level?**

Starting in the 1950s the educator and playwright [Keith Johnstone](#) developed in the USA and Canada various improvisational games – they not only were used to train actors or to prepare for performances of improvisational theatre groups but also in workshops and projects with teachers of schools and universities, trainers in juvenile and adult education. (Wikipedia)

### TARGET GROUP

**Age range and (if any specific) characteristic of the group of participants.**

7-79

### GROUP SIZE

**Ideal number of participants with (if any) alternatives: e.g. 20 or 2 groups of 15.**

1-50

### AIM

**The general purpose of the tool in an educative/training situation.**

Core learnings from applied improvisation exercises are: being more creative, more collaborative, more confident and more responsive to change. The games can also be used as ice-breakers in the beginning of a training.

### STEP BY STEP PROCESS

**Description, including clear instructions and materials needed, of the different steps of the tool.**

There are several exercises and games for different aims. These can be found in books and from online sources. **Here are a few examples:**

#### *Ice-breaker: Jump in-jump out*

1. Form a circle, holding hands, facing into the center.
2. Announce that you want the group to – “SAY WHAT I SAY, AND DO WHAT I SAY.”
3. Practice this skill with one of four commands – “JUMP IN,” “JUMP OUT,” “JUMP LEFT”, or “JUMP RIGHT.”
4. Call out a series of ‘Jump’ commands, one after another for 20 seconds.



5. Re-form the circle, and announce that you now want the group to – “SAY THE OPPOSITE OF WHAT I SAY, AND DO WHAT I SAY.”
6. Continue with a series of ‘jump’ commands, one after another for 20 seconds, or until the circle breaks up too much.
7. You can even try to SAY WHAT I SAY, AND DO THE OPPOSITE OF WHAT I SAY.”
8. Have fun!

Great for puzzling your mind and see how you react to failure. Rules do not matter as long as the group is having fun.

### *Accepting: Same Circle*

1. Form a circle.
2. One person makes a gesture and a sound. No need to be related.
3. The person beside them repeats the gesture and sound, and so on around the circle.
4. Another person starts another round with their gesture and sound. So on around the circle.
5. Try to go as fast as you can, but without starting the gesture before it arrives at you.

Great for releasing energy. The non-critical affirmation of one’s movement by the others does magic to one’s soul.

### *Spontaneity: Presents*

1. Stand in pairs.
2. One gives the other one an imaginary present without saying anything. No need to try to think about what you are holding, but give it to your companion.
3. Upon receiving the present, name it by saying: Thank you for this xx! The first thing that comes to your mind.
4. Another way around.
5. This game works best if it is played fast, so participants really don’t have the time to preconceive.
6. Most importantly; the presents are always the best presents one could imagine, and that should show!

The great warm-up exercise that helps you blank your mind. Good for control freaks. Laughs guaranteed.

### *Collaboration: I am a tree*

1. The first participant goes to the middle, strikes a pose, and says who or what they represent. For example, he lifts his arms over his head and says "I am a tree."
2. A second participant arrives, adds to the picture, and also says who or what he is.
3. A third participant enters the scene and completes the suggestions from A and B.
4. Now that the scene is finished, player A leaves the stage taking one of the other players with them.
5. The other player stays on the stage and repeats their sentence (without changing their pose). As a result, he offers a suggestion for a new scene.

Great for learning to look the same thing from many perspectives. If this is true, what else could be true?

### *Accepting, collaboration, listening: Six Episodes*

1. Give a group a big task, like ‘The launch of a new flavor of toothpaste’, or ‘Building a new treehouse for the kindergarten kids.’
2. The team gets 1 minute to prepare 6 scenes, in which the given task needs to be completed.
3. After 1 minute there is no more discussing, they just play the 6 scenes.
4. Time it and see if they can make their minds up. Quarreling will just slow them down, so this will only work if players agree; they should be immediately accepting any usable ideas.

Excellent game to teach group storytelling and observe the spontaneous roles in a group.